

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

**GOAL Strengthening Reading Instructional Programs**

Within one year, the percentage of all students that are proficient or on track to proficiency (within 3 years) equals the Reading SGT of 61%.

Filing Cabinet Count	0
SEA Resources Available	7

**STRATEGY 1. Core Reading Program**

The Core Reading Program will include full implementation of the NM Common Core State Standards including Common Core shifts. Identify: Core program by name; grade levels being served; frequency and duration of delivery.

Filing Cabinet Count	1
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**ACTION STEP Research-based curriculum**

Students will receive daily instruction using district and high school adopted curriculum that align to Common Core State Standards. The core reading/literature program adopted for the 2015-2016 school year is Houghton Mifflin Harcourt's Collections and the READ 180 program from scholastic. The program will be implemented in a daily block less than 60 minutes, five days a week.

Status	In Progress 01/12/2016	Filing Cabinet Count	0
Start-End Dates	08/11/2014 - 05/19/2016		
Tags	CCSS		
Persons Responsible	Craig DeYoung		

**ACTION STEP Instructional Coach**

Instructional coach will work with teachers on a weekly basis, in less than 60 minute blocks to identify best practices and strategies and provide in-class coaching to help teachers better implement strategies.

Status	In Progress 01/12/2016	Filing Cabinet Count	0
Start-End Dates	08/11/2014 - 05/19/2016		
Persons Responsible	Craig DeYoung		

**ACTION STEP Research-Based Writing Program**

**GOAL Strengthening Reading Instructional Programs**

**STRATEGY 1. Core Reading Program**

**ACTION STEP Research-Based Writing Program**

Students will receive daily instruction using district and high school adopted curriculum that align to Common Core State standards. The core reading/literature program adopted for the 2015-16 school year is Houghton Mifflin Harcourt's Collections and the READ 180 program from scholastic. The program will be implemented in a daily block less than 60 minutes, five days a week. Students will be instructed in the implementation of effective multisensory writing strategies including PEEL that improve writing, reading, listening, and speaking.

Status	In Progress 01/12/2016	Filing Cabinet Count	0
Start-End Dates	08/12/2014 - 05/19/2016		
Persons Responsible	Craig DeYoung		

**ACTION STEP Weekly Enhancement Day**

Students in need are assigned to a 45 minute class once a week, in which they receive needed assistance that helps support their learning needs and provides extended opportunities to meet proficiency. The students are assigned to the various classes per teacher recommendation, standardized test scores, grades and/or personal requests by the student seeking additional instruction.

Status	In Progress 01/12/2016	Filing Cabinet Count	0
Start-End Dates	10/19/2014 - 05/19/2016		
Persons Responsible	Craig DeYoung		

**ACTION STEP Proficiency for ELD and ELL students**

Offer classes for ELL students in Bilingual Math, ELD Math, Spanish I,II,III ELD Language Arts. The core reading/literature program adopted for the 2015-2016 school year is Houghton Mifflin Harcourt's Collections and the Read 180 program from Scholastic. The program will be implemented in a daily block less than 60 minutes, five days a week.

Status	In Progress 01/12/2016	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 05/19/2016		
Tags	ELL		
Persons Responsible	Craig DeYoung, Mary Leininger		

**GOAL    Strengthening Reading Instructional Programs**

**STRATEGY    2. Tier II Supports for Students in Reading**

Intervention Reading Programs intended for flexible use as part of differentiated instruction, or in more intensive intervention(s), to meet student learning needs in specific areas in alignment with the NM RTI Framework. Identify: research-based programs/strategies; students being served; and implementation timeframe (days/week, minutes/day).

Filing Cabinet Count                    0

**ACTION STEP    ELA Core standards**

The ELA department will identify, track, and incorporate informational reading and writing that focus on improving students' reading informative skills based on pre/post tests, Discovery, EOC, and PARCC test data. Aside from the district/school approved programs (Collections/Read 180), individual teachers will seek out real world/relevant informational texts to supplement their curriculum. This will be utilized throughout the curriculum in daily, less than 60 minute blocks. This will be done a minimum of once every ten days.

