



Dulce Elementary

August Report

Dulce Independent School

Mission

Our school district will educate, nurture and strengthen all of our children to be productive, contributing members in society.

Dulce Elementary School

EPSS

Reading

- The percentage of students scoring proficient in Reading on the Spring 2010 NMSBA will increase from 33.6 to 67%.
- The percentage of students scoring proficient on the Reading NMSBA will increase by 10% to Safe Harbor.

Math

- The percentage of students scoring proficient in Math on the Spring 2010 NMSBA will increase from 18.8 to 57%.
- The percentage of students scoring proficient on the Math NMSBA will increase by 10% to Safe Harbor.

Writing

- The percentage of students scoring proficient on the NWEA MAP Language Usage section and school-wide writing assessment using the 6 Traits Writing Rubric will increase by 10%.

Parent

- Parent and Community involvement and satisfaction will be improved by 10% as measured by the NMPED Quality of Education Survey and parent attendance data. Using the NMPED Quality of Education Survey, questions 1,3,4,8,9, and 17, there will be a 10% increase in the agree/strongly and agree responses. During the 2008-2009 school year 2,315 parents (Duplicate Count) attended school functions.

Start of School

We have had a very, very successful first week of school. Both the teachers and students jumped in and are fully engaged in the learning process.

Parent Involvement

We now have coffee and cookie station for parents. This station opens at 3:00 PM and is available for parents that come into the school to pick up their children. We are wanting to go the extra mile in letting parents know they are appreciated.

