

Bureau of Indian education

School Improvement Grant Application Packet

1003 (g) Funds

Division of Performance and Accountability

2011 – 2012 Program Year

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS

Final Revised Application

Application packet for sub-grant for Section 1003(g) Funds for 2011-2012 school year.

Legal Name of Applicant: Lake Valley Navajo School D34N10	Applicant's Mailing Address: P.O. Box 748 Crownpoint, NM 87313
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LEA/School Contact for the School Improvement Grant

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Chief School Officer (Printed Name): Vickie Thomas	Telephone: 505-786-5392
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Signature of the Chief School Officer: X_____	Date: 10/04/2011
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The LEA/School, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State/LEA/School receives through this application.

PROJECT ABSTRACT

The Lake Valley Navajo School (LVNS) is a small school located off NM HYW 371 on the Navajo Reservation and is part of the NM Navajo Central Agency. It is a U.S. Bureau of Indian Education operated K-8 school and is one of the smallest schools within the Bureau system. The closest community is Farmington NM, approximately 60 miles to the north. LVNS is the center of the community and are responsible for the education of all the community's children. During the current school year, 2010-2011, LVNS has a total population of 57 , 100% are Navajo tribal members, 100% qualify for Free or Reduced Lunch, 100% are identified as limited English proficient and 13% are identified as needing Special Education services. LVNS's attendance level has been at 91%. LVNS had not made adequate yearly progress (AYP) for 7 years. Due to the low performance of its students' LVNS has been identified as a Tier III school, thus eligible for a SIG grant. LVNS is faced with a myriad of challenges associated with poverty, high rates of unemployment, low rates of literacy, lack of consistent leadership and a variety of other issues relative to staff resistance to changes in school operations. Our current statewide assessment data, clearly demonstrates that over the past 10 years student academic performance has shown very little improvement in grades 3rd through 8th. The lack of student academic progress can be attributed to a variety of factors such as:

- sporadic actions and no direction on school improvement efforts,
- little to no attention has been given to the English language needs of students,
- lack of a well defined and comprehensive instructional program,
- little or no knowledge of effective instructional practices in the areas of reading and math by instructional staff and site leaders; no instructional framework,
- Inconsistent and ill focus professional development, and
- Few substantive parent involvement activities.

Staff is committed to improving the overall quality of instruction and to truly transform this school into a high performing and effective and efficient school. Improvement efforts will target four major areas: improving the quality of leadership and accountability, increasing the quality of instruction, increasing the capacity of staff to design and delivery quality standards-based instruction for all students, and improving the quality and increasing opportunities for meaningful parent involvement. Our 1003g Plan will target the objectives listed above.

SCHOOL PROFILE

Lake Valley Navajo School is a Bureau of Indian Education operated K-8 school. It serves 57 students, 100% of the students are Navajo, 100% qualify for free/reduced lunch, 100% of the students have been identified as limited English proficient, and 13% are identified as special needs students. LVNS has not 'made' adequate yearly progress (AYP) in 7 years. Over Zero percent of the students that took the NM SBA test did not pass the test. After analyzing the student's scores on the SBA performance, it was clearly confirmed that LVNS is a persistently low performing school. Student academic performance has consistently lagged, although some achievement gains have been noted; performance is well below established NM expectations and targets. Currently, LVNS is designated as a school as a 'persistently low performing school'.

Like many other reservation schools, LVNS is faced with a myriad of challenges associated with poverty, high rates of unemployment, low rates of literacy, lack of consistent leadership and a variety of other issues relative to staff resistance to changes in school operations. These factors critically impact the school's overall performance. Our current statewide assessment data, clearly demonstrates that over the past 10 years student academic performance has shown very little improvement in grades 3rd through 8th. The lack of student academic progress can be attributed to a variety of factors such as:

- sporadic actions and no direction on school improvement efforts,
- little to no attention has been given to the English language needs of students,
- lack of a well defined and comprehensive instructional program,
- little or no knowledge of effective instructional practices in the areas of reading and math by instructional staff and site leaders; no instructional framework,
- Inconsistent and ill focus professional development, and
- Few substantive parent involvement activities.

LVNS has been putting forth great efforts in their attempt to improve the academic performance of its students'; however, they have not been able to make the necessary systemic changes to significantly improve the school's operation or the instructional program. The lack of consistent leadership has been the greatest barrier to fully realizing the improvement efforts. The continued low academic achievement of LVNS students cannot be overstated and if significant changes to improve the quality of instruction and the effectiveness of the school are not addressed, LVNS is at high risk of not ever reaching the NM established learning targets. Furthermore, LVNS students will not fully realize their true potential.

As an educational community, LVNS's students are not performing at adequate levels of achievement. The LVNS 2010 NM SBA assessment results indicate that only 7% of the 26

students of the total school population in grades 3-8th grade scored at the proficient level in Reading and only 15% of those 26 scored at the proficient level in Math. A critical factor that dramatically impact LVNS's student performance is that the vast majority of the K-8 student population is limited English proficient (LEP) or English Language Learners (ELL). Little to no effort is made to address the language needs of these students. The N.M. ACCESS (WIDA) data indicates that 100% of the total the population does not have the academic language skills to be successful in a learning environment.

In addition to the academic challenges, LVNS has experienced other challenges relative to leadership, accountability, school and fiscal management, staffing/personnel, community perceptions and overall school operation.

The greatest hindrance to this school has been the lack of strong and consistent leadership. LVNS has had five different principals during a 10 year period. With such personnel changes, maintaining order and consistency has been a challenge. Past leadership has failed to operate the school in an efficient/effective manner. They failed to guide staff in the delivery of quality instruction, ensuring that an aligned curriculum was used and staff was focused on addressing the required standards, that assessment tools were used to monitor and measure student learning. There has not been any focus on the quality of instruction for several years. Staff supervision has been inadequate. Staff, given the situation, has had to establish their own priorities, some of which do not focus on students. During the past year, the ELO has been integrally involved in a collaborative effort to turn this school around.

Based on NMSBA student data, it is evident that significant changes in instructional practice will be necessary. However, staff capacity to design and deliver effective instruction is questionable and to make the situation more difficult, constant staff absenteeism further adds to the inconsistent delivery of instruction. Therefore, intensive professional development and guidance will be critical to the success of this intervention. To address the issue of staff absenteeism, it will be necessary to develop and implement a more rigorous supervisory and management approach to ensure staff attendance.

Further assessment of the school's operation revealed other priority areas of need, for instance:

- Defined and inconsistent K-8 curriculum, no instructional guidance documents;
- Lesson plans are inconsistent and not all teachers prepare their lesson plans, no uniform format;
- Schedule does not allow for teacher collaboration/meetings;
- NM standards are not consistently used to guide the development/delivery of instruction;

- Although assessment procedures are in place the generation and use of data is inconsistent; school does not have the technology capability to fully implement the technology based assessment tools;
- There are no procedures for the collection, analysis and reporting of data; practices are inconsistent; teachers are not proficient in the use of data;
- Teachers are not organized so that data can be examined and used to plan daily instruction; develop strategies to assist students in mastering NM standards; no learning targets are defined;
- Intervention services are not well defined; RTI implementation needs strengthening;
- Staff supervision, classroom observations, staff performance evaluation procedures need further development and more accountability;
- Ill-defined professional development has been provided; no follow-through and no ongoing support for teachers; limited coaching/modeling to strengthen instruction or to ensure new practices are integrated into daily instruction.
- Little parent involvement; activities are not well defined or attended, and
- A Leadership Team has been established however, it is functioning at a very basic level; some work has been conducted in the implementation of Native Star, however, no viable school improvement plan has existed.

The opportunity to apply for a 1003g grant is welcomed. Everyone involved with the school (Board, staff, parents, community, BIE Agency staff) concurs that LVNS must undergo a paradigm shift from a status quo “teaching” school to one that fosters a learning climate for both students and teachers, one that focuses on student learning as its primary goal, and one that is committed to implementing research based and proven strategies to significantly improve the quality of instruction. The proposed 1003g School Improvement Plan outlines the systematic changes that are proposed to transform LVNS into a high performing and effective school.

Improvement efforts will target four major areas: improving the quality of leadership and accountability, increasing the quality of instruction, increasing the capacity of staff to design and delivery quality standards-based instruction for all students, and improving the quality and increasing opportunities for meaningful parent involvement. Our 1003g Plan will target:

- Changes in governance and increased accountability measures; governance and ongoing oversight of the improvement efforts and close monitoring of the plan’s implementation by the Principal and the Education Line Officer; the ELO and staff will provide ongoing

support to the Principal; work collaboratively with BIE Transformational Office; establish and strengthen staff supervision and monitor staff attendance.

- Strengthening the instructional program by enhancing the current curriculum; secure needed curricular materials, strengthen instructional practice, establish accountability structure to support teachers in changing instructional practice; uniform and coordinated use of instructional materials; accountability structures to ensure fidelity in the use of prescribed materials; and increased accountability for staff implementation of proposed strategies of this Plan.
 - Uniform and rigorous curriculum for core subjects (Story Town for K-5th, Harcourt Math for K-5th and McDougal Little for 6th-8th grade reading and math); purchase of additional curricular materials have been placed; staff additions of an Instructional Coach to provide ongoing support to teachers on reading and math instructional strategies and use of curricular materials;
 - Story Town for K-5th has been purchased which aligns to NM standards; development and use of curricular guides and maps is being established
 - McDougal Littell reading has been purchased for 6th-8th grades reading,
 - Harcourt Math for K-5th grade and McDougal Littell for 6th-8th grade,
 - K-8 implementation of uniform instructional strategies – effective Reading and Math strategies as prescribed and supported by on-site consultation
 - Assessment procedures for Storytown and McDougal Littell is being utilized to facilitate triangulation of data, different assessment tools for different purposes-summative/formative, diagnostic/placement, interim/ monitoring of progress;

- Establishment of data collection structures; development of assessment schedule to ensure uniformity and comparability of data results; ongoing generation and review of student data to provide timely interventions and daily instruction,
 - Strengthen the Implementation of a 3-Tier Intervention model (Response to Intervention- RTI);
 - Reading Intervention is Reading Mastery, additional materials have been placed, placement tests have been given, students are grouped and a walk to read program is implemented as reflected in the schedule;
 - Revision of the daily schedule to allow for additional instructional time and teacher collaboration has been established;
 - Extended Learning Opportunities - will be planned for two years;
 - Implementation of an ongoing, job-embedded professional development component directly aligned with overall school wide improvement efforts;
 - Implement an on-site coaching model; hire an Instructional Coach for reading and math;

Established defined operational protocols to provide targeted and ongoing support to all teachers;

- Intensive professional development for instructional staff targeting the improvement of teacher knowledge and skills relative to effective instructional strategies in both reading and math; Direct Instruction and in the use of selected curricular materials; implementation of a well-defined coaching model to provide ongoing teacher support;
- Identification, selection and contracting with reputable Reading and math consultants; Byrnes & Associates has been chosen;
- Increase capacity for site leadership on the improvement process; effective supervisory practices; strengthen leadership capacity to support teachers and to guide instruction; provide support and guidance from ELO office.
- Strengthen current Parent Involvement efforts; develop and implement a well-defined parent involvement plan, policy and re-design and implement the parent compact, implementation of FET (Family Engagement Tool);
- Implement a well-defined rigorous transparent evaluation system; review and revise current procedures and develop a comprehensive performance evaluation form; integrate student performance outcomes and specific expectations as part of the performance measures; revise job descriptions, establish clear expectation on performance and evaluation process; ensure compliance with BIE HR and Union regulations; process and protocols will be developed in coordination with teachers and principal.
- As part of the performance evaluation process implement a rigorous support mechanism that will ensure teacher/principal ongoing support to improve/acquire the needed skills and knowledge for optimum performance. If after extensive documented support, improvement in performance is not noted, removal of staff will be executed. Processes and procedure to undertake these actions will be developed and implemented; ongoing communication/coordination with BIE/HR.
- Staff capacity has been and will continue to be reviewed to determine/monitor staff capabilities to facilitate staff assignments and training; identify needed skills/knowledge to help guide the recruitment process.
- Develop and implement policy and procedures to reward staff that has had significant impact on student learning; develop established targets and criteria to determine if teacher/staff efforts meet these criteria; establish compensation reward system of incentives or stipends.

TRANSFORMATIONAL MODEL SELECTION

The selection of the TRANSFORMATIONAL MODEL is based on it being the only viable option for a BIE operated school. In addition to this reason and based on the needs assessment process several other factors were considered in this decision 1) to build on the improvement efforts that have been planned, 2) after a critical assessment of the school's improvement status, review of available student data, and recent changes in leadership, it was determined that this model would, in fact, be the most viable option. The following interventions will significantly alter the school's operation and governance. A multi- prong approach will be used to implement and monitor this multi-year process. The following will be implemented:

- School will be under the oversight of the NMN Central Agency ELO/ staff; monthly site visits and classroom observations; monitoring of plan implementation.
- The principal will be responsible for the day-to-day operation of the school, direct supervision of the staff, and will ensure that the 1003g Plan, with all its proposed strategies and changes for the school, be implemented. She will provide a monthly update/status report to the ELO.
- The overall school budget has been examined and resources have be re-distributed and aligned with improvement efforts. To ensure accountability and to maintain expenditures are in check, Agency monitoring procedures have been implemented.

Comprehensive Needs Assessment

2011 -2012 Title I School Improvement Grant

Section 1003(g)

School Name: Lake Valley Navajo School

Grade Levels: K-8

Lake Valley Navajo School and ELO and staff conducted and completed the needs assessment. As a result of this comprehensive review process it was determined that even though there is little available data, no long term data is available, academic performance is in need of improvement. Given the student academic performance levels and the inefficiency of the school, it is not difficult to identify priority areas and strategies to rectify the situation. It is evident that the lack of strong leadership, accountability and staff supervision has contributed greatly to this dire situation.

Data Sources Used:

NM SBA

ELL ASSESSMENT

NWEA

DIBELS

Classroom level assessment and teacher input

Attendance data

Personnel records

BIE School policies /procedures

BIE Annual Report

<p>Tier I : Intervention Model Selected</p> <p>Transformational Model</p>	<p>Tier III : School Improvement Strategy(s):</p> <ul style="list-style-type: none">• Academic Achievement• Effective School Improvement Strategies• Scientifically Research-based Program and Material• Professional Development
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Needs Assessment Summary

Policy Review:

In preparation for the development of the evaluation/supervision of staff and recruitment and retention components, a cursory review of the BIE Personnel policy and procedures and the Department of the Interior BIA and Indian Educators Federation American Federation of Teachers regulations was conducted; an extensive and comprehensive reviewed will be conducted prior to any finalization of products; will ensure ongoing communication/coordination with BIE HR.

Needs Assessment Process Used:

As part of the Needs Assessment process, LVNS used the required Needs Assessment surveys as a foundation to the organizing and planning for this plan. The school principal and ELO Agency staff met to discuss the process that would be used and to strategize on how best to include the school staff in this process; ensure that all responses to the survey were accurate and truthful. The process used to conduct the required Needs Assessment Tool included the review of each item and as a group fully discuss the content until everyone agreed on the response. It was then that the final answer was documented. The Principal in collaboration with ELO agency staff analyzed and summarized the results. As part of the analysis process, discussions regarding possible improvement strategies were identified; discussed how these strategies would be integrated into the overall improvement process and how this would impact the total staff and the operation of the school.

NEEDS ASSESSMENT SUMMARY

The use of the Needs Assessment Tool revealed the lack of accountability and efficiency of the school. Virtually all components of the Needs Assessment Tool demonstrate that few of the indicators are met. Summary responses indicate a ‘partially completed’ in mostly all the areas. Given the situation at the school, it is not difficult to see the need for immediate and comprehensive intervention. The following section will detail the results of the Needs Assessment Tool.

SHARED LEADERSHIP

Shared Leadership: ADD/ELO

Over the past 10 years, the lack of consistent leadership at the school has seriously impacted the staff’s ability to make significant improvements in student academic performance. This lack of leadership has contributed to the staff’s high rate of absenteeism, over the past couple of years; this school has also experienced issues with managing their budget and ensuring compliance with BIE program requirements. It has become necessary for the ELO and staff to increase their presence and to offer more intensive support. It is anticipated that this support will continue.

Shared Leadership: Teams & Time

Because the number of staff is so small, no defined teams are developed. All staff work together as a 'team' however, their role has not been defined as a Leadership Team or grade level teams.

Organizing and assisting staff in functioning in work teams will be a priority. Since there is little understanding of the role and responsibility of Leadership Team, training and guidance for staff will be a priority. In addition, the daily schedule will be revised to ensure time is allotted to facilitate teacher collaboration planning meetings and work activities.