Status	In Progress	01/14/2016	Filing Cabinet Count	0
Start-End Dates	08/11/2014 - 05/19/2016			
Persons Responsible	Craig DeYoung			

**ACTION STEP    Re-teaching and Re-learning opportunities**

Teachers will provide re-teaching/re-learning opportunities to all students identified during the weekly lesson each week.

Status	In Progress	01/14/2016	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 05/19/2016			
Persons Responsible	Craig DeYoung			

**ACTION STEP    Before/After school tutoring**

Before/After School Tutoring will be offered for students needing additional assistance/re-reaching throughout the week. Teachers are always available for before/after school tutoring from 7:45am – 8:10am and from 3:00pm - 3:15pm. Additional time may be available through individual request/arrangements with the instructors.

Status	In Progress	01/14/2016	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 05/19/2016			
Persons Responsible	Craig DeYoung			

**ACTION STEP    Odyssey Online classes**

**GOAL Strengthening Reading Instructional Programs**

**STRATEGY 2. Tier II Supports for Students in Reading**

**ACTION STEP Odyssey Online classes**

Tier II students who have failed or need additional classes may be assigned online classes to recover classes and provide additional electives for students. The recovery classes are available through Summer School sessions or attending zero or eighth hour classes during the school year. Non-recovery classes will be available first through seventh period during the school year.

Status	In Progress 01/14/2016	Filing Cabinet Count	0
Start-End Dates	08/11/2014 - 05/19/2016		
Persons Responsible	Craig DeYoung		

**ACTION STEP PSAT Testing Improvement**

Dexter High School will provide all 10th and 11th grade students with a practice PSAT test with a answer key to help them prepare for the PSAT test. Thwe PSAT test will be administered to all 10th and 11th grade students in the fall of each year.

Status	In Progress 01/14/2016	Filing Cabinet Count	1
Start-End Dates	10/14/2014 - 05/19/2016		
Timeline Notes	this test is administered in October of each year, and the results are attached.		
Persons Responsible	Craig DeYoung		

**ACTION STEP Assignment Re-Do**

Teachers will provide the opportunity for students who have sored low on assignments the opportunity to re-submit the assignment, following a Re-Teaching session, for a grade within a specified amount of time not to exceed a week.

Status	In Progress 01/14/2016	Filing Cabinet Count	0
Start-End Dates	08/11/2014 - 05/19/2016		
Persons Responsible	Craig DeYoung		

**STRATEGY 3. Tier III Supports for Students in Reading**

Scientificallly research-based programs and/or intensive targeted intervention(s) to meet specific learning needs of students with disabilities as determined by individual IEPs.

Filing Cabinet Count 0

**ACTION STEP Accomodations**

**GOAL Strengthening Reading Instructional Programs**

**STRATEGY 3. Tier III Supports for Students in Reading**

**ACTION STEP Accomodations**

Teachers will implement individual student reading accommodations daily in each class period as per IEP requirements. ELA teacher will be a part of his/her student's IEP team to make sure the correct accommodations/modifications are noted. The assigned case manager will document the meeting, etc. and supply a copy of the accommodations to the teachers within the first week of school.

Status	In Progress 01/14/2016	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 05/19/2016		
Tags	SpecialED		
Persons Responsible	Craig DeYoung		

**ACTION STEP Read 180**

Reading intervention program implemented daily in a 2-hour block which consists of large group instruction, small group instruction and computer skills

Status	In Progress 01/14/2016	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 05/19/2016		
Tags	SpecialED		
Persons Responsible	Craig DeYoung		

**ACTION STEP AR Reading and testing**

Reading reading assignments and fluency tests will be given online through the AR testing as prescribed by IEPs or individual teacher/classroom requirements. The timeline will vary according to the student and the teacher.

Status	In Progress 01/14/2016	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 05/19/2016		
Tags	SpecialED		
Persons Responsible	Craig DeYoung		

**STRATEGY 4. Professional Development to support Reading**

Professional Development in reading for teachers and administrators aligned with the Common Core State Standards including: description of delivery, methodology, length, relationship to student achievement in reading, evidence based and follow up to professional development.