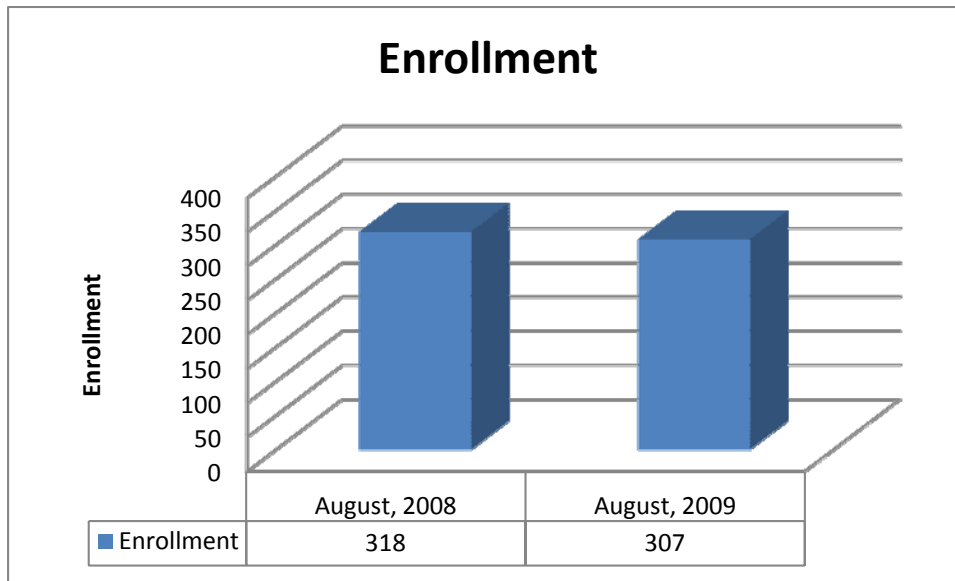
Current Position Openings

Head Teacher

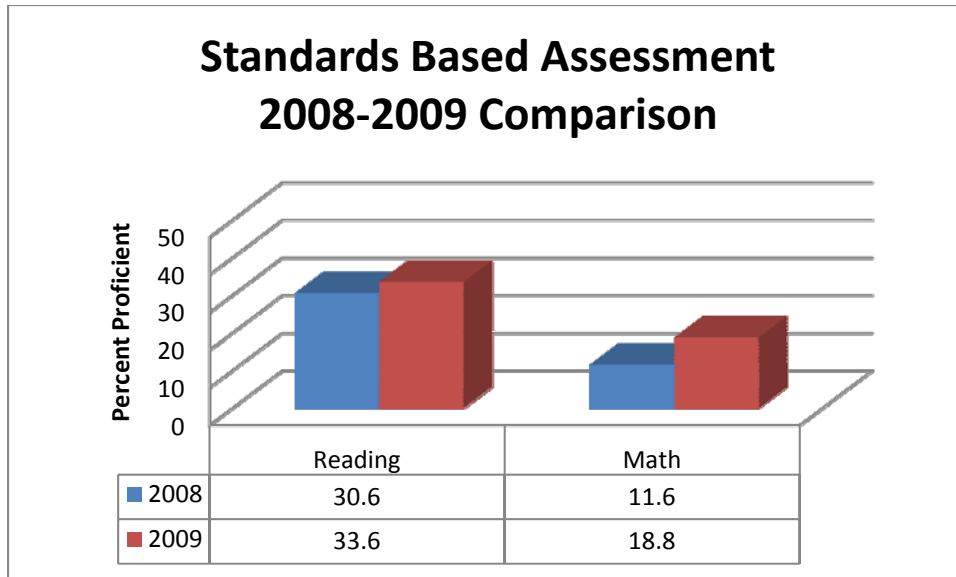
Secretary: This position is Open until Filled

Educational Assistant

Enrollment



**State Assessment Results
2008-2009 School Year**



Jicarilla Bucks

Jicarilla Bucks is just in the idea and conversation stage of development. We are hoping to work with the tribe in the development of a student motivation/recognition program. This program will involve paying the students for their educational achievements using Jicarilla Bucks. These Jicarilla Bucks could then be used to purchase pencils and other small trinkets or saved for the purchase of larger items such as bikes, IPODS or a computer. Through this program, students will receive motivation to come to school and work hard, while they learn how to budget and save money.

A Power Point of our current planning is attached.

Head Teacher Job Description

Since the beginning of No Child Left Behind, Dulce Elementary School has never made Adequate Year Progress (AYP). We are now poised to make the required 10% growth. This position will be the key. Without this position, we will not have the man power to reach this achievable growth. Please give this request strong consideration. The job description is provided in the following paragraphs.

DULCE INDEPENDENT SCHOOLS

Job Description

JOB TITLE: Head Teacher

MINIMUM QUALIFICATIONS:

1. Elementary and/or Secondary Licensure.
2. Enrollment in a New Mexico School Administration Licensure Program of Study
3. Demonstrated leadership qualities.

SUPERVISOR:

Building Principal

SUPERVISES:

Staff members assigned to the site and others as designated by the Principal.

POSITION SUMMARY:

The Head Teacher will provide and be responsible and accountable for the Instructional leadership at the assigned site in the Dulce Independent School District. The Head Teacher will support the building principal as he/she carries out board assigned duties at the Dulce Elementary School. The Head Teacher will support innovative, effective communication and a safe and healthy learning environment for students and staff. All tasks and responsibilities will be carried out under the direct guidance of the building principal.

RESPONSE TO INTERVENTION (RTI):

With the Principal's assistance the Head Teacher will administer the RTI program at Dulce Elementary School. Responsibilities will include:

Gathering, disaggregating, recording, graphing, interpreting data and analyzing assessments

Developing interventions/strategies for school and student improvement

Monitoring individual student progress checklists in Reading and Math

Reviewing all available student data and set up instructional RTI groups based on specific student needs. The effort will involve setting up groups for the daily Reading and Math RTI time.

Assigning teachers to the groups and assigning instructional locations.

Monitoring the time each student needs in the RTI

Monitoring students through a review of student progress based in daily quizzes and teacher judgement.

Monitoring student progress through the RTI intervention process and resign students' instruction as needed.

Monitoring student progress through the RTI intervention process and meet with teachers to modify instruction that is not proving to be successful.

SCHOOL ADVISORY TEAM (SAT) ESSENTIAL DUTIES

With the Principal's assistance the Head Teacher will administer the SAT program at Dulce Elementary School. Responsibilities will include:

Review of data to identify students for the SAT process

Work with Teachers to insure the SAT referrals (paper work) is prepared

Schedule time for SAT meetings – Wednesday mornings

Attend all SAT meetings

BALDRIGE PROFESSIONAL LEARNING COMMUNITIES (PLC) ESSENTIAL DUTIES

With the Principal's assistance the Head Teacher will administer the Baldrige PLC program at Dulce Elementary School. Responsibilities will include:

Monitor the Professional Learning Community Process by:

Scheduling of a time – once weekly for grade level teachers to meet for the purposes of lesson plan development.

