

BUREAU OF INDIAN EDUCATION

School Improvement Grant Application Packet

1003 (g) Funds

Division of Performance and Accountability

2011 – 2012 Program Year

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

APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS

<p>Legal Name of Applicant: Porcupine School</p>	<p>Applicant's Mailing Address: 101 Main St PO Box 180 Porcupine, SD 57772</p>
<p>LEA/School Contact for the School Improvement Grant</p> <p>Name: Alice Phelps/Elfreda Janisr</p> <p>Position and Office: Principal/School Reform Data Coordniator</p> <p>Contact's Mailing Address: PO Box 180, Porcupine SD 57772</p> <p>Telephone: (605) 867-5588</p> <p>Fax: 6058675480</p> <p>Email address: alicephelps09@gmail.com elfreda65@hotmail.com</p>	
<p>Chief School Officer (Printed Name): <i>Alice M. Phelps</i></p>	<p>Telephone: <i>605-867-5588</i></p>
<p>Signature of the Chief School Officer: X <i>Alice M. Phelps</i></p>	<p>Date: <i>5-13-11</i></p>
<p>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.</p>	

PROGRAM DESCRIPTION

Name of the grant program:	FY2011-2012 Title I School Improvement Grant 1003(g)
Authorization:	Elementary and Secondary Education Act of 1965, Title I, Part A, Subpart 1
Amount of Funds:	The total amount of funding that will be available for the School Improvement Grant – Section 1003(g) for FY 2011-2012 is approximately \$6,000,000 (contingent upon Congressional budget approval). Individual grant awards will range from not less than \$50,000 (Targeted Tier III schools) to no more than \$75,000 (Tier I schools), with sub-grants averaging between \$50,000 - \$2,000,000.
Grant Period: (Waiver Requested)	May 21, 2011 – September 30, 2014 (Tier I) June 07, 2011 – September 30, 2014 (Targeted Tier III)

The selected intervention model for Tier I schools and school improvement strategies for Targeted Tier III schools are to be implemented in SY 2011–2012.

Dissemination:	March 22, 2011
Application Submission Deadline:	April 29, 2011 (Tier I Schools) May 6, 2011 (Targeted Tier III Schools)

NOTE: Please carefully consider the requirements and directions in the subgrant application. Timelines will be enforced. BIE will provide technical assistance from the dissemination period to the deadline for receipt of applications. If a Tier I school application is not approvable on first submission, the school will receive specific feedback in order to make revisions. The application must be resubmitted no later May 13, 2011.

A. Purpose:

Title I, Part A, Section 1003(g) of the Elementary and Secondary Education Act provides funds to eligible school districts (for BIE schools) for the purpose of providing intensive assistance to schools identified as in need of improvement under Section 1116 of the current reauthorization. The purpose of the School Improvement Grant – Section 1003(g) is to improve student proficiency and narrow or eliminate the existing achievement gap between non-Indian and Indian students, increase the number of schools making Adequate Yearly Progress (AYP), use data to inform decisions and create a system of continuous feedback and improvement, build local capacity, and increase high school completion and college enrollment rates for Indian students.

B. Eligible Applicants:

These funds will be available to schools identified as the 5% “persistently lowest-achieving” schools in the Bureau of Indian Education will be designated as Tier I schools. Schools that are in school improvement, corrective action, or restructuring status identified as being the bottom 5% of academic performance will be designated as Targeted Tier III. Other schools in school improvement, corrective action, or restructuring status may be able to apply once priority schools have been funded (Tier I & Targeted Tier III). The list of qualifying Tier I and Targeted Tier III schools can be found in Appendix A.

C. Use of Grant Funds:

Tier I schools receiving grants under this program must use the funds to implement one of the four required intervention models designed to enable the lowest achieving schools to meet accountability requirements and to support rapid improvement. Targeted Tier III schools receiving grants under this program must use the funds to implement differentiated supports which are research-based and designed to improve student achievement and positively affect overall school improvement.

D. Measurable Outcomes:

1. The number and percentage of students who score proficient on the ESEA state assessment in reading/language arts and mathematics in the grade span provided at the school will increase in schools that receive School Improvement Grant – Section 1003(g) funds.
2. Schools that receive School Improvement Grant – Section 1003(g) funds will make Adequate Yearly Progress and move out of improvement status.
3. Schools that receive School Improvement Grant – Section 1003(g) funds will make decisions regarding use of funds that are based on data and will create systems of continuous feedback and improvement.

E. USDOE Required Intervention Models:

Each of the four intervention models are described below. The Tier I schools must select the one intervention model that it determines will be most effective in building the school's capacity to improve student achievement and move the school out of improvement status. The selection of the intervention must be based on data and the school's needs assessment.

1. **Turnaround Model** - A turnaround model is one in which the school **MUST**:
 - A. Replace the principal and grant the new principal sufficient operational flexibility (including staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;
 - B. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;
 - C. Screen all existing staff and rehire no more than 50 percent; and
 - D. Select new staff to replace those not rehired;
 - E. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
 - F. Provide staff with on-going, high quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
 - G. Adopt a new governance structure, which MUST include, but is not limited to, requiring the school to report to the newly established "turnaround office" in the SEA (Division of Performance and Accountability)
 - H. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;
 - I. Promote the continuous use of student data (such as formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
 - J. Establish schedules and implement strategies that provide increased learning time (as defined in the final requirements); and
 - K. Provide appropriate social-emotional and community-oriented services and supports for students

A turnaround model MAY also implement other strategies such as—

- 1) Any of the required and permissible activities under the transformation model; or
- 2) A new school model (e.g., themed, dual language academy, etc.).

2. **Restart Model** – A restart model is one in which the school decides to convert to charter or closes and reopens under a charter school operator, a charter management organization (CMO)

or an education management organization (EMO) that has been selected through a rigorous review process. (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a profit or non-profit organization that provides “whole-school operation” services to a school). A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

3. **School Closure**- School closure occurs when the school determines that the most viable way to increase student achievement is to close and enroll the students who attended in other schools that are higher achieving. The other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

4. **Transformation Model**- A transformation model is one in which the school implements EACH of the following strategies:

- A. **Develop and increase teacher and school leader effectiveness.** The school **MUST--**
1. Replace the principal who led the school prior to the commencement of the transformation model;
 2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
 - a. take into account data on student growth (as defined in the regulations) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
 - b. are designed and developed with teacher and principal involvement;
 3. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and/or high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have failed to do so;
 4. Provide staff on-going, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects deep understanding of the community served by the school, or differentiated instruction) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and
 5. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the transformation school.
 - a. Permissible Activities – A school implementing the transformation model may also implement other strategies to develop teachers’ and school leaders’ effectiveness, such as--

- 1) Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;
- 2) Institute a system for measuring changes in instructional practices resulting from professional development;
- 3) Ensure that the school is not required to accept a teacher without mutual consent of the teacher and principal, regardless of the teacher's seniority;

B. Comprehensive Instructional Reform Strategies – The school MUST --

1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and
2. Promote the continuous use of student data (such as formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
 - a. Permissible Activities – A school implementing the transformation model may also implement comprehensive instructional reform strategies, such as--
 - 1) Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;
 - 2) Implement a school-wide “response to intervention” model;
 - 3) Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;
 - 4) Use and integrate technology-based supports and interventions as part of the instructional program; and
 - 5) In secondary schools—
 - a) Increase rigor by offering opportunities for students to enroll in advanced coursework (such as advanced placement; International Baccalaureate, or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low achieving students can take advantage of these programs coursework; and
 - b) Improve student transition from middle to high school through summer transition programs or freshman academies;
 - c) Increase graduation rates, through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or

