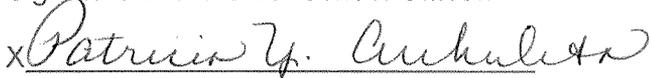


2010

APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS

Legal Name of Applicant: Ohkay Owingeh Community School	Applicant's Mailing Address: P.O. Box 1077 Ohkay Owingeh , NM 87566
LEA/School Contact for the School Improvement Grant Name: Patricia Archuleta Position and Office: Ohkay Owingeh Community School Principal Contact's Mailing Address: P.O. Box 1077 Ohkay Owingeh, NM 87566 Telephone: (505) 852-2154 Fax: (505) 852-4305 Email address: archuletapatricia@yahoo.com	
	Telephone: 505-852-2154
Signature of the Chief School Officer: 	Date: May 13, 2010
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.	

Ohkay Owingeh Community School Project Abstract

Based on the data, Ohkay Owingeh Community School has been in restructuring status for three years. Several improvements have taken place over the years; however the school has not met adequate yearly progress in all target areas. Adequate yearly progress was met in attendance and in reading for school years 2008-2009, suggesting what has been implemented at the school is working.

We plan to achieve adequate yearly progress by integrating organizational structure, building relationships, and professional skills by doing the following:

1. Developing and implementing a comprehensive model for reading and math instruction.
2. Increasing the Core Reading and Math Blocks by an additional 30 minutes.
3. Offering aligned after school and tutoring
4. Increasing intensive instructional support to students in a results-based summer school program
5. Utilizing a reading coach, math coach, and interventionists to provide support to teaching staff.
6. Developing and implementing a results-based professional development plan for the school year based on the school action plan goals and strategies.
7. Providing reading, math coaches, and principal with regular and ongoing support and mentoring for organizational processes and leadership best practices.
8. Providing incentives and consequences for individual staff accountability.
9. Increasing involvement by parents, business, tribal government and other community interests.

We believe from a review of best practices that these structures and strategies will have a positive outcome for our students for years to come.

Ohkay Owingeh Community School Profile and History From 2007 to 2009

Ohkay Owingeh Community School is located in what was once known as San Juan Pueblo. It recently changed its name to Ohkay Owingeh, meaning "Place of the Strong People".

Ohkay Owingeh Community's origins date back to the late 1930's. At that time the school campus consisted of three adobe buildings. One building was for classrooms, another was a small kitchen, and the other was an office in combination with a workshop. At that time the teachers were non-natives from the eastern United States. Uniforms and haircuts were part of the school's requirements. The students were pre-k to 6th grade. The permanent structure that housed the classrooms was burned down in 1987. Portables were brought in to replace the classrooms. They were supposed to be temporary, while rebuilding was to take place. These portables are still in use, and two more portables were added in 1996 when one of the original buildings was torn down. Renovations began in 1950 when a dining area was added to the kitchen. The kitchen was now a cafeteria which is been used to this day. Renovations resumed in 1997 when a separate wing was built as the principal's office, a small reception office, a computer lab, a counselor's office, and a speech therapy office also used by other visiting service providers. The community, staff, and students are hopeful that a new school with better facilities will be built soon. The leadership at Ohkay Owingeh Community School has begun the process for this to become a reality soon.

On April 5, 1995, the Ohkay Owingeh Tribal Council created the Ohkay Owingeh Community School under PL 100-297 tribally controlled grant school. With the break from the Bureau of Indian Affairs, the community school is provided funds to maintain and operate the school in the most appropriate way to meet the needs of the children and the community. The Ohkay Owingeh Community is overseen by its own school board and Department of Education with its own Dept. of Ed. Director.

To date, the school serves 58 children in grades kindergarten thru sixth grades. Up to last year, the school served 7th and 8th grade. However, it was decided that these students would better be

served academically and socially in a more appropriate peer age environment. Students who attend the community school are all of native descent. The staff members are dedicated and have committed themselves to making AYP. The community school has 14 certified staff which includes the school principal and all support staff to include one school counselor, one contracted SLP, Reading Coach, Math Coach, Gifted and Talented (G/T) Coordinator, and Tewa Language/Culture Instructor. The non-certified staff includes an administrative assistant, head cook, assistant cook, maintenance, paraprofessional teacher assistant (license pending), parent liaison, and bus driver.

All teachers, administrators, and coaches require a degree, licensure through the state of New Mexico and must meet the highly qualified criteria of the No Child Left Behind Act. The staff at Ohkay Owingeh Community School are highly qualified and meet all requirements. For example, 50% of the certified staff hold a Level 3 Licensure; 29% hold a Level 2 Licensure; and 21% hold a Level 1 Licensure. Two teachers are new to the field with one year experience and a first year teacher this year. The rest have between 20 and 35 years experience 35% of the above mentioned certified staff were hired as the result and plan to restructure which began three years ago which includes the current principal.

As recently as 3 years ago, Ohkay Owingeh Community School was forced to go on restructuring mode due to not meeting the NCLB Adequate Yearly Progress as measured by the New Mexico Standard Based Assessment scores. Although the class average size is 8 students which is a great advantage when compared to our public schools, the Ohkay Owingeh Community School still need restructuring. Some factors that led to restructuring can be attributed to the historical lack of consistent leadership and staff, lack of strategically designed professional development, discipline problems, attendance problems, low morale, and not holding our students and staff to higher levels of performance and expectations.

The restructuring process began by hiring a new and highly experienced principal and director of education who also began to selectively hire highly experienced and qualified personnel. The governor made this possible by first restructuring the school board. The restructuring is already

showing positive results and Ohkay Owingeh Community School is on its way to making AYP and the ultimate goal is to become a blue ribbon school.

With the new leadership and staff in place these changes have taken place and/or are currently taking place at Ohkay Owingeh Community School:

- Higher expectations have been set for students and staff.
- The leadership has invested in professional development for growth for all staff and strives for consistency, compatibility, collaboration of services for all students.
- Communication and transparency are key factors in building morale, good relationships, team spirit, and a healthy environment when it comes to all staff, parents, students, and leadership. This is done through newsletters, individual student folders going home daily and back to each child's teacher, parent reading and math nights, movie nights at school, open door policy, parents/grandparents day for Thanksgiving meal, parent-teacher conference for report card periods (first and third semesters), and community Pow Wow.
- Besides the new innovative and research based programs for reading and math, a research based program for parental involvement and character education program (I CARE Program) is in place in every classroom K thru 6th.
- The reading and math programs are implemented during two 90-minute blocks in the morning (strictly no interruptions) with support of a reading coach and a math coach as well as the principal to emphasize program fidelity.
- The current principal has increased the number of staff meetings and trainings for staff to include hiring program consultants and summer trainings for teachers and counselor.
- A strict attendance policy is in place.
- Upon the advice of the Ohkay Owingeh Community School Leadership, the tribal council agreed to move the 7th and 8th to a middle/junior high school environment where they could better be served academically, and socially and take advantage of extra curricular activities at their age level that lead to better transition into high school.
- Positive behavior is emphasized through the I CARE Program and is an on-going practice in and out of the classroom.
- Positive behavior and achievement is recognized at least every reporting period (9 weeks) by holding an awards assembly, recognizing students through the local newspaper (honor

roll students, students of the month, etc.), and recognizing students on the advertising marquee within Ohkay Owingeh Community Pueblo state road 74.

This plan of action is constantly evaluated by the school staff and is open to change and modification if improvement is needed to help every student achieve their academic potential.

To add to Ohkay Owingeh Community School's profile the following will illustrate what our school is all about:

Vision:

As you walk through Ohkay Owingeh Community School you are greeted by bright eyes and smiles: a place where learners are secure and confident that they possess what is needed from their native past and present to create their own personal vision, and to set and achieve goals. This vision sees a learning place which is safe in all respects. It honors what the learner knows, and who he/she is to take him/her to the highest level of his/her abilities.

Mission:

Ohkay Owingeh Community School will provide an environment which will nurture the most positive growth of all learners. The individual's unique talents, culture, language, traditions, intellectual and physical abilities will be acknowledged and used to promote the development of skills, enabling the learner to make wise decisions, assuring success in their personal world and in the world community.

Philosophy:

Ohkay Owingeh Community School believes that all children can learn. We further believe that all children have the right to the highest quality education with emphasis on what a child knows, and can do as a basis for the development of all skills to the highest level. Culture, language, and traditions from past and present will be integrated in all areas so that all children will achieve their goals.

At Ohkay Owingeh Community School we say:

“Don't Teach Me My Culture, Use My Culture To Teach Me!”

An Analysis of School Data Reveals the Following Needs in Relevance to AYP:

**2007-2008 and 2008-2009 SCHOOL YEAR
New Mexico Standard Based Assessment Scores
3rd to 8th Grades**

Students % of proficiency in reading	Reading		Increase (+) or Decrease (-)
	2007-2008	2008-2009	
	12.50%	34.21%	+0.22

Students % of proficiency in math	Math		Increase (+) or Decrease (-)
	2007-2008	2008-2009	
	0.00%	5.26%	+0.05

Note: This year, 2009-2010, our students 3rd to 6th grade finished their NMSBA on April 1st. The results should be in by early this summer. We expect to meet AYP.

**2007-2008 and 2008-2009 SCHOOL YEAR
ATTENDANCE SUMMARY REPORT
3rd to 8th Grades**

2007-2008 – AYP Student Membership Only

Grade	Student Count	Membership Days	Absent Days	Present Days	Unexcused Absences 2007-2008		Percent in Attendance
					Days	Avg. Daily	
3 rd	9	1442	63.5	1378.5	48.72	0.28	95.60%
4 th	6	959	60.8	898.2	53.08	0.31	93.66%
5 th	8	1104	66.6	1037.4	47.84	0.27	93.96%
6 th	8	944	54.0	890.0	34.16	0.19	94.28%
7 th	14	2029	134.7	1894.3	91.00	0.51	93.36%
8 th	5	684	43.0	641.0	34.36	0.19	93.71%
Total	50	7162	422.6	6739.4	309.16	1.75	94.10%

2008-2009 – AYP Student Membership Only

Grade	Student Count	Membership Days	Absent Days	Present Days	Unexcused Absences 2008-2009		Percent in Attendance
					Days	Avg. Daily	
3 rd	13	2070	136.8	1933.2	92.00	0.51	93.39%
4 th	8	1440	62.0	1378.0	36.96	0.21	95.69%
5 th	5	721	56.3	664.7	38.16	0.21	92.19%
6 th	5	721	53.8	667.2	27.04	0.16	92.53%
7 th	5	275	18.7	256.3	15.68	0.09	93.21%
8 th	10	1800	113.7	1686.3	77.76	0.44	93.68%
Total	46	7027	441.30	6585.7	287.60	1.62	93.72%

**I & II Needs Assessment
&
Intervention Model Selection (Tier I)
School Improvement Strategy(s) (Tier III)**

Select the ONE intervention model that will meet the needs of the LEA (school) based on the needs assessment and data analysis (Tier I). Select appropriate school improvement strategy(s) based on needs assessment and data analysis (Tier III). Schools are required to use the Needs Assessment Tool in Appendix A.

Comprehensive Needs Assessment
2010 -2011 Title I School Improvement Grant
Section 1003(g)

School Name: **Ohkay Owingeh Community School**

Grade Levels: K-6

Summarize the results of the data analysis, including data sources used to select the intervention model or school improvement strategy(s) identified below. ***The school should indicate that a review/modification of school policies and practices has been completed to ensure alignment with the selected intervention.*** (Attach needs assessment/data analysis here)

A review of the New Mexico Standards Based Data for 2008-2009, it was determined growth was needed in the following areas: (1)- Writing and the writing process, (2) Answering constructed response questions, (3) All areas in Math and (3) All areas in reading. In school year 2008-2009 34% of our students scored proficient in math indicated growth from the school year 2007-2008. In math, students were 12% proficient in 2008-2009 and 0% proficient in 2007-2008.

