

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%.

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Filing Cabinet Count	15
SEA Resources Available	7

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**STRATEGY 1. Core Reading Program**

The 3 core reading programs are Read 180, System 44, and Houghton Mifflin Court Collection Series

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Filing Cabinet Count	0
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**ACTION STEP Research-based curriculum**

Students will receive daily instruction using district adopted curriculum that is aligned to Common Core State Standards

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Status	In Progress 02/03/2016	Filing Cabinet Count	0
Start-End Dates	08/13/2013 - 06/01/2017		
Persons Responsible	Chanda Crandall, Jamila Garner, Janice Miller, Greg Smith		

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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 02/03/2016	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 06/01/2017		
Persons Responsible	Chanda Crandall, Jamila Garner		

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**ACTION STEP Extended Learning Opportunity (ELO) Class**

All students are assigned to a designated class that meets for one class period each day that supports their learning needs and provides individualized and additional help on classroom assignments

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Status	In Progress 02/03/2016	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 06/01/2017		
Persons Responsible	Art Cobos, Chanda Crandall, Archie Duran, Jamila Garner, Kim Hamill, Janice Miller, Greg Smith, Larry VandenBout, Ty Woods		

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**ACTION STEP Proficiency in English for ELLs**

SCHOOL PLAN  
**DEXTER MIDDLE**

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GOAL **Strengthening Reading Instructional Programs**

STRATEGY **1. Core Reading Program**

ACTION STEP **Proficiency in English for ELLs**

Provide financial assistance for teachers and administrators to attend Bilingual and Dual Language conferences to acquire new information on best practices for ELL students.

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Status	In Progress 02/03/2016	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 06/01/2017		
Tags	ELL		
Persons Responsible	Chanda Crandall, Jamila Garner, Mary Leininger		

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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).

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Filing Cabinet Count	0
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ACTION STEP **Re-teach During ELO**

Teachers will provide re-teaching in Reading to identified students during ELO class three hours per week.

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Status	In Progress 02/03/2016	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 06/01/2017		
Persons Responsible	Chanda Crandall, Jamila Garner, Janice Miller, Greg Smith		

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ACTION STEP **Literacy Academic/Instructional Counselor**

Instructional and Academic Counselor will identify Tier II students and provide academic counseling and strategies to students who are struggling learners.

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Status	In Progress 02/03/2016	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 06/01/2017		
Persons Responsible	Chanda Crandall, Jamila Garner		

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ACTION STEP **Before School Tutoring**

SCHOOL PLAN  
**DEXTER MIDDLE**

**GOAL Strengthening Reading Instructional Programs**

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

**ACTION STEP Before School Tutoring**

Before School Tutoring will be provided for students needing additional assistance/re-teaching in reading.

Status	In Progress 02/03/2016	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 06/01/2017		
Persons Responsible	Chanda Crandall, Jamila Garner, Janice Miller, Greg Smith		

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

Tier III students whose data shows need according to their IEP, will have the opportunity for Read 180 or System 44 to develop reading skills.

Filing Cabinet Count 0

**ACTION STEP Read 180/ System 44**

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

Status	In Progress 02/03/2016	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 06/01/2017		
Tags	ELL, SpecialED		
Persons Responsible	Chanda Crandall, Jamila Garner, Lynn Romero		

**ACTION STEP Accommodations**

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

Status	In Progress 02/03/2016	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 06/01/2017		
Timeline Notes	Reading Accommodation and strategies will be taught during a weekly 45 min PLC/ Department meeting.		
Tags	SpecialED		
Persons Responsible	Art Cobos, Chanda Crandall, Archie Duran, Jamila Garner, Kim Hamill, Janice Miller, Greg Smith, Larry VandenBout, Ty Woods		

**ACTION STEP One-on-one Instruction**

GOAL **Strengthening Reading Instructional Programs**

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

ACTION STEP **One-on-one Instruction**

Special Education teachers will pull individual or small groups of students out of ELO time twice per week for 50 minutes to provide intensive interventions in Reading

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Status	In Progress 02/03/2016	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 06/01/2017		
Tags	SpecialED		
Persons Responsible	Chanda Crandall, Jamila Garner		

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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.