- d) Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate

- C. **Increase learning time and create community-oriented schools.** The schools implementing the transformation model **MUST** --
1. Establish schedules and strategies that provide increased learning time (as defined in the final requirements); and
 2. Provide ongoing mechanisms for family and community engagement
 - a. Permissible Activities – A school implementing the transformation model may also implement other strategies that extend learning time and create community-oriented schools such as --
 - 1) Partner with parents and parent organizations, faith-and community-based organizations, health clinics, other State, tribal, or local agencies, and others to create safe school environments that meet students’ social, emotional, and health needs;
 - 2) Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;
 - 3) . Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or
 - 4) Expanding the school program to offer full-day kindergarten or pre-kindergarten.
- D. **Provide operational flexibility and sustained support.** The schools implementing the transformation model **MUST** --
1. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement a fully comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and
 2. Ensure that the school receives ongoing, intensive technical assistance and related support from the ELO/ADD and the SEA turnaround office.
 - a. Permissible Activities – A school implementing the transformation model may also implement other strategies for providing operational flexibility and intensive support, such as --
 - 1) Allow the school to be run under a new governance arrangement, such as a turnaround office within the SEA. For BIEoperated schools, this will be a requirement.
 - 2) Implement a per-pupil school based budget formula that is weighted based on student needs.

F. Tracking / Reporting Funds:

School Improvement 1003(g) funds may be used in combination with other Title funds, but must be tracked separately from the Title I Basic Grant and the Section 1003(a) School Improvement Grant. Local fiscal agents are to place improvement funds in a Title I account

assigned specifically for school improvement. All reporting requirements associated with the BIE requirements will need to be followed for the portion of each school's grant award.

G. BIE Technical Assistance:

The BIE will provide technical assistance to schools identified for school improvement as they develop and implement their plans. The BIE will hold technical assistance grant writing sessions for both Tier I and Targeted Tier III schools, will provide assistance with the school needs assessment process, will assist with analyzing data and provide support for intervention model selection, and will assist with analyzing and revising school budget's so that the schools resources are used more effectively and are allocated to the strategies and activities most likely to increase student academic achievement and remove the school from school improvement status.

H. Directions for Application Organization and Submission:

Each of the following selection components must be clearly identified and addressed in sequence within the school's subgrant application. Each section should start with the title of the component that is being addressed. Indicate the name of the applicant and the page number in the header or footer of each page.

- A. Cover Page
- B. Project Abstract (One Page)
- C. Project Narrative to Include:
 - 1. Needs Assessment – Inclusive of Data Analysis and Review of Policies
 - 2. Intervention Model Selection/Identification and Model Specific Assurances for Tier I School Improvement Strategy(s) for Targeted Tier III Schools
 - 3. Project Plan of Operation including Timelines
 - 4. Consolidated LEA Budget Narrative and Proposed Budget for SIG Subgrant
 - 5. Measurements of Progress
 - 6. Assurances
 - 7. Waivers

The sub grant application package must meet the following criteria:

- The project narrative must use line spacing of 1.5-2.0 and a 12-point font size.
- All pages of the Project Narrative must use one-inch margins and be numbered. Charts may use single-spacing and type size of 10-point font.
- The unbound original application should be on a standard size (8 ½ x 11) paper of regular weight.
- The prescribed coversheet must be the first page of the subgrant application.

Mail an unbound original copy, with budget pages and assurances to:

Bureau of Indian Education
Division of Performance and Accountability
1011 Indian School Rd. NW Ste. 332
Albuquerque, New Mexico 87104
Attention: Stan Holder

If the application is sent via FEDEX, send to the following address:

Bureau of Indian Education
Division of Performance and Accountability
1011 Indian School Rd. NW – Suite 332
Albuquerque, New Mexico 87104
Attention: Stan Holder

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

<p>Name of School: Porcupine School</p>
<p>School Improvement Strategy(s) to be Implemented: Response to Intervention: To include the use of universal screening for all students as well as the core instruction, students demonstrating a need for support receive increasingly intensive interventions and on-going professional development Differentiated Instruction: Instructional approach in which a teacher incorporates an array of research-based instructional and organizational practices as a means to accommodate student(s) differences in learning</p>
<p>Long Range Goal Statements: (1-3 Years) Year 1: Hired New Principal Year 2: Implementation of <i>Reading Mastery Program</i> Student Growth with a goal of twice the typical growth or 20 RIT points using the NWEA Year 3: Increase student proficiency on the state assessment the <i>Dakotastep</i>.</p>
<p>Annual Measurable Goal for Reading/Language Arts: Annual Measurable Goal for Reading increase student proficiency to meet annual measurable objectives using safe harbor to make AYP as defined by the state of South Dakota Objective 1: Year 2 increase student proficiency from 15 students to 25 with the assumption that all students may not be counted as a full year defined by the state being enrolled from Oct 1-end of testing window Objective 2: Porcupine School will implement the Reading Mastery K-5 with fidelity Objective 3: Porcupine School will implement an intensive schedule grades K-8 120 minute block for Reading</p>
<p>Annual Measurable Goal for Mathematics: increase student proficiency to meet annual measurable objectives using safe harbor to make AYP as defined by the state of South Dakota Objective 1: Year 2 increase student proficiency from 15 students to 25 with the assumption that all students may not be counted as a full year defined by the state being enrolled from Oct 1-end of the testing window Objective 2: Porcupine School will implement an intensive schedule Grades K-8 90 minute block for Math Objective 3: Porcupine School will utilize data to determine each students progress using all e, AIMSweb, NWEA and the state assessment</p>
<p>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.</p>

IV. BUDGET SPREADSHEET & NARRATIVE

*The school's budget should cover a three-year period (SY11-12, SY12-13, and SY13-14) as the BIE has applied for a waiver to extend the period of availability of funds and the request should demonstrate the extent to which the budget is of sufficient size and scope, is reasonable, cost-effective, and integrates and aligns other sources of funding to fully and effectively implement the identified intervention model. **The budget must be planned not to exceed 2 million dollars per year.** Schools should identify in a consolidated narrative fashion how other sources of funds will be used with SIG funds. The budget spreadsheet on the following pages is to be used for SIG funds only. First year budgets may be higher than in subsequent years due to one-time start-up costs. All strategies/activities described in the Plan of Operation with associated costs will appear in the itemized budget. Indirect cost is not allowable in the 1003(g) grant.*

To support the budgeting process, budget spreadsheets and narrative instructions are included here:

Budget Spreadsheet: Complete the budget spreadsheet to detail how the requested funds will be used to support the selected school intervention model (Tier I) and the school improvement strategies/activities (Targeted Tier III).

A budget narrative that accompanies the budget spreadsheet will describe how other federal, state, and or local funds will be leveraged and aligned to further support school improvement plans and must describe how the school will sustain the initiative once grant funds are no longer available.

