

**School Support and Readiness Assessment & School Monitoring Visit
Summary
Beginning of Year
(SSRA/SITM-BOY)**

School: Dexter Middle School	LEA: Dexter Consolidated Schools
School Leader: Christina Ferguson	LEA Leader: Tom Graves
SSRA Team Leader: Robyn Cook	Date: October 1, 2024
School Description	
<p>Dexter Middle School's mission is to nurture the development of the "whole student." They emphasize academics, character, and shaping young adults who will become contributing members of their communities and society. The student body is 98% Hispanic, with 100% eligible for free or reduced lunch. Additionally, 23% of the students are English learners (ELs), compared to 25% district-wide.</p>	
School Successes and Celebrations	
<p>Dexter Middle School has many successes to share. First, the school is driving significant progress with struggling readers in reading intervention classes using Reading Plus. Dexter Middle School continues implementing PBIS (Positive Behavior Interventions and Supports) initiatives, such as Positive Referral Fridays and rewards for students achieving C's or better at the end of each nine weeks. The school maintains a consistent qualification rate of 45% for all C's or better rewards. Additionally, there has been an apparent reduction in student discipline and behavior incidents due to the ongoing implementation of restorative practices. This has also contributed to a decrease in chronic absenteeism.</p> <p>The team at Dexter Middle School diligently works to create a culture that supports and welcomes everyone into the school family, helping students understand that they are valued members who play a crucial role in the school's overall success. In May 2024, approximately 50% of the teaching staff left the district for various reasons; however, the school was able to hire excellent new teachers who have adapted well to the community. The current staff brings positive energy that supports the school's initiatives.</p> <p>While fostering consistent Professional Learning Communities (PLCs) has been a challenge in the past, Dexter Middle School now holds weekly meetings with fidelity, focusing on instructional strategies and data. AVID (Advancement Via Individual Determination) has been introduced as a new elective class for students this school year. The staff is excited about implementing AVID strategies across content areas, as these classes will provide the structure and guidance necessary for students to develop crucial skills such as organization, time management, and note-taking.</p>	

Finally, Dexter Middle School has created a content mastery class this year, supported by bilingual staff, to assist ELs in their academic pursuits. TRIO pays students to tutor other students, aiming for high school graduation and career and college readiness.

Year-End Goals, Action Steps, and Progress Monitoring

Dexter Middle School has been designated Comprehensive Support and Improvement (CSI) for English Learners.

School Performance Trend Data:

NM-MSSA (New Mexico Measures of Student Success and Achievement)

English Language Arts

Year	All Students	6th	7th	8th	English Learners
2021-22	38%	42%	49%	**%	15%
2022-23	35%	27%	49%	32%	16%
2023-24	**%	34%	43%	31%	**%

Mathematics

Year	All Students	6th	7th	8th	English Learners
2021-22	22%	34%	20%	**%	10%
2022-23	21%	25%	19%	22%	7%
2023-24	**%	29%	28%	14%	**%

NM-ASR (New Mexico Assessment of Science Readiness)

Science

Year	All Students	English Learners
2021-22	35%	25%
2022-23	28%	6%
2023-24	**%	**%

BOY iMSSA 2024-2025 (Beginning of Year Interim Measures of Student Success and Achievement)

Reading

Grade	All Students	English Learners
6th	15%	9%
7th	20%	7%
8th	24%	27%

Language Usage

Grade	All Students	English Learners
6th	15%	9%
7th	18%	6%
8th	8%	0%

Math

Grade	All Students	English Learners
6th	18%	0%
7th	11%	8%
8th	11%	8%

Performance Goals:

English Language Proficiency (ELP)

1. A 10% increase in the portion of students meeting or exceeding proficiency levels in ELA and math across the general student population, but specifically a 10% increase in proficiency levels in ELA and math amongst ELs.
2. A 5% increase in the portion of students meeting or exceeding proficiency levels in ELA and math, specifically from BOY to MOY (Middle of the Year) iMSSA across the general student population, but specifically targeting a 5% increase in students meeting or exceeding proficiency in ELA and math amongst ELs.

English Language Arts:

1. A 10% increase in the portion of students meeting or exceeding proficiency levels in ELA on the NM-MSSA.
2. A 5% increase in the portion of students meeting or exceeding proficiency levels in ELA from BOY to MOY iMSSA interim assessment.

Mathematics

1. A 10% increase in the portion of students meeting or exceeding proficiency levels in math on the NM-MSSA.
2. A 5% increase in the portion of students meeting or exceeding proficiency levels in math from BOY to MOY iMSSA and from MOY iMSSA to EOY iMSSA.