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Filing Cabinet Count 0

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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	In Progress 02/03/2016	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 06/01/2017		
Persons Responsible	Chanda Crandall, Jamila Garner, Janice Miller, Greg Smith		

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ACTION STEP **Reading Professional Development**

Continue training/coaching to support research based curriculum. Department meetings are held once a week, for 50 minutes, to discuss curriculum and instruction in reading.

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Status	In Progress 02/03/2016	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 06/01/2017		
Persons Responsible	Chanda Crandall, Jamila Garner, Janice Miller, Greg Smith		

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ACTION STEP **ELL Professional Development**

SCHOOL PLAN  
**DEXTER MIDDLE**

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GOAL **Strengthening Reading Instructional Programs**

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

ACTION STEP **ELL Professional Development**

Provide professional development in GLAD, TESOL and ELD Standards. Send teachers to GLAD training in Albuquerque and provide tuition and book assistance for teachers interested in TESOL endorsements. Provide professional development on the ELD standards and implementing them into the classroom as well as GLAD training.

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Status	In Progress 02/03/2016	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 06/01/2017		
Persons Responsible	Chanda Crandall, Jamila Garner, Mary Leininger		

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

PLC teams meet once a week for 50 minutes to devise targeted instruction and support student needs.

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Filing Cabinet Count 0

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ACTION STEP **Reading Goal Team**

Site based department and PLC teams will meet weekly for 50 minutes to analyze data, assist with vertical and horizontal alignments, and focus on best practice instructional strategies.

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Status	In Progress 02/03/2016	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 06/01/2017		
Persons Responsible	Art Cobos, Chanda Crandall, Jamila Garner, Kim Hamill, Janice Miller, Greg Smith		

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

The school administrator monitors the reading instruction by completing 3 walk through evaluations and 2 formal evaluation per year. In addition to analyzing and reflecting the reading data board 3 times per year.

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Filing Cabinet Count 0

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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.

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Status	In Progress 02/03/2016	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 06/01/2017		
Persons Responsible	Art Cobos, Chanda Crandall, Archie Duran, Jamila Garner, Kim Hamill, Mary Leininger, Janice Miller, Greg Smith, Larry VandenBout, Ty Woods		

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SCHOOL PLAN  
**DEXTER MIDDLE**

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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	In Progress 02/03/2016	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 06/01/2017		
Persons Responsible	Chanda Crandall, Jamila Garner, Janice Miller, Greg Smith		

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

College and Career development is supported through weekly guest speakers who come into our school and speak to the students about their career pathway and the academics needed to pursue a career.

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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.

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Status	In Progress 02/03/2016	Filing Cabinet Count	0
Start-End Dates	08/12/2012 - 06/01/2017		
Persons Responsible	Chanda Crandall		

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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**

SCHOOL PLAN  
**DEXTER MIDDLE**

GOAL **Strengthening Reading Instructional Programs**

STRATEGY **Use of Data to Analyze Reading**

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. To address the reading gaps students are placed in Discovery Reading classes, Read 180, or System 44 that address data driven deficits. Data on the gaps are discussed during weekly PLC meetings.

Status	In Progress 02/03/2016	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 06/01/2017		
Persons Responsible	Art Cobos, Chanda Crandall, Archie Duran, Jamila Garner, Kim Hamill, Mary Leininger, Janice Miller, Greg Smith, Larry VandenBout, Ty Woods		

ACTION STEP **Academic Improvement Plans (AIPs)**

AIPs will be completed by teachers and students for their ELO students. AIPs will be discussed with parents during parent-teacher conferences.

Status	In Progress 02/03/2016	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 06/01/2017		
Persons Responsible	Art Cobos, Chanda Crandall, Archie Duran, Jamila Garner, Kim Hamill, Janice Miller, Greg Smith, Ty Woods		

ACTION STEP **Subgroup Reading Data Analysis**

PLC Teams, Instructional Coach, and the Administrator will analyze Subgroup Reading data to detect patters and compare results that the data reflects on student growth.