Expenditure Classification	Pre-Implementation Costs	2011-2012	2012-2013	2013-2014	Total Budget
PERSONNEL SERVICES					
Teachers – Grades K-12					
Teachers – Special Education					
Instructional Assistants – K-12					
Instructional Assistants – K-12					
Substitutes					
Extended Contracts					
Stipends/Incentives					
Other					
Other					
EMPLOYEE BENEFITS					
Health & Other Insurances					

Expenditure Classification	Pre-Implementation Costs	2011-2012	2012-2013	2013-2014	Total Budget
FICA Taxes					
Retirement					
TSP Match					
Other Benefits					
SUPLIES & MATERIALS					
Textbooks/Curriculum Materials					
Instructional Software					
General Supplies & Materials					
PROFESSIONAL DEVELOPMENT / TRAVEL					
Employee Travel					
Employee Professional Development					

Expenditure Classification	Pre-Implementation Costs	2011-2012	2012-2013	2013-2014	Total Budget
Other P.D./Travel					
EQUIPMENT					
Direct Instruction Equipment					
Other Equipment					
PURCHASED SERVICES					
Contracts					
Other Charges					
Vehicle Rents /Leases					
INSTRUCTIONAL SUPPORT					
PERSONNEL SERVICES					
Principal					
Instructional Supervisor					

Expenditure Classification	Pre-Implementation Costs	2011-2012	2012-2013	2013-2014	Total Budget
Subject Matter Specialist					
Instructional Coach		49000	49500	50000	148500
Social Worker					
Parent-Community Liaison					
Counselor					
Other (Identify) Tutors		45376	48098	50098	143572
Other (Identify)					
EMPLOYEE BENEFITS					
Health & Other Insurances		18876	23217	24610	66703
FICA Taxes		6606	6804	7004	20414
Retirement		2831	2916	3004	8751
TSP Match					
Other Benefits					

Expenditure Classification	Pre-Implementation Costs	2011-2012	2012-2013	2013-2014	Total Budget
PURCHASED SERVICES (CONTRACTED SERVICES)					
Education Management Organization					
Charter Management Organization					
On-Site Consultants		20000	20000	20000	60000
Other					
SUPPLIES & MATERIALS					
Assessments / Evaluations					
Assessment Software					
General Supplies & Materials		12000	8000	8000	28000
Other					

Expenditure Classification	Pre-Implementation Costs	2011-2012	2012-2013	2013-2014	Total Budget
PROFESSIONAL DEVELOPMENT / TRAVEL					
Employee Professional Development		25000	25000	25000	75000
Employee Travel					
Parent Professional Development		5745	3645	3464	12854
Parent Travel					
Student Travel					
Other					
EQUIPMENT					
Instructional Support Equipment					
Other					
OTHER INTERVENTION MODEL REQUIREMENTS/NEEDS					

Extended Learning Time									
Displacement Costs									
Expenditure Classification	Pre-Implementation Costs	2011-2012	2012-2013	2013-2014	Total Budget				
School Closure Costs									
Extended Professional Development (Career Growth)		5746	4000		9746				
Other									
Other									
Other									
PROGRAM TOTALS		191,180	191,180	191,180	573,540				

VI. 2011-2012 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.
- Report to the BIE the school-level data (i.e., NATIVE Star, NWEA) required under Section III of the final requirements.

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

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

Extending the period of availability of school improvement funds.

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

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

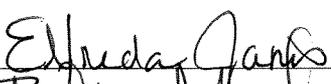
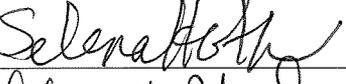
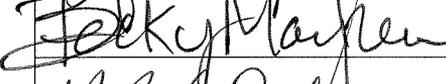
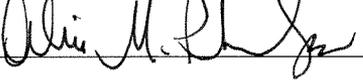
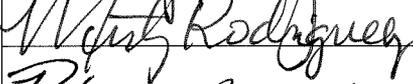
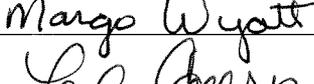
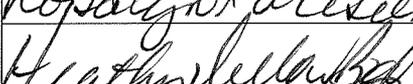
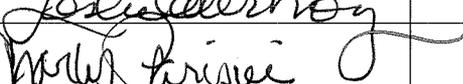
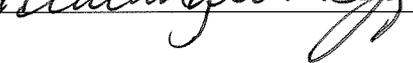
The school assures that it will implement the waiver(s) only if the school receives a school improvement grant and requests to implement the waiver(s) in its application.

Appendix D

The Transformation Model – Assurances

The school replaces the principal (although the school may retain a recently hired principal where a turnaround, restart, or transformation was instituted in the past two(2) years); implements a rigorous self evaluation and development system; rewards staff who increase student achievement and/or graduation rates and removes staff who have not improved after ample opportunity; institutes comprehensive instructional reform; increases learning time and applies community-oriented school strategies; and provides greater operational flexibility and support.

1. The school assures that it will select a new leader and that it has identified the experience, training, and skills they expect the new leader to possess.
2. The school assures that it has a procedure in place to allow the principal to make strategic staff replacements.
3. The school assures that it has the capacity to support transformation, including the implementation of required, recommended, and diagnostically determined strategies, and where lack of capacity is determined; the school assures that it will work closely with the BIE Turnaround Office.
4. The school assures that changes in decision making policies, mechanisms, and operational practice (including greater school-level flexibility in budgeting, staffing, and scheduling) will be made in order to effectively implement the transformation model.
5. The school assures that it will utilize the expertise of the BIE vetted external providers.

Signatures of School Team	Signatures of School Team	Signatures of School Team
		
		
		
		
		
		

TARGETED TIER III PROGRESS REPORT

1. Project Details

Date:	April 27, 2011
Project Name	1003(g)
Project Location/Site Locations	Porcupine School
Report compiled by	Elfreda Janis

Contact Details

LEA/School Contact for the School Improvement Grant: Porcupine School

Name: Alice Phelps, ElfredaJanis

Position/Office: Principal, School Reform Data Coordinator

Contact's Mailing Address

101 Main St.

PO Box 180

Porcupine, SD 57772

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Fax: 6058675480

Project Website address <http://www.porcupinequills.org>

Section one: Summary

What are the main objectives of the school Improvement Strategy(s) (as listed in the Action Plan)?

The Porcupine School Board has hired a new principal

Porcupine School will implement the Reading Mastery

Implement a schedule for the students from groups that need strategic intervention to the novice.

Provide Professional Development for the implementation of Reading Mastery

Porcupine School will build upon the current Response to Intervention program we have in place. Utilizing 2 tutors for grades K-5.

Implementation of Policy bullying that is appropriately grade level specific

Section two: Activities and Progress:**What was your annual measurable goal for Reading/Math? To what extent have these objectives been achieved to date?****Reading**

3 rd	4 th	5 th	6 th	7 th	8 th
173.6	179.8	188.8	187.9	196.7	195.9
193.6	193.8	198.8	197.9	216.7	215.9

Math

180	190.3	199	198.2	202.2	204
200	210.3	219	216.2	220.2	220

Porcupine School is the first year of implementing the MAPP assessment; we are currently in the spring window assessment will begin May 2-6, 2011. The Dibels and AIMS web have a window from April 26-May 6, 2011. Porcupine School just finished with the state assessment April 15th *Dakotastep*.

What was your annual measurable goal for Mathematics/Reading? Were measurable objectives in the plan been delivered so far? To what extent have these objectives in the plan been delivered so far? Explain how much of the work is complete 25%, 50% or 75%

The goals for Reading is currently at 25%, the Principal (Alice Phelps), and our Reading Coach (Misty Rodriguez) went to visit schools in New Mexico. These school(s) were in their first year or had just implemented *Reading Mastery* this year. We currently have *Reading Mastery* on order for grades K-5th.

We will continue implement the Response to Intervention Approach which has seen significant gains. We have increased our schedule to the 90 minute block and we are currently in the process of increasing the reading 120 minutes and math as well as the Lakota language block to 90 minutes.