The school year, 2008-2009 was when DIBELS DATA was accurately and consistently collected. Growth in Dibels indicated significant growth in the number of students scoring at benchmark level. This was true for AIMWEB as well. The MAPS was also given and staff is undergoing training in MAPS . Our students were tested in the winter and recently completed their end of the year MAPS testing. Students in all grades experienced significant growth.

A review of the school policies and procedures was conducted to ensure

Ohkay Owingeh Community School

alignment and support for the identified interventions that the school is currently using and hope to continue.

A needs assessment conducted and completed by staff indicated a need to continue after school programs, increase reading and math blocks, as well as receive professional development in CORE reading and math. A professional relationship must continue with reading and math coaches. This was the first year that the school was able to hire a full time reading and math coach. The leadership and instructional teams felt that more time was needed to collaborate with each other. It was also felt that more collaboration and support was needed at the ELO level.

Our needs analysis indicated that parental involvement and partnerships with the community was an integral part in the schools success. Tutorials are needed for parents, in particular the math. We need to continue to train parents and include them in the educational process.

Tier I : Intervention Model Selected

Tier III : **School Improvement Strategy(s):**

1. Develop and implement a comprehensive 3-tier model for reading and math instruction, including schedule, aligned SBRR programs, aligned screening and progress monitoring assessments, pacing guide, and lesson structures.
2. Extend student learning opportunities by increasing the daily reading block by 30 minutes to 120 minutes, increasing the daily math block by 20 minutes to 80 minutes, increasing the number of minutes of direct instruction for those students needing intensive work.

OOCs

Lengthening the school day ,
and offering aligned reading
and math tutoring after school.

3. Increase intensive instructional support to students in a results-based summer school program that a.) increases student intervention and practice opportunities, b.) reduces summer regression, and c.) functions as a lab school for instructional best practices to teaching staff.
4. Utilize a reading coach and a math coach to provide support to teaching staff for ongoing literacy and math concepts, program training, demonstration lessons, observations and debriefing, data-driven instructional co-planning, and mentoring.
5. Develop and implement a results-based professional development plan for the school year based on the school action plan goals and strategies that addresses adult learning: a.) as a professional development community, b.) in reading and in math pedagogy and content areas, c.) differentiates for individual staff levels of knowledge and skill in instruction and assessment, and d.) builds capacity of each staff member to share their areas of expertise with the rest of the staff.
6. Provide reading coach, math coach, and principal with regular and ongoing support and mentoring for organizational processes and leadership best practices for effective

implementation of the 3-tier model in reading and math.

7. Provide incentives and consequences for individual staff accountability
8. Increase involvement by parents, business, and other community interests through partnerships designed to achieve both management and academic improvement and accountability.

Ohkay Owingeh Community School

Plan of Operation Worksheet for Title I School Improvement
Tier III School

Name of School: **Ohkay Owingeh Community School**

School Improvement Strategy(s) to be Implemented:

Strategies:

- 1.) Develop and implement a comprehensive 3-tier model for reading and math instruction, including schedule, aligned SBRR programs, aligned screening and progress monitoring assessments, pacing guide, and lesson structures.
- 2.) Extend student learning opportunities by increasing the daily core reading block by 30 minutes to 120 minutes, increasing the daily math block by 20 minutes to 80 minutes, increasing the number of minutes of direct instruction for those students needing intensive instruction, lengthening the school day, and offering aligned reading and math tutoring after school.
- 3.) Increase intensive instructional support to students in a results-based summer school program that a.) increases student intervention and practice opportunities, b.) reduces summer regression, and c.) functions as a lab school for instructional best practices to teaching staff.
- 4.) Utilize a reading coach and a math coach to provide support to teaching staff for ongoing literacy and math concepts, program training, demonstration lessons, observations and debriefing, data-driven instructional co-planning, and mentoring.
- 5.) Develop and implement a results-based professional development plan for the school year based on the school action plan goals and strategies that addresses adult learning: a.) as a professional development community, b.) in reading and in math pedagogy and content areas, c.) differentiates for individual staff levels of knowledge and skill in instruction and assessment, and d.) builds capacity of each staff member to share their areas of expertise with the rest of the staff.
- 6.) Provide reading coach, math coach, and principal with regular and ongoing support and mentoring for organizational processes and leadership best practices for effective implementation of the 3-tier model in reading and math.
- 7.) Provide incentives and consequences for individual staff accountability
- 8.) Increase involvement by parents, business, and other community interests through partnerships designed to achieve both management and academic improvement and accountability.

Ohkay Owingeh Community School

Long Range Goal Statements: (1-3 Years) Increase student growth and catch-up growth through focused strategic support for teachers until all students are benchmark within 3 years , 2010- 2011,2012- 2013.

Increase student proficiency so that by the end of 2010-2013, 90 % of the students at OPCS will meet proficiency on the state assessment.

Annual Measurable Goal for Reading/Language Arts:

Reading Objectives:

Objective 1: : By the end of the 2010-2011 school year, student proficiency in reading will increase from 34% to 50% as measured by NMSBA.

Objective 2: Increase number of 1st grade through 6th grade students, 2010-2011 at EOY benchmark to 80% as measured by DIBELS Oral Reading Fluency (ORF) .

Objective 3: Increase number of kindergarten students at benchmark to 80% as measured by Nonsense Word Fluency (NWF) by EOY 2011 .

Objective 4: Increase number of students kindergarten through 6th grade to 50% scoring at or above 50th percentile on the EOY benchmark as measured by the NWEA reading subtest by the end of the 2013 school year.

Objective 5: By the end of the 2013 school year , student proficiency in reading will increase to 90% as measured by NMSBA.

Ohkay Owingeh Community School

Annual Measurable Goal for Mathematics:

Objective 1: **Math**

Objective 1: By the end of the 2010-2011 school year, student proficiency in math will increase from 5% to 40% as measured by NMSBA.

Objective 2: Increase number of 1st grade through 6th grade students at EOY benchmark to 80% as measured by AIMSWEB in 2011.

Objective 3: Increase number of kindergarten students at benchmark to 80% as measured by AIMSWEB, Oral Counting, Number Identification, Quantity Discrimination, and Missing Number by EOY 2011.

Objective 4: Increase number of students kindergarten through 6th grade to 40% scoring at or above 50th percentile on the 2011 EOY benchmark as measured by the NWEA math subtest.

Objective 5: By the end of the 2013 school year, student proficiency in math will increase to 90 % proficient as measured by the NMSBA.

USDOE Required Action (s)

Strategies must be research-based and designed to address the particular needs of the school based on the results of the Needs Assessment. See attached Strategies and Action to be taken place.

Ohkay Owingeh Community School 1003 g Application Strategies, Timelines, Action

Strategies To Be Implemented	Actions to Be Taken	Timeline	Indicators of Progress
<p>Strategy #1 Develop and implement a comprehensive model for reading and math instruction, including schedule, vertical skill alignment, SBR programs, aligned screening and progress monitoring assessments, pacing guide, and lesson structures.</p>	<p>Action #1 Use SBR programs and materials. -Plan master schedule for reading and math instruction. -Assure Curriculum Fidelity -Assure Time on Task and use of Rubrics Provide professional development that is high quality and is subject specific. -Develop knowledge of assessments, data usage and instructional differentiation -Train all staff inclusive of</p>	<p>#1 Beginning summer of 2010 and then on-going</p>	<p>Indicators Comprehensive Reading Plan Pacing Guides Schedule Lesson Plan Checklist Dibels, MAPS, Aimsweb Assessment folders Team meeting Minutes Team meeting Sign In Sheets Staff Training Agendas Extended Contracts Job Descriptions Data Calendar Principal Observation Logs Standard Rubric Form for Writing</p>

Ohkay Owingeh Community School 1003 g Application Strategies, Timelines, Action

	<p>paraprofessionals, support staff, etc. on Open Court- Imagine programs and Houghton Mifflin to promote fidelity to the program. Use Open Court or Houghton Mifflin trainers Facilitate induction and support for new teachers. -Create screening, progress monitoring and data analysis calendar on a yearly basis. -Provide weekly co-planning within programs for each tier. Provide time in the form of extended contracts for staff.</p>		<p>Professional development documentation of activities</p>
<p>Strategy #2 Extend student learning opportunities by increasing the minutes in</p>	<p>Activities #2 -Increase daily core reading instruction to 120 minutes for all</p>	<p>#2 Beginning in the fall of 2010</p>	<p>Indicators Reading and Math Schedules Daily Observations</p>

Ohkay Owingeh Community School 1003 g Application Strategies, Timelines, Action

<p>the daily reading block by 30 minutes, increasing the daily math block by 20 minutes, increasing the time for students with intensive needs by 30 minutes, lengthening the school day, and offering aligned tutoring after school.</p>	<p>tiers. -Increase daily reading intervention instruction by 30 minutes each for tiers 2 & 3. -Increase daily core math instruction by 20 minutes for all tiers. -Provide 30 minutes of daily math intervention instruction for tiers 2 & 3. -Provide daily after school tutoring for each child using materials that are aligned with their respective daily in-school core reading and math instruction. -Provide training for all support staff, paraprofessionals, interventionist, teachers, on specific</p>	<p>and ongoing</p>	<p>Intervention Plans and Logs, MAP ladders for each student After School Tutoring Plans , Training Agendas, Training Minutes , Sign In Sheets Specific Job Description for Paraprofessionals Develop Schedule Develop Calendar Growth on "Aimswep" and "Dibels". Growth in student test scores based on rubrics.</p>
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Ohkay Owingeh Community School 1003 g Application Strategies, Timelines, Action

	<p>intervention programs, Corrective Math, and Reading Mastery for those students with intensive needs. Hire two paraprofessionals to provide additional support in classrooms Implement school-wide writing rubric Provide extension and interest based projects to build processing skills.</p>		
<p>Strategy #3 Increase intensive instructional support to students in a results-based summer school program that a.) increases student intervention and practice opportunities, b.) reduces summer regression, and c.) functions as a lab school for instructional best practices to teaching</p>	<p>Activities #3 -Invite tier 2 and 3 students to attend summer school, based upon multiple EOY data points. -Select program materials aligned to regular daily intervention instruction. -Collaborate with Los</p>	<p>Timelines Summer, 2010, and ongoing</p>	<p>Indicators Summer school lesson plans Student Attendance Sheets Best Practices Binder Testing Data Summer Camp Timesheets</p>

Ohkay Owingeh Community School 1003 g Application Strategies, Timelines, Action

<p>staff.</p>	<p>Alamos National Laboratory for summer 4 week "Math Out of the Box" for grades 4-6 program. -Identify instructional best practices -Identify instructional best practices for staff mastery. -Co-plan lessons that integrate identified best practices priorities. -Implement curriculum mapping to identify skill gaps. -Observe and debrief daily summer school instruction. -Teaching staff will use daily observation debriefing to co-plan next day's lesson. -Monitor student progress with program and DIBELS and AIMSweb</p>		
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Ohkay Owingeh Community School 1003 g Application Strategies, Timelines, Action

	assessments as well as NWEA "MAPS"		
Strategy #4 Utilize a reading coach, math coach , and interventionist to provide support to teaching staff for ongoing literacy and math concepts, program training, demonstration lessons, observations and debriefing, data-driven instructional co-planning, and mentoring, data analysis.	Activities #4 Provide coaches with leadership training . -Coach supports implementation of BIE Reads, and Math Counts assurances. Reading Coach and Math Coach will provide technical assistance to staff as outlined in the BIE Coaches Model. -Coaches implement job description tasks described in BIE Coaching Notebook. Contract a data person part-time that will collect data, correlate data, and help staff with using that data to improve instruction.	Timelines On-going	Indicators Reading and Math Coaches Checklists Leadership Training Agendas Coaches Team Meeting Minutes, Agendas Data Analyst Job Description Lesson and Intervention Plans Modeling Tapes
Strategy #5 Develop and implement a	Activities #5 -Collect survey and	Timelines	Indicators Survey and Evaluation