Status	In Progress 02/03/2016	Filing Cabinet Count	3
Start-End Dates	05/20/2015 - 06/01/2017		
Persons Responsible	Art Cobos, Chanda Crandall, Jamila Garner, Mary Leininger, Janice Miller, Lynn Romero, Greg Smith, Larry VandenBout, Ty Woods		

TASKS 0 of 1 Complete

<b>Data Charts</b>	In Progress	Due 5/22/2016
Data is put into graphs to illustrate subgroup proficiency.		Chanda Crandall (LEA) , Jamila Garner (School)

SCHOOL PLAN  
**DEXTER MIDDLE**

**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%.

Filing Cabinet Count	15
SEA Resources Available	7

**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.

Filing Cabinet Count	0
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**ACTION STEP Instructional Coach**

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

Status	In Progress 02/03/2016	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 06/01/2017		
Persons Responsible	Chanda Crandall, Jamila Garner, Larry VandenBout		

**ACTION STEP Extended Learning Opportunity (ELO) Class**

Continuation of Extended Learning Opportunity (ELO) class for all students that is incorporated into the school day and focuses on additional academic help including Math skill building for all students as well as focuses on students analyzing their individual data

Status	In Progress 02/03/2016	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 06/01/2017		
Persons Responsible	Art Cobos, Chanda Crandall, Archie Duran, Jamila Garner, Kim Hamill, Janice Miller, Greg Smith, Larry VandenBout, Ty Woods		

**ACTION STEP ACE Strategy**

Teachers across the curriculum will implement the ACE writing strategy.

Status	In Progress 02/03/2016	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 06/01/2017		
Persons Responsible	Art Cobos, Chanda Crandall, Archie Duran, Jamila Garner, Kim Hamill, Earl Kemmer, Janice Miller, Greg Smith, Larry VandenBout, Ty Woods		



SCHOOL PLAN  
**DEXTER MIDDLE**

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GOAL **Strengthening Math Instructional Programs**

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 **Discovery Math Discovery Classes**

Identify, track, and include in class schedule for all grade levels a math discovery classes that focus on improving students' math skills based on Discovery Education and PARCC test data. The class meets 5 days a week for 45 minutes.

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Status	In Progress 02/03/2016	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 06/01/2017		
Persons Responsible	Chanda Crandall, Jamila Garner, Larry VandenBout		

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ACTION STEP **Re-teach during ELO class**

Teachers will provide re-teaching in Math to identified students during ELO class three hours per week.

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Status	In Progress 02/03/2016	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 06/01/2017		
Persons Responsible	Chanda Crandall, Jamila Garner, Larry VandenBout		

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ACTION STEP **Literacy Academic/Instructional Counselor**

Academic/Instructional Counselor will identify Tier II students and provide academic counseling and strategies to students who are struggling learners.

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Status	In Progress 02/03/2016	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 06/01/2017		
Persons Responsible	Chanda Crandall, Jamila Garner		

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ACTION STEP **Before School Tutoring**

Before School Tutoring will be provided for students needing additional assistance/re-teaching in reading.

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Status	In Progress 02/03/2016	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 06/01/2017		
Persons Responsible	Chanda Crandall, Jamila Garner		

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SCHOOL PLAN  
**DEXTER MIDDLE**

GOAL **Strengthening Math Instructional Programs**

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

SWD learning needs are met through IEP goals and classroom accommodations and Discovery data analysis.

Filing Cabinet Count 0

ACTION STEP **One-on-one Instruction**

Special Education teachers will pull individual or small groups of students out of ELO time twice per week for 50 minutes to provide intensive interventions in Math

Status	In Progress 02/03/2016	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 06/01/2017		
Tags	SpecialED		
Persons Responsible	Chanda Crandall, Jamila Garner, Larry VandenBout		

ACTION STEP **Accommodations**

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

Status	In Progress 02/03/2016	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 06/01/2017		
Tags	SpecialED		
Persons Responsible	Chanda Crandall, Jamila Garner, Larry VandenBout		

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 **Cross Functional Teams**

Math teachers will work with a cross-functional team and a content expert to align curriculum, develop pacing guides, and implement common assessments all aligned with the Common Core State Standards.