With the reading coach and math consultant on board the coaching and modeling have been very successful.

Section three: Instructional & External project Partner Issues:

What *partnership* issues if any have emerged during the period of this report? How have the systems in place ensured that these relationships have been effective?

We have had one visit from the Albuquerque office, and a call about why we have not been using the Palm Pilots.

The Reading coach as well as the Principal have tried to contact the representatives at McGraw Hill to help with the presentation of the *Reading Mastery* Program, the school has not received any response at this time.

Section four: Outputs and Deliverables

When was the project operational? According to the implementation of the action plan and the review of data what has been the improvement or lack of improvement during the first year of SIG implementation at your school?

Porcupine School had in place the Response to Intervention Program and Reading Coach with the use of the Systems of Support grant. Due to the grant monies not being made available until September our goal for school year 2010/2011 was to research Reading Mastery and Corrective Reading. Porcupine School Board Hired a new Principal(Alice Phelps) in May 2010 and Alice came on board July 1 , 2010.

Professional Development:

Writing Class for all instructional staff Oct –March, provided by SD Reads.

Data Retreat-November 2010

Differentiated Instruction Training- December 2010 Dr Sylvia Street.

MAPPS Training-December 2010 with Kathy Dyer Coach

BIE Reads Visit-February 14, 2011

Visit New Mexico schools- March 1-4, 2011

1003(g) Technical Assistant Training Phoenix AZ-March 21-24, 2011

1003(g) Technical Assistant Training Albuquerque NM-May 1-5, 2011

Section five: Outcomes and Lessons Learned

After periodic objective reviews of implementation and data, have decisions have been made by the leadership team to amend or change the program? Have changes to your schools SIG program been developed according to the requirements of the Transformation Model?

Porcupine will be implementing the *Reading Mastery* reading series for grades K-5 starting in the fall of 2011 all materials are on order.

Increase amount time for reading and math to 120 minutes

May extend the day from 3 to 4pm for all student(s) ?.

Will need a lot of technical support for Admin as well as instructional staff

Porcupine uses these following assessments:

K-5 Dibels (F, W, S)

K-6 DRA Developmental Reading Assessment (F, W, S)

K-8 AIMswab just the Math (F, W, S) 2nd year implementation

3rd-8th- State Assessment the *DakotaStep* (Spring)

NWEA MAPPS Reading, Math and Science (F, W, S) 1st full year implementation

With the attendance change in the policy Porcupine Schools attendance has increased from an average of 85% to 89/90% when looking at the data our K-1 class has struggled with attendance over the year those particular teacher(s) K-1 an K-2 was out for about 8weeks due to medical issues.

Porcupine School teacher attendance is great.

2009/2010 (11) Teachers retained (9) 82%

2010/2011(10) Teachers retained (9) 90% (note: all teachers retained moving the K-1 teacher to RTI, moving 5th grade teacher to K-1 opening for 5th grade)

Section Six: How did you adjust the budget according to the final funding plans? How are adjustments made to the original amount requested for the project and the amount awarded?

Requested \$402,937 (first year) and when we received the grant in September we received \$241,705

The original grant we had Reading Coach, 5 tutors, Counselor, RTI Teacher, on-site consultants, Parent Involvement Consulting business, technology for the classroom, and travel to trainings that benefited the programs to be implemented.

Adjustments:

Reading Coach,

3 tutors (50% paid with 1003(g) grant)

Math Consultant/On site consultant

General Supplies Materials/Equipment

Professional Development

Section Seven Next Steps: What next steps will your school be taking in the implementation the SIG grant according to the requirements of the Transformation Model?

Implementation of *Reading Mastery* Reading Program

Continue with the Native Star indicators, implement more data and progress reports

Increase learning time

Increase School days from 168 to 173

Continue with data retreats

The Principal will increase observation time form 25% to 50% with the new reading series starting in the fall. This is the first year for the Alice being in a BIE funded school.

Continue with high-quality staff development

Please add any general comments you would like to make on progress so far, which have not been addressed above.

Porcupine School is spending about \$47,000 on the Reading Mastery reading program if there is any assistance that is available we would greatly appreciate any TA , currently as mentioned before we have not had any response from MaGraw Hill, for a sale representative to come and present the materials to our staff, other programs that we had purchased in the past sent a representative to go to the school to present their product. We are very excited about the new program and would like to get our staff as much training as possible before the start of fall.

Appendix 1

Management, Key Milestones & Spending

Please report projected dates and expenditure as recorded in the implementation plan with actual dates and expenditures:

Objectives	Projected Date	Annual Date	Projected Spend		Actual Spend		Reasons for Deviation
			Current	Resources	Current	Resources	
Reading Coach, 3 tutors	SY 2010/2011	May 2011	\$150,560	1003(g)	\$47,288	1003(g)	BIE READS
Training			\$25,000		\$437.00	1003(g)	
Travel			\$25,000		\$14,772	1003(g)	
Supplies			\$22,145		\$2,308	1003(g)	
Equipment			\$9,000		\$200.00	1003(g)	
Consultants			\$10,000		\$676.00	1003(g)	

If required, modified dates and expenditure

Objectives	Projected Date	Projected Spend		Unused funds to be carried forward, as applicable
		Current	Resources	
				None by June 30 all line items will be expensed

Pahin Sinte Owayawa
Porcupine School

“The Mission of Pahin Sinte Owayawa is to provide a Quality Education for the Children of the Lakota Nation which promotes the culture and prepares them for success in the future”

Vision is “To provide students with the knowledge, skills and behaviors to become responsible citizens who can positively impact the economic and social conditions of the greater Lakota Nation”.

Porcupine School

Porcupine School has chosen to adopt a transformation model of school improvement with the following goal(s) and objectives.

Goal 1: Annual Measurable Goal for Reading increase student proficiency to meet annual measurable objectives using safe harbor to meet AYP

Objective 1: Year 2 increase student proficiency from 15 students to 25 with the assumption that all students may not be counted as a full year defined by the state being enrolled from Oct 1-end of testing window

Objective 2: Porcupine School will implement the Reading Mastery K-5 with fidelity

Objective 3: Porcupine School will implement an intensive schedule

- Grades K-8 120 minute block for Reading
 - Tier I=90mins
 - Tier II=30mins
 - Tier III=30mins
- School day from 8:00-4:00 Monday-Thursday
- School day 8:00-1:00 Friday (Professional Development/Data Review)

Objective 4: Provide intensive Professional Development for the implementation of the Reading Mastery program.

Objective 5: Porcupine School will utilize all data to determine each students progress using Attendance, AIMSweb, Dibels, NWEA, and the State assessment

Goal 2: Annual Measurable goal for Math increase student proficiency to meet annual measurable objectives using safe harbor

Objective 1: Year 2 increase student proficiency from 15 students to 25 with the assumption that all students may not be counted as a full year defined by the state being enrolled from Oct 1-end of the testing window

Objective 2: Porcupine School will implement an intensive schedule

Grades K-8 90 minute block for Math

Tier I=45

Tier II=30

Tier III=45

Objective 3: Porcupine School will utilize all data to determine each students progress using all data Attendance, AIMSweb, Dibels, NWEA and the state assessment

Goal 3: Parental Involvement

Objective 1: Porcupine School will implement a more intensive strategic parent involvement plan.