Ohkay Owingeh Community School 1003 g Application Strategies, Timelines, Action

<p>results-based professional development plan for the school year based on the school action plan goals and strategies that addresses adult learning: a.) as a professional learning community , b.) in reading and in math content areas, c.) differentiates for teacher capacity,d) develops teacher leaders in instruction and assessment, and e.) builds capacity of each staff member to share their areas of expertise with the rest of the staff.</p>	<p>self-evaluation data from staff members for personal and collective professional growth. -Identify specific content and tier training priorities. -Provide 1-week long math boot camp for teachers identified as deficient in math competencies. -Teachers participate in Los Alamos National Laboratory Math Academy over course of school year. -Develop a differentiated plan for adult learning professional development during early release days over the school year. -Use quarterly and EOY staff surveys to identify individual</p>	<p>Begin in summer of 2010 and on-going</p>	<p>Forms Math Academy from Los Alamos National Laboratory surveys, evaluation forms, and agendas Training packets Increased results in Math Individual Staff Professional Development plans and reflection sheets Observation Forms Calendar of Professional Development Timesheets</p>
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Ohkay Owingeh Community School 1003 g Application Strategies, Timelines, Action

	<p>and collective progress.</p> <ul style="list-style-type: none"> -Observe instruction to determine levels of implementation of knowledge and practices learned during professional development. -Correlate student progress with adult learning progress using surveys and student achievement data. -Establish ad hoc professional development team to plan, facilitate, and evaluate professional development. -Provide extended time for instructional and leadership teams to meet and plan. 		
<p>Strategy #6 Provide reading coach, math coach, and principal</p>	<p>Activities #6 -Contract external consultant to provide</p>	<p>Timelines Begin in summer of</p>	<p>Indicators Consultants Meeting reports, and Agendas</p>

Ohkay Owingeh Community School 1003 g Application Strategies, Timelines, Action

<p>with regular and ongoing support and mentoring for organizational processes and leadership best practices for effective implementation of the 3-tier model in reading and math.</p>	<p>expertise and structured results based mentoring to coaches and principal. Set individual personal growth goals. Consultant should review these with principal and staff. -Participate in monthly meetings with contracted consultant regarding identified priority organizational and leadership best practices. -Implement suggestions from external consultant in between consultant visits.</p>	<p>Begin in summer of 2010 and on-going</p>	<p>Mentor Evaluations</p>
<p>Strategy #7 Provide incentives and consequences for individual staff accountability.</p>	<p>Activities -Implement monitoring process for individual professional</p>	<p>Timelines Implement in fall of 2010 and ongoing</p>	<p>Indicators Staff Evaluation Forms Increased test scores Improved scores on NMSBA, DIBELS,</p>

Ohkay Owingeh Community School 1003 g Application Strategies, Timelines, Action

	<p>accountability. -Facilitate frequent and ongoing conversations about progress of personal professional development plans. Employ rigorous, transparent, and equitable professional support for effectiveness of teachers. -Reward staff who have increased student achievement utilizing observations, test scores, and those who have demonstrated a willingness to continue their professional growth. -Remove staff who after ample opportunities and support have failed to</p>		<p>Aimsweb, MAPS. Review of professional development plans</p>
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Ohkay Owingeh Community School 1003 g Application Strategies, Timelines, Action

	<p>make growth as evidenced by lack of increased student achievement.</p> <p>-Link student achievement data to the student's teacher</p> <p>Employ rigorous, transparent, and equitable profess for differentiating the effectiveness of the teachers.</p>		
<p>Strategy #8</p> <p>Increase involvement by parents, business, tribal government, and other community interests through partnerships designed to achieve both management and academic improvement and accountability.</p>	<p>Activities #8</p> <p>-Hire a parent liaison that will coordinate parent involvement, parent workshops, serve as a liaison with tribal government, community members, and parents</p> <p>-Conduct training for parents and students on Saturdays or evenings on Math and Reading.</p>	<p>Timeline</p> <p>Fall of 2010 and on-going</p>	<p>Indicators</p> <p>Job Description Agendas, Training packets, Increased participation, Parent sign in sheets, Flyers, Newsletters, Students in Head start will come to school ready to learn.</p>

Ohkay Owingeh Community School 1003 g Application Strategies, Timelines, Action

	<p>Provide for transportation and daycare.</p> <ul style="list-style-type: none"> -Coordinate activities with tribal government regarding student achievement. -Coordinate an agreement with tribal programs to develop a Culture of Literacy and Numeracy. -Continue to work with Los Alamos National Laboratory 		
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IV. BUDGET SPREADSHEET & NARRATIVE

Attached is the budget spreadsheet that will be used to fully and effectively implement the strategies identified in the needs analysis. OPCS is a TIER III school and has already shown significant improvement over the last two years with the initiatives provided through BIE Reads and Math Counts. If funded, OPCS plans to continue the work with the Reading and Math Coaches that are funded through Math Counts and BIE Reads. It is not clear whether or not the consultants, BIE READS, and Math Counts will be funded for the next three years .

The Budget requested includes hiring a consultant; however we are also requesting that consultants or trainers be hired to work with staff in subject specific areas. A needs analysis indicated a need to staff certified interventionists that can work with students with severe needs, adding an additional ½ hour to the students' reading schedule or math schedule. Interventionists cannot be hired under regular ISEP or Title One money as that money is used to pay the salaries and benefits of the teaching staff and the support staff. About 95 % of the monies received in ISEP or Title one is used for salary. We are requesting a Data Specialist that can correlate data, graph data, and provide training to the reading and math coaches on analyzing the data. The coaches in turn will help the staff in using the data to drive their instruction.

Employee travel and Professional Development is indicated on the budget, as employees should have extensive professional development. The budget requests that money be allotted to encourage professional development, pay for extended contracts, summer contracts, or weekend Saturday work. OPCS uses the Title Two money for professional development; however the \$27,000.00 received is limited and cannot cover the extensive costs we incur on Professional Development.

A parent-community liaison is needed in order to facilitate the communication between the school and the community. Our needs analysis indicated that a strong component of our plan needed to have a strong parental training and involvement piece. We would like to have specialized parental trainers come in as well as the staff assisting parents. We plan to use some of the Title One money for parental involvement and training.

The school already collaborates with LANL and Northern College in many of our programs.

Our after school program is currently funded through AARA Funds, however that money will be used by 2011 if not sooner. We will then not be able to fund our after school or extended contracts. Transportation Costs and support staff costs are an integral part of the after school program. Monies are needed to provide those services. These are not allowable under AARA, therefore we utilize some of the other program monies.

Materials and Supplies as well as specific intervention programs are needed in every classroom. We would like to purchase the LEXILE books and continue our work with

NWEA. The school recently purchased the PLATO system as a supplement to some of the work we are already doing. This was purchased utilizing some of the special education/ regular ed. monies. We will need additional software and computer hardware to sustain this.

In closing, we plan to utilize all other program funds to merge together keeping in mind that approximately \$700,000.00 or more is utilized to pay salary and benefits for teachers, administrators, and support staff. There are also many other costs associated with running a school which include utilities, support staff, material and supplies, etc.

Under this plan, the school will have met the goals, and will continue to sustain all of the programs. There will not be a need for additional dollars to provide consultants, data specialists, and so forth because the groundwork should have already been completed.

Ohkay Owingeh Community School

Ohkay Owingeh Community School

Expenditure Classification	2009-2010	2010-2011	2011-2012	2012-2013	Total Budget
DIRECT INSTRUCTION					
PERSONNEL SERVICES					
Teachers – Grades K-12					
Teachers – Special Education					
Instructional Assistants – K-12	30,000.00		32,000.00	34,000.00	96,000.00
Instructional Assistants – K-12					
Substitutes	5,000.00	5,000.00	5,000.00	5,000.00	15,000.00
Extended Contracts	40,000.00	30,000.00	30,000.00	20,000.00	90,000.00
Stipends/Incentives	15,000.00	15,000.00	15,000.00	15,000.00	45,000.00
Other (Interventionists)	122,000.00	122,000.00	124,000.00	126,000.00	372,000.00
Other (Data Specialist)	10,000.00	10,000.00	10,000.00	-0-	20,000.00
EMPLOYEE BENEFITS					
Health & Other Insurances	14,345.00	14,345.00	14,345.00	14,345.00	43,035.00
FICA Taxes	16,000.00	16,000.00	16,200.00	16,200.00	48,400.00
Retirement	14,200.00	14,200.00	14,400.00	14,600.00	43,200.00
TSP Match					
Other Benefits	2,000.00	2,000.00	2,000.00	2,000.00	6,000.00
SUPPLIES & MATERIALS					
Textbooks/Curriculum	40,000.00		30,000.00	20,000.00	90,000.00

Ohkay Owingeh Community School

Materials					
Instructional Software	15,000.00	10,000.00	5,000.00	30,000.00	
General Supplies & Materials	15,000.00	10,000.00	10,000.00	35,000.00	
Expenditure Classification	2010-2011	2011-2012	2012-2013	Total Budget	
Employee Travel	20,000.00	20,000.00	20,000.00	60,000.00	
Employee Professional Development	30,000.00	20,000.00	15,000.00	65,000.00	
Other P.D./Travel	10,000.00	10,000.00	5,000.00	25,000.00	
Direct Instruction Equipment	15,000.00	10,000.00	5,000.00	30,000.00	
Other Equipment	7,000.00	6,000.00	5,000.00	18,000.00	
Contracts	20,000.00	15,000.00	10,000.00	45,000.00	
Other Charges	10,000.00	5,000.00	5,000.00	20,000.00	
Vehicle Rents /Leases					
Principal					
Instructional Supervisor					
Subject Matter Specialist					

Ohkay Owingeh Community School

Instructional Coach		122,000.00	124,000.00	126,000.00	372,000.00
Social Worker					
Parent-Community Liaison		22,000.00	24,000.00	26,000.00	72,000.00
Counselor					
Other (Identify)		4,000.00	4,000.00	4,000.00	12,000.00
Summer Bus Driver Services					
Other (Identify)					
EMPLOYEE BENEFITS					
Health & Other Insurances		12,290.00	12,390.00	12,390.00	37,070.00
FICA Taxes		11,020.00	11,333.00	11,630.00	33,983.00
Retirement		10,030.00	10,360.00	10,640.00	31,030.00
TSP Match					
Other Benefits		3,000.00	3,000.00	3,000.00	9,000.00
Expenditure Classification		2010-2011	2011-2012	2012-2013	Total Budget
Education Management Organization					
Charter Management Organization					
On-Site Consultants		50,000.00	40,000.00	20,000.00	110,000.00
Other: Open Court/HM		15,000.00	15,000.00	10,000.00	40,000.00

Ohkay Owingeh Community School

Assessments /Evaluations	5,000.00	5,000.00	5,000.00	15,000.00
Assessment Software	5,000.00	5,000.00	5,000.00	15,000.00
General Supplies & Materials	15,000.00	15,000.00	15,000.00	45,000.00
Other				
Employee Professional Development				
Employee Travel				
Parent Professional Development	15,000.00	15,000.00	15,000.00	45,000.00
Parent Travel	10,000.00	10,000.00	10,000.00	30,000.00
Student Travel	10,000.00	10,000.00	10,000.00	30,000.00
Other				
Instructional Support Equipment	15,000.00	15,000.00	15,000.00	45,000.00
Other				
Extended Learning Time				
Displacement Costs				
School Closure Costs				
Extended Professional Development (Career Growth)				
Other				
Other				

Ohkay Owingeh Community School

Other					
PROGRAM TOTALS		774,885.00	718,028.00	645,805.00	\$2,138,718.00

Ohkay Owingeh Community School

Ohkay Owingeh Community School

Ohkay Owingeh Community School

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.