Shared Leadership: Principal

The lack of leadership has been an ongoing problem at LVNS. Over the past few years, a series of principals have been at the helm. This ongoing shift in leadership has left the school with few expectations for staff, lack of accountability and little staff supervision or the daily operation of the school. The newly hired principal is now in the process of ensuring that the school runs more efficiently, that the improvement of the quality of instruction is a priority and that staff is held accountable for their efforts. It is unclear if the staff has a clear understanding of the school's mission and vision. Although these statements are available, they are not used to guide the operation of the school or instruction. Therefore, establishing a clear vision of the school's mission and developing current goals to meet that mission will be a primary step in the transformation this school.

The Needs Assessment also revealed that although the principal is making a serious effort at improving the school and is trying to guide staff in establishing distributive leadership structures. She will face many challenges in the institution of new, more rigorous supervisory and accountability procedures. Principal efforts will target duties such as monitoring the instructional program, assisting poor teachers in improving their skills and spending the required amount of time in improving the overall quality of instruction. Improving the quality of instruction will be a top priority.

DATA AND RESEARCH

Data and Research: Student Learning Data

The generation and use of data for decision-making is not a standard practice at the school. The Needs Assessment reviewed revealed that student assessment is not a uniform or consistent practice. In addition, there is no formalized procedure/structure to ensure student assessment is uniform or consistent; student learning is not monitored or tracked; available data is not reviewed or used to plan instruction or to measure the effectiveness of the instructional program.

Data and Research: Operational Data

Operational data is inconsistent at best. Implementing this plan to ensure improvement efforts are instituted will be a priority. Data gathering (see attached Benchmark data for NWEA, AIMSweb and DIBELS) and review procedures to ensure SIG plan effectiveness will be instituted.

Data and Research: Research

There is no evidence that staff at LVNS use or have access to current educational research. The Needs Assessment process also revealed that staff has had little information or access to effective professional development or research information on effective instruction.

Data and Research: Curriculum

The Needs Assessment revealed that a uniform standards-based curriculum does exist however, its implementation and use is not consistent. There is little structure to the instructional program. Assessment practices are not aligned or integrated into the instructional program or to daily practice. There is little evidence that NM standards guide instruction or that teachers have a clear understanding of standards-based instruction. In all essence, the implementation of the 1003g Plan will provide the necessary support to strengthen the current program, which fails to meet any of the indicators of an effective curriculum.

Data and Research: Instruction

As with curriculum, instructional practice also fails to include strategies that are recognized to be effective. Since there has been little supervision of instructional, practice teachers have had the freedom to plan their own approaches. There is little evidence that a variety of instructional strategies are used, that specific prescribed procedures/practices are used consistently and uniformly; selected instructional materials are use with fidelity, classroom management practices are defined and uniform, or that time is used wisely and effectively for student learning.

In conclusion, there is little evidence that teachers implement effective instructional practice in a uniform and consistent manner. It must be noted that professional development has not been provided in an organized and targeted manner. Little training has been provided relative to effective instructional practices and expectation of what would be taught or how instruction would be delivered.

The school has limited technology capability; many computers are inoperable. Many other issues relative to the operation and capability of the server hinder the access to technology at the school. It will be necessary to upgrade the entire system.

Homework and communication with parents regarding their child's academic performance is minimal at best. The school does not have 'homework'. Therefore, Lake Valley Navajo School does not implement a uniform approach to homework requirements, expectations or purpose for

homework assignments. Currently is it teacher specific and how homework is reviewed and parents are involved is handled on an individual basis.

PROFESSIONAL DEVELOPMENT

LVNS does not have a structured and student focused professional development component to ensure staff skill and knowledge levels remain current and address the needs of their students. There was little focus on student needs when selections were made. In addition, there were no expectations for the use or integration of new knowledge into instructional practice. There are no support structures or follow-up procedures to ensure teachers change instructional practice. As mentioned before, the leadership at LVNS has not taken an active role in ensuring that staff capacity was developed and maintained to address the academic needs of students.

CONNECTIONS INDICATORS- PURPOSE

Although there is a school mission statement, it is not used to guide instruction or the operation of the school. Parent compact is disseminated on a yearly basis but it is not a “living document”. Communication with parents regarding student learning and effective parent support strategies are not common practice at LVNS. Although parent/teacher conferences are conducted three times per year, specific procedures on how these conferences are conducted and what information/data is shared is not uniform or consistent. It is teacher specific and varies greatly between teachers.

There is no structured Parent Involvement component that provides parents with training to improve their skills to better assist their child in their learning. There is also no evidence that teachers are provided training on how best to work with parents.

There is no evidence that any ‘intergenerational associations’ exist at the school. There are also no specific documents/policies that outline how parent/families can volunteer or assist at the school.

In conclusion, the results of the Needs Assessment clearly demonstrate that a comprehensive and intensive intervention is needed at LVNS. The first step that will be taken within the next month will be to assist the staff in developing a comprehensive school-wide improvement plan that will integrate the 1003g Plan strategies. This will ensure alignment of efforts and accountability to the implementation of all current and past plans.

**Plan of Operation Worksheet for Title I School Improvement
Transformation Model**

Name of School;	Lake Valley Navajo School
Intervention Model to be Implemented:	Transformation Model
Long Range Goal Statements: (1-3 Years)	
<p>The Lake Valley Navajo School (LVNS) proposes to improve the overall quality of the school's instructional program by implementing rigorous and comprehensive strategies to:</p> <ul style="list-style-type: none">• To strengthen leadership capacity to ensure accountability and effective operation of the school.• Strengthen and improve the quality of reading instruction by implementing standards-based and aligned comprehensive reading curriculum- Story Town for K-6th grade, McDougal Littell for 7th - 8th grade• Strengthen and improve the quality of math instruction by implement a standards-based and aligned comprehensive math curriculum, Harcourt Math for K-5th grade and McDougal Littell Courses 1, 2 and 3 for 6th – 8th grades.• Increase and enhance teacher capacity; to improve teachers' ability to provide quality instruction for all LVNS students.• Improve parent involvement; implement a comprehensive parent involvement program designed to increase parent involvement.	

Annual Measurable Goal for Reading/Language Arts:

Objective 1: Campus/School-wide Goals:

Objective 1a: By the end of the school year 2012, seventy-two percent of the students will score at or above the state Reading AMO (79%) on the reading component of the NMSBA. Baseline data is currently at an average of 7% reading proficiency level and leaves a gap of 72% to reach the Reading AMO.

Specific Grade Level Goals are written within the breakdown of the NMSBA reading scores. (see charts)

Objective 2: NWEA Fall 2011 Student at Projected Proficiency for NMSBA:

By the end of the school year 2012, seventy-seven percent of the students will score at or above the state Reading AMO (79%) on the Reading component of the NMSBA. Baseline data is currently at an average of 47% reading proficiency level and leaves a gap of 32% to reach the Reading AMO.

Objective 3: To achieve consistent growth per year for students scoring at the Benchmark level. The percentage of students scoring at the Benchmark level school wide will increase by 50% as measured by DIBELS in May 2012 from the initial baseline of 43% established in September 2011; 75% increase from initial baseline to be collected August 2012; 85% increase from initial baseline to be collected August 2013.

Appendices

**CONSOLIDATED LEA BUDGET NARRATIVE AND PROPOSAL BUDGET
FOR SIG**

BUDGET NARRATIVE

NM SBA

NWEA

AIMSWEB

DIBLES

PLAN OF OPERATION

ACTION PLANS

PROFESSIONAL DEVELOPMENT

PARENT INVOLVEMENT

LAKE VALLEY ON-SITE CONSULTATION PROPOSAL

READING AND MATH SUPPORT

LAKE VALLEY EXTENDED SCHOOL PROPOSAL

REVISED SCHEDULES

Consolidated LEA Budget Narrative and Proposed Budget for SIG Subgrant

Tier III School

Lake Valley Navajo School is a small school with a small budget. The school has been challenged by with declining enrollment with a current enrollment of 57 students in Kindergarten through Eighth Grade. For the past two years, the school has shown a deficit in ISEP and Title I funds and currently made has not replaced one teacher who left the school, one FACE Parent Educator, one Teacher Assistant and one Bus Driver. Staffing is a critical need; we have multi-grades, with one teacher for 1st – 2nd grade, one teacher for 3rd – 5th grades, and one teacher for 6th – 8th grade. This has made it difficult for the school to operate effectively, with the teacher shortage. Additional staff will include: one certified teacher, one instructional coach for reading and math, one education technician to assist in multi-grade classrooms,

The purchase of new scientifically research-based Core Reading and Reading/Math Intervention Programs will be made with these funds, second year to replace consumables. Reading Mastery for lower grades and Connective Reading Mastery for upper grades. Connecting Math Concepts and Corrective Math will be purchased.

Professional development for staff is a need, on-site consultants (Byrnes & Associates) will guide the school in implementing best practices, use of data to drive instruction, effective implementation of Story Town, McDougal Littell, Harcourt Math, Connecting math Concepts, and Corrective Reading Mastery, and continue to monitor the school in its efforts to improve academics for all students.

Incentives will be used to motivate high performing staff/teachers.

It is the goal of Lake Valley School to improve our program with a comprehensive plan that includes:

- Academic Achievement
- Effective School Improvement Strategies
- Scientifically Research-based Program and Material
- Professional Development
- Parent Involvement
- Teacher Salary-Incentives

In the budget you will see items that support these initiatives. Because of the school's budget constraints the SIG money will be critical to the implementation of this plan.



SIG 1003(g) Budget Template
2011-2012 Application

Agency: New Mexico Navajo Central

Prepared By: Vickie Thomas

School/Organization: Lake Valley Navajo School

Expenditure Classification	Pre-Implementation	2011-2012	2012-2013	2013-2014	Total Budget
DIRECT INSTRUCTION					
PERSONNEL SERVICES					
Teachers – Grades K-12					
Teachers – Special Education					
Instructional Assistants – K-12		20,000	20,000		40,000
Instructional Assistants – K-12					
Substitutes					
Extended Contracts		57,110	57,110		114,220
Stipends/Incentives		10,000	10,000		20,000
Other (Identify)					
Other (Identify)					
EMPLOYEE BENEFITS					
Health & Other Insurances					
FICA Taxes		4,100	4,140		8,240

Retirement		720	720		1,440
TSP Match		900	900		1,800
Other (Identify) Benefits:					
SUPPLIES & MATERIALS					
Textbooks/Curriculum Materials		15,000	15,000		30,000
Instructional Software					
General Supplies & Materials					
Other (Identify)					
Other (Identify)					
PROFESSIONAL DEVELOPMENT / TRAVEL					
Employee Travel		15,000	15,000		30,000
Employee Professional Development					
Differentiated Learning Direct Instruction					
EQUIPMENT					
Direct Instruction Equipment					
Other Equipment					
PURCHASED SERVICES					
Contracts					
Other Charges					
Vehicle Rents /Leases					
TOTAL DIRECT INSTRUCTION	\$	\$121,870	\$121,870	\$	\$243,740
INSTRUCTIONAL SUPPORT					
PERSONNEL SERVICES					
Principal					

Instructional Supervisor				
Subject Matter Specialist				
Instructional Coach		52,000	52,000	104,000
Social Worker				
Parent-Community Liaison				
Counselor				
Other (Identify)				
Other (Identify)				
EMPLOYEE BENEFITS				
Health & Other Insurances				
FICA Taxes		4,100	4,140	8,240
Retirement		720	720	1,440
TSP Match		900	900	1,800
Other Benefits				
PURCHASED SERVICES (CONTRACTED SERVICES)				
Education Management Organization				
Charter Management Organization				
On-Site Consultants		114,000	114,000	228,000
Other				
SUPPLIES & MATERIALS				
Assessments /Evaluations				
Assessment Software				
General Supplies & Materials				
Other (Identify)				
PROFESSIONAL DEVELOPMENT / TRAVEL				
Employee Professional Development				

Employee Travel					
Parent Professional Development					
Parent Travel					
Student Travel					
Other (Identify)					
EQUIPMENT					
Instructional Support Equipment					
Other (Identify)					
Other (Identify)					
TOTAL INSTRUCTIONAL SUPPORT	\$	\$171,720	\$171,720	\$	\$
			0		
OTHER INTERVENTION MODEL REQUIREMENTS/NEEDS					
Extended Learning Time		11,000	11,000		22,000
Displacement Costs					
School Closure Costs					
Extended Professional Development (Career Growth)					
I CARE Parent Involvement Program					
Other (Identify)					
Other (Identify)					
TOTAL INTERVENTION MODEL REQUIREMENT/NEEDS	\$	\$11,000	\$11,000	\$	\$22,000
	-			-	
GRAND TOTAL PROGRAMS	\$	\$305,550	\$305,550	\$	\$
	-		0	-	611,100

BUDGET NARRATIVE

Instructional Support- Personnel Services

One(1) Instructional Coach, and (1) Education Technician will be hired to ensure small group instruction for priority needs students; to fully implement this plan, this will ensure that all classroom teachers have extra support, Education Technician will float between classes, especially service students who have combined grades (three grades in two classrooms). Instructional Coach will spend 85% of time in classroom building teacher capacity, and provide professional development. All staff will meet Highly Qualified requirements.

Employee Benefits- Other Benefits

Benefits for two positions for two years: One (1) Instructional Coach, and one (1) Education Technician.

Stipends/Incentives

Instructional staff will be eligible for incentives as part of their performance evaluation (critical element 1); this will be part of the proposed rewards system; specific criteria will have to be met in order for staff to receive this award; each certified teacher will be given a star award of \$2000 for making school-wide AYP on the NMSBA 2012.

Supplies & Materials-Text/Curriculum Materials

Story Town K-6th Reading materials, Harcourt Math K-5th, McDougal Littell Reading materials for 7th and 8th and McDougal Littell Math Course 1, 2 and 3 have been purchased, as our core programs. Intervention materials, Corrective Reading Mastery and Reading Mastery materials have been purchased, Corrective/Reading Mastery are being used for Tier III instruction. Math intervention will need to be purchased as well as replacement of consumables; Connecting Math Concepts and Corrective Math will be used as Tier III instruction. Extended school materials will be purchased for entire student body, consumables for Harcourt and Story Town, and embedded interventions will continue to be purchased on a yearly basis.

Purchased Services- Contracts, On-site Consultants

The school will acquire the services of external consultants for both reading and math through the use of the non-competitive \$50K process. The external consultants chosen for SY 2011-12 with an option to continue for the SY 2012-13 are Byrnes & Associates. The expected days of on-site service are 4 days per month to build instructional capacity. The consultants will work with the principal and teachers in areas of implementation and supervision of instructional implementation, reading and math techniques, use of data to drive instruction and other applicable areas described in the scope of work. (See attached)

Professional Development –Travel

Travel expenses for staff to attend BIE sponsored training activities- BIE Summer Institute and the Direct Instruction Institute.

Extended Learning Times

Salary for staff to provide a four-week extended school year, which will include; four regular teachers, one special education teacher, two education technicians, one instructional coach, one principal, one school business technician, two bus drivers, two food service workers, and one janitorial staff, with a total of 15 staff. (See attached extended school year proposal) An afterschool tutoring session will be implemented with two staff, one residential staff tutor, four days a week for two hours a day at their current salary, approximately \$30.00 hr. x 4 days a week x 2 tutors. This will include one education technician tutor at current salary, after hiring of education technician, will also tutor at risk students, either dorm or day students, with same hours as residential dorm.

LAKE VALLEY NAVAJO SCHOOL

NM SBA 2011 Results

August 2011

Total Number of Students Tested - 26

Grades Tested - 3rd thru 8th

Date of Testing April 20, 2011

3rd Grade

Total Number Tested: 6

CONTENT AREA	PERFORMANCE LEVEL	NUMBER OF STUDENTS	BASELINE %	GOAL
READING	Advance	0		
	Proficient	1	20%	50%
	Nearing Proficient	3		83%
	Beginning Step	2		

FAY (Full Academic Year) Specific Grade Level Goal:

Objective 1: By the end of the school year 2012, fifty percent of the students will score at or above the state Reading AMO (79%) on the reading component of the NMSBA. Baseline data is currently at an average of 20% reading proficiency level and leaves a gap of 59% to reach the Reading AMO.

CONTENT AREA	PERFORMANCE LEVEL	NUMBER OF STUDENTS	BASELINE	GOAL
MATH	Advance	0		
	Proficient	1	16%	66%
	Nearing Proficient	4		83%
	Beginning Step	1		

Specific Grade Level Goal:

Objective 1: By the end of the school year 2012, sixty-six percent of the students will score at or above the state Math AMO (76%) on the math component of the NMSBA. Baseline data is currently at an average of 16% math proficiency level and leaves a gap of 60% to reach the Math AMO.

CONTENT AREA	PERFORMANCE LEVEL	NUMBER OF STUDENTS	BASELINE	GOAL
WRITING	Advance	0		
	Proficient	4	66%	33%
	Nearing Proficient	2		

	Beginning Step	0		
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4rd Grade

Total Number Tested: 5

CONTENT AREA	PERFORMANCE LEVEL	NUMBER OF STUDENTS	BASELINE	GOAL
READING	Advance	0		
	Proficient	0	0%	80%
	Nearing Proficient	4		
	Beginning Step	1		

Specific Grade Level Goal:

Objective 1: By the end of the school year 2012, eighty percent of the students will score at or above the state Reading AMO (79%) on the reading component of the NMSBA. Baseline data is currently at an average of 0% reading proficiency level and leaves a gap of 79% to reach the Reading AMO.