Objective 1: Provide simplified basic information on the curriculum

Objective 2: Providing information to the parents on aligning standards to the curriculum

Objective 3: Each Pod K-2, 3-5, an 6-8 will provide information to the parents about how the curriculum is implemented

Within the transformation model, Porcupine School will implement the following the four strategies.

A) Develop and increase teacher and school leader effectiveness.

- **Replace the principal:** The Porcupine School Board has hired a new principal for the school year 2010/2011 and renewed for 2011/2012 school year .
- **Evaluation system:** The administration will use rigorous, transparent, and a equitable evaluation system to support and enhance teacher learning, as well as provide the best practices research based approach that will lead to student learning. The school leadership team and the new principal will review and revise as needed (may need to replace current evaluation).
- **Identify and reward:** The Porcupine School will provide incentives for teachers, and any other staff that have increased student achievement based on the student growth chart and staff attendance. Potential incentives may include monetary awards.
- **Provide professional development:** Porcupine school will provide professional development that pertains to the instructional staff needs as well as each individual need.
- **Recruit, place and retain:** The Porcupine School first recruits teachers as needed from local colleges and further retains teachers through extensive staff development, pursues other options including but not limited to advertisement. Change in instructional practice will be measured through change in student achievement and growth data as well as observational walk-through data using the Native Star indicators.

B) Comprehensive Instructional Reform Strategies:

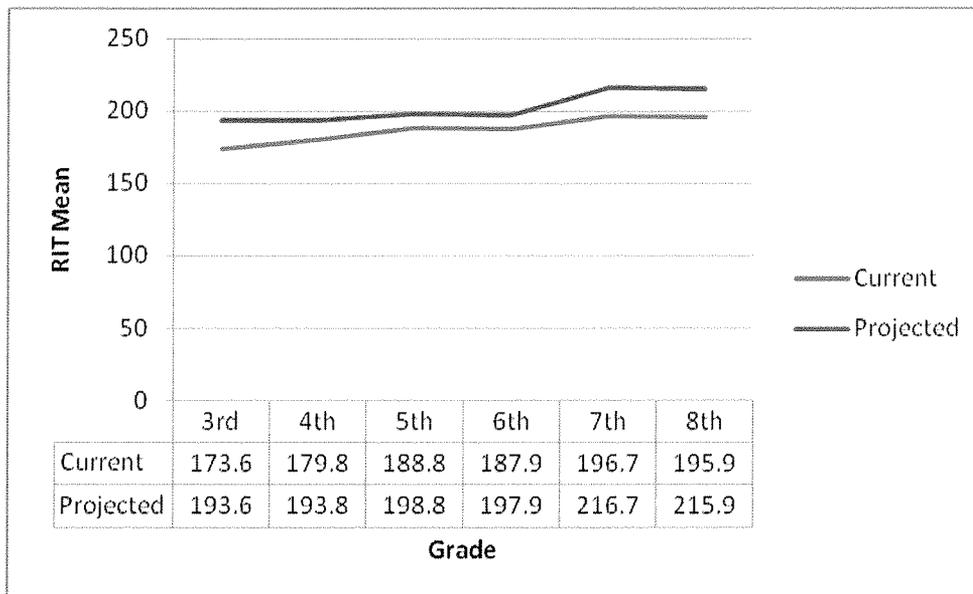
- **Use data to identify instructional program:** The core curriculum will consist of scientifically research based programs: *Everyday Mathematics for grades K-5 and the Connected Mathematics Project for grades 6-8, the Reading Mastery Reading K-5, Guided Reading program 6-8*. These programs are aligned with the South Dakota state content standards based on the five Mathematical/Reading strands. The AIMS Web, DIBELS and North West Evaluation Association’s measures of academic progress (MAPP) Assessment as well as the state assessment (The Dakota Step) materials will be incorporated into the universal screening and progress monitoring process. Porcupine school has designated 120 uninterrupted minute blocks for Reading and 90 minute block for math.

Curriculum:

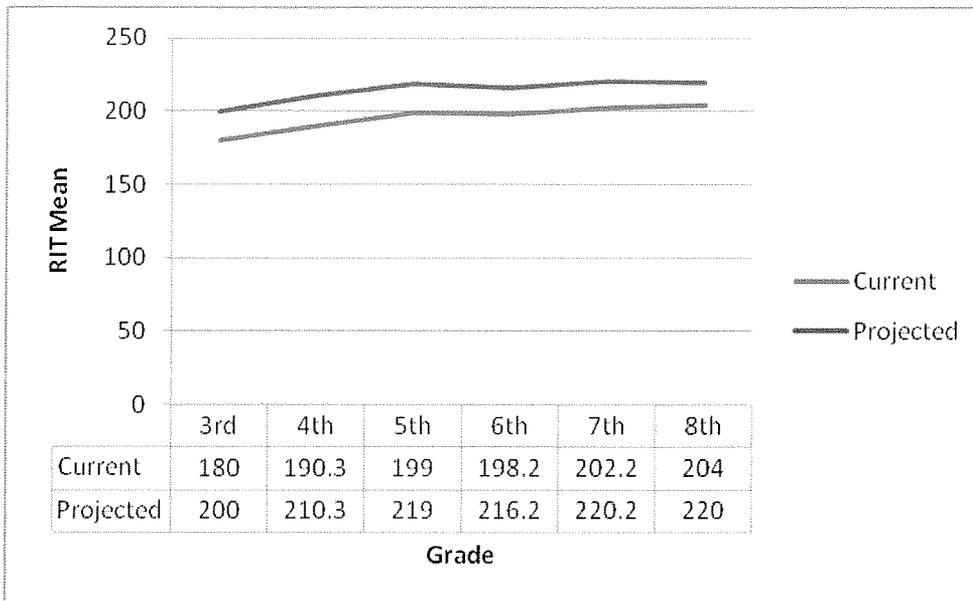
	Reading	Math	Science	Social Studies
2011-2012	Reading Mastery/ Balanced Literacy	Everyday Math K-5 Connected Math 6-8	K-8 Glen-Co Science Series	Steck-Vaughn SS

- **Promote continuous use of student data:** Porcupine implemented the MAPP in the spring of 2010; the Porcupine school has decided to use the math and reading scores from the MAPP as a base line for grades 3rd-8th. The growth model will be used to determine how much an individual student as well the class has grown in a year using the initial score (before instruction) and a final score (after instruction) with a goal of twice the typical growth or 20 point.

MAP Projected Reading Growth



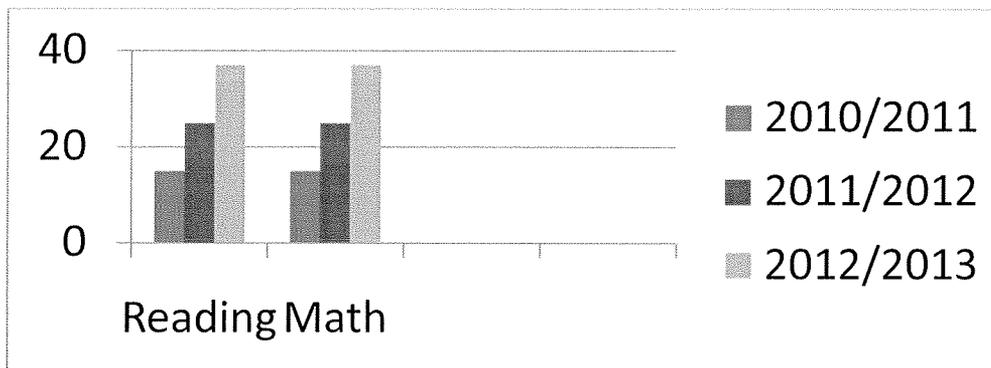
MAP Projected Math Growth



Looking at Data of three year period:

Based on a three year trend Porcupine School will increase student proficiency with the assumption that all students may not be counted as a full year defined by the state being enrolled from Oct 1-end of testing window, to make AYP using safe harbor for two years in row:

	2010/2011	2011/2012	2012/2013
Reading	15	25	37
Math	15	25	37



Dibels/Aimsweb Scores In Appendix B

The school is currently implementing the three tier model of intervention in the area of literacy and math. Porcupine School's response to intervention model is highly committed to involving parents/guardians in all phases of the instructional process and progress monitoring of our students.