Ohkay Owingeh Community School

Abeita, Catherine

From: Abeita, Catherine
Sent: Monday, June 07, 2010 7:12 AM
To: Patricia Archuleta (patricia.archuleta@yahoo.com)
Cc: Barbero, Lynann
Subject: 1003g application-tier 3
Attachments: Appendix C_1003g scoring rubric_ohkay owingeh.docx

Good morning, Patricia! I'm attaching the scoring matrix and recommended revisions for your application. Deadline for re-submittal is June 18...You can send this to me. If you have questions, please let me know. Cathy

"A single mathematics education leader can have an incredible impact on the development and effectiveness of others." (NCSM PRIME Leadership Framework)

Cathy Abeita
Education Specialist
BIE Math Counts
P.O. Box 1088
Albuquerque, NM 87103
Ofc: 505.563.5278
Mobile: 505.250.4602
Alt. Mobile: 505.610.6372
Fax: 505.563.5281

SCORING RUBRIC

Reviewer: Cathy Abeia

School Name: Ohkay Owingeh

Date: 5/27/10

Criteria/Indicator	SCALE	
<p>Requirement 1: Data Analysis & Intervention Selection (10 points)</p> <ul style="list-style-type: none"> - Analysis of culture, conditions, & practices - Student achievement data - Trend data - Other student outcome data - Policy Review - Root causes - Selection of Intervention 	<p>Meets Requirements _____</p>	<p>Requires Revision _____</p>
<p>Required Revisions:</p> <p>A significant tool required to analyze your school reform initiative is the School Needs Assessment Tool, Appendix A, 1003g Application Packet. You are required to assess your ADD/ELO; Teams and Time; the Principal; Student Learning Data; Operational Data; Research; Curriculum; Assessment; Instruction; Communication with Parents and various Parent Structures; and, Professional Development.</p> <p>This is not available. In order to do further review of application, this should be analyzed and results provided.</p>		

Criteria/Indicator	SCALE	
<p>Requirement 2: Project Plan & Timelines (50 points)</p> <ul style="list-style-type: none"> - Intervention model actions - Timeline for intervention model implementation - Annual student achievement goals and objectives <p>Tier III Services and Activities</p> <p>Consultation</p>	<p>Meets Requirements _____</p> <p>Proposal contains a thorough description of the actions the school has taken or will take to:</p> <ul style="list-style-type: none"> Design and implement an intervention consistent with the final requirements Design and implement the services and activities for Tier III Recruit, screen, and select external partners, if applicable, to ensure quality Modify practices and policies to enable the school to implement the intervention effectively Sustain the reform efforts after the funding ends <p>Proposal contains a detailed timeline delineating the steps the school will take to implement the intervention model</p> <p>Proposal includes realistic and measurable goal and objectives</p> <p>Proposal clearly identifies relevant stakeholders in the improvement process for Tier I schools and describes the consultation process to communicate and seek input regarding the application and implementation of school intervention models.</p>	<p>Requires Revision _____</p> <p>Proposal is lacking information or includes a vague description of the actions the school has taken or will take to implement the intervention model.</p> <p>Proposal is lacking information and does not clearly identify the services/activities the Tier III school will engage in</p> <p>Proposal includes a vague description of a timeline for implementation.</p> <p>Proposal lacks realistic and measurable goals and objectives.</p> <p>Proposal provides a vague description of the stakeholder consultation process to communicate and seek input regarding the application and implementation of the selected school intervention model.</p>

Required Revisions:

Recommended Math Instructional times: Tier 1 - 45 minutes, Tier 2 – 20 minutes, Tier 3 – 45 minutes.

Good job pulling criteria from each intervention model to meet your school's needs.

Provide analysis of School Needs Assessment Tool to support.

A robust professional development plan must be a primary focus...for reading and math...what will you be doing differently...significantly different that you are doing now? Should include approximately 25 days for reading and 25 days for math.

Criteria/Indicator	SCALE	
Requirement 3: Budget (30 points)	Meets Requirements _____	Requires Revision _____
School Budget	<p>The School Budget:</p> <p>Covers a three year period</p> <p>Reflects sufficient size and scope to support full and effective implementation of the selected intervention model over the three year period (Tier I)</p> <p>Reflects sufficient funding amounts to effectively support school improvement activities for Tier III</p> <p>The budget aligns with the narrative, is representative of the contents of the proposal and clearly focuses full and effective implementation of the selected intervention models (Tier I) and school improvement activities in Tier III schools</p> <p>Narrative clearly describes how other funding sources will be aligned and demonstrates how the school will support the intervention and school improvement activities once the funding has expired.</p>	<p>Budget amounts omitted or information is not clearly indicated.</p> <p>Budget does not clearly align with the narrative and/or is not representative of the contents of the proposal and does not fully focus on full and effective implementation of the selected intervention model (Tier I) and on school improvement activities in Tier III schools.</p> <p>Additional funding sources are omitted or are vaguely described.</p> <p>Narrative does not describe how the school will continue to support the intervention in Tier I or the school improvement activities in Tier III once the funding has expired.</p>
<p>Required Revisions:</p> <p>Be sure to address above program recommendations</p> <p>Budget focus should be on:</p> <p>Math Coach or Interventionist</p> <p>Reading Coach or Interventionist</p> <p>Intervention Materials (replacement) for reading and math and/or materials for summer school</p> <p>Assessments (NWEA \$12.50 per student; DIBELS \$6.00 per student; AIMSweb \$4.00 per students (AIMSweb Pro Math and Data Capture Tools Upgrade).</p> <p>Professional Development in reading and math – 40 days X \$2000.</p>		

Criteria/Indicator	SCALE	
<p>Requirement 4: Assurances & Waivers (10 points)</p> <p>Assurance Agreement</p>	<p>Meets Requirements _____</p> <p>All assurance boxes have been checked indicating agreement to comply with the stated assurances.</p> <p>The chief administrative officer of the school has signed and dated the grant application indicating agreement to comply with the stated assurances and the set of assurances that accompany each intervention model.</p> <p>The school has indicated which of the waivers it intends to implement.</p>	<p>Requires Revision _____</p> <p>The school has not checked all of the assurances boxes indicating agreement to comply with stated assurances.</p> <p>The chief administrative officer of the school has not signed the grant application or has indicated particular objections to certain assurance statements.</p> <p>The school did not indicate which if any of the waivers it intends to implement and did not provide any information regarding this issue.</p>
<p>Requested Waivers:</p>	<p>Required Revisions:</p>	

lvesia

APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS

Legal Name of Applicant: Ohkay Owingeh Community School	Applicant's Mailing Address: P.O. Box 1077 Ohkay Owingeh, NM 87566
LEA/School Contact for the School Improvement Grant Name: Patricia Archuleta Position and Office: Principal, Chief School Officer Contact's Mailing Address: P.O. Box 1077 Telephone: 505-852-2154 Fax: 505-852-4305 Email address: archuletapatricia@yahoo.com	
Chief School Officer (Printed Name): Patricia Y. Archuleta	Telephone: 505-852-2154
Signature of the Chief School Officer: x <i>Patricia Y. Archuleta</i>	Date: May 14, 2010
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.	

Ohkay Owingeh Community School Project Abstract

Based on the data, Ohkay Owingeh Community School has been in restructuring status for three years. Several improvements have taken place over the years, however the school has not met adequate yearly progress in all target areas. Adequate yearly progress was met in attendance and in reading for school years 2008-2009, suggesting what has been implemented at the school is working.

We plan to achieve adequate yearly progress by integrating organizational structure, building relationships, and professional skills by doing the following:

1. Developing and implementing a comprehensive model for reading and math instruction.
2. Increasing the Core Reading and Math Blocks by an additional 30 minutes.
3. Offering aligned after school and tutoring
4. Increasing intensive instructional support to students in a results-based summer school program
5. Utilizing a reading coach, math coach, and interventionists to provide support to teaching staff.
6. Developing and implementing a results-based professional development plan for the school year based on the school action plan goals and strategies.
7. Providing reading , math coaches, and principal with regular and ongoing support and mentoring for organizational processes and leadership best practices.
8. Providing incentives and consequences for individual staff accountability.
9. Increasing involvement by parents, business, tribal government and other community interests.

We believe from a review of best practices that these structures and strategies will have a positive outcome for our students for years to come.

Project Narrative (Needs Assessment)

In order to determine the root causes and to identify appropriate intervention models that would help the school reach AYP status, the team used the School Needs Assessment Tool that was provided to the school by BIE.

Ohkay Owingeh Community School has been in restructuring status for three years. Several initiatives have taken place during those three years. It is important to note that the first year of restructuring; the school was not notified of its status until November or December of the following school year. The school changed the principal and the new principal replaced 50% of the staff as well as implemented a strong professional development plan. The school year 2009-2010 is the first year that the school is fully staffed with 50 % of the staff new to the school. It is important to note that the staff hired is highly qualified and proven to be exceptional teachers. The school also became a BIE READS School and began implementing those strategies as well as worked with a consultant and continues to work with a consultant to this day. School year 2009-2010 the school became an SOS school and at that time became involved with “Math Counts”.

In our previous analysis of the school and what might have been some contributing factors several indicators came out. The school has taken immediate action to remediate the problems and continue to make significant improvement. We found that one of the contributing factors was attributed to the historical lack of consistent leadership, lack of strategically designed professional development, discipline problems, attendance problems, low morale, and not holding our students and staff to higher levels of performance and expectations.

The restructuring process began by hiring a new and highly experienced principal and director of education who also began to selectively hire highly experienced and qualified personnel. The governor made this possible by first restructuring the school board. The restructuring is already showing positive results and Ohkay Owingeh School is on its way to making AYP and the ultimate goal is to achieve blue ribbon school status.

The school year 2009-2010 is the first year that Ohkay Owingeh is working with new staff, a full time reading and math coach. . We have hired consultants and have

worked with them to assist us with increasing student achievement. An analysis of the use of the BIE required consultants indicated that the consultants did not appear to be providing the adequate professional training and support that the staff needed. We have since then, established better rapport and appear to be headed in the right direction. We also recognize that “bids” are a requirement and will be soliciting proposals for the next school year.

The school needs assessment tool that was used in May of 2010 was an excellent way for the staff to determine what was needed and also to analyze our team’s strengths and weaknesses. Recognizing that we have made significant improvements, much more work is needed in order to meet our goals. It is important to recognize that the staff at Ohkay Owingeh is small, therefore when instructional meetings, leadership team meetings, and so forth are held we include the entire staff. The principal has presented the staff with the BIE READS and MATH Assurances, the Reading and Math Action Plans as well as the Title One Plan.

Summarizing the School Needs Assessment tool, our school recognized that we were implementing many of the strategies, however needed to significantly improve in many o areas. We summarize the Assessment as follows.

I. Shared Leadership

As a leadership team, we found that we were meeting regularly and looking at the data, however did not appear to be communicating the data to the staff as we should be. One of the recommendations will be for the leadership team to implement strategies in which to use the data to make better decisions about school improvement. The instructional teams needed to meet in more blocks of time to look at the units, review the data and develop appropriate strategies to improve instruction. Time to meet and discuss seem to be a big issue. We do not want to pull staff out of the classroom to meet therefore will at implement a program that once a week, staff will remain for two hours beyond their regular work day. They will remain until five and be compensated for this. The analysis indicated that time is an issue. We also will be attempting to a hire a data

analysis person part time. This person will be able to graph the data, and assist with implementation of strategies that will help us reach our goal.

A school community council does exist, however a parent liaison may be needed to help facilitate the meetings for parents to attend. The council needs to meet more often. Currently they tend to meet qtrly and often parents do not attend. We will attempt to hire a parent liaison to help us facilitate meetings and get parent to become more involved.

The principal is very active in participating in meetings, trainings, etc. The leadership meetings are led by the principal. The principal reviews the mission, goals and roles with the staff at least monthly. Through our analysis, we found that the principal needs to spend more time helping poorly performing teachers to improve, and work with teachers more often to improve instruction. The principal monitor's curriculum and classroom instruction on a daily basis however needs to be freed up to assist in the classroom more often. This could be accomplished by the principal giving up her teaching responsibilities, as well as providing more support to the staff utilizing the required state professional development plans set up for teacher licensure.