CONTENT AREA	PERFORMANCE LEVEL	NUMBER OF STUDENTS	BASELINE	GOAL
MATH	Advance	0		

	Proficient	0	0	60%
	Nearing Proficient	3		
	Beginning Step	2		

Specific Grade Level Goal:

Objective 1: By the end of the school year 2012, sixty percent of the students will score at or above the state Math AMO (76%) on the math component of the NMSBA. Baseline data is currently at an average of 0 % math proficiency level and leaves a gap of 76% to reach the Math AMO.

CONTENT AREA	PERFORMANCE LEVEL	NUMBER OF STUDENTS	BASELINE	GOAL
WRITING	Advance	0		
	Proficient	1	20%	80%
	Nearing Proficient	4		
	Beginning Step	0		

5TH Grade

Total Number Tested: 1

CONTENT AREA	PERFORMANCE LEVEL	NUMBER OF STUDENTS	BASELINE	GOAL
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READING	Advance	0		
	Proficient	0	0%	75-100%
	Nearing Proficient	1		
	Beginning Step	0		

Specific Grade Level Goal:

Objective 1: By the end of the school year 2012, seventy-five percent of the students will score at or above the state Reading AMO (79%) on the reading component of the NMSBA. Baseline data is currently at an average of 0% reading proficiency level and leaves a gap of 79% to reach the Reading AMO.

CONTENT AREA	PERFORMANCE LEVEL	NUMBER OF STUDENTS	BASELINE	GOAL
MATH	Advance	0		
	Proficient	0	0%	75-100%
	Nearing Proficient	0		
	Beginning Step	1		

Specific Grade Level Goal:

Objective 1: By the end of the school year 2012, seventy-five percent of the students will score at or above the state Math AMO (76%) on the math component of the NMSBA. Baseline data is currently at an average of 0% math proficiency level and leaves a gap of 76% to reach the Math AMO.

CONTENT AREA	PERFORMANCE LEVEL	NUMBER OF STUDENTS	BASELINE	GOAL
WRITING	Advance	0		
	Proficient	0	0%	75-100%
	Nearing Proficient	1		
	Beginning Step	0		

6TH Grade

Total Number Tested: 5

CONTENT AREA	PERFORMANCE LEVEL	NUMBER OF STUDENTS	BASELINE	GOAL
READING	Advance	0		
	Proficient	0	0%	75-100%
	Nearing Proficient	2		
	Beginning Step	3		

Specific Grade Level Goal:

Objective 1: By the end of the school year 2012, seventy-five percent of the students will score at or above the state Reading AMO (79%) on the reading component of the NMSBA. Baseline data is currently at an average of 0% reading proficiency level and leaves a gap of 79% to reach the Reading AMO.

CONTENT AREA	PERFORMANCE LEVEL	NUMBER OF STUDENTS	BASELINE	GOAL
MATH	Advance	0		
	Proficient	2	40%	60%
	Nearing Proficient	1		
	Beginning Step	2		

Specific Grade Level Goal:

Objective 1: By the end of the school year 2012, sixty percent of the students will score at or above the state Math AMO (76%) on the math component of the NMSBA. Baseline data is currently at an average of 40% math proficiency level and leaves a gap of 36% to reach the Math AMO.

CONTENT AREA	PERFORMANCE LEVEL	NUMBER OF STUDENTS	BASELINE	GOAL
WRITING	Advance	0		
	Proficient	1	20%	80%
	Nearing Proficient	4		

	Beginning Step	0		
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7TH Grade

Total Number Tested: 5

CONTENT AREA	PERFORMANCE LEVEL	NUMBER OF STUDENTS	BASELINE	GOAL
READING	Advance	0		
	Proficient	0	0%	100%
	Nearing Proficient	2		
	Beginning Step	3		

Specific Grade Level Goal:

Objective 1: By the end of the school year 2012, seventy-five percent of the students will score at or above the state Reading AMO (79%) on the reading component of the NMSBA. Baseline data is currently at an average of 0% reading proficiency level and leaves a gap of 79% to reach the Reading AMO.

CONTENT AREA	PERFORMANCE LEVEL	NUMBER OF STUDENTS	BASELINE	GOAL
MATH	Advance	0		

	Proficient	1	20%	80%
	Nearing Proficient	1		
	Beginning Step	3		

Specific Grade Level Goal:

Objective 1: By the end of the school year 2012, eighty percent of the students will score at or above the state Math AMO (76%) on the math component of the NMSBA. Baseline data is currently at an average of 20% math proficiency level and leaves a gap of 56% to reach the Math AMO.

CONTENT AREA	PERFORMANCE LEVEL	NUMBER OF STUDENTS	BASELINE	GOAL
WRITING	Advance	0		
	Proficient	1	20%	80%
	Nearing Proficient	4		
	Beginning Step	0		

8TH Grade

Total Number Tested: 4

CONTENT AREA	PERFORMANCE LEVEL	NUMBER OF STUDENTS	BASELINE	GOAL
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READING	Advance	0		
	Proficient	1	25%	75%
	Nearing Proficient	2		
	Beginning Step	1		

Specific Grade Level Goal:

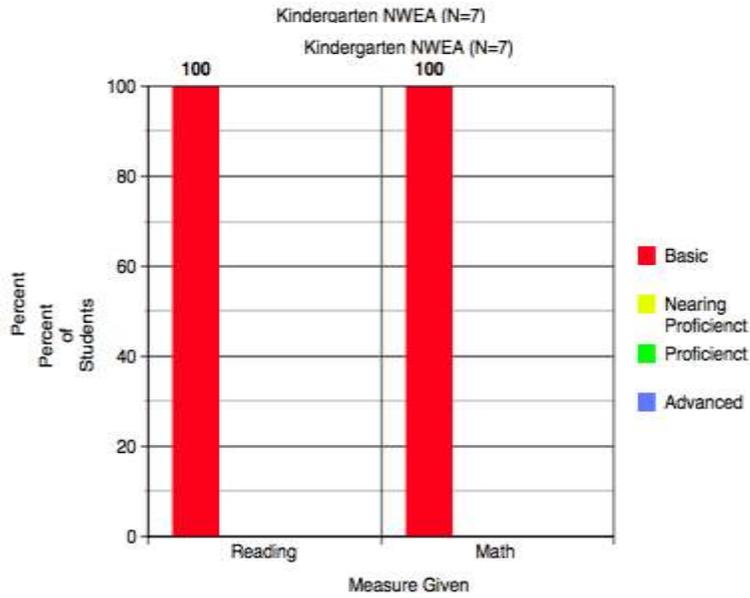
Objective 1: By the end of the school year 2012, seventy-five percent of the students will score at or above the state Reading AMO (79%) on the reading component of the NMSBA. Baseline data is currently at an average of 25% reading proficiency level and leaves a gap of 54% to reach the Reading AMO.

CONTENT AREA	PERFORMANCE LEVEL	NUMBER OF STUDENTS	BASELINE	GOAL
MATH	Advance	0		
	Proficient	0	0%	75% - 100%
	Nearing Proficient	4		
	Beginning Step	0		

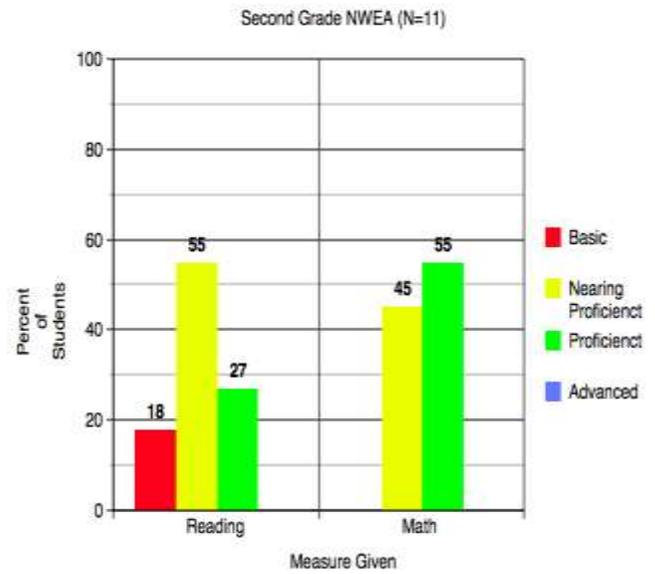
Specific Grade Level Goal:

Objective 1: By the end of the school year 2012, seventy-five percent of the students will score at or above the state Math AMO (76%) on the math component of the NMSBA. Baseline data is currently at an average of 0% math proficiency level and leaves a gap of 76% to reach the Math AMO.

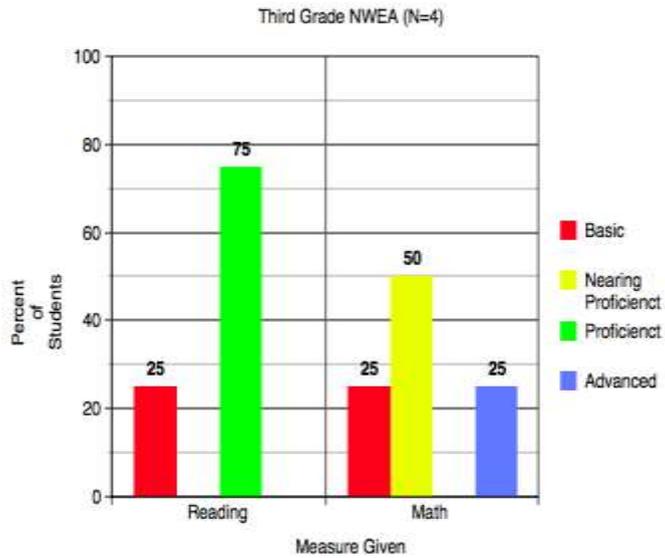
CONTENT AREA	PERFORMANCE LEVEL	NUMBER OF STUDENTS	BASELINE	GOAL:
WRITING	Advance	0		
	Proficient	1	25%	75%
	Nearing Proficient	3		
	Beginning Step	0		



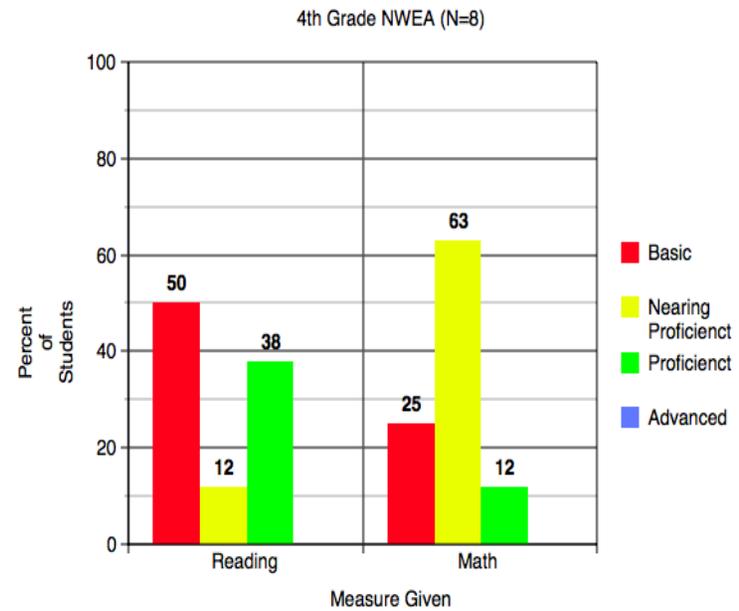
NWEA Fall 2011 Measure
 Measure Given
 NWEA Fall 2011 Measure (Scale Alignment with New Mexico Standards-Based Assessment)



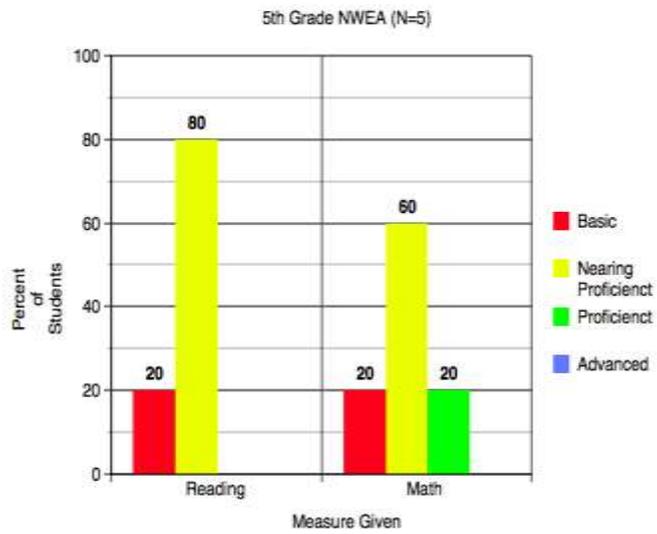
NWEA Fall 2011 Measure (Scale Alignment with New Mexico Standards-Based Assessment)



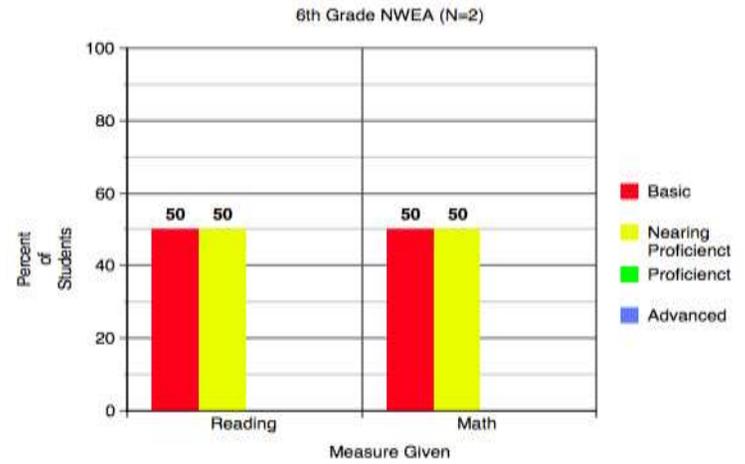
NWEA Fall 2011 Measure (Scale Alignment with New Mexico Standards-Based Assessment)



NWEA Fall 2011 Measure (Scale Alignment with New Mexico Standards-Based Assessment)

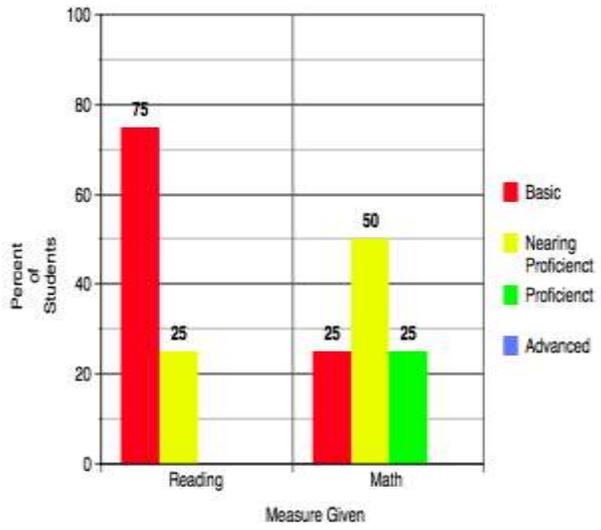


NWEA Fall 2011 Measure (Scale Alignment with New Mexico Standards-Based Assessment)



NWEA Fall 2011 Measure (Scale Alignment with New Mexico Standards-Based Assessment)

7th Grade NWEA (N=4)

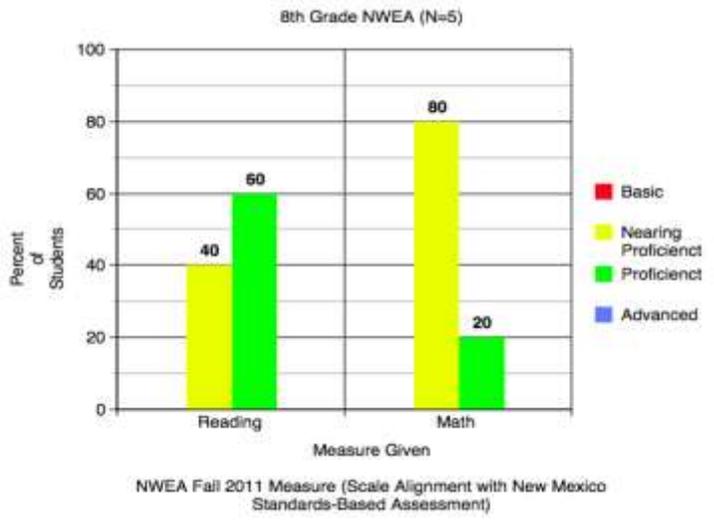


NWEA Fall 2011 Measure (Scale Alignment with New Mexico Standards-Based Assessment)