Filing Cabinet Count 0

**ACTION STEP Cross-level Grade Teams**

SCHOOL PLAN  
**DEXTER HIGH**

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GOAL **Strengthening Reading Instructional Programs**

STRATEGY **4. Professional Development to support Reading**

ACTION STEP **Cross-level Grade Teams**

Language Arts/Reading teachers will work with a cross-level grade teams and content experts to align curriculum, develop pacing guides, and implement common assessments.

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Status	In Progress 01/14/2016	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 05/19/2016		
Persons Responsible	Craig DeYoung		

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ACTION STEP **Cross Functional Teams**

Language Arts/Reading teachers will work with a cross-functional team and content expert to align curriculum, develop pacing guides, and implement common assessments.

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Status	Suspended 01/14/2016	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 05/22/2013		
Persons Responsible	Craig DeYoung		

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ACTION STEP **ELA Professional Development**

English Language Arts teachers will attend a variety of professional development seminars/classes to improve their knowledge regarding curriculum alignment, pacing guides development, implementation of common assessments, and to support research based curriculum.

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Status	In Progress 01/14/2016	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 05/19/2016		
Tags	ELL		
Persons Responsible	Craig DeYoung, Mary Leininger		

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ACTION STEP **ELL Professional Development**

The district as well as the school will provide professional development in TESOL and ELD Standards. The district as well as the school will provide professional development on the ELD standards and training to implement them into the classroom throughout the year. The instructional coach will also assist when needed per individual students/needs.

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Status	In Progress 01/14/2016	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 05/19/2016		
Tags	ELL		
Persons Responsible	Craig DeYoung, Mary Leininger		

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SCHOOL PLAN  
**DEXTER HIGH**

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GOAL **Strengthening Reading Instructional Programs**

STRATEGY **5. Collaboration Time for Reading Teachers**

Dedicated and scheduled time during the school day for data analysis and review to inform planning to deliver targeted instruction and support to students as needed.

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Filing Cabinet Count 0

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ACTION STEP **Reading Goal Team**

Site based reading goal teams will meet weekly to analyze data, assist with vertical and horizontal alignments, and focus on best practice instructional strategies.

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Status	Completed 01/14/2016	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 05/22/2013		
Persons Responsible	Craig DeYoung		

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ACTION STEP **PLC Weekly Meetings**

Department/PLC teams will meet once a week, during a less than 60 minute block period, with the instructional coach to analyze data, assist with vertical and horizontal alignments, and focus on best practice instructional strategies.

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Status	In Progress 01/14/2016	Filing Cabinet Count	0
Start-End Dates	08/11/2014 - 05/19/2016		
Tags	CCSS		
Persons Responsible	Craig DeYoung		

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ACTION STEP **ELA Department Meetings**

English Language Arts Department will meet at least once a week, during a less than 60 minute block period, to implement NM Common Core State Standards, monitor effectiveness of instructional and learning strategies, and to discuss any issues/concerns within the department.

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Status	In Progress 01/14/2016	Filing Cabinet Count	0
Start-End Dates	08/11/2014 - 05/19/2016		
Persons Responsible	Craig DeYoung		

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STRATEGY **6. Monitoring of Reading Instructional Programs**

School administrators/designees monitor delivery of the specific program/curriculum to ensure that all classroom teachers adhere to the fidelity of the program.

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Filing Cabinet Count 0

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ACTION STEP **Accelerated Reader**

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GOAL **Strengthening Reading Instructional Programs**

STRATEGY **6. Monitoring of Reading Instructional Programs**

ACTION STEP **Accelerated Reader**

Accelerated Reader will be implemented at all grade levels to measure and monitor student progress in reading.

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Status	Completed 01/14/2016	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 05/22/2013		
Persons Responsible	Craig DeYoung		

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ACTION STEP **Short-cycle Assessments**

Student's individual reading progress will be monitored through the short-cycle assessment, Discovery, given three times per year. These will be discussed and analyzed throughout the year by the individual teachers as well as by the department at least once during each nine weeks.