II. Data and Research

A. Student Learning Data

The school tests students annually using the New Mexico Standards Based Assessment. Students are tested 3 times a year using the DIBELS, AIMSWEB, and more recently "MAPS". Teachers receive immediate feedback and keep binders with all test scores in the binder. Reading Coach, Math Coach, and Principal also keep the information where it is accessible to staff. Although this data was available to staff, the strengths and weaknesses of the curriculum were not being reviewed as they should be. Instructional teams were not using the data to plan instruction. It was felt that the Reading Coach and Math Coach needed to provide more technical assistance. Staff appears to be at a loss with what to do once they receive the test scores. Students were

identified as needed instructional support, and support was provided, however we feel that the use of interventionist may be needed to allow for more support and assist the staff with the actual intervention that is needed.

B. Operational Data

An analysis of this area indicated that all of these areas are in place; however follow through by the principal needs to be addressed to assure that the school improvement process is continued. Professional Development is a large component of this and the principal as well as the leadership need to look at the data and provide adequate training to staff so that steps are taken to assure that the data is used to improve instruction. Steps have already been taken by providing more professional development in the areas of direct instruction, differentiated instruction, data analysis, etc.

C. Research

The school maintains an adequate file of research topics, books, articles. As part of our professional development component we will begin to look at book studies, conferences, and staff reporting in meetings of what they learned. Staff will be required to keep a professional development binder.

III. Curriculum

- a. All areas of this component are conducted on a regular basis. The area that needing improvement is that staff needed to differentiate instruction, Assessment data needs to be looked at more efficiently and not placed on a shelf. We will hope to accomplish this by hiring a data person, working with the staff, as well as providing training in differentiated instruction.

b. Instruction

In the area of instruction, the principal is visible in the classroom and conducts observations daily as so are the reading and math coaches. More curriculum related activities provided by the teacher need to occur. The teachers could set up learning centers, and make the classroom environment more appealing to learning. Steps to improve in this area have been taken, however we work in portables that are literally falling apart. It is difficult to create a learning environment that is pleasant to the eye under these circumstances.

Staff needs to become technology literate and we will work with the technology coordinator to provide more assistance. We need to investigate the use of interactive white boards, computer programs, and other technology related devices.

c. Professional Development

An analysis of our professional development component indicated that although professional development exists we need to do something differently. Initially we were led to believe that the consultants would provide this; however that did not occur to our specifications. We need to include in our professional development plans, more observation of peers and effective teaching practices. The principal, along with the staff aligns and plans professional development for the entire school year. More professional development needs to include effective teaching practices. Specific professional development in the CORE Math and Reading programs, differentiated instruction using the assessments to create individual student improvement plans, book studies using collaborative teaching methods, Marzano, Harry Wong, and other best teaching practices. Staff needs to belong to professional organizations in Math and Reading. Math strategies need to be incorporated into the plan.

We also feel that in order to motivate staff, we would like to provide incentives in the form of extra compensation for those who go above and beyond. We will implement a method that is currently being used in area schools to study this.

d. Connection Indicators

The needs assessment indicated that parental involvement and partnerships with our community is needed to increase student achievement. This was the component that had the largest amount of missing pieces. A parent liaison to coordinate all parental involvement, transportation, daycare services, etc. will be explored. Staff felt that it was important to work with parents and train parents as well so that they in turn can assist. We need to look at policy implementation that encourages our parents to become more involved. We need to look at involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of our teaching.

We need to provide necessary reading and math literacy training for our parents. Communication needs to be improved and we will continue to analyze ourselves as we go along.

Plan of Operation Worksheet for Title I School Improvement
Tier III School

Name of School: **Ohkay Owingeh Community School**

School Improvement Strategy(s) to be Implemented:

Strategies:

- 1.) Develop and implement a comprehensive 3-tier model for reading and math instruction, including schedule, aligned SBRR programs, aligned screening and progress monitoring assessments, pacing guide, and lesson structures.
- 2.) Extend student learning opportunities by increasing the daily core reading block by 30 minutes to 120 minutes, increasing the daily math block by 20 minutes to 80 minutes, increasing the number of minutes of direct instruction for those students needing intensive instruction, lengthening the school day, and offering aligned reading and math tutoring after school.
- 3.) Increase intensive instructional support to students in a results-based summer school program that a.) increases student intervention and practice opportunities, b.) reduces summer regression, and c.) functions as a lab school for instructional best practices to teaching staff.
- 4.) Utilize a reading coach and a math coach to provide support to teaching staff for ongoing literacy and math concepts, program training, demonstration lessons, observations and debriefing, data-driven instructional co-planning, and mentoring.
- 5.) Develop and implement a results-based professional development plan for the school year based on the school action plan goals and strategies that addresses adult learning: a.) as a professional development community, b.) in reading and in math pedagogy and content areas, c.) differentiates for individual staff levels of knowledge and skill in instruction and assessment, and d.) builds capacity of each staff member to share their areas of expertise with the rest of the staff.
- 6.) Provide reading coach, math coach, and principal with regular and ongoing support and mentoring for organizational processes and leadership best practices for effective implementation of the 3-tier model in reading and math.
- 7.) Provide incentives and consequences for individual staff accountability
- 8.) Increase involvement by parents, business, and other community interests through partnerships designed to achieve both management and academic improvement and accountability.

Ohkay Owingeh Community School

Long Range Goal Statements: (1-3 Years) Increase student growth and catch-up growth through focused strategic support for teachers until all students are benchmark within 3 years , 2010- 2011,2012- 2013.

Increase student proficiency so that by the end of 2010-2013, 90 % of the students at OOCs will meet proficiency on the state assessment.

Annual Measurable Goal for Reading/Language Arts:

Reading Objectives:

Objective 1: : By the end of the 2010-2011 school year, student proficiency in reading will increase from 34% to 50% as measured by NMSBA.

Objective 2: Increase number of 1st grade through 6th grade students, 2010-2011 at EOY benchmark to 80% as measured by DIBELS Oral Reading Fluency (ORF) .

Objective 3: Increase number of kindergarten students at benchmark to 80% as measured by Nonsense Word Fluency (NWF) by EOY 2011.

Objective 4: Increase number of students kindergarten through 6th grade to 50% scoring at or above 50th percentile on the EOY benchmark as measured by the NWEA reading subtest by the end of the 2013 school year.

Objective 5: By the end of the 2013 school year , student proficiency in reading will increase to 90% as measured by NMSBA.

Ohkay Owingeh Community School

Annual Measurable Goal for Mathematics:

Objective 1: **Math**

Objective 1: By the end of the 2010-2011 school year, student proficiency in math will increase from 5% to 40% as measured by NMSBA.

Objective 2: Increase number of 1st grade through 6th grade students at EOY benchmark to 80% as measured by AIMSWEB in 2011.

Objective 3: Increase number of kindergarten students at benchmark to 80% as measured by AIMSWEB, Oral Counting, Number Identification, Quantity Discrimination, and Missing Number by EOY 2011.

Objective 4: Increase number of students kindergarten through 6th grade to 40% scoring at or above 50th percentile on the 2011 EOY benchmark as measured by the NWEA math subtest.

Objective 5: By the end of the 2013 school year, student proficiency in math will increase to 90 % proficient as measured by the NMSBA.

USDOE Required Action (s)

Strategies must be research-based and designed to address the particular needs of the school based on the results of the Needs Assessment. See attached Strategies and Action to be taken place.

Ohkay Owingeh Community School 1003 g Application Strategies, Timelines, Action

Strategies To Be Implemented	Actions to Be Taken	Timeline	Indicators of Progress
<p>Strategy #1 Develop and implement a comprehensive model for reading and math instruction, including schedule, vertical skill alignment, SBR programs, aligned screening and progress monitoring assessments, pacing guide, and lesson structures.</p>	<p>Action #1 Use SBR programs and materials. -Plan master schedule for reading and math instruction. -Assure Curriculum Fidelity -Assure Time on Task and use of Rubrics Provide professional development that is high quality and is subject specific. -Develop knowledge of assessments, data usage and instructional differentiation -Train all staff inclusive of</p>	<p>#1 Beginning summer of 2010 and then on-going</p>	<p>Indicators Comprehensive Reading Plan Pacing Guides Schedule Lesson Plan Checklist Dibels, MAPS, Aimsweb Assessment folders Team meeting Minutes Team meeting Sign In Sheets Staff Training Agendas Extended Contracts Job Descriptions Data Calendar Principal Observation Logs Standard Rubric Form for Writing</p>

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	<p>paraprofessionals, support staff, etc. on Open Court- Imagine programs and Houghton Mifflin to promote fidelity to the program. Use Open Court or Houghton Mifflin trainers Facilitate induction and support for new teachers. -Create screening, progress monitoring and data analysis calendar on a yearly basis. -Provide weekly co-planning within programs for each tier. Provide time in the form of extended contracts for staff.</p>		<p>Professional development documentation of activities</p>
<p>Strategy #2 Extend student learning opportunities by increasing the minutes in</p>	<p>Activities #2 -Increase daily core reading instruction to 120 minutes for all</p>	<p>#2 Beginning in the fall of 2010</p>	<p>Indicators Reading and Math Schedules Daily Observations</p>

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<p>the daily reading block by 30 minutes, increasing the daily math block by 20 minutes, increasing the time for students with intensive needs by 30 minutes, lengthening the school day, and offering aligned tutoring after school.</p>	<p>tiers. -Increase daily reading intervention instruction by 30 minutes each for tiers 2 & 3. -Increase daily core math instruction by 20 minutes for all tiers. -Provide 30 minutes of daily math intervention instruction for tiers 2 & 3. -Provide daily after school tutoring for each child using materials that are aligned with their respective daily in-school core reading and math instruction. -Provide training for all support staff, paraprofessionals, interventionist, teachers, on specific</p>	<p>and ongoing</p>	<p>Intervention Plans and Logs, MAP ladders for each student After School Tutoring Plans , Training Agendas, Training Minutes , Sign In Sheets Specific Job Description for Paraprofessionals Develop Schedule Develop Calendar Growth on "Aimsweb" and "Dibels". Growth in student test scores based on rubrics.</p>
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	<p>intervention programs, Corrective Math, and Reading Mastery for those students with intensive needs. Hire two paraprofessionals to provide additional support in classrooms Implement school-wide writing rubric Provide extension and interest based projects to build processing skills.</p>		
<p>Strategy #3 Increase intensive instructional support to students in a results-based summer school program that a.) increases student intervention and practice opportunities, b.) reduces summer regression, and c.) functions as a lab school for instructional best practices to teaching</p>	<p>Activities #3 -Invite tier 2 and 3 students to attend summer school, based upon multiple EOY data points. -Select program materials aligned to regular daily intervention instruction. -Collaborate with Los</p>	<p>Timelines Summer, 2010, and ongoing</p>	<p>Indicators Summer school lesson plans Student Attendance Sheets Best Practices Binder Testing Data Summer Camp Timesheets</p>

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<p>staff.</p>	<p>Alamos National Laboratory for summer 4 week "Math Out of the Box" for grades 4-6 program. -Identify instructional best practices -Identify instructional best practices for staff mastery. -Co-plan lessons that integrate identified best practices -Implement curriculum mapping to identify skill gaps. -Observe and debrief daily summer school instruction. -Teaching staff will use daily observation debriefing to co-plan next day's lesson. -Monitor student progress with program and DIBELS and AIMSwab</p>		
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	assessments as well as NWEA "MAPS"		
Strategy #4 Utilize a reading coach, math coach , and interventionist to provide support to teaching staff for ongoing literacy and math concepts, program training, demonstration lessons, observations and debriefing, data-driven instructional co-planning, and mentoring, data analysis.	Activities #4 Provide coaches with leadership training . -Coach supports implementation of BIE Reads, and Math Counts assurances. Reading Coach and Math Coach will provide technical assistance to staff as outlined in the BIE Coaches Model. -Coaches implement job description tasks described in BIE Coaching Notebook. Contract a data person part-time that will collect data, correlate data, and help staff with using that data to improve instruction.	On-going	Indicators Reading and Math Coaches Checklists Leadership Training Agendas Coaches Team Meeting Minutes, Agendas Data Analyst Job Description Lesson and Intervention Plans Modeling Tapes
Strategy #5 Develop and implement a	Activities #5 -Collect survey and	Timelines	Indicators Survey and Evaluation