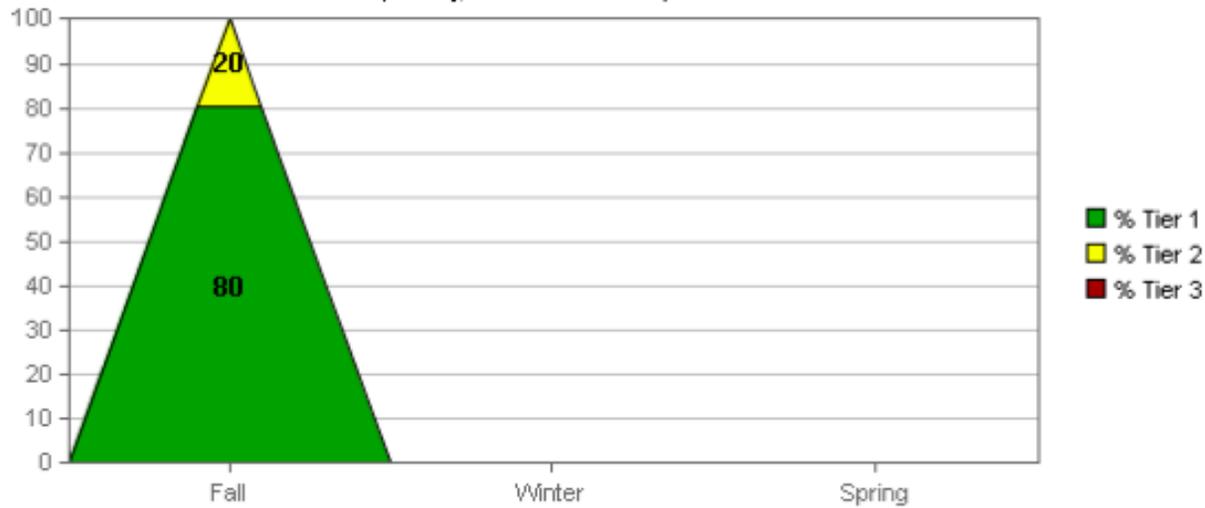
Math Computation
Grade 1 - (Benally, Judith - Homeroom) : 2011-2012 School Year



	Fall	Transition	Winter	Transition
Tier 3	0 (0%)	0 0 0	0 (0%)	0 0 0
Tier 2	0 (0%)	0 0 0	0 (0%)	0 0 0
Tier 1	7 (100%)	0 0 0	0 (0%)	0 0 0

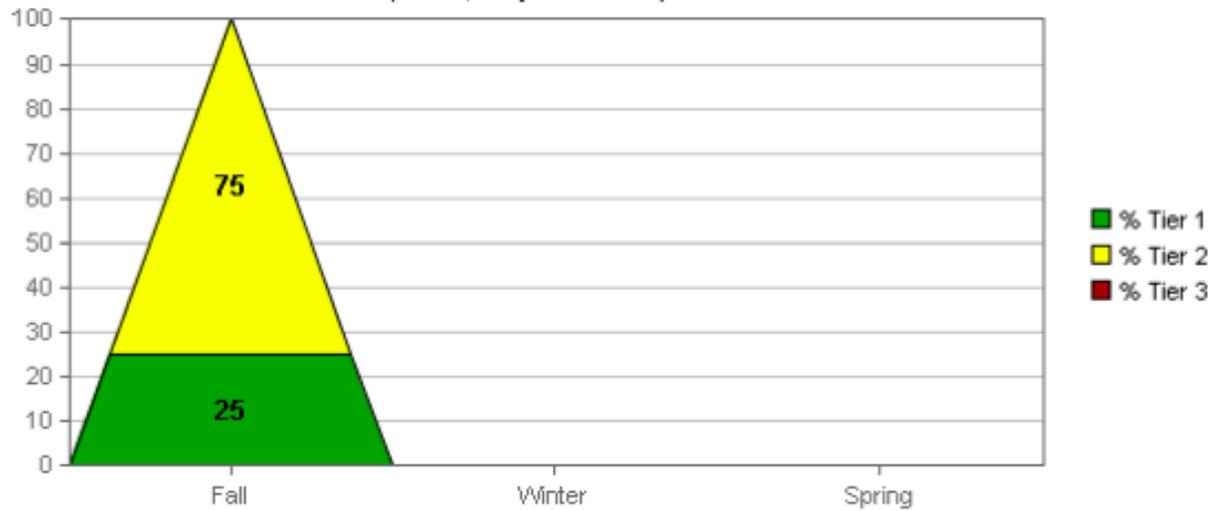


Math Computation
Grade 2 - (Benally, Judith - Homeroom) : 2011-2012 School Year



	Fall	Transition	Winter	Transition	Spring
Tier 3	0 (0%)	0 0 0	0 (0%)	0 0 0	0 (0%)
Tier 2	2 (20%)	0 0 0	0 (0%)	0 0 0	0 (0%)
Tier 1	8 (80%)	0 0 0	0 (0%)	0 0 0	0 (0%)

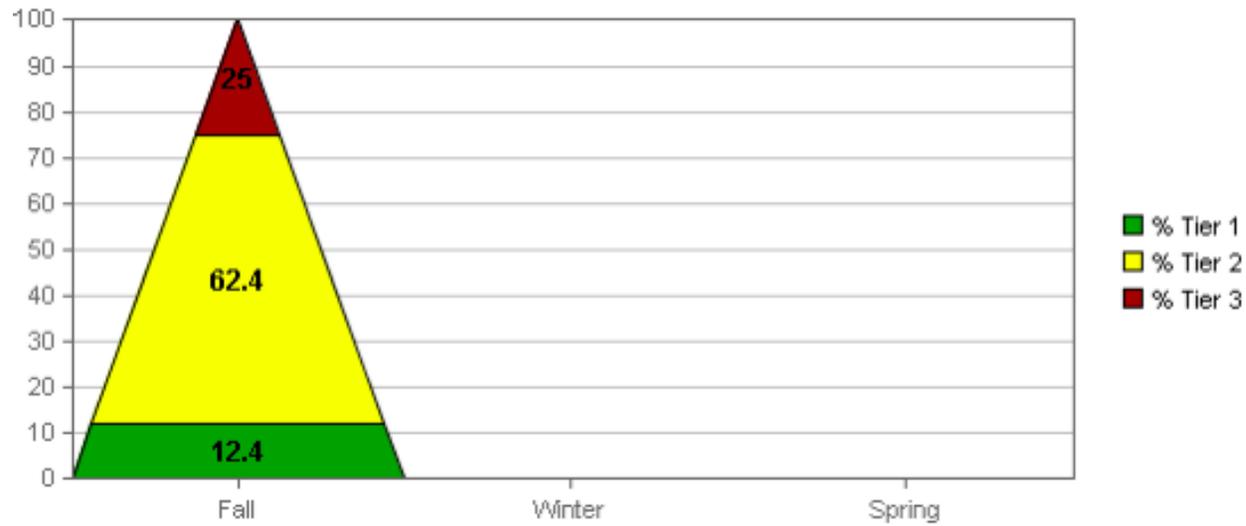
Math Computation
Grade 3 - (Pioche, Vicky - Homeroom) : 2011-2012 School Year



	Fall	Transition	Winter	Transition	Spring
Tier 3	0 (0%)	0	0 (0%)	0	0 (0%)
Tier 2	3 (75%)	0	0 (0%)	0	0 (0%)
Tier 1	1 (25%)	0	0 (0%)	0	0 (0%)
New Student		0		0	
Unscored		0		0	
Total Students	4		0		0

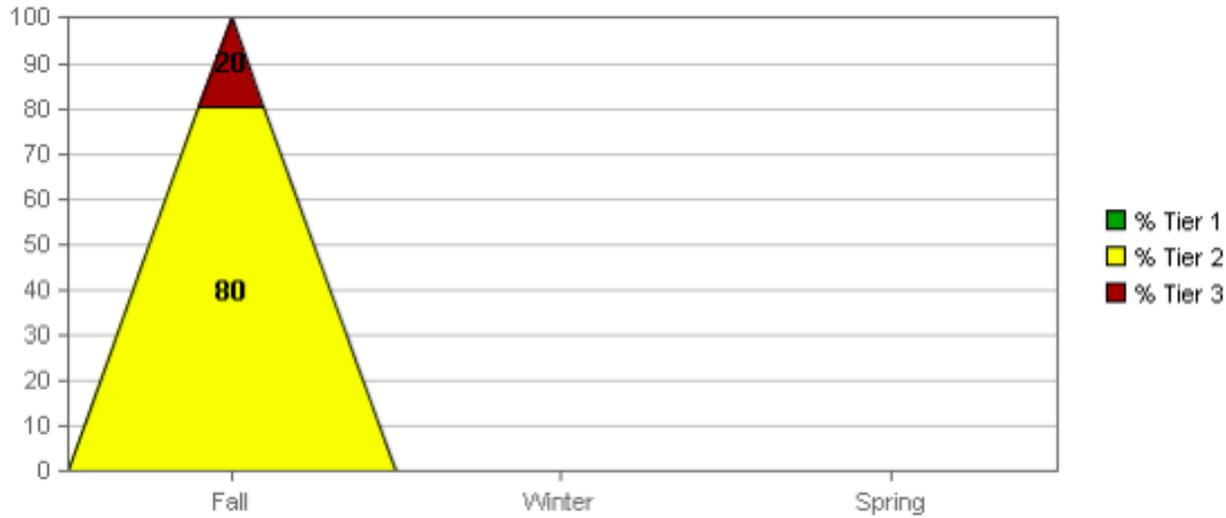
Note: Unscored also includes any students who may have been transferred.

**Math Computation
Grade 4 : 2011-2012 School Year**



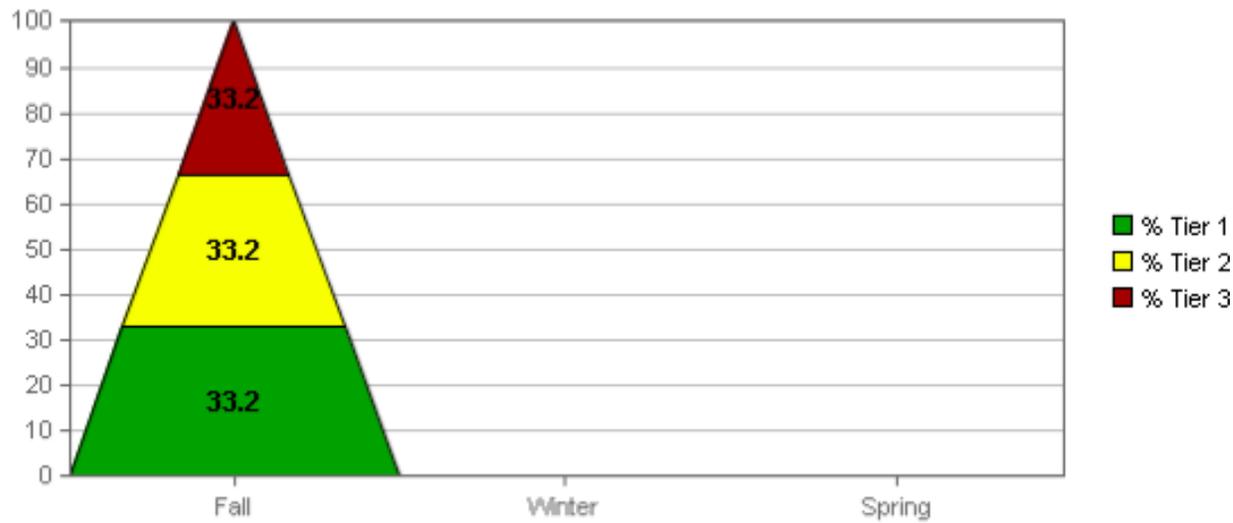
	Fall	Transition	Winter	Transition	Spring
Tier 3	2 (25.0%)	0	0 (0%)	0	0 (0%)
Tier 2	5 (62.4%)	0	0 (0%)	0	0 (0%)
Tier 1	1 (12.4%)	0	0 (0%)	0	0 (0%)

**Math Computation
Grade 5 : 2011-2012 School Year**



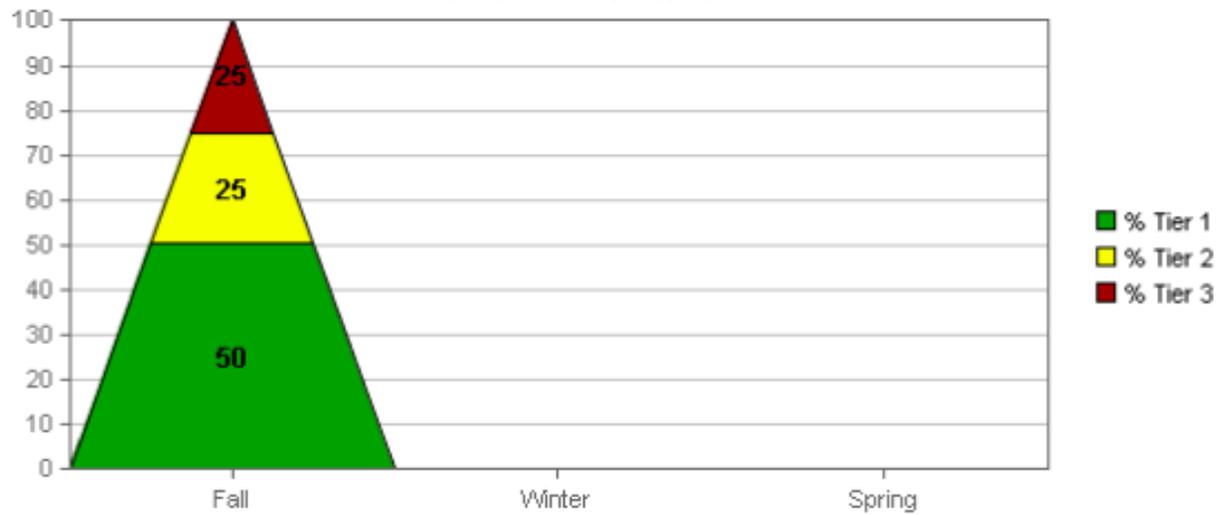
	Fall	Transition	Winter	Transition	Spring
Tier 3	1 (20%)	0	0 (0%)	0	0 (0%)
Tier 2	4 (80%)	0	0 (0%)	0	0 (0%)
Tier 1	0 (0%)	0	0 (0%)	0	0 (0%)

**Math Computation
Grade 6 : 2011-2012 School Year**



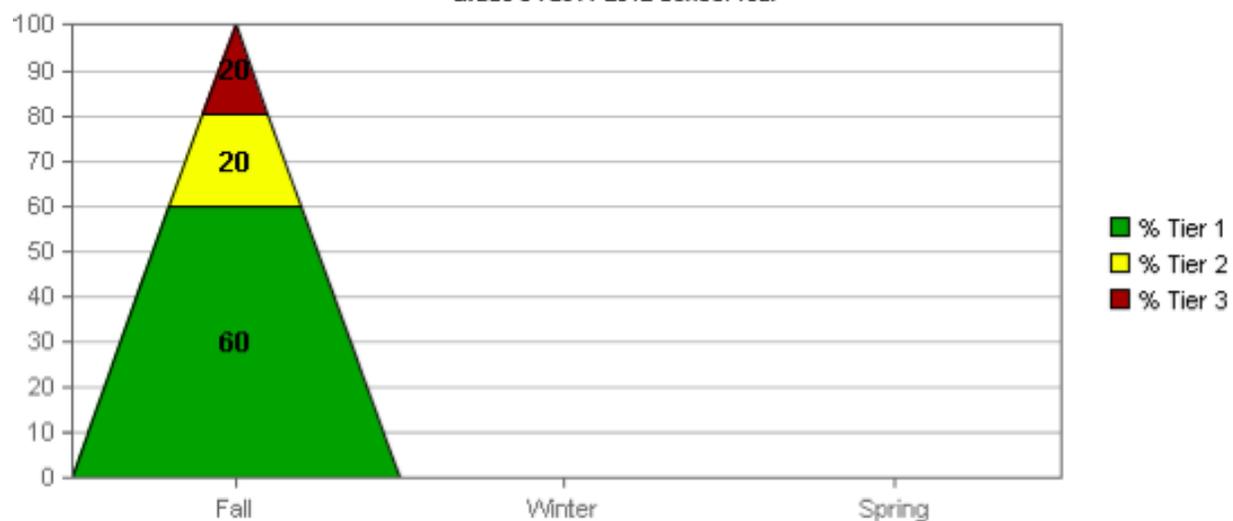
	Fall	Transition	Winter	Transition	Spring
Tier 3	1 (33.2%)	0	0 (0%)	0	0 (0%)
Tier 2	1 (33.2%)	0	0 (0%)	0	0 (0%)
Tier 1	1 (33.2%)	0	0 (0%)	0	0 (0%)

**Math Computation
Grade 7 : 2011-2012 School Year**



	Fall	Transition	Winter	Transition	Spring
Tier 3	1 (25%)	0	0 (0%)	0	0 (0%)
Tier 2	1 (25%)	0	0 (0%)	0	0 (0%)
Tier 1	2 (50%)	0	0 (0%)	0	0 (0%)