For the intervention programs for grades K-3 the emphasis will be mastering the basic concepts. The Math Consultant and Reading Coach will be instrumental in assisting the classroom instructors and other support staff in developing techniques which will enable students to gain the basic understanding of concepts. The Reading Coach and Math Consultant will identify and support the urgent needs of the teachers in relation to teaching practices and provide feedback to the teachers, para professionals and tutors. A monitoring system will be implemented to monitor the progress of students. A significant amount of supplementary materials will be available to the students.

The AIMS Web and DIBELS will also serve a progress monitoring tool to help in determining the progress of individual student(s). Starting with K-3 students using the intervention model which will concentrate on learning the prerequisite skill needed for higher level thinking. Provisions will be made for immediate feedback on important concepts. Students in grade 3 or above who have not mastered the basic skills needed for math or reading will have highly explicit instruction which will be "customized" for each child utilizing the AIMS Web, DIBELS and the MAPP assessment. The MAPP assessment will be given three times a year and utilized in determining individual student growth.

C) Increase learning time and create community-oriented schools

- **Establish schedules:** The designated 120 minute block scheduling for instruction allows adequate time as recommended, and an additional 30 minutes for tier II and tier III interventions.

Proposed K-8 Schedule for 2010-2011												
	K1	K2	1	2	3	4	5		6	7	8	
7:45-8:00	Breakfast											
8:05-9:35	Reading Workshop				Math			8:00-8:03	Home Room			
9:35-10:00	Break		Math 9:40-11:10		Reading 9:40-11:10			8:03-9:03	Science	Math	Mw pe TR comp F coun.	
10:00-11:30	Math 11:15		11:10-11:30 Writing		Phonics	Phonics	Bilingual	9:06-10:06	Mw pe TR comp F coun.	LA (JP)	Bilingua I	
11:30-12:00	11:15-12:00 Lunch		Lunch				Phonics	10:09-11:09	Math	Mw pe TR comp F coun.	Science	
							Lunch	11:12-12:12	Reading			
12:00-12:30	Bilingual	Writing			Bilingual	Writin g	Writing	12:12-12:42	Lunch			
12:30-1:00	Science/SS EOD		Bilingual	Science/S S EOD	Writing				12:45-1:45	Bilingua I	SS	LA (CSE)
1:00-1:30	Writin g	Bilingua I	Science/S S EOD	Computers/PE EOD			Language Arts	1:48-2:48	SS	Science	Math	
1:30-2:00	Computers/PE EOD		Bilingual	Writing	Science/s s EOD	Science/SS EOD			2:51-3:51	LA (LP)	Bilingua I	SS
2:00-2:30	Phonics		Computers/PE EOD		Science/S S EOD			3:51-5:00 Activities after school: Sports, detention, study hall, tutoring, etc.				
2:30-3:00			Writing			Bilingual	Computers/P E EOD					

Upon completion of the assessment(s) process the appropriate intervention will be determined to enable every student to progress at the level which will allow for maximum utilization of his or her ability.

- **Family and community engagement:** Climate surveys were given to students, parents and staff.

Students in grade 3rd-8th were asked twenty-nine questions 46% participated in the survey the question ranged from students feeling safe at school to- getting students ready for high school, all questions indicated that students felt positive about our school.

Parents 36% of parents participate in the survey questions ranged from their student feeling safe to communication-grading the school; all responses indicated a positive note that our school is doing a good job.

Staff 35% of staff participated in the survey the questions ranged from teachers treat students fairly –to the principal is a strong leader-communication, the responses ranged from agreeing and disagreeing. Over all the instructional questions were very positive, staff feel that the communication between admin is not clear.

Parent Involvement data:

	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
09/10	63% (102)	74%	53%	62%	45%	68%	Cancelled	44%	

Parent Involvement activities include, Welcome back, State Standards, Annual Report, Meet the teachers, Incorporate Parent/Teacher conference, Literacy night, Math night, Science night, Halloween carnival, Christmas Program incorporated, Health/wellness night, Student/parent policy review, and School plan review.

D) Provide operational flexibility and sustained support

- **Operational flexibility:** The Porcupine School Board gives the school sufficient operational flexibility to implement a fully comprehensive approach to substantially improve student achievement outcomes. The School leadership ensures that the school receives ongoing, intensive technical assistance and related support from the ELO/ADD and the SEA turnaround office.

The Porcupine School leadership team consists of the *Principal, Business Manager, Human Resource Manager, School Reform/Data Specialist, Transportation Manager, Kitchen Manager and Facilities Manager* which makes decisions in the school's staffing and governance.

The Porcupine School has in place a school improvement team (Owaya Awanyanke Oklakiciye), which consists of three *Teachers* that represent (k-2, 3-5, 6-8), *Special Education, Counseling,*

RTI(response to intervention), School Reform/Data Specialist, Principal, and Parents. The team meets regularly and seeks input of others not on the team, in order to represent all faculty/staff. The team shares in decision that is related to the data, school curriculum, behavior issues, plan and discuss professional development, school calendar, and policy as it relates to students.

Porcupine School has in place by POD, K-2, 3-5, and 6-8 team meeting(s) one time a week to discuss the data, progress monitoring, and to determine what students meet the requirements for RTI

- **Technical assistance:** This need for flexibility and technical assistance is based on Porcupine AYP results. The Bureau of Indian Education uses the data below to determine if a school is consider to have made AYP. In the most current accountability report Porcupine School is considered to have not made AYP and is still in Restructuring.

The Porcupine School currently administers the Dakota Step in grades third through eight annually in the spring. The three year results for grades 3-8 in the areas of *Reading, Math, Attendance, Participation Rate and Special Education*:

All Students	2007-2008	2008-2009	2009-2010
Attendance	88.88%	91.38%	89.31%
Reading	19.05%	15.18%	14.89%
Math	2.86%	14.29% (made safe harbor)	15.95%
Participation	99.06%	100%	99%
Special Education	2007-2008	2008-2009	2009-2010
Attendance	88.4%	90.84%	88.78%
Reading	0.00%	0.00%	0%
Math	3.13%	8.00%	13%
Participation	100%	100%	99%

Attendance:

2005-2006	2006-2007	2007-2008	2008-2009	2009/2010
227	217	215	211	
88%	84%	88.88%	91.38%	

Attendance has been on the increase since school year 2006/2007, with the policy changes that has been implemented to accept student(s) only during semester or in special cases which has decreased the transfer of students at all times during the year.