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<p>results-based professional development plan for the school year based on the school action plan goals and strategies that addresses adult learning: a.) as a professional learning community , b.) in reading and in math content areas, c.) differentiates for teacher capacity,d) develops teacher leaders in instruction and assessment, and e.) builds capacity of each staff member to share their areas of expertise with the rest of the staff.</p>	<p>self-evaluation data from staff members for personal and collective professional growth. -Identify specific content and tier training priorities. -Provide 1-week long math boot camp for teachers identified as deficient in math competencies. -Teachers participate in Los Alamos National Laboratory Math Academy over course of school year. -Develop a differentiated plan for adult learning professional development during early release days over the school year. -Use quarterly and EOY staff surveys to identify individual</p>	<p>Begin in summer of 2010 and on-going</p>	<p>Forms Math Academy from Los Alamos National Laboratory surveys, evaluation forms, and agendas Training packets Increased results in Math Individual Staff Professional Development plans and reflection sheets Observation Forms Calendar of Professional Development Timesheets</p>
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	<p>and collective progress.</p> <ul style="list-style-type: none"> -Observe instruction to determine levels of implementation of knowledge and practices learned during professional development. -Correlate student progress with adult learning progress using surveys and student achievement data. -Establish ad hoc professional development team to plan, facilitate, and evaluate professional development. -Provide extended time for instructional and leadership teams to meet and plan. 		
<p>Strategy #6 Provide reading coach, math coach, and principal</p>	<p>Activities #6 -Contract external consultant to provide</p>	<p>Timelines Begin in summer of</p>	<p>Indicators Consultants Meeting reports, and Agendas</p>

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<p>with regular and ongoing support and mentoring for organizational processes and leadership best practices for effective implementation of the 3-tier model in reading and math.</p>	<p>expertise and structured results based mentoring to coaches and principal. Set individual personal growth goals. Consultant should review these with principal and staff. -Participate in monthly meetings with contracted consultant regarding identified priority organizational and leadership best practices. -Implement suggestions from external consultant in between consultant visits.</p>	<p>Begin in summer of 2010 and on-going</p>	<p>Mentor Evaluations</p>
<p>Strategy #7 Provide incentives and consequences for individual staff accountability.</p>	<p>Activities -Implement monitoring process for individual professional</p>	<p>Timelines Implement in fall of 2010 and ongoing</p>	<p>Indicators Staff Evaluation Forms Increased test scores Improved scores on NMSBA, DIBELS,</p>

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	<p>accountability. -Facilitate frequent and ongoing conversations about progress of personal professional development plans. Employ rigorous, transparent, and equitable professional support for effectiveness of teachers. -Reward staff who have increased student achievement utilizing observations, test scores, and those who have demonstrated a willingness to continue their professional growth. -Remove staff who after ample opportunities and support have failed to</p>		<p>Aimswab, MAPS. Review of professional development plans</p>
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	<p>make growth as evidenced by lack of increased student achievement. -Link student achievement data to the student's teacher Employ rigorous, transparent, and equitable profess for differentiating the effectiveness of the teachers.</p>		
<p>Strategy #8 Increase involvement by parents, business, tribal government, and other community interests through partnerships designed to achieve both management and academic improvement and accountability.</p>	<p>Activities #8 -Hire a parent liaison that will coordinate parent involvement, parent workshops, serve as a liaison with tribal government, community members, and parents -Conduct training for parents and students on Saturdays or evenings on Math and Reading.</p>	<p>Timeline Fall of 2010 and on-going</p>	<p>Indicators Job Description Agendas, Training packets, Increased participation, Parent sign in sheets, Flyers, Newsletters, Students in Head start will come to school ready to learn.</p>

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	<p>Provide for transportation and daycare.</p> <ul style="list-style-type: none"> -Coordinate activities with tribal government regarding student achievement. -Coordinate an agreement with tribal programs to develop a Culture of Literacy and Numeracy. -Continue to work with Los Alamos National Laboratory 		
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OOCS 1003 g Application

Goal:

Increase student annual growth and catch-up growth through focused strategic support for teachers until all students are benchmark within 3 years (2010-2011, 2011-2012, and 2012-2013).

Increase student proficiency so that by the end of 2010-2012, 90% of the students at OOCS will meet proficiency on the State Assessment.

Objectives:

Reading

- By the end of the 2010-2011 school year, student proficiency in reading will increase from 34% to 50% as measured by NMSBA.
- Increase number of 1st grade through 6th grade students at EOY benchmark to 80% as measured by DIBELS Oral Reading Fluency (ORF) in 2011.
- Increase number of kindergarten students at benchmark to 80% as measured by Nonsense Word Fluency (NWF) by EOY 2011.
- Increase number of students kindergarten through 6th grade to 50% scoring at or above 50th percentile on the EOY benchmark as measured by the NWEA reading subtest.

Math

- By the end of the 2010-2011 school year, student proficiency in math will increase from 5% to 40% as measured by NMSBA.
- Increase number of 1st grade through 6th grade students at EOY benchmark to 80% as measured by AIMSweb in 2011.
- Increase number of kindergarten students at benchmark to 80% as measured by AIMSweb Oral Counting, Number Identification, Quantity Discrimination, and Missing Number by EOY 2011.
- Increase number of students kindergarten through 6th grade to 40% scoring at or above 50th percentile on the 2011 EOY benchmark as measured by the NWEA math subtest:**Strategies:**

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- 1.) Develop and implement a comprehensive 3-tier model for reading and math instruction, including schedule, aligned SBRR programs, aligned screening and progress monitoring assessments, pacing guide, and lesson structures.
- 2.) Extend student learning opportunities by increasing the minutes daily reading block by 30 minutes to 120 minutes increasing the daily math block by 20 minutes to 80 minutes, increasing the number of minutes of direct instruction for those students needing intensive instruction, lengthening the school day, and offering aligned reading and math tutoring after school.
- 3.) Increase intensive instructional support to students in a results-based summer school program that a.) increases student intervention and practice opportunities, b.) reduces summer regression, and c.) functions as a lab school for instructional best practices to teaching staff.
- 4.) Utilize a reading coach and a math coach to provide support to teaching staff for ongoing literacy and math concepts, program training, demonstration lessons, observations and debriefing, data-driven instructional co-planning, and mentoring.
- 5.) Develop and implement a results-based professional development plan for the school year based on the school action plan goals and strategies that addresses adult learning: a.) as a professional development community, b.) in reading and in math pedagogy and content areas, c.) differentiates for individual staff levels of knowledge and skill in instruction and assessment, and d.) builds capacity of each staff member to share their areas of expertise with the rest of the staff.
- 6.) Provide reading coach, math coach, and principal with regular and ongoing support and mentoring for organizational processes and leadership best practices for effective implementation of the 3-tier model in reading and math.
- 7.) Provide incentives and consequences for individual staff accountability
- 8.) Increase involvement by parents, business, and other community interests through partnerships designed to achieve both management and academic improvement and accountability.

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Strategies To Be Implemented	Actions to Be Taken	Timeline	Indicators of progress and success
<p>Strategy Develop and implement a comprehensive model for reading and math instruction, including schedule, vertical skill alignment, SBR programs, aligned screening and progress monitoring assessments, pacing guide, and lesson structures.</p>	<p>Action Use SBR programs and materials. -Plan master schedule for reading and math instruction. -Assure Curriculum Fidelity -Assure Time on Task and use of Rubrics Provide professional development that is high quality and is subject specific. -Develop knowledge of assessments, data usage and instructional differentiation</p>	<p>On-Going And beginning summer of 2010 and continued to 2013.</p>	

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	<ul style="list-style-type: none"> -Train all staff inclusive of paraprofessionals, support staff , etc. on Open Court programs and Houghton Mifflin Programs to promote fidelity to the program. . Use Open Court or Houghton Mifflin trainers .-Facilitate induction and support for new teachers. -Create screening, progress monitoring and data analysis calendar on a yearly basis. -Provide weekly co-planning within programs for each tier. Provide time in a form of extended contracts for staff. -Provide opportunities for staff development in the area of specific math and reading 		
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	<p>instructional strategies</p> <ul style="list-style-type: none"> -Provide opportunities for staff development and weekly book studies in differentiated instruction. 		
<p>Strategy</p> <p>Extend student learning opportunities by increasing the minutes in the daily reading block by 30 minutes, currently it was a 90 minute block, increasing the daily math block by 20 minutes, currently it was 60 minutes, increasing the time for students with intensive needs by 30 minutes, lengthening the school day, and offering aligned tutoring after school.</p>	<p>Activities</p> <ul style="list-style-type: none"> -Increase daily reading instruction to 120 minutes for all tiers. -Increase daily reading intervention instruction by 30 minutes each for tiers 2 & 3. -Increase daily math instruction by 20 minutes for all tiers. -Provide 30 minutes of daily math intervention instruction for tiers 2 & 3. -Provide daily after school tutoring for each child using materials that are also used during their respective daily in-school reading 	<p>Fall, 2010-2012</p>	

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	<p>and math instruction. -Provide training for all support staff, paraprofessionals, interventionist, teachers, on specific intervention programs, Corrective Math, and Reading Mastery for those students with intensive needs.</p>		
<p>Strategy Increase intensive instructional support to students in a results-based summer school program that a.) increases student intervention and practice opportunities, b.) reduces summer regression, and c.) functions as a lab school for instructional best practices to teaching staff. Activities -Invite tier 2 and 3 students to attend 7-week summer school, based upon multiple EOY data points. -Select program materials aligned to regular daily intervention</p>		<p>Summer, 2010 and ongoing until 2012</p>	

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<p>instruction.</p> <ul style="list-style-type: none"> -Collaborate with Los Alamos National Laboratory for summer math camp. -Identify instructional best practices priorities for staff mastery. -Co-plan lessons that integrate identified best practices priorities. -Implement Curriculum mapping to identify skill gaps. -Observe and debrief daily summer school instruction. -Teaching staff use daily observation debriefing to co-plan next day's lesson. -Monitor student progress with program and DIBELS and AIMSweb assessments as well as NWEA "MAPS" 			
<p>Strategy</p> <p>Utilize a reading coach and a math coach , and interventionist to provide support to teaching staff for ongoing literacy and math concepts, program training, demonstration lessons, observations and debriefing, data-</p>	<p>Activities</p> <ul style="list-style-type: none"> -Continue with a reading coach and math coach. Provide coaches with leadership training . -Coach supports implementation of BIE 		

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<p>driven instructional co-planning, and mentoring, data analysis.</p>	<p>Reads! And Math Counts! Assurances. Reading Coach and Math Coach will provide technical assistance to staff as outlined in the BIE Coaches Model.</p> <p>-Coaches implement job description tasks described in BIE Coaching Notebook.</p> <p>-Hire on contract a data person that will collect data, correlate data, and help staff with using that data to improve instruction.</p>		
<p>Strategy Develop and implement a results-based professional development plan for the school year based on the school action plan goals and strategies that addresses adult learning: a.) as a professional learning community , b.) in reading and in math content areas, c.) differentiates for teacher</p>	<p>Activities</p> <ul style="list-style-type: none"> -Collect survey and self-evaluation data from staff members for personal and collective professional growth. -Identify specific content and tier training priorities. -Provide 1-week long 		

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<p>capacity. Develops teacher leaders in instruction and assessment, and d.) builds capacity of each staff member to share their areas of expertise with the rest of the staff.</p>	<p>math boot camp for teachers identified as deficient in math competencies. -Teachers participate in Los Alamos National Laboratory Math Academy over course of school year. -Develop a differentiated plan for adult learning professional development during early release days over the school year. -Use quarterly and EOY staff surveys to identify individual and collective progress. -Observe instruction to determine levels of implementation of knowledge and practices learned during professional development. -Correlate student</p>	
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	<p>progress with adult learning progress using surveys and student achievement data. -Establish ad hoc professional development team to plan, facilitate, and evaluate professional development. -Provide extended time for instructional and leadership teams to meet and plan.</p>		
<p>Strategy Provide reading coach, math coach, and principal with regular and ongoing support and mentoring for organizational processes and leadership best practices for effective implementation of the 3-tier model in reading and math.</p>	<p>Activities -Contract external consultant to provide expertise and mentoring to reading coach and principal. Mentoring needs to be structured and results based. -Set individual personal growth goals. Consultant should review these with principal and staff.</p>		