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Status	In Progress 01/14/2016	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 05/19/2016		
Persons Responsible	Craig DeYoung		

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STRATEGY **7. College and Career Ready (Grades 8-12)**

The school initiates, and updates on an annual basis, Next Step Plans and provides opportunities and academic supports to enable all students to succeed in rigorous courses designed for college and career readiness in grades 9-12.

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Filing Cabinet Count	0
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ACTION STEP **Next Step/Transition Plans**

Each student will prepare a NEXT STEP Plan with parent approval and signature. This plan starts in the 8th grade, listing coursework during high school years, as well as tentative choices of careers and post-secondary schools. The student's program will be reviewed and updated on an annual basis with the Dean of Students and the Counselor.

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Status	In Progress 01/14/2016	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 05/19/2016		
Persons Responsible	Craig DeYoung		

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ACTION STEP **Career Day**



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GOAL **Strengthening Reading Instructional Programs**

STRATEGY **7. College and Career Ready (Grades 8-12)**

ACTION STEP **Career Day**

Students will attend a Career Day developed by the Dean of students that highlights the career opportunities in our area.

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Status	In Progress 01/14/2016	Filing Cabinet Count	0
Start-End Dates	02/12/2013 - 05/19/2016		
Persons Responsible	Craig DeYoung		

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ACTION STEP **Dual Credit Courses**

Students are offered the opportunity to participate in Dual Credit courses through a local college. The English Courses are conducted online by the college professors. Licensed teachers on site at Dexter Consolidated Schools will assist the students with their lessons, adding supplemental instructions and clarification of homework. These monitored classes are offered in daily, less than 60 minute block classes. The students are able to work on their coursework outside of the assigned class hours as well.

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Status	In Progress 01/14/2016	Filing Cabinet Count	0
Start-End Dates	08/11/2014 - 05/19/2016		
Persons Responsible	Craig DeYoung		

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STRATEGY **Use of Data to Analyze Reading**

A dialogue around how students are performing to establish action steps needed to address gaps. Subgroup data are analyzed (describes facts, detects patterns, compares results and organizes data) and is uploaded to the Web EPSS File Cabinet.

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Filing Cabinet Count	0
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ACTION STEP **Formative and Summative Assessments**

Data from formative and summative assessments will be analyzed to identify students who are at beginning steps or nearing proficiency. This will be addressed during the various departmental meetings as well as general staffing meetings. The information will also be utilized by the individual teachers throughout their teaching regime.

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Status	In Progress 01/14/2016	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 05/19/2016		
Persons Responsible	Craig DeYoung		

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ACTION STEP **Standardized Testing**

GOAL **Strengthening Reading Instructional Programs**

STRATEGY **Use of Data to Analyze Reading**

ACTION STEP **Standardized Testing**

The data collected from these tests (i.e. Discovery, EOC, PARCC) will identify deficient areas in the curriculum and guide reinforcement efforts in the classroom. This will be addressed during the various departmental meetings as well as general staffing meetings at the minimum of once each nine weeks. This information will also be utilized by the individual teachers throughout their teaching regime.

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Status	In Progress 01/14/2016	Filing Cabinet Count	0
Start-End Dates	08/11/2014 - 05/19/2016		
Persons Responsible	Craig DeYoung		

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SCHOOL PLAN  
**DEXTER HIGH**

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GOAL **Strengthening Math Instructional Programs**

Within one year, the percentage of all students that are proficient or on track to proficiency (within 3 years) equals the Math SGT of 55%.

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Filing Cabinet Count	0
SEA Resources Available	7

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STRATEGY **1. Core Math Program**

The Core Math Program will include full implementation of the NM Common Core State Standards including Common Core shifts. Identify: core program by name; grade levels being served; frequency, and duration of delivery.

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Filing Cabinet Count	0
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ACTION STEP **PEEL Strategy**

Teachers across the curriculum will implement the PEEL writing strategy.