Assessment Calendar for School Year 2011/2012

August 22-Sept 2

NWEA

Nov 29-Dec 9

Dibels

DRA's (Developmental Reading Assessment)

AIMSweb (Math only)

March 12-23

NWEA

April 2-13

State Assessment DAKOTA-STEP

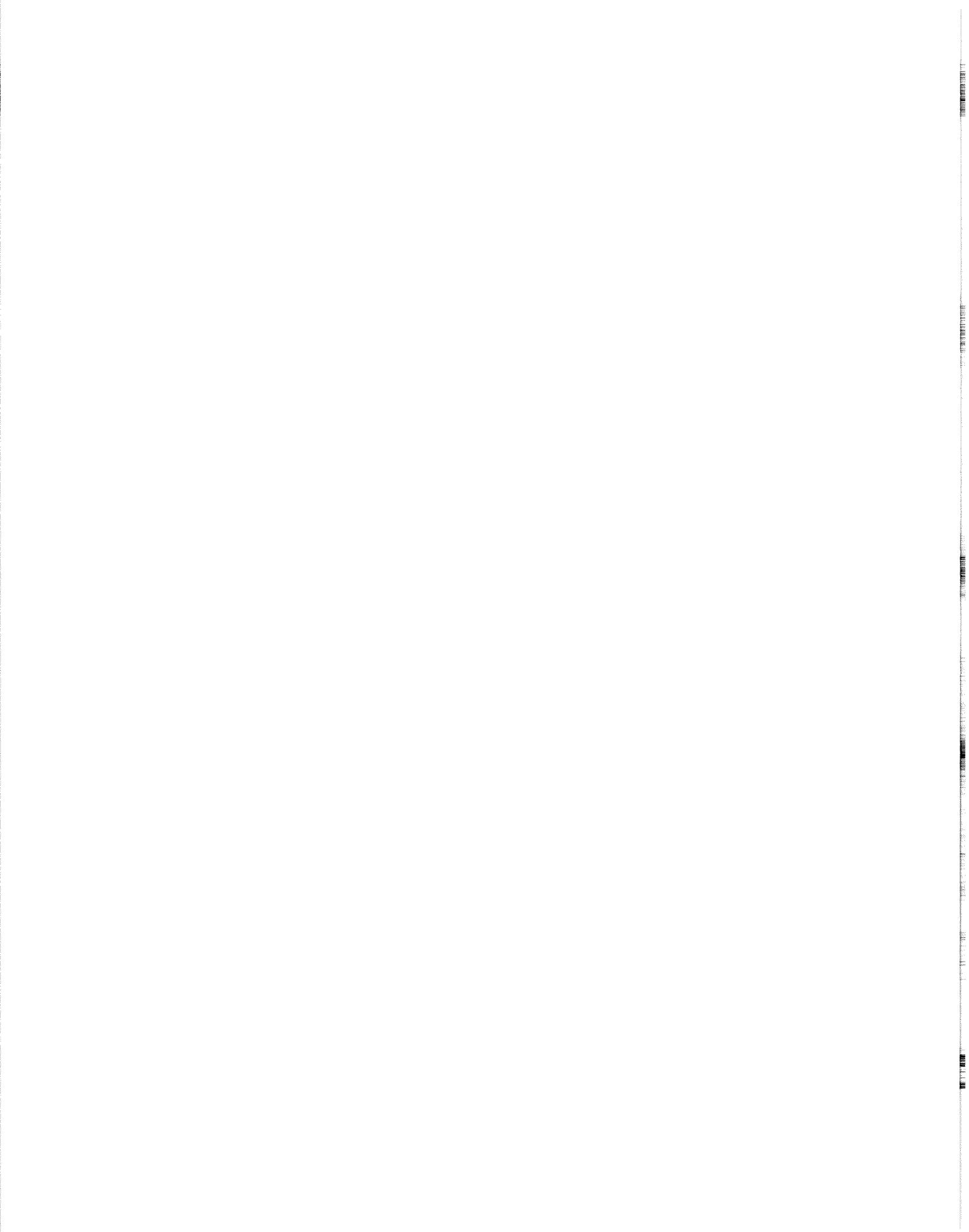
April 30-May 11

Dibels

DRA's

AIMSweb

	Base Instructional ISEP	Special Education Part B (Intervention)	Title IA Improving Basic Programs	Title IIA Improving Teacher Quality	Title IID Enhancing Ed through Technology	Title IVB 21 st CCLC	SIG 1003(a)	ARRA SIG 1003(g)	Education JOBS ARRA	Other Ed. Enhance Funds BIE READS	Total
Allocation	1,439,000	439,700	467710	61000	2000	0	41180	15000	222200	50525	2873315
Personnel	1084966	181632	415588	10000				123000	222200	50525	2087911
Materials/Supplies	23700	25000	5351	19000	2000		4180				79231
Equipment	16000	10765					9000				35765
Professional Development	1500	15303		32000			25000				35765
Travel	3750	1500						25000			30250
Parental Development	1500	12000	46771								60271
Consultants								2000			5000
Student Incentives	4000										9013
Athletics	12000		5013								12000
Activities/Sponsors	12000										12000
Other	279584	180,000									459584
Sub-Total	1,439,000	439,700	467710	61000	2000		41180	150000	222200	50525	2,873,315



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					
Instructional Assistants – K-12					
Substitutes					
Extended Contracts					
Stipends/Incentives					
Other					
EMPLOYEE BENEFITS					
Health & Other Insurances					
FICA Taxes					
Retirement					
TSP Match					
Other Benefits					
SUPPLIES & MATERIALS					
Textbooks/Curriculum Materials					
Instructional Software					
General Supplies & Materials					
PROFESSIONAL DEVELOPMENT / TRAVEL					
Employee Travel					
Employee Professional Development					
Other P.D./Travel					
EQUIPMENT					

Direct Instruction Equipment									
Other Equipment									
PURCHASED SERVICES									
Contracts									
Other Charges									
Vehicle Rents /Leases									
INSTRUCTIONAL SUPPORT									
PERSONNEL SERVICES									
Principal									
Instructional Supervisor									
Subject Matter Specialist									
Instructional Coach					48500				
Social Worker									
Parent-Community Liaison									
Counselor									
Other (3 Tutors)					64704				
Other (Identify)									
EMPLOYEE BENEFITS									
Health & Other Insurances						29092			
FICA Taxes						4274			
Retirement						3990			
TSP Match									
Other Benefits									
PURCHASED SERVICES (CONTRACTED SERVICES)									
Education Management Organization									
Charter Management Organization									
On-Site Consultants						10000			

Other							
SUPPLIES & MATERIALS							
Assessments / Evaluations							
Assessment Software							
General Supplies & Materials			22245				
Other							
PROFESSIONAL DEVELOPMENT / TRAVEL							
Employee Professional Development			25000				
Employee Travel			25000				
Parent Professional Development							
Parent Travel							
Student Travel							
Other							
EQUIPMENT							
Instructional Support Equipment			9000				
Other							
PROGRAM TOTALS							
Extended Learning Time							
Displacement Costs							
School Closure Costs							
Extended Professional Development (Career Growth)							
Other							
Other							
Other							
PROGRAM TOTALS						\$241,805.00	

Needs Assessment for School Improvement Grants

Bureau of Indian Education

Tier III Schools

Support from the Associate Deputy Director & Education Line Office

	YES or NO (Circle)
1. ADD/ELO procedures support school-based decision making.	Y N
2. ADD/ELO and school decision-makers are connected by frequent interaction, two-way communication, problem-solving, mutual coordination, and reciprocal influence.	Y N
3. The ADD/ELO has provided the school with a "letter of understanding" about the school's intervention implementation and the ADD/ELO's support of it.	Y N

Current Level of Implementation of Effective Practices

1. School Leadership and Decision Making	
A. Effective Practice: Establish a team structure with specific duties and time for instructional planning	
Indicators	No / Somewhat / Yes (Circle)