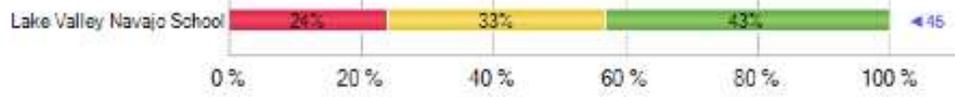
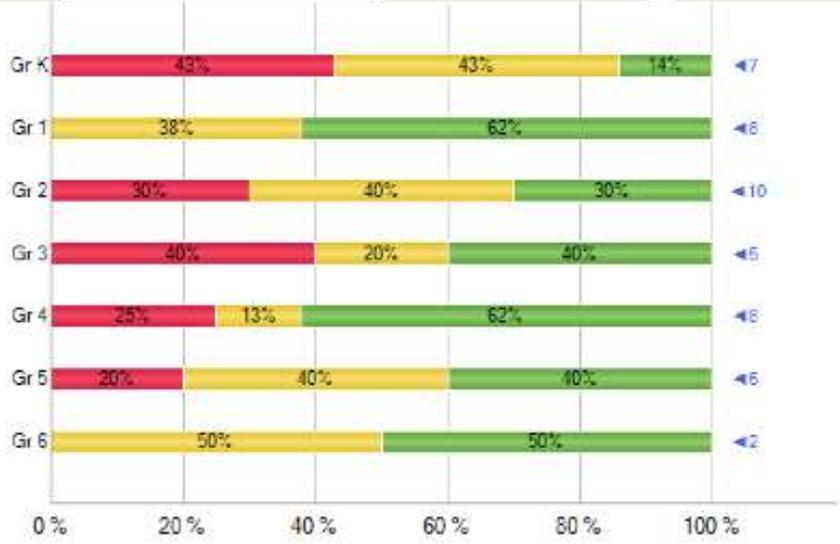
**Math Computation
Grade 8 : 2011-2012 School Year**



	Fall	Transition	Winter	Transition	Spring
Tier 3	1 (20%)	0	0 (0%)	0	0 (0%)
Tier 2	1 (20%)	0	0 (0%)	0	0 (0%)
Tier 1	3 (60%)	0	0 (0%)	0	0 (0%)

Student Population	Time	Measure
Districts: Eastern Navajo Agency School: Lake Valley Navajo School	Students enrolled on test day 11-12 BOY	mCLASS:DIBELS Instructional Recommendation
Grade: All Grades Subject: Official Class	*Refresh date: 10/03/2011	<ul style="list-style-type: none"> Total Students Assessed Intensive Strategic Benchmark

[▲ To Districts](#)
[◀ To Teacher](#)
[To Ethnicity ▶](#)



DIEBELS										
SY2011-12	BOY Baseline			MOY Goal			EOY Goal			
	B	S	I	B	S	I	B	S	I	
School wide***	43%	33%	24%	70%	25%	5%	93%	7%	0%	
Benchmark (B) Strategic (S) Intensive (I)										

***The goal is to decrease the percentage of students at Intensive and increase the percentage of students at benchmark.

AIMSweb										
SY2011-12	BOY Baseline			MOY Goal			EOY Goal			
Math Computation	B	S	I	B	S	I	B	S	I	
***School wide Grades 2-8	41%	44%	15%	70%	25%	5%	85%	15%	0	

***The goal is to decrease the percentage of students at Intensive and increase the percentage of students at benchmark.

Lake Valley Navajo School

SCHOOL IMPROVEMENT GRANT - 1003g ACTION PLAN

2011-2014 Sys

USDOE Required Action(s)	Strategies/Actions	Person(s) Responsible	Timelines	Evidence of Completion/Evaluation
Replace the Principal	<p>To strengthen leadership capacity to ensure accountability and effective operation of the school, Replaced Principal.</p> <p>-Overall responsible for the implementation of the 1003g Plan and the transformation/school improvement process.</p> <p>-As instructional leader, principal will conduct daily walk thru's, document observations and meet with teachers to discuss observations, finding; principal to assist all teachers in improving instructional practice.</p> <p>-Arrange and ensure professional development activities are conducted as prescribed in the 1003g plan;</p> <p>-work with Reading and Math Coach to ensure teaching staff receive the needed support and assistant to make instructional practice changes.</p> <p>-Ensure grade level teams/curriculum teams are established and meet on a weekly and monthly basis;</p>	Principal	Sept. 2011- May 2012	<p>Monthly tracking summary reports to ELO and DPA</p> <p>Observation forms; debriefing/teacher meeting notes, summaries Monthly update to ELO</p> <p>Meeting/work session agenda, meeting work products, graphs/charts</p> <p>Yearly PD schedule Contracts documenting consultant work</p> <p>Team agendas, work session products, meeting notes Native Star indicator assessment and Plan</p>

	<ul style="list-style-type: none"> -Establish and lead the Leadership Team; - complete NATIVE STAR action plan/indicators 			
Adopt new governance structure.	<p>Identify and confirm the VISION and MISSION</p> <ul style="list-style-type: none"> -Review / revise current vision/mission statements, if recommended -Conduct staff, board, and community meetings to develop/revise statements; focus community on improving the quality of instruction and align effort to the mission of the school. -Work with school staff to integrate vision/mission statements in daily instruction and operations. 	Principal	Sept. 2011-May 2012	Revised Mission Statement Agendas, work products
	<p>Establish/STRENGTHEN policies and procedures for the operation of the school and improve accountability. In collaboration with staff, board and community:</p> <ul style="list-style-type: none"> - review and revise policy and procedure manual/processes ; will revise to strengthen attendance and checking out student policies/procedures; will revise and update Parent/Student Handbook and Employee Handbook to reflect changes 	Principal Leadership Team	Sept. 2011-May 2012	Revised policy and procedures manual Work products
	<p>Increase the leadership abilities of site administrators to guide the school</p>	Principal ELO	Sept. 2011-May 2012	Teacher Learning Plans Staff Evaluation

	<p>improvement process and increase the effectiveness of instruction and the operation of the school.</p> <p>-Together with the ELO and Technical Assistance providers, principal will develop a yearlong PD plan and schedule to ensure 1003g PD component is implemented;</p> <p>-work with Technical assistance providers to establish accountability and support structures to monitor instructional strategies integration into daily practice.</p>	<p>Business Tech</p> <p>Principal ELO</p>	<p>Sept. 2011- May 2014</p>	<p>Training materials, agendas, sign in forms</p>
	<p>Increase the involvement of the School Board in the School Improvement Process</p> <p>-Build the capacity of Board members to make informed decision relative to School improvement process; roles and responsibilities; review mission/vision statements</p> <p>-Provide training on the SIG 1003g plan, regulations and requirements.</p>	<p>ELO Principal TA providers</p>	<p>Sept.2011- May 2014</p>	<p>Membership roster Meeting agenda, sign in forms; work products Data graphs/charts PowerPoint presentations to staff/community</p>
	<p>Establish an effective Leadership Team</p> <p>Team will continue their active participation in the implementation of the 1003g Plan;</p>	<p>Principal</p>	<p>Sept. 2011- May 2014</p>	<p>Membership roster Meeting agenda, sign in forms; work products Native Star documents</p>
	<p>-Collect and review data and communicate with school staff – keep</p>	<p>Principal Business Tech</p>	<p>Sept. 2011- May 2014</p>	<p>Meeting agendas Monthly Reports</p>

	<p>staff updated on plan implementation and improvement efforts.</p> <p>-Complete all NATIVE STAR requirements and meet timelines</p> <p>Increase accountability and fiscal management; resource allocation to support improvement efforts.</p> <p>-Follow BIE standard accounting procedures and protocols</p> <p>-Establish checkpoint procedures to ensure only allowable expenditures are made under each program.</p> <p>-Establish procedures for tracking/monitoring of resources by programs.</p> <p>-reallocate resources to optimize use and to align with restructuring strategies.</p> <p>-monitor budget expenditures on a monthly basis, ensure current expenditures, obligated and spent amounts are accurate; balances are correct.</p>			<p>Approved budgets</p>
<p>Use rigorous, transparent evaluation systems for teachers and principals that</p>	<p>Develop and implement transparent evaluation system for teachers and principal.</p> <p>-Review and revise current evaluation procedures and critical elements; clarify, strengthen and include specific expectations such as: timely</p>	<p>Principal</p>	<p>Sept. 2011- May 2014</p>	<p>Approved and revised evaluation forms Established revised process Revised current job descriptions</p>

	<p>submitted lesson plans, use of data for lesson development and student monitoring, maintain student portfolios and individual student data; demonstrate skills in the use of data, Critical Element 1 focuses on student academic gains.</p> <ul style="list-style-type: none"> -Revise current job description for teacher, education technician and principal; outline job expectation -Ensure compliance with BIE HR and Union regulations; process and protocols will be developed in coordination with teachers and principal. -Establish a rigorous support mechanism that will ensure teacher/principal ongoing support to improve/acquire the needed skills and knowledge for optimum performance. -If after extensive documented support, improvement in performance is not noted, removal of staff will be executed. -Establish a baseline on staff capacity; assess current staff capability; develop strategy of how to assist staff acquire needed skills. 			
	<p>Develop and implement policy and procedures to reward staff who makes significant impact on student learning.</p>	<p>Principal Leadership Team</p>	<p>Sept. 2011- May 2014</p>	<p>Approved Policy/procedures for Reward system Defined and approved Recruitment plan Schedule of staff recruitment</p>

	<ul style="list-style-type: none"> -Using the Leadership Team, research available reward models; identify critical and needed elements; -Develop policy and establish compensation reward system of incentives or stipends. - Develop and disseminate recruitment materials; brochures and application packets. - Revised Employee Performance Appraisal Plans with critical element 1 requiring student academic growth. 			visits; job fairs meeting with university staff ; mail promotional/recruitment material to universities and other staff recruitment agencies
	<p>Refer to Professional Development Action Plan.</p> <p>Provide staff ongoing, high quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to successfully implement school reform strategies.</p>	Principal	Sept. 2011- May 2014	
Use data to identify and implement an instructional program that is researched – based and vertically aligned from one grade to the next as well as aligned with State academic standards. Promote the continuous use of data.	<p>Use a uniform data driven and targeted intervention strategies to assist all students.</p> <ul style="list-style-type: none"> -Conduct ongoing assessments; assessments at specific intervals; develop and post charts in classroom; involve students in monitoring and tracking own progress. -Intervention for Reading is Corrective Reading/Reading Mastery; Intervention for math is Connecting 	Principal Coach LVNS Teachers Consultants	Sept.2011- May 2014	<p>Established consistent assessment procedures</p> <p>Variety of assessment tools</p> <p>Student data on a variety of assessments</p> <p>Graphs and charts</p> <p>Confirmed testing schedule.</p> <p>Established protocols for the data review; team operations</p>

	<p>Math Concepts for all grades.</p> <ul style="list-style-type: none"> -Establish data collection structures and procedures; data collection at the classroom level, placement tests for Connecting Math concept will be administered - maintain student portfolios; at classroom level, to review with parents during p/t conferences -Using NWEA develop student specific strategies; student learning plans; -Establish support structures that allow Instructional teams (teachers) to meet on a weekly basis to review data to monitor student progress; ensure the coordination of instruction both horizontally and vertically; establish clear learning and performance targets. -Develop and establish specific protocol for the operation of Instructional Team meetings; focus on state standards and strategies on how students will master standards; monitor their progress towards mastery. 			
<p>Establish schedules and implement strategies that increase learning time.</p>	<p>Revised and extend daily instructional schedule to allow for additional instructional time and staff planning and coordination.</p> <ul style="list-style-type: none"> -review current student grouping strategies and placement. 	<p>Principal Leadership Team</p>	<p>Sept. 2011- May 2014</p>	<p>Daily schedule Student rosters Staff assignments Student progress reports</p>

engagement.				
Develop sufficient operational flexibility to implement a comprehensive approach to substantially improve student achievement outcomes	<p>Implement an aligned NM Standards-Based K—8 3-Tier instructional program</p> <ul style="list-style-type: none"> -Increase teacher knowledge and capacity to work with NM standards; target skill development to improve students’ academic needs relative to NM standards. -Teachers use a uniform standards-based lesson planning format. -Staff will have a standards-based instruction framework document to assist in guiding instruction. <p>Implement a uniform and consistent scientifically research-based K-8 curriculum for Reading and Math instruction.</p> <ul style="list-style-type: none"> - Ensure curriculum is aligned with NM standards; -Implement a multilevel instructional program that offers CORE, SUPPLEMENTAL and INTERVENTION instruction; ensure a uniform schedule and fidelity to the program. -Use a consistent and uniform curricular guides and maps, Story Town for reading and Harcourt for math. -Ensure fidelity to the use of Story 	Principal Leadership Team Coach	<p>Sept. 2011- May 2014</p> <p>Sept. 2011- May 2014</p> <p>August 201- June 2012</p>	<p>Consistent/uniform Aligned curriculum</p> <p>Daily lesson plans New Curriculum- core, supplemental and intervention Align curriculum Curriculum maps and guides Standard-based instructional framework Daily Walk thru’ s observation forms Coach/Teacher debriefing Log</p> <p>Established consistent assessment procedures Variety of assessment tools Student data on a variety of assessments Graphs and charts Student Rosters Lesson plans Interim assessment data/charts/graphs Student groupings Group changing procedures and criteria</p>

	<p>Town, Harcourt Math, Connecting Math Concepts and Corrective Reading/Reading Mastery and instructional approach for reading and math instruction; ensure fidelity to the use of required practices;</p> <ul style="list-style-type: none"> - use of specific strategies; will increase classroom observations and monitoring; daily visits -use of a uniform standards-based lesson planning format and process; will require teacher plans on a weekly base. <p>-Implementation of a multilevel K - 8 systematic assessment structure and process; use of a variety of assessment tools: FORMATIVE diagnostic, INTERIM- monitor/track student learning and SUMMATIVE assessment:</p> <ul style="list-style-type: none"> -participate in required statewide assessments-NM SBA and WIDE-Access/ELL <p>-Implement a variety of assessment tools for different purposes:</p> <ul style="list-style-type: none"> -NWEA -DIBELS, READING -Aimswab- MATH <p>-continue to use a uniform process to review data; inclusive process, all staff</p> <p>-strengthen teachers' ability to use a uniform process for the use of data</p>	<p>Coach LVNS</p> <p>Principal Teachers Coaches</p>		
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	<p>Assessment, and observations.</p> <p>Implementation of the plan:</p> <p><u>Step 1: What will we be focusing on and why?</u> Have teachers look at their Class-by-Goal Report:</p> <p>Grades 2-6- Circle the Goal Headings of “Critical Thinking” and “Phonics, Vocabulary, Main Idea, and Genre”.</p> <p>Grades K-1 – Circle “Phonics”</p> <p><u>Leadership Team Talking Points:</u> Explain that they areas that they circled are going to be our school-wide focus areas” for our new Reading Intervention Plan. Explain how we decided on those areas (based on the patterns we saw in the Fall NWEA Reading data for each grade).</p> <p><i>Prep Needed: Have a poster or some visual display of the grades and their “lowest 2” goal areas to illustrate what you are sharing”</i></p> <p><u>Step 2: What is the new structure?:</u></p> <p><u>Leadership Team Talking Points:</u> Explain when (what time of day) they will focus on which goal area, and</p>			<p>SIG Monitoring Tool for External Team from DPA Native Star</p> <p>Specific Scoring Rubric that will be used for each level of implementation for each teacher’s goal setting with students to increase student growth (as stated with NWEA targeted goals):</p> <p>Scoring Rubric will have specific indicators for each level of performance: Advanced or Exemplary Proficient Progressing Beginning</p>
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what we will call the two different intervention times.

For grades 3-6: D30- (Differentiation 30) will occur during the 30 minutes after your core reading block and will be done with your “reading group” students. The focus will be on critical Thinking and Erika will be reminding us about some of the questioning techniques that we learned from Diana Jo and how to use them effectively to enhance your core lessons.

For all grades: D60-(Differentiation 60) will occur in an hour later in the day. This time will be when you have your whole class present and will focus on a common standard goal area that needs work (school-wide). The first area we will focus on for D60 for grades 2-6 is “Phonics/Vocabulary/Main Idea/Genre” and the K-1 classes will focus on “Phonics”.