Science:

1. A 10% increase in the portion of students meeting or exceeding proficiency levels in science.
2. A 5% increase in the portion of students meeting or exceeding proficiency levels on the cumulative school-created interim science assessment.

Desired Outcome, Action Steps, Monitoring:

Focus Area: Layer 1 Instruction/Interventions – ELP

Teachers will implement instructional strategies across content areas, modeled and/or demonstrated by the Teacher Created Materials (TCM) Coach, that are data-supported to be high-yield learning/instructional activities for ELs and/or all students. This will correlate to MLSS (Multiple Layer Systems of Support) Layer 1 interventions. The implementation fidelity will be calculated through data collected by the building principal and the TCM coach during classroom walk-throughs and embedded coaching sessions.

1. Teachers will implement the instructional tools learned/modeled during the back-to-school professional development with TCM.
2. Teachers will analyze short-cycle assessment data at weekly PLC meetings and correlate instructional practices for immediate support/adjustment.

3. The principal will assist in acquiring well-aligned, differentiated resources that will provide ELs access to content-specific information in English and their native language.

Monitoring: The school will utilize walkthrough data to determine if staff are implementing interactive notebooks, transitions under a minute, and explicit vocabulary teaching. The goal is for full implementation with all staff.

Focus Area: Layer 1 Instruction/interventions - ELA

ELA teachers will continue utilizing professional development, observation feedback, and weekly PLC meetings to acquire diversified instructional strategies that will strengthen Layer 1 instruction for all students while intentionally targeting ELs.

1. Dexter Middle School teachers will continue their professional development with embedded coaching from TCM and AVID and focused weekly PLC meetings where student academic performance data is disaggregated and analyzed. Alignment to NM content instructional scope and appropriate academic rigor will be monitored. Data will be analyzed by individual, subgroup, content, and grade level.
2. Teachers will analyze short-cycle assessment data to weekly PLC meetings and correlate instructional practices for immediate support/adjustment.
3. The principal will assist in acquiring well-aligned, differentiated resources that will provide ELs access to content-specific information in English and their native language.

Monitoring: The school will utilize MOY iMSSA scores to see how students have improved throughout the semester. The staff will use short cycle assessments and backward planning lessons and instruction in ELA.

Reading

Grade	BOY All Students	MOY Goal	EOY Goal	EL BOY	MOY Goal	EOY Goal
6th	15%	25%	35%	9%	19%	29%
7th	20%	30%	40%	7%	17%	27%
8th	24%	34%	44%	27%	37%	47%

Language Usage

Grade	BOY All Students	MOY Goal	EOY Goal	EL BOY	MOY Goal	EOY Goal
6th	15%	25%	35%	9%	19%	29%
7th	18%	28%	38%	6%	16%	26%
8th	8%	18%	28%	0%	10%	20%

Focus Area: Layer 1 Instruction/interventions - Math

Math teachers will continue to utilize professional development, observation, and feedback, and weekly PLC meetings to acquire diversified instructional strategies that will strengthen Layer 1 instruction for all students while intentionally targeting language learners.

1. Dexter Middle School teachers will continue their professional development with embedded coaching from TCM and AVID and focused weekly PLCs where student academic performance data is disaggregated and analyzed. Alignment to NM content

instructional scope and appropriate academic rigor will be monitored. Data will be analyzed by individual, subgroup, content, and grade level.

2. Teachers will analyze short-cycle assessment data to weekly PLC meetings and correlate instructional practices for immediate support/adjustment.
3. The principal will assist in acquiring well-aligned, differentiated resources that will provide ELs access to content-specific information in English and their native language.

Monitoring: The school will use MOY iMSSA scores to see how students have improved throughout the semester. The staff will use short-cycle assessments and backward-planned lessons and instruction in math.

Math Grade	BOY All Students	MOY Goal	EOY Goal	EL BOY	MOY Goal	EOY Goal
6th	18%	28%	38%	0%	10%	20%
7th	11%	21%	31%	8%	18%	28%
8th	11%	21%	31%	8%	18%	28%

Focus Area: Layer 1 Instruction/Interventions - Science

Science teachers will continue to utilize professional development, observation and feedback, and weekly PLC meetings to acquire diversified instructional strategies that will strengthen Layer 1 instruction for all students while intentionally targeting ELs.

1. Teachers will implement the instructional tools learned/modeled during the back-to-school professional development with TCM and continued PD with TCM and AVID.
2. Teachers will analyze short-cycle assessment data to weekly PLC meetings and correlate instructional practices for immediate support/adjustment.
3. The principal will assist in acquiring well-aligned, differentiated resources that will provide ELs with access to content-specific information in both English and their native language and high-quality intervention curricula.