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<p>Strategy Provide incentives and consequences for individual staff accountability.</p> <p>Activities -Implement monitoring process for individual professional accountability. -Facilitate frequent and ongoing conversations about progress of personal professional development plans. -Reward staff who have increased student achievement utilizing observation, test scores, and who have demonstrated a willingness to continue their professional</p>	<p>-Participate in monthly meetings with contracted consultant regarding identified priority organizational and leadership best practices. -Implement suggestions from external consultant in between consultant visits.</p>		
<p>Strategy Provide incentives and consequences for individual staff accountability.</p> <p>Activities -Implement monitoring process for individual professional accountability. -Facilitate frequent and ongoing conversations about progress of personal professional development plans. -Reward staff who have increased student achievement utilizing observation, test scores, and who have demonstrated a willingness to continue their professional</p>	<p>Activities -Implement monitoring process for individual professional accountability. -Facilitate frequent and ongoing conversations about progress of personal professional development plans. -Reward staff who have increased student achievement utilizing observation, test scores, and who have demonstrated a willingness to continue</p>		

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<p>growth. -Remove staff who after ample opportunities and support have failed to make growth as evidenced by lack of increased student achievement. -Link student achievement data to the student's teacher Employ rigorous, transparent, and equitable profess for differentiating the effectiveness of the teachers.</p>	<p>their professional growth. -Remove staff who after ample opportunities and support have failed to make growth as evidenced by lack of increased student achievement. -Link student achievement data to the student's teacher Employ rigorous, transparent, and equitable profess for differentiating the effectiveness of the teachers.</p>		
<p>Strategy Increase involvement by parents, business, tribal government, and other community interests through partnerships designed to achieve both management and academic improvement and accountability.</p>	<p>Activities -Hire a parent liaison that will coordinate parent involvement, parent workshops, serve as a liaison with tribal government,community members, and parents</p>		

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<p>Activities</p> <ul style="list-style-type: none"> -Hire a parent liaison that will coordinate parent involvement, parent workshops, serve as a liaison with tribal government,community members, and parents -Conduct tutorials for parents and students on Saturdays or evenings on Math and Reading. Provide for transportation and daycare. -Coordinate activities with tribal government regarding student achievement. -Coordinate an agreement with tribal programs to develop a Culture of Literacy and Numeracy. -Continue to work with Los Alamos National Laboratory in their Math programs which are offered to the community at no cost except the use of facilities and transportation. 	<ul style="list-style-type: none"> -Conduct tutorials for parents and students on Saturdays or evenings on Math and Reading. Provide for transportation and daycare. -Coordinate activities with tribal government regarding student achievement. -Coordinate an agreement with tribal programs to develop a Culture of Literacy and Numeracy. -Continue to work with Los Alamos National Laboratory in their Math programs which are offered to the community at no cost except the use of facilities and transportation. 		
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IV. BUDGET SPREADSHEET & NARRATIVE

Attached is the budget spreadsheet that will be used to fully and effectively implement the strategies identified in the needs analysis. OOCS is a TIER III school and has already shown significant improvement over the last two years with the initiatives provided through BIE Reads and Math Counts. If funded, OOCS plans to continue the work with the Reading and Math Coaches that are funded through Math Counts and BIE Reads. It is not clear whether or not the consultants, BIE READS, and Math Counts will be funded for the next three years .

The Budget requested includes hiring a consultant; however we are also requesting that consultants or trainers be hired to work with staff in subject specific areas. A needs analysis indicated a need to staff certified interventionists that can work with students with severe needs, adding an additional ½ hour to the students' reading schedule or math schedule. Interventionists cannot be hired under regular ISEP or Title One money as that money is used to pay the salaries and benefits of the teaching staff and the support staff. About 95 % of the monies received in ISEP or Title one is used for salary. We are requesting a Data Specialist that can correlate data, graph data, and provide training to the reading and math coaches on analyzing the data. The coaches in turn will help the staff in using the data to drive their instruction. A strong component of our budget is that the reading and math coaches continue to be funded.

Employee travel and Professional Development is indicated on the budget, as employees should have extensive professional development. The budget requests that money be allotted to encourage professional development, pay for extended contracts, summer contracts, or weekend Saturday work. We are also requesting that the staff receive extensive training in Math and Reading. Money will be needed to bring in the experts or send staff to training in other area. OOCS uses the Title Two money for professional development; however the \$27,000.00 received is limited and cannot cover the extensive costs we incur on Professional Development.

A parent-community liaison is needed in order to facilitate the communication between the school and the community. Our needs analysis indicated that a strong component of our plan needed to have a strong parental training and involvement piece. We would like to have specialized parental trainers come in as well as the staff assisting parents. We plan to use some of the Title One money for parental involvement and training.

The school already collaborates with LANL and Northern College in many of our programs.

Our after school program is currently funded through AARA Funds, however that money will be used by 2011 if not sooner. We will then not be able to fund our after school or extended contracts. Transportation Costs and support staff costs are an integral part of the after school program. Monies are needed to provide those services. These are not allowable under AARA, therefore we utilize some of the other program monies.

Materials and Supplies as well as specific intervention programs are needed in every classroom. We would like to purchase the LEXILE books and continue our work with NWEA. Money must be allotted to include replacement subscriptions for NWEA, Dibels, and Aimsweb. The school recently purchased the PLATO system as a supplement to some of the work we are already doing. This was purchased utilizing some of the special education/ regular ed. monies. We will need additional software and computer hardware to sustain this.

In closing, we plan to utilize all other program funds to merge together keeping in mind that approximately \$700,000.00 or more is utilized to pay salary and benefits for teachers, administrators, and support staff. There are also many other costs associated with running a school which include utilities, support staff, material and supplies, etc.

Under this plan, the school will have met the goals, and will continue to sustain all of the programs. There will not be a need for additional dollars to provide consultants, data specialists, and so forth because the groundwork should have already been completed.

Expenditure Classification	2009-2010	2010-2011	2011-2012	2012-2013	Total Budget
DIRECT INSTRUCTION					
PERSONNEL SERVICES					
Teachers – Grades K-12					
Teachers – Special Education					
Instructional Assistants – K-12	30,000.00	32,000.00	34,000.00	96,000.00	
Instructional Assistants – K-12					
Substitutes	5,000.00	5,000.00	5,000.00	15,000.00	
Extended Contracts	40,000.00	30,000.00	20,000.00	90,000.00	
Stipends/Incentives	15,000.00	15,000.00	15,000.00	45,000.00	
Other (Interventionists)	122,000.00	124,000.00	126,000.00	372,000.00	
Other (Data Specialist)	10,000.00	10,000.00	-0-	20,000.00	
EMPLOYEE BENEFITS					
Health & Other Insurances	14,345.00	14,345.00	14,345.00	43,035.00	
FICA Taxes	16,000.00	16,200.00	16,200.00	48,400.00	
Retirement	14,200.00	14,400.00	14,600.00	43,200.00	
TSP Match					
Other Benefits	2,000.00	2,000.00	2,000.00	6,000.00	
SUPPLIES & MATERIALS					
Textbooks/Curriculum Materials	40,000.00	30,000.00	20,000.00	90,000.00	
Instructional Software	15,000.00	10,000.00	5,000.00	30,000.00	
General Supplies & Materials	15,000.00	10,000.00	10,000.00	35,000.00	

Expenditure Classification	2010-2011	2011-2012	2012-2013	Total Budget
Employee Travel	20,000.00	20,000.00	20,000.00	60,000.00
Employee Professional Development	30,000.00	20,000.00	15,000.00	65,000.00
Other P.D./Travel	10,000.00	10,000.00	5,000.00	25,000.00
Direct Instruction Equipment	15,000.00	10,000.00	5,000.00	30,000.00
Other Equipment	7,000.00	6,000.00	5,000.00	18,000.00
Contracts	20,000.00	15,000.00	10,000.00	45,000.00
Other Charges	10,000.00	5,000.00	5,000.00	20,000.00
Vehicle Rents /Leases				
Principal				
Instructional Supervisor				
Subject Matter Specialist				
Instructional Coach	122,000.00	124,000.00	126,000.00	372,000.00
Social Worker				
Parent-Community Liaison	22,000.00	24,000.00	26,000.00	92,000.00
Counselor				
Other (Identify) Summer Bus Driver Services	4,000.00	4,000.00	4,000.00	12,000.00
Other (Identify)				
EMPLOYEE BENEFITS				
Health & Other Insurances	12,290.00	12,390.00	12,390.00	36,870.00
FICA Taxes	11,020.00	11,333.00	11,630.00	33,983.00

Retirement		10,030.00	10,360.00	10,640.00	31,030.00
TSP Match					
Other Benefits		3,000.00	3,000.00	3,000.00	12,000.00
Expenditure Classification		2010-2011	2011-2012	2012-2013	Total Budget
Education Management Organization					
Charter Management Organization					
On-Site Consultants		50,000.00	40,000.00	20,000.00	110,000.00
Other: Open Court/HM		15,000.00	15,000.00	10,000.00	40,000.00
Assessments /Evaluations		5,000.00	5,000.00	5,000.00	15,000.00
Assessment Software		5,000.00	5,000.00	5,000.00	15,000.00
General Supplies & Materials		15,000.00	15,000.00	15,000.00	45,000.00
Other					
Employee Professional Development					
Employee Travel					
Parent Professional Development		15,000.00	15,000.00	15,000.00	45,000.00
Parent Travel		10,000.00	10,000.00	10,000.00	30,000.00
Student Travel		10,000.00	10,000.00	10,000.00	30,000.00
Other					
Instructional Support Equipment		15,000.00	15,000.00	15,000.00	45,000.00

Other						
Extended Learning Time						
Displacement Costs						
School Closure Costs						
Extended Professional Development (Career Growth)						
Other						
Other						
Other						
PROGRAM TOTALS						

A. Shared Leadership		Assessing the Current Situation		Adding the Missing Pieces	
		YES	NO	Primary Responsibility	Target Date for Completion
The Associate Deputy Director & Education Line Office					
1. ADD/ELO procedures support school-based decision making.		X			
2. ADD/ELO and school decision-makers are connected by frequent interaction, two-way communication, problem-solving, mutual coordination, and reciprocal influence.		X			
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.			X	ADD/ELO	August, 2010
Teams and Time					
1. A team structure is officially incorporated into the school improvement plan and the school governance policy.		X			
2. A Leadership Team including the principal and teacher leaders from each Instructional Team is in place.		X			
3. The Leadership Team meets regularly (twice a month or more).		X			
4. The Leadership Team seeks the input of others not on the team, in order to represent all faculty/staff.		X			
5. The Leadership Team serves as a conduit of communication to the faculty and staff.		X			
6. The Leadership Team regularly looks at school performance data and uses that data to make decisions about school improvement needs.		X			
7. The Leadership Team shares in decisions of real substance pertaining to curriculum, instruction, assessment, and professional development.			X	Principal, Reading and Math Coaches	August, 2010 and ongoing
8. Teachers are organized into grade-level, grade-level cluster, or subject-area instructional teams.		X			