Step 3: Today’s Purpose in the Big Picture:

Leadership Team Talking Points:
Most of today we will focus on how we will structure the D60 Block for Reading. Next week we will repeat

<p>the process with the D60 Block for Math.</p> <p>We will have conversations about how to incorporate the Critical Thinking Strand for grades 3-6 on and will be facilitated by Erika.</p> <p>We will be spending most of January getting this up and running so that when we get our winter MAP scores, we will only have to update our ladders based on who shows growth in what areas.</p> <p><u>Step 4: Create a “School by Goal” Report:</u> (School-wide version of “Class by Goal” in Reading-)</p> <p><i>Prep Needed: Using Butcher paper, make 2 big “Class by Goal” Charts for Reading that are blank-one for grades 2-6 and one for grades K-1. (See the tables in the attached document “Blank School by Goal” templates-Lake Valley School, you can just re-create those on butcher paper, I created these according to your school’s actual data breakdown).</i></p> <p><u>Leadership Team Talking Points:</u> General reflection questions like “What do you notice? What questions does this bring up for you?”</p>			
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What ideas are emerging?”

Step 5: Grouping with Ladders:
Give each teacher their ladders for the chosen goal area focus for D60. Teachers should be given 15 minutes or so to place their students on each ladder according to where they fell on the Class by Goal report from fall. (remind them that they will revisit these after winter testing is finished)

Prep Needed: Print enough copies of all of the ladders for each teacher for their goal area: for grades 2-6 is “Phonics/Vocabulary/Main Idea/Genre” and the K-1 classes will focus on “Phonics”.

Leadership Team Talking Points:
Then bring them back together and start with the focusing statement: “You now have ladders, you know what your kids need, you can see what other teacher’s kids need...” and have them discuss in small groups the following **guiding questions:** (10 minutes to talk and then 5-10 minutes to share out...)

What will you do next? How could you use what information you now have to help you to structure the D60 block? What other information might

you need?

They can share highlights of their discussions and then more “probing” questions can be asked if necessary.

Step 6: Explain the “Workshop Approach”: This D60 Block will focus on strategically using small group instruction along with student-led cooperative and independent “workshops” to deliver instruction that meets students where they are, and focuses on what they are “Ready to Learn”. (remind them about the modeling exercise that Dave led as one example, but show them the amount of flexibility that they have by going over the guidelines)

“Guidelines” for Step 6”

You need to establish and work with the kids on orderly procedures for groups

Every child gets “teacher time” at least once during each D60 Block. *(The amount of time may vary and sometimes it can be addressed in small group work with the teacher, and sometimes it might be one-on-*

one.)

The groups should be based on data including but not limited to their MAP scores, and DesCartes (or the ladders made from DesCartes) should be a consideration in planning for this block.

You need to develop a process and tools to use to check for understanding (assessing) so that student grouping can change anytime the data indicates a student or group of students is ready.

What resources can we use

Program materials if applicable

FCRR

Reading A-Z

MCAP

AIMs Web Resources

Things from NWEA website/Report site

Released Items from the State – NMSBA

Leadership Talking points: *Dave suggested finding a time to help*

teachers who need it to navigate to some of these websites and find these resources.

Step 7: Getting Started:

Leadership Talking points: We know that some of you have done this type of teaching before while others have not. We also realize that some of you learn best by trying things out, while others like to have more step by step guidance. So, we are going to try our hands at differentiating too. We felt like it would be best however, to let you self-select which group you will be in as we begin to implement our new ideas. *Please know that if at any time you want to switch “implementation groups” you will be welcome to do so.

Group 1 will be those of you who feel like you have some ideas “brewing” already and would like to try them out on your own, or with a partner. You don’t need/want a lot of guidance the whole way but would like to be able to “check-in” with a coach to run your plans by them and get support when you need it.

	<p><u>Group 2</u> will be those of you who aren't sure where to begin, and would prefer to have more structured conversations with the coaches and get some step by step support to get started. You might even feel more comfortable trying out some ideas that you didn't think of yourself, and will commit to spending some time meeting with your group and the coaches up front to get you going.</p>			
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Lake Valley Navajo School

SCHOOL IMPROVEMENT- 1003g ACTION PLAN

PROFESSIONAL DEVELOPMENT

GOAL: To strengthen and increase staff capability (skills and knowledge) in the development and delivery of effective quality instruction; address the academic needs of ALL students, thus improving student academic performance at Lake Valley Navajo School.

Professional Development Activity / Strategy	Task to Complete	Person Responsible	Timeline	Impact of Training/ Evidence
Secure the services of External Technical Assistance Providers for On-Site Training & Technical Assistance. Reading and Math Consultants to:	Coordinate site visits Identify and confirm work that will be conducted Maintain all files relative to technical assistance/training - conduct training workshops on effective Reading Strategies, assessment, use of data for classroom instruction and the implementation of the RTI model. - provide one-to- one technical assistance to	Principal Math and Reading Coach Byrnes & Associates	Sept. 2011 – May 2014	Signed Contracts Monthly schedules Summary Reports of work Conducted Changes in instructional practice for both READING & MATH ; increased knowledge and skills of teachers in the use of Story Town, Harcourt Math, Connecting Math Concepts and Corrective Reading/Reading Mastery and NM Standards, introduce Common Core Standards; Increased teacher knowledge/skills of effective instructional practice improved student performance on various

Professional Development Activity / Strategy	Task to Complete	Person Responsible	Timeline	Impact of Training/ Evidence
<p>-Conduct quarterly on-site visits to monitor the implementation of the Improvement Plan</p>	<p>individual teachers and Reading Coach</p> <ul style="list-style-type: none"> - conduct classroom observations and guide Reading/Math Coach(es) in providing teacher support - Provide training and guidance on the use of instructional materials and Direct Instruction. - Model and assist in revisions and development of teacher evaluation systems and new operational procedures for the redesign of the instructional programs and the schools support structures. -Assist with and provide guidance in the collection of data to document improvement efforts and to evaluate the plan's implementation. 		<p>Sept. 2011 – May 2014</p>	<p>assessment tools; increased knowledge of teachers regarding specific student academic needs</p> <p>Increased accountability and systemic changes in school operation and instructional practice.</p> <p>Increased and improved communication regarding improvement efforts and results.</p> <p>Established data collection structures; data maintenance organization; documentation of efforts procedures.</p> <p>-Increase knowledge and skills of site leaders and staff regarding the School Improvement.</p> <p>-Full implementation of the 1003g Plan; coordinate</p> <p>Established Coaching/Mentoring model; written description</p> <p>Increase teacher capacity in effective instructional Reading/Math practices, use of data, and established procedures for</p>

Professional Development Activity / Strategy	Task to Complete	Person Responsible	Timeline	Impact of Training/ Evidence
<p>Develop and Implement a well defined coaching/mentoring model- Reading/Math</p> <p>Hire a K-8 Instructional Coach</p> <p>-Establish coaching protocols for coach and teacher interactions; observations, debriefing,</p> <p>Development of teacher learning plans, manner of tracking instructional practices changes, evaluation of coaching component.</p> <p>Secure services of Publisher consultants to provide training and technical assistance in the use of new curricular materials.</p> <p>Secure the services of NWEA consultants to provide training and technical assistance in the</p>	<p>Observations/walk thru's; maintain documentation *Model and provide direct assistance to individual</p> <p>Conduct training and provide technical assistance on a variety of content areas such as:</p> <p>*Effective reading /math instruction, intervention strategies and use of core and intervention curricular materials</p> <p>*Use of data for classroom use; NWEA, DIBELS, AIMSWEB, and statewide assessment *Assist in the conduct of quarterly Data Retreats (Sept, Jan , May July)</p> <p>*Facilitate the implementation of the RTI</p>	<p>Coach</p>	<p>September 2011- June 2012</p> <p>Sept. 2011 – May 2014</p>	<p>student progress monitoring</p> <p>Documentation on Coach/Teacher debriefing sessions</p> <p>Training and work session materials & work products</p> <p>Increased teacher knowledge and skill in the use of data</p> <ul style="list-style-type: none"> - Ability to access NWEA/DIBELS / AIMSWEB reports - Use of data to guide instruction- evidence in lesson plans <p>Defined coaching model with specific protocols</p> <p>Observation forms and pre/post conferences</p> <p>Individual Teacher plans</p> <p>Increased teacher skill and knowledge in</p>

Professional Development Activity / Strategy	Task to Complete	Person Responsible	Timeline	Impact of Training/ Evidence
<p>use of NW EA/MAPS assessment; data use;</p> <p>Secure services for AIMSWEB. Provide training and Technical Assistance</p>	<p>model; assist in data collection, analysis and interpretation; assist in student grouping and identification of intervention strategies; assessment and student progress monitoring strategies</p> <p>*Conduct teacher briefings and maintain documentation – activity logs</p> <p>*Facilitate teachers’ work sessions in which they will collaborate and work in teams to analyze and use data on a continuous basis to monitor and track student progress -Conduct Summer 2012 Professional Development – content to be developed based on staff needs assessment. 2 weeks each summer. Establish protocols and involve staff in the</p>	<p>Principal HR</p>	<p>Sept. 2011 – May 2014</p> <p>Sept. 2011 – May 2014</p>	<p>the use of curricular materials</p> <p>Increased knowledge and proficiency in the use of NWEA/MAPS data and assessment reports; AIMSweb data</p> <p>Increased teacher proficiency in accessing assessment results- NWEA, DIBLES, AIMSWEB</p> <p>Increase collaboration</p> <p>Documentation of Team Meetings: /</p>

Professional Development Activity / Strategy	Task to Complete	Person Responsible	Timeline	Impact of Training/ Evidence
	<p>development process</p> <p>Maintain all files and documentation</p> <p>Contact publisher and schedule training.</p> <p>Contact NWEA to arrange for training.</p> <p>Contract AIMSweb to arrange for services/product and training.</p> <p>Revise schedule to all for teacher meeting time.</p> <p>Establish and confirm protocols</p> <p>Provide training for teachers on how meetings will be conducted; stress the purpose of meeting, to review student data and to monitor academic progress.</p> <p>Identify and schedule training</p>	<p>Robyn Whitacre Principal</p>	<p>Sept. 2011 – May 2014</p>	<p>Goals/outcomes</p> <p>Increased staff knowledge of effective practice/ strengthened coordination and congruency of instruction</p> <p>Agenda, reading materials. Work session products</p> <p>Work session products.</p> <p>Curricular maps/guides</p> <p>Development of an instructional framework on how instruction is conducted at LVNS</p> <p>Increased knowledge and skills in</p>

Professional Development Activity / Strategy	Task to Complete	Person Responsible	Timeline	Impact of Training/ Evidence
	<p>dates;</p> <p>Develop and gain approval for short term contract;</p> <p>Identify training needs; conduct staff survey; review student data;</p> <p>Identify possible trainers/consultants and arrange for service</p> <p>Prepare for training session; materials and supplies; and</p> <p>Maintain files/documentation of training activities</p>			<p>reading/math instruction.</p>

Strategies	Person Responsible	Timeline	Evidence of Completion/Evaluation
<p>framework:</p> <ul style="list-style-type: none"> - Analyze and adjust <u>Policies</u>: <ul style="list-style-type: none"> - school parental involvement policy, school compact, school parent compact, homework policy, student report card, and classroom visits policy <p><u>Shared Leadership</u>:</p> <ul style="list-style-type: none"> - School will share leadership School Community Council, Parent Teacher Organization, school Improvement Team , and use additional resources (National PTA) <p><u>Communication</u>:</p> <ul style="list-style-type: none"> - School will develop a communication by monitoring school community council, homework policy, newsletters, and solicit community building ideas 	<p>School Counselor will be the Chair ATP Team</p> <p>Principal School Counselor will be the Chair ATP Team</p> <p>Principal School Counselor will be the Chair ATP Team</p>	<p>Dec. 2011- Feb. 2011</p>	<p>A process and performance will have indicators to assist the parents to communicate with school personnel to evaluate outcomes.</p> <p>Parents will be taught the basic standard based curriculum, instruction, and assessment. Short assessment and survey will be given to parents to assess their understanding of standards.</p> <p>Rubric will be developed to identify the goals that parents and child need to increase student growth.</p> <p>The school community of learners will identified the gaps of having a successful parent involvement program. Based on the findings, the school community of learners will plan, implement, and evaluate parent workshops that are needed.</p>

Strategies	Person Responsible	Timeline	Evidence of Completion/Evaluation
<p><u>Education:</u></p> <ul style="list-style-type: none"> - ATP will identify standards and educate parents - Team will also develop lessons for parent and children to interact with quality home work time <p><u>EDUCATION – PARENT COMPACT:</u></p> <ul style="list-style-type: none"> - Identify courses needed for parents - Effective parent training for different grade levels and groups (Sp. Ed) and ELL <p><u>Parent Workshops:</u></p> <p>School will concentrate on workshop for the targeted population: teacher, parent, and parent & teacher</p> <p>The school team will receive technical assistance from Dr. Valerie Todacheene, as well as from the Line Office</p>			

APPENDIX A

SCHOOL NEEDS ASSESSMENT TOOLS

Needs Assessment for School Improvement Grants

Bureau of Indian Education

Tier III Schools

Support from the Associate Deputy Director & Education Line Office	
	YES or NO (Circle)
1. ADD/ELO procedures support school-based decision making.	<u>Y</u> N
2. ADD/ELO and school decision-makers are connected by frequent interaction, two-way communication, problem-solving, mutual coordination, and reciprocal influence.	<u>Y</u> N
3. The ADD/ELO has provided the school with a “letter of understanding” about the school’s intervention implementation and the ADD/ELO’s support of it.	Y <u>N</u>

Current Level of Implementation of Effective Practices	
I. School Leadership and Decision Making	
A. Effective Practice: Establish a team structure with specific duties and time for instructional planning	
Indicators	No / Somewhat / Yes (Circle)
1. A team structure is officially incorporated into the school improvement plan and school governance policy.	N S <u>Y</u>
2. All teams have written statements of purpose and by-laws for their operation.	<u>N</u> S Y
3. All teams operate with work plans for the year and specific work products to produce.	N <u>S</u> Y
4. All teams prepare agendas for their meetings.	N S <u>Y</u>
5. All teams maintain official minutes of their meetings.	N S <u>Y</u>
6. The principal maintains a file of the agendas, work products, and minutes of all teams.	N S <u>Y</u>
7. A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly	N S <u>Y</u>

(twice a month or more for an hour each meeting).	
8. The Leadership Team serves as a conduit of communication to the faculty and staff.	N S <u>Y</u>
9. The Leadership Team shares in decisions of real substance pertaining to curriculum, instruction, and professional development.	N S <u>Y</u>
10. The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.	N <u>S</u> Y
11. Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.	N <u>S</u> Y
12. Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.	N <u>S</u> Y

Describe your obstacles to full implementation of the indicators for this effective practice.

Lake Valley Navajo School is a very small school. Every employee has to participate on almost every committee.

Describe the kind of support and additional resources that would help you fully implement all the indicators for this effective practice.

Bylaws and statement of purpose has to be developed for the Leadership Team.

The schedule will need to be revised, data reviewed, pacing guides developed for Reading and Math.

More time; more people and better technology.

Professional development on multi-level classroom management, core content program, intervention programs, assessment administration, data collection/analysis.

B. Effective Practice: Focus the principal's role on building leadership capacity, achieving learning goals, and improving instruction	
Indicators	No / Somewhat / Yes (Circle)
1. The principal makes sure everyone understands the school's mission, clear goals (short term and long term), and their roles in meeting the goals.	N <u>S</u> Y

2. The principal models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of sound practices.	N	<u>S</u>	Y
3. The principal participates actively with the school's teams.	N	S	<u>Y</u>
4. The principal keeps a focus on instructional improvement and student learning outcomes.	N	S	<u>Y</u>
5. The principal monitors curriculum and classroom instruction regularly.	N	<u>S</u>	Y
6. The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.	<u>N</u>	S	Y
7. The principal challenges, supports and monitors the correction of unsound teaching practices.	N	S	<u>Y</u>
8. The principal celebrates individual, team, and school successes, especially related to student learning outcomes.	N	S	<u>Y</u>
9. The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement.	N	<u>S</u>	Y
Describe your obstacles to full implementation of the indicators for this effective practice.			
The amount of time that the principal is called out of the building for meetings and trainings.			
The amount of time that the principal spends on reports and accountability requirements.			
Describe the kind of support and additional resources that would help you fully implement all the indicators for this effective practice.			
Hire and Instructional Coach for Reading and Math support.			
Obtain consultant services for Reading and Math support.			
Hire a½ time education technician, ½ liaison.			

C. Effective Practice: Align classroom observations with evaluation criteria and professional development			
Indicators	No / Somewhat / Yes		
	(Circle)		
1. The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers.	N	<u>S</u>	Y
2. The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.	<u>N</u>	S	Y

3. Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management.	N	S	<u>Y</u>
4. Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management.	<u>N</u>	S	Y
5. Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management.	N	S	<u>Y</u>
6. Teachers are required to make individual professional development plans based on classroom observations.	N	<u>S</u>	Y
7. Professional development of individual teachers includes an emphasis on indicators of effective teaching.	N	S	<u>Y</u>
8. Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching.	N	<u>S</u>	Y
9. The principal plans opportunities for teachers to share their strengths with other teachers.	<u>N</u>	S	Y

Describe your obstacles to full implementation of the indicators for this effective practice.

Lake Valley Navajo School has experienced a decline in enrollment which has also caused a decrease in budget.