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Status	In Progress 01/14/2016	Filing Cabinet Count	0
Start-End Dates	08/11/2014 - 05/19/2016		
Persons Responsible	Craig DeYoung		

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ACTION STEP **Extended Learning Opportunities**

Students will have the opportunity to attend extra time to get help from a certified teacher before school, during lunch, after school, and during the weekly enhancement period.

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Status	In Progress 01/14/2016	Filing Cabinet Count	0
Start-End Dates	08/11/2014 - 05/19/2016		
Persons Responsible	Craig DeYoung		

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ACTION STEP **Instructional Coach**

Instructional coach will work with teachers on a weekly basis to identify best practices and strategies and provide in-class coaching to help teachers better implement the strategies.

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Status	In Progress 01/14/2016	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 05/19/2016		
Persons Responsible	Craig DeYoung		

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ACTION STEP **Common Core Math Standards**

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GOAL **Strengthening Math Instructional Programs**

STRATEGY **1. Core Math Program**

ACTION STEP **Common Core Math Standards**

Continue with the training and support from MC2 math coaches, the REC instructional coaches, and the DHS instructional coach to assist with the use of Holt McDougal Math and alignment to the Common Core State Standards.

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Status	In Progress 01/14/2016	Filing Cabinet Count	0
Start-End Dates	08/11/2014 - 05/19/2016		
Tags	CCSS		
Persons Responsible	Craig DeYoung		

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STRATEGY **2. Tier II Support for Students in Math**

Intervention Math Programs intended for flexible use as part of differentiated instruction, or in more intensive intervention(s) to meet student learning needs in specific areas, in alignment with the NM RTI Framework. Identify" research-based programs/strategies; students being served, and implementation timeframe (days/week, minutes/day).

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Filing Cabinet Count 0

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ACTION STEP **Enhancement Period**

A weekly class period set aside for students to receive additional academic support from our certified teaching staff.

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Status	In Progress 01/14/2016	Filing Cabinet Count	0
Start-End Dates	10/19/2014 - 05/19/2016		
Persons Responsible	Craig DeYoung		

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STRATEGY **3. Tier III Supports for Students in Math**

Scientific research-based programs and/or intensive targeted intervention(s) to meet specific learning needs of students with disabilities as determined by individual IEPs.

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Filing Cabinet Count 0

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ACTION STEP **Accommodations**

GOAL **Strengthening Math Instructional Programs**

STRATEGY **3. Tier III Supports for Students in Math**

ACTION STEP **Accommodations**

Teachers will implement individual student math accommodations daily in each class as per IEP requirements.

Status	In Progress 01/14/2016	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 05/19/2016		
Tags	SpecialED		
Persons Responsible	Craig DeYoung		

ACTION STEP **Inclusion Math Class**

Special Education teacher team teaches with a certified math teacher in a math class to provide more direct math instruction and more one-on-one instruction.

Status	In Progress 01/14/2016	Filing Cabinet Count	0
Start-End Dates	08/11/2014 - 05/19/2016		
Tags	SpecialED		
Persons Responsible	Craig DeYoung		

ACTION STEP **After school tutoring**

Students will be offered before school, lunch time, and after school opportunities to meet with a certified teacher to help them with their educational needs.

Status	In Progress 01/14/2016	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 05/19/2016		
Persons Responsible	Craig DeYoung		

ACTION STEP **One-on-one or Small Group Instruction**

Special Education teacher will pull individual or small groups of students or work with our regular Ed Math teacher during the inclusion class to provide intensive interventions in Math.

Status	In Progress 01/14/2016	Filing Cabinet Count	0
Start-End Dates	08/11/2014 - 05/19/2016		
Tags	SpecialED		
Persons Responsible	Craig DeYoung		

**GOAL Strengthening Math Instructional Programs**

**STRATEGY 4. Professional Development to support Math**

Professional Development in Math for teachers and administrators aligned with the Common Core State Standards including: description of delivery, methodology, length, relationship to student achievement in math, evidence based, and follow up to professional development

Filing Cabinet Count 0

**ACTION STEP Department meetings**

Department meetings are conducted once per week to collaborate and align the implementation of the common core standards

Status	In Progress 01/14/2016	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 05/19/2016		
Tags	CCSS		
Persons Responsible	Craig DeYoung		

**STRATEGY 5. Collaboration Time for Math Teachers**

Dedicated and scheduled time during the school day for data analysis and review to inform planning to delivery targeted instruction and support to students as needed.