Status	In Progress 02/03/2016	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 06/01/2017		
Persons Responsible	Chanda Crandall, Jamila Garner, Larry VandenBout		

**GOAL    Strengthening Math Instructional Programs**

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

PLC, Department and Grade Level teams meet weekly for 45 minutes to collaborate on math data from Discovery and PARCC to implement instructional strategies to improve instruction and student growth.

Filing Cabinet Count                      0

**ACTION STEP    Math Goal Team**

Site based math teams will meet weekly for 45 minutes to analyze data, assist with vertical and horizontal alignment, and focus on best practice instructional strategies.

Status	In Progress	06/08/2015	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 06/01/2017			
Persons Responsible	Chanda Crandall, Jamila Garner, Larry VandenBout, Ty Woods			

**STRATEGY    6. Monitoring of Math Program**

Monitoring of the Math Program will be completed by the administrator by completing 3 walk throughs evaluations and 2 formal evaluations per year.

Filing Cabinet Count                      0

**ACTION STEP    Short cycle assessments**

Student's individual math progress will be monitored through the short-cycle assessment (Discovery) given three times per year. Teacher will then collaborate to develop and learn math instructional strategies to implement into the classroom.

Status	In Progress	02/03/2016	Filing Cabinet Count	0
Start-End Dates	08/13/2012 - 06/01/2017			
Persons Responsible	Chanda Crandall, Jamila Garner, Kim Hamill, Larry VandenBout, Ty Woods			

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

College and Career development is supported through weekly guest speakers who come into our school and speak to the students about their career pathway and the academics needed to pursue a career.

Filing Cabinet Count                      0

**ACTION STEP    Next Step/Transition Plans**

SCHOOL PLAN  
**DEXTER MIDDLE**

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GOAL **Strengthening Math Instructional Programs**

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

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.

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Status	In Progress 02/03/2016	Filing Cabinet Count	0
Start-End Dates	08/12/2012 - 06/01/2017		
Persons Responsible	Chanda Crandall, Jamila Garner		

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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.

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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. Classroom assessment will be brought to PLC and discussed for effectiveness.

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Status	In Progress 02/03/2016	Filing Cabinet Count	0
Start-End Dates	08/12/2012 - 06/01/2017		
Persons Responsible	Art Cobos, Chanda Crandall, Archie Duran, Jamila Garner, Kim Hamill, Mary Leininger, Janice Miller, Greg Smith, Larry VandenBout, Ty Woods		

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ACTION STEP **Academic Improvement Plans (AIPs)**

AIPs will be completed by teachers and students for their ELO students. AIPs will be discussed with parents during parent-teacher conferences

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Status	In Progress 02/03/2016	Filing Cabinet Count	0
Start-End Dates	08/12/2012 - 06/01/2017		
Persons Responsible	Art Cobos, Chanda Crandall, Archie Duran, Jamila Garner, Kim Hamill, Janice Miller, Greg Smith, Larry VandenBout, Ty Woods		

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ACTION STEP **Subgroup Math Data Analysis**

SCHOOL PLAN  
**DEXTER MIDDLE**

GOAL **Strengthening Math Instructional Programs**

STRATEGY **Use of Data to Analyze Math**

ACTION STEP **Subgroup Math Data Analysis**

PLC Teams, Instructional Coach, and the Administrator will analyze Subgroup Math data to detect patters and compare results that the data reflects on student growth.

Status	In Progress 02/03/2016	Filing Cabinet Count	3
Start-End Dates	05/20/2015 - 06/01/2017		
Persons Responsible	Art Cobos, Chanda Crandall, Archie Duran, Jamila Garner, Kim Hamill, Mary Leininger, Janice Miller, Lynn Romero, Greg Smith, Larry VandenBout, Ty Woods		

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