The principal needs to allocate more time for classroom walk-throughs and observations with more consistent feedback.

Describe the kind of support and additional resources that would help you fully implement all the indicators for this effective practice.

Need to hire and instruction coach for Reading and Math Support.

Need to contract Reading and Math Consultants.

Need assistance from human resources to redesign the critical elements of the professional development plans.

D. Effective Practice: Help parents to help their children meet standards			
Indicators	No / Somewhat / Yes		
	(Circle)		
1. Parents receive regular communication (absent jargon) about learning standards, their children's progress, and the parents' role in their children's school success.	N	S	<u>Y</u>
2. Parent involvement policy, classroom visit policy, and homework policy are clear, constructive, and include a plan for communicating the policies to parents and teachers.	N	S	<u>Y</u>

3. The school's Compact outlines the responsibilities/expectations of teachers, parents, and students.	N	S	<u>Y</u>
4. The school regularly and clearly communicates with parents about its expectations of them and the importance of the "curriculum of the home."	N	<u>S</u>	Y
5. The school's Compact is annually distributed to teachers, school personnel, parents, and students.	<u>Y</u>	N	S
6. The "ongoing conversation" between school personnel and parents is candid, supportive, and flows in both directions.	N	<u>S</u>	Y
7. Professional development programs for teachers include assistance in working effectively with parents.	<u>N</u>	S	Y
Describe your obstacles to full implementation of the indicators for this effective practice.			
Parental Participation opportunities have been offered, but there is minimal participation outside of sports activities.			
Better technology is needed.			
Describe the kind of support and additional resources that would help you fully implement all the indicators for this effective practice.			
Develop a system of incentives for parents to attend parent events at the school.			
Implement the I CARE Program.			

II. Curriculum, Assessment, and Instructional Planning			
A. Effective Practice: Engage teachers in aligning instruction with standards and benchmarks			
Indicators	No / Somewhat / Yes (Circle)		
1. Instructional Teams develop standards-aligned units of instruction for each subject and grade level.	N	<u>S</u>	Y
2. Units of instruction include standards-based objectives and criteria for mastery.	N	S	<u>Y</u>
3. Objectives are leveled to target learning to each student's demonstrated prior mastery based on multiple points of data (i.e., unit tests and student work).	N	<u>S</u>	Y

Describe your obstacles to full implementation of the indicators for this effective practice.

There are holes in the reading and math programs.

Time to get staff together and go into programs and assess student mastery of standards-based objectives.

Incomplete program materials.

Describe the kind of support and additional resources that would help you fully implement all the indicators for this effective practice.

Consistent PD to address standards-based instruction, multi-grade leveled classroom management, program materials, and assessment protocols.

Unpacking standards, identifying power standards, review NMSBA framework, develop pacing guides

Determine what is mastery.

Crosswalk standards checklist.

Develop units of instruction: pacing guide, weed out non-essential, supplements for of identified units.

Create rubrics for mastery.

Develop individual student learning plans and target goal sheets.

Develop transition plan for student movement from tiers/groups.

B. Effective Practice: Engage teachers in assessing and monitoring student mastery

Indicators	No / Somewhat / Yes (Circle)
1. Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives	N <u>S</u> Y
2. Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction.	N <u>S</u> Y
3. Unit pre-test and post-test results are reviewed by the Instructional Team.	<u>N</u> S Y
4. Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.	<u>N</u> S Y
5. Teachers re-teach based on post-test results.	N <u>S</u> Y

Describe your obstacles to full implementation of the indicators for this effective practice.

Not all teachers can access the reports that they need to analyze and use data results (knowledge and skills).

Getting materials late in the school year.

Describe the kind of support and additional resources that would help you fully implement all the indicators for this effective practice.

Consultants working with staff to go through content and refining units of instruction and assessment (pre and post tests).

Strategically address standards.

Inventory materials and order items that are still lacking.

C. Effective Practice: Engage teachers in differentiating and aligning learning activities

Indicators	No / Somewhat / Yes (Circle)
1. Units of instruction include specific learning activities aligned to objectives.	N <u>S</u> Y
2. Instructional Teams develop materials for their standards-aligned learning activities and share the materials among themselves.	N S <u>Y</u>
3. Materials for standards-aligned learning activities are well-organized, labeled, and stored for convenient use by teachers.	N <u>S</u> Y

Describe your obstacles to full implementation of the indicators for this effective practice.

Getting materials late in the year.

Implementing a new core reading program (Story Town) and intervention math (Saxon) program.

Describe the kind of support and additional resources that would help you fully implement all the indicators for this effective practice.

Purchase rolling carts and organize materials by levels.

Implement Differentiated Instruction, Reading Mastery, Corrective Reading, and Accelerated Reader.

Implementing SIOPO Program and Lesson Planning Template

D. Effective Practice: Assess student learning frequently with standards-based assessments

Indicators	No / Somewhat / Yes (Circle)
1. The school tests each student at least 3 times each year to determine progress toward standards-based objectives.	N S <u>Y</u>
2. Teachers receive timely reports of results from standardized and objectives-based tests.	N S <u>Y</u>
3. The school maintains a central database that includes each student's test scores, placement information, demographic information, attendance, behavior indicators, and other variables useful to teachers.	N S <u>Y</u>
4. Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.	N S <u>Y</u>
5. The Leadership Team monitors school-level student learning data.	N <u>S</u> Y
6. Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.	N S <u>Y</u>
7. Instructional Teams use student learning data to plan instruction.	N S <u>Y</u>
8. Instructional Teams use student learning data to identify students in need of instructional support or enhancement.	N S <u>Y</u>
9. Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives).	N <u>S</u> Y

Describe your obstacles to full implementation of the indicators for this effective practice.

Time to analyze data to create learning plans for each student and include a follow up.

Incomplete sets of materials

Describe the kind of support and additional resources that would help you fully implement all the indicators for this effective practice.

Make standardized individual student folders for student data and learning plans. Use form that Casey Sovo developed (profile sheet) for a data base.

Use assessment data to develop individual learning plans

III. Classroom Instruction

A. Effective Practice: Expect and monitor sound instruction in a variety of modes – Preparation

Indicators	No / Somewhat / Yes (Circle)
1. All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.	N S <u>Y</u>
2. All teachers develop weekly lesson plans based on aligned units of instruction.	N S <u>Y</u>
3. All teachers maintain a record of each student's mastery of specific learning objectives.	N <u>S</u> Y
4. All teachers test frequently using a variety of evaluation methods and maintain a record of the results.	N <u>S</u> Y
5. All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.	Y N <u>S</u>

Describe your obstacles to full implementation of the indicators for this effective practice.

Technology, no standard template for lesson plans, no technology coordinator.

Classroom management issues due to multi-level classrooms.

Describe the kind of support and additional resources that would help you fully implement all the indicators for this effective practice.

Order new computers.

Contract tech consultant to correct technology issue.

Choose a standard lesson plan template from SIOP model.

Instructional coach and consultants.

B. Effective Practice: Expect and monitor sound instruction in a variety of modes – Teacher-Directed Instruction	
Indicators	No / Somewhat / Yes (Circle)
Introducing the Lesson	
1. All teachers review the previous lesson.	N <u>S</u> Y
2. All teachers clearly state the lesson’s topic, theme, and objectives.	N <u>S</u> Y
3. All teachers stimulate interest in the topics.	N <u>S</u> Y
4. All teachers use modeling, demonstration, and graphics.	N S <u>Y</u>
Presenting the Lesson	
5. All teachers explain directly and thoroughly.	N S <u>Y</u>
6. All teachers maintain eye contact.	N S <u>Y</u>
7. All teachers speak with expression and use a variety of vocal tones.	N S <u>Y</u>
8. All teachers use prompting/cueing.	N S <u>Y</u>
Lesson Summary and Confirmation of Learning	
9. All teachers re-teach when necessary.	N S <u>Y</u>
10. All teachers review with drilling/class recitation.	N <u>S</u> Y
11. All teachers review with questioning.	N S <u>Y</u>
12. All teachers summarize key concepts.	N S <u>Y</u>
<p>Describe your obstacles to full implementation of the indicators for this effective practice.</p> <p>SIOP Model not being followed with fidelity.</p> <p>Personal connection to prior knowledge of content area.</p>	
<p>Describe the kind of support and additional resources that would help you fully implement all the indicators for this effective practice.</p> <p>Coaching type model assisted by instructional coach and consultant to address student engagement and interest in all topics. Refine student engagement.</p>	

Recap (review vocabulary).

Stated objectives.

**C. Effective Practice: Expect and monitor sound instruction in a variety of modes –
Teacher-Student Interaction**

Indicators	No / Somewhat / Yes (Circle)
1. All teachers re-teach following questioning.	N <u>S</u> Y
2. All teachers use open-ended questioning and encourage elaboration.	N S <u>Y</u>
3. All teachers encourage students to paraphrase, summarize, and relate.	N <u>S</u> Y
4. All teachers encourage students to check their own comprehension.	N S <u>Y</u>
5. All teachers verbally praise students.	N S <u>Y</u>

Describe your obstacles to full implementation of the indicators for this effective practice.

Multi-grade level classrooms.

Teacher modeling.

Describe the kind of support and additional resources that would help you fully implement all the indicators for this effective practice.

Training in multi grade level classroom management.

Training in Reading Mastery/Corrective Reading, Saxon Math, Story Town, and AimsWeb.

More classroom observation with consistent feedback.

Indicators	No / Somewhat / Yes (Circle)
1. All teachers travel to all areas in which students are working.	N S <u>Y</u>
2. All teachers interact instructionally with students (explaining, checking, giving feedback).	N S <u>Y</u>
3. All teachers interact managerially with students (reinforcing rules, procedures).	N S <u>Y</u>
4. All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family).	N S <u>Y</u>
<p>Describe your obstacles to full implementation of the indicators for this effective practice.</p> <p>Multi-grade classrooms.</p>	
<p>Describe the kind of support and additional resources that would help you fully implement all the indicators for this effective practice.</p> <p>Review BEST and CHAMPS programs</p>	

D. Effective Practice: Expect and monitor sound instruction in a variety of modes – Computer Based Instruction		
Indicators	No / Somewhat / Yes (Circle)	
1. Students are engaged and on task.	N	<u>S</u> Y
2. All teachers travel about the room to assist students.	N	<u>S</u> Y
3. All teachers have documentation of the computer program's alignment with standards-based objectives.	<u>N</u>	S Y
4. All teachers assess student mastery in ways other than those provided by the computer program.	N	S <u>Y</u>
<p>Describe your obstacles to full implementation of the indicators for this effective practice.</p> <p>Need to Develop standards based objectives.</p> <p>Up-grade technology</p> <p>Develop a comprehensive instructional/assessment plan</p>		
<p>Describe the kind of support and additional resources that would help you fully implement all the indicators for this effective practice.</p> <p>Increase technology support.</p>		

E. Effective Practice: Expect and monitor sound homework practices and communication with parents		
Indicators	No / Somewhat / Yes (Circle)	
1. All teachers maintain a file of communication with parents.	N	S <u>Y</u>
2. All teachers regularly assign homework (4 or more days a week).	N	S <u>Y</u>
3. All teachers check, mark, and return homework.	N	S <u>Y</u>

4. All teachers systematically report to parents the student's mastery of specific standards-based objectives.	N S <u>Y</u>
<p>Describe your obstacles to full implementation of the indicators for this effective practice.</p> <p>Homework policy not being followed with consistency.</p> <p>Reading logs not being complete consistently.</p> <p>Dorm homework folders were not consistently distributed.</p>	
<p>Describe the kind of support and additional resources that would help you fully implement all the indicators for this effective practice.</p> <p>Homework assignments and completion data needs to be documented and recorded by all teachers in lesson plans and student folders.</p>	

F. Effective Practice: Expect and monitor sound classroom management	
Indicators	No / Somewhat / Yes (Circle)
1. When waiting for assistance from the teacher, students are occupied with curriculum-related activities provided by the teacher.	N <u>S</u> Y
2. Students raise hands or otherwise signal before speaking.	N <u>S</u> Y
3. All teachers use a variety of instructional modes.	N S <u>Y</u>
4. All teachers maintain well-organized student learning materials in the classroom.	N S <u>Y</u>
5. All teachers display classroom rules and procedures in the classroom.	<u>Y</u> N S
6. All teachers correct students who do not follow classroom rules and procedures.	<u>Y</u> N S
7. All teachers reinforce classroom rules and procedures by positively teaching them.	<u>Y</u> N S
8. All teachers engage all students (e.g., encourage silent students to participate).	<u>Y</u> N S

Describe your obstacles to full implementation of the indicators for this effective practice.

Multi-grade level classrooms.

APPENDIX B

ASSURANCES



United States Department of the Interior
BUREAU OF INDIAN EDUCATION

Division of Performance and Accountability

1011 Indian School Road, NW, Ste. 332

Albuquerque, New Mexico 87104

School Improvement Grant (SIG) 1003(g) Conditions and Assurances

As a condition of the receipt of funds under the Bureau of Indian Education SIG program, the grantee agrees to comply with the following grant Conditions and Assurances:

1. The school will agree to implement and analyze the data from the state assessment, NWEA, DIBELS, and AIMS Web to assess the gap between where the school currently is to where the school should be by end of year.
2. Using 2011 NWEA Fall assessment data, establish challenging annual goals for student achievement that will strive for a 30% - 40% growth in both reading/language arts and mathematics and measure progress to these goals Winter and Spring.
3. Assure the school has an aligned and rigorous curriculum and that staff has adequate instructional resources to implement prescribed instructional strategies.
4. A comprehensive school level data management system is in place and the school reports their progress as measured by the state assessment, NWEA, DIBELS, and AIMS Web.
5. Student progress is a criterion for further funding through the Education Line Office or the Division of Performance and Accountability and this data will be reviewed quarterly by all key stakeholders.
6. The principal *must* be the instructional leader of the school who has the skill to turn around a low-performing school and also facilitate the Native STAR team (School Improvement Team) weekly, monitor instruction and conduct classroom walkthroughs with feedback to teachers on a daily basis, and be able to recruit and develop the human capital necessary to create a quality school.
7. The school principal will be accountable for academic growth and reaching school goals and will be evaluated by the Education Line Office (BIE-operated) and/or School Board (tribally-operated) to determine whether instructional leadership is adequate or not. Principals not up to the task will be removed or replaced.
8. Implement with fidelity a three-tier system of instruction which would include one-on-one and small group interventions for struggling students.
9. Create an extended school day and extended school year concentrating on rigorous instruction in math, reading, and language arts.
10. Literacy time is a minimum of 120 minutes a day with additional time added for tiers II and tiers III.
11. Math time is a minimum of 60 minutes and additional instructional time is added for tiers II and tiers III.

12. Create and implement an extensive professional development program involving consultants approved through DPA staff; or, in the case of BIE-operated schools, BIE will select the consultants for the schools.
13. Using the Native STAR tool, form Professional Learning Communities that meet *weekly*, make use of student data, and work with school based coaches to improve curriculum and instruction.
14. Include as part of the school's professional development plan an intensive summer staff development initiative for teachers, instructional support staff, and principals that will allow staff to gain new knowledge.
15. Teachers will be rigorously evaluated to determine if they are capable of producing major academic gains and if not are replaced.
16. The school will engage parents in supporting their child in school success and are invited to participate in school improvement planning.
17. All schools receiving SIG grants will agree to meet *at least monthly* with a stakeholder team including the Education Line Office, tribal representatives, DPA staff, and consultants as determined by the DPA.
18. The school will follow all fiscal reporting and auditing standards required by the BIE.
19. The school will comply with mandated reporting requirements, if receiving ARRA funds (*FederalReporting.gov*), and submit any required reports by the due dates specified.
20. The school will participate in a DPA evaluation and monitoring process and will provide all required information on a timely basis.
21. The school will use SIG funds only for allowable costs during the grant period.
22. The school will include all required forms signed by the LEA Superintendent/Principal or designee.
23. The school hereby expresses its full understanding that not meeting all SIG requirements (including those conditions and assurances outlined in this document) will result in the termination of SIG funding.
24. The school will ensure that funds are spent as indicated in the grant proposal and agree that funds will be used only as stipulated for school improvement.
25. The school agrees that the DPA has the right to intervene, renegotiate and/or cancel the grant if the school fails to comply with grant requirements.
26. The school will cooperate with any site visitations conducted by representatives of the BIE or external consultants for the purpose of monitoring grant implementation and expenditures, and will provide all requested documentation to the DPA personnel in a timely manner.
27. The school will repay any funds which have been determined through a BIE monitoring or federal audit process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal government.
28. The school will administer the activities funded by this grant in such a manner so as to be consistent with the BIE's adopted academic standards.
29. The school will be funded on a quarterly basis contingent that all conditions and assurances and progress are adequate as determined by the BIE.

I hereby certify that the school will comply with all grant conditions and assurances described in items 1 through 29 above.

School Name: _____

Education line Officer: _____

Signature

Date

School Administrator: _____

Signature

Date

APPENDIX C

CONSULTANT PROPOSALS

Byrne & Associates

Submitted by Jennifer Byrne, Ph.D.