Monitoring: The school will utilize MOY teacher-created interim assessments aligned to NextGen standards to see how students have improved throughout the semester. The staff will use short cycle assessments to backward-plan lessons and inform appropriate science instruction. The goal at MOY is for 70% of students to be proficient with the standards taught.

DOMAIN 2: LEADERSHIP

Promising Practices:

At Dexter Middle School, intentional efforts are made to foster a positive environment that supports student learning and success. The school community is close-knit, with students and staff forming solid bonds. Leadership, especially Principal Ferguson, is deeply invested in student well-being, and staff consistently go above and beyond to support their students. The school emphasizes student voices, ensuring that everyone feels heard. Communication is prioritized through Facebook posts, robocalls, and a weekly memo that provides clear directives. Academic success is encouraged with policies that align the syllabus with make-

up and late work and initiatives like Positive Referral Fridays and recognition for top grades each week. Athletes are held to high standards through the "Demon Code," and students who achieve C's or better every nine weeks are rewarded with complimentary snacks at the concession stand. Both staff and students feel comfortable approaching Principal Ferguson with any concerns, contributing to a supportive and inclusive atmosphere.

Opportunities for Growth:

The school could consider fostering equal accountability for students and staff to ensure fairness and avoid perceptions of favoritism. An opportunity for growth could be holding everyone to the same standards and promoting consistent expectations. Additionally, ensuring that the TCM (Teacher Created Materials) teaching practices, such as assessing mastery with fewer, more focused questions, are implemented universally could help prevent students from feeling overwhelmed and improve their engagement. Incorporating strategies for ELs during Layer 1 instruction could also enhance the effectiveness of lesson planning and instruction. Furthermore, the principal's creation of a 90-Day Plan offers a valuable, structured approach to driving improvements and addressing critical areas for development within the school.

Potential Next Steps:

The school will create a system for teachers to analyze their data independently, helping educators identify trends, adjust strategies, and better support student achievement. This will support teachers' understanding that the data directly reflects their teaching.

DOMAIN 3: INSTRUCTIONAL INFRASTRUCTURE

Promising Practices:

At Dexter Middle School, promising practices strongly focus on professional development in critical areas such as Teacher Created Materials, AVID (Advancement Via Individual Determination), and Restorative Practices. The school actively uses standards and a structured road map to create interim assessments, with data tracking occurring at the year's beginning, middle, and end. Teachers are encouraged to develop assessments that align with these interim benchmarks and design lessons that support interim and shorter assessments. Short cycle assessments are administered every five to seven days and created by the teachers. While the school is committed to backward planning, they are working through challenges as they begin this process anew with an essentially new staff.

Opportunities for Growth:

An opportunity for growth could be promoting consistency among staff in adhering to Individualized Education Plans (IEP) and 504 plans and ensuring the consistent enforcement of schoolwide policies, such as phone usage rules and teaching from bell to bell. Additionally, encouraging all teachers to consistently apply optimal strategies for ELs during Layer 1 instruction could better support the diverse needs of students and enhance overall classroom effectiveness.

Potential Next Steps:

The principal will create and implement a walkthrough form to determine if staff are implementing interactive notebooks, transitions under a minute, and explicit vocabulary teaching.

DOMAIN 5: SUPPORT & ACCOUNTABILITY**Promising Practices:**

At Dexter Middle School, a promising practice focuses on fostering a culture of growth, meeting students where they are, and striving for continuous improvement. The school emphasizes tracking student data frequently, with students graphing their beginning-of-year assessments, state assessments from the previous year, and short cycle assessments every five to seven days, created by teachers. This data-driven approach helps monitor progress, focusing on moving students up at least 10% from their performance band. Teachers are also working on implementing backward planning to enhance instructional effectiveness. High expectations are set, with students encouraged to achieve grades of C or better, while staff lead by example in maintaining a positive, growth-oriented learning environment.

Opportunities for Growth:

The school could consider addressing concerns regarding the level of rigor in specific classes to ensure all students are challenged and supported in accessing the material. An opportunity for growth could be to maintain consistent rigor across all content areas. Additionally, exploring more diverse instructional strategies in math could help address students' challenges. Greater consistency in adhering to IEPs and 504 plans, enforcing phone policies, and maintaining bell-to-bell instruction could further enhance the learning environment. Increasing the frequency of teacher observations beyond the current two to three per year could also provide valuable opportunities for ongoing feedback and professional development.

Potential Next Steps:

The principal will calendar feedback meetings with staff to provide consistent support and guidance to ensure continuous instructional improvement.