9. Instructional teams meet regularly (twice a month or more) to conduct business.	X				
10. Instructional teams meet for blocks of time sufficient to develop and refine units of instruction and review student learning data.		X		Principal	August 2010 and ongoing to 2011
Shared Leadership (continued)		Assessing the Current Situation		Adding the Missing Pieces	
Teams and Time	YES	NO	Primary Responsibility	Target Date for Completion	
11. A School Community Council including the principal, teacher representative(s), counselor, parent liaison, and parents is in place.	X		Principal	August, 2010	
12. The SCC meets regularly (twice a month or more).		X	Principal	August, 2010	
13. All teams prepare agendas for their meetings.	X				
14. All teams maintain official minutes of their meetings.		X	Principal	August, 2010	
15. The principal maintains a file of the agendas, work products, and minute	X				
The Principal					
1. Principal makes sure everyone understands the school's mission, clear goals, and their roles in meeting the goals.	X				
2. Principal leads and participates actively with the Leadership Team.	X				
3. Principal participates actively with the SCC and shows support for its significance.	X				
4. Principal monitors the work of Instructional Teams and helps to keep the m focused on instructional improvement.	X				
5. Principal monitors curriculum and classroom instruction regularly.	X				
6. Principal helps poorly performing teachers to improve.	X		Principal	August, 2010	
7. Principal spends at least 50% of his/her time working directly with teachers to improve instruction.		X	Principal	August, 2010	

B. Data and Research		Assessing the Current Situation		Adding the Missing Pieces	
Student Learning Data	YES	NO	Primary Responsibility	Target Date for Completion	
1. The school tests every student annually with the same achievement test in basic subject areas so that each student's year-to-year progress can be tracked.	X				
2. The school tests each student at least 3 times each year to determine progress toward standards-based objectives.	X				
3. Teachers receive timely reports of results from periodic, standards-aligned tests.	X				
4. The school maintains a central data base that includes each student's test scores, placement information, demographic information, attendance, behavior indicators, and other variables useful to teachers.	X				
5. Teams and teachers receive timely reports from the central database to assist in making decisions about each student's placement and instruction.	X				
6. Yearly learning goals are set by the Leadership Team, utilizing student learning data.	X				
7. The Leadership Team monitors student learning data.	X				
8. Instructional Teams use student learning data to		X	Ldrship Team	May, 2011	

assess strengths and weaknesses of the curriculum.				
9. Instructional teams use student learning data to plan instruction.		X	Ldrship Team, Instructional Team	May, 2011
10. Instructional Teams use student learning data to identify students in need of instructional support or enhancement.	X			
11. Instructional Teams review the results of unit pre/post-tests to make decisions about the curriculum and instructional plans.		X	Ldrship Team, Instructional Team	Begin in August, 2010 and complete by May 2011
Operational Data				
1. The Leadership Team maintains an accessible file of key documents including the school improvement plan, policies and procedures, schedules, and program decisions.	X			

B. Data and Research (continued)		Assessing the Current Situation		Adding the Missing Pieces	
Operational Data	YES	NO	Primary Responsibility	Target Date for Completion	
3. The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers.	X				
4. The Leadership Team reviews the principal's summary of classroom observations and takes them into account in planning professional development.	X				
5. The Leadership Team maintains an accessible file of the agendas, minutes, and work products of the Leadership Team, the Instructional Teams, and the SCC.		X	Ldrship Team	August 2010 and ongoing through out the school year	
6. The school improvement plan's objectives are linked to action statements with follow-up monitoring of progress.	X				

Research			
1. The Leadership Team maintains an accessible file of research on topics tied to the school improvement plan.	X		
2. Teachers report on what they have learned at conferences and submit relevant information for inclusion in the research file.		X	Teachers and Principal Complete by May 2011
3. Representatives from the school visit other schools to see programs of interest, report their findings, and include the report in the research file.		X	Principals and Teachers Begin in August of 2010 and complete in May of 2011
4. Instructional Teams investigate topics of particular interest and report findings, including reports filed in the research file.		X	Principal and staff Begin in August of 2010 and complete in May of 2011
5. Teams and individuals use the research files to inform their decisions.		X	Principal and Staff Begin in August of 2010 and complete in May of 2011
A. Curriculum			
	Assessing the Current Situation		Adding the Missing Pieces
	YES	NO	Primary Responsibility Target Date for Completion
1. Instructional Teams develop standards-aligned units of instruction for each subject and grade level.	X		
2. Teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.	X		
3. Teachers submit weekly lesson plans based on aligned units of instruction.	X		
4. Units of instruction include standards-based objectives and criteria for mastery.	X		
5. Units of instruction include pre/post-tests to assess student mastery.	X		
A. Curriculum (continued)			
	Assessing the Current Situation		Adding the Missing Pieces
	YES	NO	Primary Target Date for

6. Units of instruction include specific learning activities aligned to objectives.	X		Responsibility	Completion
7. Instructional Teams develop materials for their standards-aligned learning activities and share the materials among themselves.	X			
8. Materials for standards-aligned learning activities are well-organized, labeled, stored for convenient use by teachers.	X			
B. Assessment				
The teacher:				
1. Uses objectives-based pre-tests.	X			
2. Uses objectives-based post-tests.	X			
3. Maintains a record of each student's mastery of specific learning objectives.		X	Teachers and Ldrship	Begin in August and complete in May of 2011
4. Tests frequently using a variety of evaluation methods and maintains a record of the results.	X			
5. Differentiates assignments in response to individual student performance on pre-tests and other methods of assessment.		X	Teachers and Ldrship	Begin in August and ongoing throughout the school year.
C. Instruction				
Classroom Culture				
1. When waiting for assistance from the teacher, students are occupied with curriculum-related activities provided by the teacher.	X			
2. Transitions between instructional modes are brief and orderly.	X			
3. Students maintain eye contact and are attentive.	X			
4. Students raise hands or otherwise signal before responding.	X			
The teacher:				
5. Uses a variety of instructional modes-whole class, small-group, independent, computer-assisted, computer-based,	X			

etc.				
6. Maintains well-organized student learning materials in the classroom.	X			
7. Displays completed student work in the classroom.	X			
8. Posts classroom rules and procedures in the classroom.	X			
9. Corrects students who do not follow classroom rules and procedures.	X			
10. Reinforces classroom rules and procedures by positively teaching them.	X			
C. Instruction (continued)				
		Assessing the Current Situation	Adding the Missing Pieces	
The teacher:	YES	NO	Primary Responsibility	Target Date for Completion
11. Engages all students, e.g., supports "silent" students to participate.	X			
12. Is active in the classroom regardless of the instructional mode.	X			
13. Interacts with students instructionally, managerially, and socially as appropriate.	X			
Teacher-Directed Whole-Class or Small Group: Introduction				
The teacher:				
1. Reviews the previous lesson.	X			
2. Clearly states the lesson's topic, theme, and objectives.	X			
3. Stimulates interest in the topics.	X			
4. Uses modeling, demonstration, graphics and other visual aids.	X			
Teacher-Directed Whole-Class or Small Group: Presentation				
The teacher:				
1. Proceeds in small steps at rapid pace.	X			
2. Explains directly, explicitly, and thoroughly.	X			
3. Maintains eye contact.	X			
4. Speaks with expression and uses a variety of vocal tones.	X			

procedures, and expectations).				
6. Interacts socially with students (noting and attending to an ill student, asking about the weekend, inquiring about the family, etc.).	X			
7. Verbally praises students.	X			
Computer-Based Instruction				
1. Students are engaged and on-task.	X			
2. Students are comfortable with the program and its navigation.	X			
The teacher:				
3. Travels about the room to assist students.	X			
4. Has documentation of the computer program's alignment with standards-based objectives.		X	Teacher and Principal	Begin in August and ongoing until May
5. Maintains a record of student mastery of standards-based objectives.		X	Teacher and Principal	Begin in August and ongoing until May
6. Assesses student mastery in ways other than those provided by the computer program.	X			
Homework, Communication with Parents				
The teacher:				
1. Maintains a file of communication with parents.	X			
2. Regularly assigns homework (4 or more days a week)	X			
3. Checks, marks, and returns homework.	X			
C. Instruction (continued)				
Assessing the Current Situation				
Homework, Communication with Parents	YES	NO	Primary Responsibility	Target Date for Completion
The teacher:				
4. Includes comments on checked homework.	X			
5. Counts homework toward student's report card grade.	X			
6. Systematically reports to parents the student's mastery of specific objectives.	X			
D. Professional Development				

3. The school's parent Compact includes responsibilities/expectations of parents drawn from the curriculum of the home.	X			
4. The school's parent Compact is annually distributed to teachers, school personnel, parents, and students.	X			
5. The school's homework policy provides guidelines for amount of daily study time at home by grade level.	X			
6. The school's homework policy requires homework at all grade levels.	X			
7. The school's homework policy makes homework a part of the student's report card grade.		X	Staff	August , 2010
8. The school's homework policy stresses the importance of checking, marking, and promptly returning homework.	X			
9. The school's mission statement, parent Compact, and homework policy are included in the school improvement plan.	X			
10. The school celebrates its accomplishments.	X			
11. The school recognizes the individual accomplishments of teachers.	X			
12. The school recognizes the accomplishments of instructional and leadership teams.	X			
B. Communication				
1. The school's parent Compact, homework policy, and learning standards are routinely reviewed and discussed at faculty meetings.		X	Principal and Staff	Begin in August of 2010 and ongoing consistently until May, 2011
2. The school's parent Compact, homework policy, and learning standards are routinely reviewed and discussed at open houses and parent-teacher conferences.	X			
3. Parent-teacher conferences are held at least twice a year and include students at least once a year.	X			
4. The school regularly and clearly communicates with parents about its expectations of them and the importance	X			

of the curriculum of the home.				
5. The "ongoing conversation" between school personnel and teachers is candid, supportive, and flows in both directions.	X			
6. Teachers are familiar with the curriculum of the home and discuss it with parents.		X	Teachers, Principal, Parents	Begin in August of 2010 and ongoing consistently until May, 2011
B. Communication (continued)				
	YES	NO	Primary Responsibility	Target Date for Completion
7. Teachers regularly make "interactive" assignments that encourage parent-child interaction relative to school learning.	X			
8. Parents are familiar with the curriculum of the home and discuss it with teachers.	X			
C. Education				
1. The school offers parent education programs focused on building skills relative to the curriculum of the home.		X	Principal and Staff, Parent Liaison	May, 2011
2. Parent education programs are led by trained parent leaders.		X	Principal and Staff, Parent Liaison	May, 2011
3. Parent education programs include some multi-session group experiences with specific agendas or curricula.		X	Principal and Staff, Parent Liaison	May, 2011
4. Professional development programs for teachers include assistance in working effectively with parents.		X	Principal and Staff, Parent Liaison	May, 2011
D. Association				

1. The school provides "intergenerational associations" in which students of different ages are brought together to learn.	X			
2. The school provides "intergenerational associations" in which parents or community volunteers assist in the classroom.	X			
3. The school provides opportunities for parents to get to know each other and discuss the curriculum of the home.	X			
4. The school's policies encourage parents to visit classrooms.	X			
5. The school has a friendly document that outlines the ground rules for parent visits to classrooms.	X			
6. The school sponsors all-school events that include parents, students, and teachers and focus on aspects of student learning.	X			
7. All-school events include parent-child interactive activities.	X			
8. Office and support staff are trained to make the schools a "welcoming place" for parents and visitors.	X			

This table contains possible indicators that can be used to complete the school profile that is part of the needs assessment process

Student Demographics	Possible Indicators
<input type="checkbox"/> Enrollment	The number of students in the school; students in special programs (special education, gifted and talented), by ethnicity or other meaningful categories.
<input type="checkbox"/> Daily Attendance	Number of students attending school by grade, grade span, whole school, or other enrollment category. The percent of students tardy for classes.
<input type="checkbox"/> Mobility/Stability	The mobility rate is the percentage of children who move in and out of a school during a year. The stability rate refers to the percent of students who remain in the same building for the entire year.
<input type="checkbox"/> Socioeconomic Status	Percent of students receiving free and reduced lunch, parents' education level, parents' household income, unemployment rates in the attendance area, etc.
<input type="checkbox"/> Student Behavior	The number or percentage of discipline referrals or incidents; the number or percentage of student suspensions and expulsions; frequency of gang-related, substance abuse or other at-risk behaviors (disaggregated by teacher when appropriate)
<input type="checkbox"/> Limited English Proficiency	The percentage of students with limited English proficiency. The percentage of families who speak English as a second language.
Student Achievement	Possible Indicators