20801 W. 94th Terrace, Lenexa, KS 66220

(913) 839-0308 office (785) 331-8714 cell (913) 839-4032 FAX

DUNS # 801356044

Cost Proposal for Math Support at

Lake Valley Navajo School---2011-2012 School Year

Proposed Content

This proposal is for monthly visits during the 2011-2012 school year to Lake Valley Navajo School for math support for the principal, math coach, and instructional staff between September 2011 and June 2012.

These 2-day monthly support visits will address:

- Leadership strategies and tools for managing implementation fidelity to Harcourt math core and intervention programs
- Coaching the coach model using results-based strategies and tools
- Best practices for differentiated, hands-on math instruction
- Modeling of lesson components
- Analysis of AIMSweb data and program progress monitoring tools
- Classroom observations and debriefing
- Effective intervention instruction technical assistance
- Alignment of student support programs
- Strategic preparation for the NMSBA math test

Proposed Cost	
Monthly Travel Costs	\$1500.
Monthly service fee	\$4200.
Monthly visit cost total	\$5700.
Total for Proposed Support (10 visits)	\$57000.

Lake Valley Extended School- 2012-Budget

	daily rate	20 days			
Teacher	232.72	4,654.40			
Teacher	294.96	5,899.20			
Teacher	260.72	5,214.40			
Teacher	293.36	5,867.20			
Teacher	286.56	5,731.20			
Teacher	314.10	6,282.00			
Teacher	270.16	5,403.20			
total		39,051.60		39,051.60	
Cooks	187.60	3,752.00			
Cooks	129.65	2,593.00			
total		6,345.00		6,345.00	
Bus Driver	193.28	3,865.60			
Bus Driver	193.28	3,865.60			
total		7,731.20		7,731.20	
Counselor	304.96	6,099.20		6,099.20	
Educ. Tech	190.48	3,809.60			
Educ. Tech	173.28	3,465.60			
total		7,275.20		7,275.20	
				66,502.20	
			Salaries		
				13,300.44	
				Fringe	
					79,802.64
					Total

Byrne & Associates

Submitted by Jennifer Byrne, Ph.D.

20801 W. 94th Terrace, Lenexa, KS 66220

(913) 839-0308 office (785) 331-8714 cell

DUNS # 801356044

Cost Proposal for Reading Support at

Lake Valley Navajo School---2011-2012 School Year

Proposed Content

This proposal is for 10 visits during the 2011-2012 school year to Lake Valley Navajo School for reading support for the principal, coach, teachers, and educational technicians between September 2011 and June 2012.

These 2-day support visits will address:

- Leadership strategies and tools for managing implementation fidelity to the Story Town reading core and intervention programs
- Coaching the coach model using results-based strategies and tools
- Best practices for differentiated, hands-on reading instruction
- Pacing calendar to ensure accurate and timely delivery of reading instruction
- Modeling of lesson components
- Analysis of DIBELS data and program progress monitoring assessments
- Classroom observations and debriefing
- Effective intervention instruction technical assistance
- Alignment of student support programs
- Strategic preparation for the NMSBA reading test

Proposed Cost	
Monthly travel costs	\$1500.
Monthly service fee	\$4200.
Monthly visit cost total	\$5700.
Total for Proposed Support (10 visits)	\$57000.

APPENDIX D

MASTER CALENDAR AND SCHEDULE

CURRENT SCHOOL YEAR 2011-2012

**Lake Valley Navajo School
2011 / 2012 School Year**

July 2011						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

4 Fourth of July - Holiday

2 New Year's Day - Holiday (6)
3 2nd Quarter Grading/45 days
6 Parent/Tchr Conference
16 Martin Luther - Holiday (7)

January 2012						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

20 days

August 2011						
S	M	T	W	T	F	S
	1	2	3	4	5	6
			1	1	1	1
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

3 - 5 Inservice/Adm.
3 First Day of Teacher
8 1st day of School

10 Admin Staff Development
20 President's Day - Holiday (8)

February 2012						
S	M	T	W	T	F	S
			1	2	3	4
					1	1
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			

19 days

September 2011						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

5 Labor Day - Holiday (1)

9 3rd Quarter Grading/45 days
9 Parent/Tchr Conference
19 - 23 Vacation - No School

March 2012						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

17 days

October 2011						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	0	1	2	3	4	5
1	1	1	1	2	2	2
6	7	8	9	0	1	2
2	2	2	2	2	2	2
3	4	5	6	7	8	9
3	3					
0	1					

7 Admin Staff Development
 10 Columbus Day - Holiday (2)
 12 1st Quarter Grading/45 days
 14 Parent/Tchr Conference
 31 Halloween
 19 days

21 days

April 2012						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	0	1	1	1	1
1	1	1	1	1	2	2
5	6	7	8	9	0	1
2	2	2	2	2	2	2
2	3	4	5	6	7	8
2	3					
9	0					

November 2011						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	0	1	2
1	1	1	1	1	1	1
3	4	5	6	7	8	9
2	2	2	2	2	2	2
0	1	2	3	4	5	6
2	2	2	3			
7	8	9	0			

11 Veteran Day - Holiday (3)
 24 Thanksgiving Day - Holiday (4)
 25 Vacation Day - No School

19 days

25 Last Day School
 25 Contract Ends
 Report Cards Due
 4th Quarter Grading/45 days
 28 Memorial's Day - Holiday

19 days

May 2012						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	7	1	1
1	1	1	1	1	1	1
3	4	5	6	7	8	9
2	2	2	2	2	2	2
0	1	2	3	4	5	6
2	2	2	3	3		
7	8	9	0	1		

December 2011						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	0
1	1	1	1	1	1	1
1	2	3	4	5	6	7
1	1	2	2	2	2	2
8	9	0	1	2	3	4
2	2	2	2	2	3	3
5	6	7	8	9	0	1

19-30 Vacation Day - No School
 23 Christmas Day - Holiday (5)
 30 New Years Day - Holiday (6)

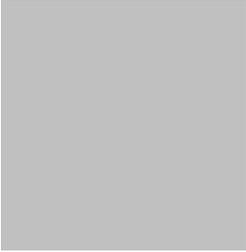
12 days

June 2012						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
1	1	1	1	1	1	1
0	1	2	3	4	5	6
1	1	1	2	2	2	2
7	8	9	0	1	2	3
2	2	2	2	2	2	3
4	5	6	7	8	9	0

5 days Admin./Staff Dev.
 15 days Vacation Days
 185 days School Days

Tchr/Parent Conf. - 3 Days

Federal Holidays - 8 Days
 Teachers' Return to Work
 Teacher Return on 08/03/11
 Contract End: 05/25/12
 Last Day of School



Adm days 5
Vac days 15

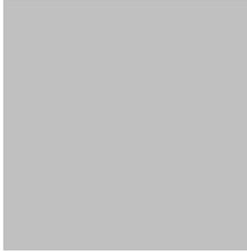
Holiday days 8

School days 185

*Parent teacher
conference* 3

213 days (Regular
Staff)

199 days (Teaching
Staff)



2011-2012 School Calendar

Agency: New Mexico Navajo
Central
School Location: Lake Valley Navajo
School

Education Line
Officer:
Telephone/Fax
No:

Must be approved by:
Submission Deadline:
Mrs. Charlotte Garcia
(505) 786-5392/Fax: 786-
5956

July 2011

Su	M	T	W	Th	F	S
					1	2
3	4 O	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1
Holiday
Employees
Return:

1st Day of School:

Admin. Days:

School Days:

August 2011

Su	M	T	W	Th	F	S
	1	2	3	4	5	6
			+	+	+	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Employees 8/3/
Return: 201
1
1st Day of School: 8/8/
School: 201
1

Admin. 3
Days:
School 18
Days:

September 2011

Su	M	T	W	Th	F	S
				1	2	3
4	5 O	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

1
Holiday
Admin 0
Days:

School 21
Days:

October 2011

Su	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
					+	
9	10 O	11	12	13	14 X	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

November 2011

Su	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11 O	12	13
14	15	16	17	18	19	20
21	22	23	24	25 O	26 ^	27
28	29	30				

December 2011

Su	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20 ^	21 ^	22 ^	23 ^	24 O	25
26	27 ^	28 ^	29 ^	30 ^	31 O	O

30 31

**1
Holiday**

School 19 Parent 1
Days: Conf.
Admin 1
Days:

2 Holidays

Vacation 1
Days:
School 19
Days:

**2
Holiday**

Vacation 8
Days:
School 13
Days:

**January
2012**

Su	M	T	W	Th	F	S
1	2	3	4	5	6	7
					X	
8	9	10	11	12	13	14
15	16	17	18	19	20	21
	O					
22	23	24	25	26	27	28
29	30	31				

**February
2012**

Su	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
					+	
12	13	14	15	16	17	18
19	20	21	22	23	24	25
	O					
26	27	28	29			

March 2012

Su	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
					X	
18	19	20	21	23	24	25
	^	^	^	^	^	
26	27	28	29	30	31	

1 Holidays

Vacation 0 Parent 1
Days: Conf.
School 21
Days:

**1
Holiday**

School 19
Days:

Vacation 5 Parent 1
Days: Conf.
School 17
Days:

**April
2012**

Su	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

**May
2012**

Su	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
					+	
27	28	29	30	31		
	O					

**June
2012**

Su	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Vacation 0
Days:

School 21
Days:

**1
Holiday**

Last Day of
School:
Last Day of

Last Day of
School:
6/7/2012
Admin. Days:

School

Contract:
 Admin. 1
 Days:
 School 23
 Days:

Days: 5

Holidays (Not to exceed "NTE" 9)

Admin. Days (NTE 10)

K O Holidays
 E
 Y

School Instructional Days (Normally 180)

July Oct. 19 Jan. 21 Apr 21

Au 18 No 19 Feb 19 Ma 23
 g. v. . y

Principal:

◇ School Vacation Leave Sep 21 Dec 13 Mar 17 Jun 5
 t. . . e

□ Contract Begin/End Date **TOTAL 195**

Education Line Officer:

+ Staff Dev/Admin. Days **School Vacation Days (NTE 17)**

X Teacher/Parent Conference July Oct. Jan. Apr

Au No 1 Feb Ma
 g. v. . y
 Sept. Dec 8 Mar 5 Jun
 . . e
TOTAL 14

School Board:

PROPOSED SCHOOL YEAR 2011-2012

Revised DAILY SCHEDULE 2011-2012

Activities						
7:30-7:50	Teacher Prep Time					
7:35-7:55	Arrival	Monday	Tuesday	Wednesday	Thursday	Friday
	Breakfast	P. Chee	M. Pioche	B. Largo	Susan K.	Jeanette James
8:00-10:00	Core READING Storytown Reading in homerooms Flip-flop Whole Group instruction for combined grades (60 min. each) Reinforcement activities in centers while not in Whole Group					
10:00-10:15	Recess for K-3 rd grade – see attached duty people schedule Alternate schedule for 4 th – 8 th grade					
10:15-11:30	Core Math Harcourt Math in homerooms Flip-flop Whole Group instruction for combined grades Reinforcement activities/Independent practice in centers while not in Whole Group					
11:30-12:00		Monday	Tuesday	Wednesday	Thursday	Friday
	Cafeteria	B. Etsitty	L. Begai	R. Werito	B. Largo	
	Playground	R. Werito	Marita	Susan	R. Werito	
12:05-1:25	Walk to Reading Mastery Tiers II and III			INTERVENTION with Corrective Reading/Reading Students placed according to placement tests		
1:30-2:40	Walk to Math and Corrective Math Arrive) Tiers II and III			INTERVENTION with Saxon (until CMC (Follow suggested lesson structure)		
2:45 -		Monday	Tuesday	Wednesda y	Thursday	Friday

3:15	Computer	3-5	1-2	K	6-8	DesCartes
	Library	1-2	6-8	3-5	K	DesCartes
	P.E. gym	K	3-5	6-8	1-2	DesCartes
	Culture	6-8	K	1-2	3-5	DesCartes
3:15	Dismissal					
3:15-4:00	Teacher Collaboration/Prep Time					

Revised-Friday SCHEDULE 2011-2012

		Activities				
7:45-8:00	Arrival	Monday	Tuesday	Wednesday	Thursday	Friday
	breakfast	Patty Chee	Marita Pioche	Bernice Largo	Susan K. FACE	Jeanette James
8:00-8:15	Bell work – Announcements - collect homework					
8:15-10:15	Core READING		Storytown Reading in homerooms Work at grade levels			
10:15-10:30	Recess K-3 rd grade 4-8 th see alternate schedule					
10:35-11:30	Core Math		Harcourt NM Math by grade level in Homerooms			
11:30-11:50	Cafeteria		Teachers stay with students, as soon as students are done eating, go to DesCartes Activity			
11:50-12:30	Implementation of Des Cartes		Students work on skills using Des Cartes			
12:30	Student Dismissal		L. Begaii R. Werito get students on the bus			
12:30	Board the Bus		Dorm students taken home			
12:30-1:00	Teachers Lunch					
1:00-3:00	Collaborative planning		Professional Development Data Analysis			
3:00-4:00	Teacher Prep Time					

V. Measuring Progress

Tier I Schools will be required to submit to the Turnaround Office in DPA Interim Project and Final Project Progress Reports that are consistent with the goals and objectives identified in the needs assessment process and the implementation of the identified intervention model. The final evaluation **MUST** consider the entire project, beginning to end. It should not be viewed as an activity done after the end of the first year of implementation, but as an integral element in the project’s planning, design, and implementation. An effective ongoing plan that evaluates milestones will enable the school to make informed decisions about changes the project may need along the way.

In addition, schools will be required to report on the following school-level data:

METRIC	SOURCE	Achievement Indicators	Leading Indicators
School Data			
Which intervention the school used (i.e., turnaround, restart, closure, or transformation)	NEW SIG		
AYP Status	<u>EDFacts</u>	√	
Which AYP targets the school met and missed	<u>EDFacts</u>	√	
School improvement status	<u>EDFacts</u>	√	
Number of minutes within the school year	NEW SIG		√
STUDENT OUTCOME/ACADEMIC PROGRESS DATA			
Percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics (e.g., Basic, Proficient,	<u>EDFacts</u>	√	

Advanced) by grade and by student subgroup			
Student participation rate on State assessments in reading/language arts and in mathematics by student subgroup	<u>EDFacts</u>		√
Average scale scores on State assessments in reading/language arts and in mathematics by grade, for the “all students” group for each achievement quartile and for each subgroup	NEW SIG	√	
Percentage of limited English proficient students who attain English language proficiency	<u>EDFacts</u>	√	
METRIC	SOURCE	Achievement Indicators	Leading Indicators
Graduation Rate	<u>EDFacts</u>	√	
Dropout Rate	<u>EDFacts</u>		√
Student attendance rate	<u>EDFacts</u>		√
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	NEW SIG HS only		√
STUDENT CONNECTION AND SCHOOL CLIMATE			
Discipline incidents	<u>EDFacts</u>		√

Truants	EDFacts		√
TALENT			
Teacher attendance rate	NEW SIG		√

The school must report these metrics for the school year prior to implementing the intervention, if the data are available, to serve as a baseline, and for each year thereafter for which the BIE allocates school improvement funds under section 1003(g) of the ESEA. With respect to a school that is closed, the BIE need only report the identity of the school and the intervention taken—i.e., school closure.

An evaluation plan will be developed after GOAL and Measurable Objectives are approved. The attached Action Plan outlines what is currently proposed but will be revised/confirmed once approval has been granted.

VI. 2010-2011 Title I 1003(g) School Improvement Grant Assurances

The school must include the following assurances in its application for a school improvement grant. Please check the applicable boxes.

The school must assure that it will:

- Use its school improvement grant to implement fully and effectively an intervention (Tier I) consistent with the final requirements.

- Establish annual goals for student achievement on State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in Section III of the final requirements in order to monitor the school's progress.

- Include in the contract or agreement a provision that the education management organization will be held accountable for complying with the final requirements if implementing a restart model in a Tier I or Tier II school.

- Report to the BIE the school-level data required under Section III of the final requirements.

WAIVERS: The BIE has obtained waivers of requirements applicable to the school's School Improvement Grant. The School must indicate which of those waivers it intends to implement.

The school must check each waiver that the school will implement. The School believes that the requested waiver(s) will increase the quality of instruction for students and improve the academic achievement of students in Tier I and Tier III schools by enabling the school to use more effectively the school improvement funds to implement one of the four school intervention models in Tier I schools and to carry out school improvement activities in Tier III schools. The four school intervention models are specifically designed to raise substantially the achievement of students in the BIE's persistently lowest-achieving schools.

Extending the period of availability of school improvement funds.

"Starting over" in the school improvement timeline for Tier I school implementing a turnaround or restart model.

The school that chooses to implement one of more of these waivers will comply with section I.A.7 of the final requirements.

The school assures that it will implement the waiver(s) only if the school receives a school improvement grant and requests to implement the waiver(s) in its application.