Serve as a facilitator of the weekly grade level these meetings.

Schedule monthly (Friday) grade level meetings for the purpose of review of progress on assignments as given by the Goal teams.

Rotate between grade level meetings that occur on Fridays.

OTHER ESSENTIAL DUTIES AND RESPONSIBILITIES:

The Head Teacher will assist the principal in implementation of the following assigned duties:

1. Interpret and carry out board policies, education standards and be in compliance with New Mexico Public Education Department and North Central Accreditation and develop a School Improvement Plan for their assigned school.
2. Implement Content Standards/Benchmarks and oversee all student assessments and implements test security precautions as required by School Board Policy and State Board of Education Regulations.
3. Gather, disaggregate, enter, graph, interpret data and analyze assessments and develop interventions/strategies for school and student improvement at their assigned schools.
4. Develop, Implement, maintain and update school's EPSS.
5. Provide and be responsible and accountable for school level instructional leadership on all subject matter, inclusive of curriculum/bilingual curriculum, curriculum development, implementation, instructional improvement, professional mentoring, curriculum alignment, benchmarks, performance standards/assessments, standards based education, and evaluation of programs; develop a School Improvement Plan for assigned school and implement the Educational Plan for Student Success, (Kindergarten thru 5th).
6. Assist with the bi-annual inventory process.
7. Establish an atmosphere at the school that will:

- a. Promote communications with faculty, staff, students, parents, and community.
 - b. Promote a mutual understanding of the concern, opinion, and feelings of each group.
8. Principals and/or designee will be responsible for supervision within cafeteria premises for discipline matters.
 9. Keep supervisor informed of events and activities of an unusual nature as well as routine matters for accountability purposes.
 10. Assist in the developing and implementation of curriculum with teacher input on revisions and amendments, emphasizing the EPSS Focus Areas.
 11. Be responsible for the development of requires Student/Faculty Handbooks, Safety Plans and Parental Involvement Plans, as they apply to each school site.
 12. Comply with State Fire Marshall regulations, fire drills and respond to reports.
 13. Work collaboratively with other Principals, Director of Special Programs and the Director of Bilingual, State/Federal Programs and Instructional Programs on program improvement, instruction, curriculum, professional development plans, gather and provide data needed for Federal, State, and other reports in a timely manner.
 14. Supervise all assigned school facilities, inclusive of school plant, school grounds upkeep, campus, landscaping, cafeteria, concession, gymnasium, dressing rooms, restrooms, baseball field, playground, sidewalks, parking area, custodial/maintenance, transportation service and other personnel at respective school unit.
 15. Develop an on-going information system/study on student assessment outcomes for grades Kindergarten through 5th for the purpose of making curriculum revisions and/or recommendation on program(s) modifications, personnel and/or budget.
 16. Supervises and monitors students as the disciplinarian for the school and develops and implements a Student Behavior Plan that promotes a safe environment for all students.
 17. Participate in budget planning and monitoring process.
 18. Review and monitor Administrative Fund Budget and expenditures for accountability purposes.
 19. Deposit all Activity Funds, cafeteria funds, vending machine funds, textbook funds, and monies from fundraisers, etc. within twenty-four (24) hours with Central Office.
 20. Attend board meetings as assigned by the principal.
 21. Performs other assigned tasks required by the principal or his/her authorized designee (s).

TERM OF EMPLOYMENT:

186 days

Staff Development

All staff attended a Step Up to Writing training on Thursday, August 6th and Friday, August 7th. The training was excellent. This week staff will attend training on I-Visions and Power School.

Baldrige Goal Teams

The first week of school the Effective and Efficient Operations (EEO) and the Leadership Goal teams met.

Construction Update

Both the parent drop off and the bus drop off locations were clear of construction and ready on August 10th. The landscaping has been finished in the front of the building. It has not been completed on the west and north sides. I am disappointed to see the selection of vegetation for the front on the building.

I do not believe “trimming off the dead branches of these trees” to be an acceptable solution. The correct solution would be to plant the appropriate trees from the beginning.

The past construction phase has left our school with a significant number of damages. We will document this damage and report it to FLINTCO.