Filing Cabinet Count 0

**ACTION STEP Math Team**

Site based math teams will meet weekly to analyze data, assist with vertical and horizontal alignment, and focus on best practice instructional strategies.

Status	In Progress 01/14/2016	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 05/19/2016		
Persons Responsible	Craig DeYoung		

**ACTION STEP DHS Instructional Coach & REC Coaches**

The DHS Instructional Coach and the REC coaches will assist teachers in the classroom with classroom instruction and best practices.

Status	In Progress 01/14/2016	Filing Cabinet Count	0
Start-End Dates	08/11/2014 - 05/19/2016		
Persons Responsible	Craig DeYoung		

SCHOOL PLAN  
**DEXTER HIGH**

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GOAL **Strengthening Math Instructional Programs**

STRATEGY **6. Monitoring of Math Program**

School administrators/designees monitor delivery of the specific program/curriculum to ensure that all classroom teachers adhere to the fidelity of the program.

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Filing Cabinet Count 0

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ACTION STEP **Short cycle assessments**

Student's individual math progress will be monitored through the short-cycle assessment (Discovery Testing) given three times per year.

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Status	In Progress 01/14/2016	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 05/19/2016		
Persons Responsible	Craig DeYoung		

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ACTION STEP **Core Classes**

Students will be offered ACT and SBA prep work and practice during core classes to improve test scores college entrance possibilities.

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Status	In Progress 01/14/2016	Filing Cabinet Count	0
Start-End Dates	08/11/2014 - 05/19/2016		
Persons Responsible	Craig DeYoung		

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ACTION STEP **Accuplacer**

The accuplacer test will be given to help students with develop career interests and aptitudes, and to qualify for college level classes through the dual-enrollment program.

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Status	In Progress 01/14/2016	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 05/19/2016		
Persons Responsible	Craig DeYoung		

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STRATEGY **7. College and Career Ready (Grades 8-12)**

The school initiates, and updates on an annual basis, Next Step Plans and provides opportunities and academic supports to enable all students to succeed in rigorous courses designed for college and career readiness in grades 9-12.

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Filing Cabinet Count 0

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ACTION STEP **Next Step Plans**

SCHOOL PLAN  
**DEXTER HIGH**

GOAL **Strengthening Math Instructional Programs**

STRATEGY **7. College and Career Ready (Grades 8-12)**

ACTION STEP **Next Step Plans**

Students are required to update their next-step plans every year, beginning in the 8th grade with the school counselor and the Dean of Students.

Status	In Progress 01/14/2016	Filing Cabinet Count	0
Start-End Dates	08/11/2014 - 05/19/2016		
Persons Responsible	Craig DeYoung		

ACTION STEP **Rigorous Classes**

Students are offered a rigorous program of class offerings to enroll in either through the high school regular offerings or through the dual-enrollment program.

Status	In Progress 01/14/2016	Filing Cabinet Count	0
Start-End Dates	08/11/2014 - 05/19/2016		
Persons Responsible	Craig DeYoung		

STRATEGY **Use of Data to Analyze Math**

A dialogue around how student are performing to establish action steps needed to address gaps. Subgroup data are analyzed (describes facts, detects patterns, compares results and organizes data) and uploaded to the Web EPSS File Cabinet.

Filing Cabinet Count 0

ACTION STEP **Formative and Summative Assessments**

Data from formative and summative assessments will be analyzed to identify students who are at beginning steps or nearing proficiency (Due on

Status	In Progress 01/14/2016	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 05/19/2016		
Persons Responsible	Craig DeYoung		

<b>TOTAL PLAN FUNDS:</b>	<b>\$0.00</b>
Budgeted	\$0.00
Actual	\$0.00