1. A team structure is officially incorporated into the school improvement plan and school governance policy.	N	S	Y
2. All teams have written statements of purpose and by-laws for their operation.	N	S	Y
3. All teams operate with work plans for the year and specific work products to produce.	N	S	Y
4. All teams prepare agendas for their meetings.	N	S	Y
5. All teams maintain official minutes of their meetings.	N	S	Y
6. The principal maintains a file of the agendas, work products, and minutes of all teams.	N	S	Y
7. A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).	N	S	Y
8. The Leadership Team serves as a conduit of communication to the faculty and staff.	N	S	Y
9. The Leadership Team shares in decisions of real substance pertaining to curriculum, instruction, and professional development.	N	S	Y
10. The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.	N	S	Y
11. Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.	N	S	Y
12. Instructional Teams meet for blocks of time (4 to 6 hour blocks; once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.	N	S	Y
Describe your obstacles to full implementation of the indicators for this effective practice.			
Need to have written by-laws for the instructional teams			

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

--

B. Effective Practice: Focus the principal's role on building leadership capacity, achieving learning goals, and improving instruction	
Indicators	No / Somewhat / Yes (Circle)
1. The principal makes sure everyone understands the school's mission, clear goals (short term and long term), and their roles in meeting the goals.	N S Y
2. The principal models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of sound practices.	N S Y
3. The principal participates actively with the school's teams.	N S Y
4. The principal keeps a focus on instructional improvement and student learning outcomes.	N S Y
5. The principal monitors curriculum and classroom instruction regularly.	N S Y
6. The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.	N S Y
7. The principal challenges, supports and monitors the correction of unsound teaching practices.	N S Y
8. The principal celebrates individual, team, and school successes, especially related to student learning outcomes.	N S Y
9. The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement.	N S Y
Describe your obstacles to full implementation of the indicators for this effective practice.	

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

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C. Effective Practice: Align classroom observations with evaluation criteria and professional development	
Indicators	No / Somewhat / Yes (Circle)
1. The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers.	N S Y
2. The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.	N S Y
3. Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management.	N S Y
4. Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management.	N S Y
5. Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management.	N S Y
6. Teachers are required to make individual professional development plans based on classroom observations.	N S Y
7. Professional development of individual teachers includes an emphasis on indicators of effective teaching.	N S Y
8. Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching.	N S Y
9. The principal plans opportunities for teachers to share their strengths with other teachers.	N S Y

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

Porcupine instructional leadership teams need to implement a plan for 2011/2012

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

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D. Effective Practice: Help parents to help their children meet standards	Indicators	No / Somewhat / Yes (Circle)
1.	Parents receive regular communication (absent jargon) about learning standards, their children's progress, and the parents' role in their children's school success.	N S Y
2.	Parent involvement policy, classroom visit policy, and homework policy are clear, constructive, and include a plan for communicating the policies to parents and teachers.	N S Y
3.	The school's Compact outlines the responsibilities/expectations of teachers, parents, and students.	N S Y
4.	The school regularly and clearly communicates with parents about its expectations of them and the importance of the "curriculum of the home."	N S Y
5.	The school's Compact is annually distributed to teachers, school personnel, parents, and students.	N S Y
6.	The "ongoing conversation" between school personnel and parents is candid, supportive, and flows in both directions.	N S Y
7.	Professional development programs for teachers include assistance in working effectively with parents.	N S Y

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

Need to add the professional development components to the Parent Involvement Plan

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

II. Curriculum, Assessment, and Instructional Planning

A. Effective Practice: Engage teachers in aligning instruction with standards and benchmarks

Indicators	No / Somewhat / Yes (Circle)
1. Instructional Teams develop standards-aligned units of instruction for each subject and grade level.	N S Y
2. Units of instruction include standards-based objectives and criteria for mastery.	N S Y
3. Objectives are leveled to target learning to each student's demonstrated prior mastery based on multiple points of data (i.e., unit tests and student work).	N S Y

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

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

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

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

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

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

C. Effective Practice: Engage teachers in differentiating and aligning learning activities	
Indicators	No / Somewhat / Yes (Circle)
1. Units of instruction include specific learning activities aligned to objectives.	N S Y
2. Instructional Teams develop materials for their standards-aligned learning activities and share the materials among themselves.	N S Y
3. Materials for standards-aligned learning activities are well-organized, labeled, and stored for convenient use by teachers.	N S Y
Describe your obstacles to full implementation of the indicators for this effective practice.	

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

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

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

III. Classroom Instruction

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

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

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

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

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B. Effective Practice: Expect and monitor sound instruction in a variety of modes – Teacher-Directed Instruction		No / Somewhat / Yes
Indicators		(Circle)
Introducing the Lesson		
1. All teachers review the previous lesson.		N S Y
2. All teachers clearly state the lesson's topic, theme, and objectives.		N S Y
3. All teachers stimulate interest in the topics.		N S Y
4. All teachers use modeling, demonstration, and graphics.		N S Y
Presenting the Lesson		
5. All teachers explain directly and thoroughly.		N S Y
6. All teachers maintain eye contact.		N S Y
7. All teachers speak with expression and use a variety of vocal tones.		N S Y
8. All teachers use prompting/cueing.		N S Y
Lesson Summary and Confirmation of Learning		
9. All teachers re-teach when necessary.		N S Y
10. All teachers review with drilling/class recitation.		N S Y
11. All teachers review with questioning.		N S Y
12. All teachers summarize key concepts.		N S Y

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

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

C. Effective Practice: Expect and monitor sound instruction in a variety of modes – Teacher-Student Interaction	
Indicators	No / Somewhat / Yes (Circle)
1. All teachers re-teach following questioning.	N S Y
2. All teachers use open-ended questioning and encourage elaboration.	N S Y
3. All teachers encourage students to paraphrase, summarize, and relate.	N S Y
4. All teachers encourage students to check their own comprehension.	N S Y
5. All teachers verbally praise students.	N S Y
Describe your obstacles to full implementation of the indicators for this effective practice.	
Describe the kind of support and additional resources that would help you fully implement all the indicators for this effective practice.	

D. Effective Practice: Expect and monitor sound instruction in a variety of modes – Student-Directed Groups and Independent Work

Indicators	No / Somewhat / Yes (Circle)
1. All teachers travel to all areas in which students are working.	N S Y
2. All teachers interact instructionally with students (explaining, checking, giving feedback).	N S Y
3. All teachers interact managerially with students (reinforcing rules, procedures).	N S Y
4. All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family).	N S Y

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

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

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

F. Effective Practice: Expect and monitor sound homework practices and communication with parents	
Indicators	No / Somewhat / Yes (Circle)
1. All teachers maintain a file of communication with parents.	N S Y
2. All teachers regularly assign homework (4 or more days a week).	N S Y
3. All teachers check, mark, and return homework.	N S Y
4. All teachers systematically report to parents the student's mastery of specific standards-based objectives.	N S Y
Describe your obstacles to full implementation of the indicators for this effective practice.	
Will Implement into teacher expectations plan, and parent involvement plan.	
<p>Describe the kind of support and additional resources that would help you fully implement all the indicators for this effective practice.</p>	

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

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

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1 of 1

Comparing Populations on mCLASS:DIBELS By Race For Porcupine Day School

Bureau of Indian Edu..., SD

Districts: Bureau of Indian Education
School: Porcupine Day School

Students enrolled
on test day

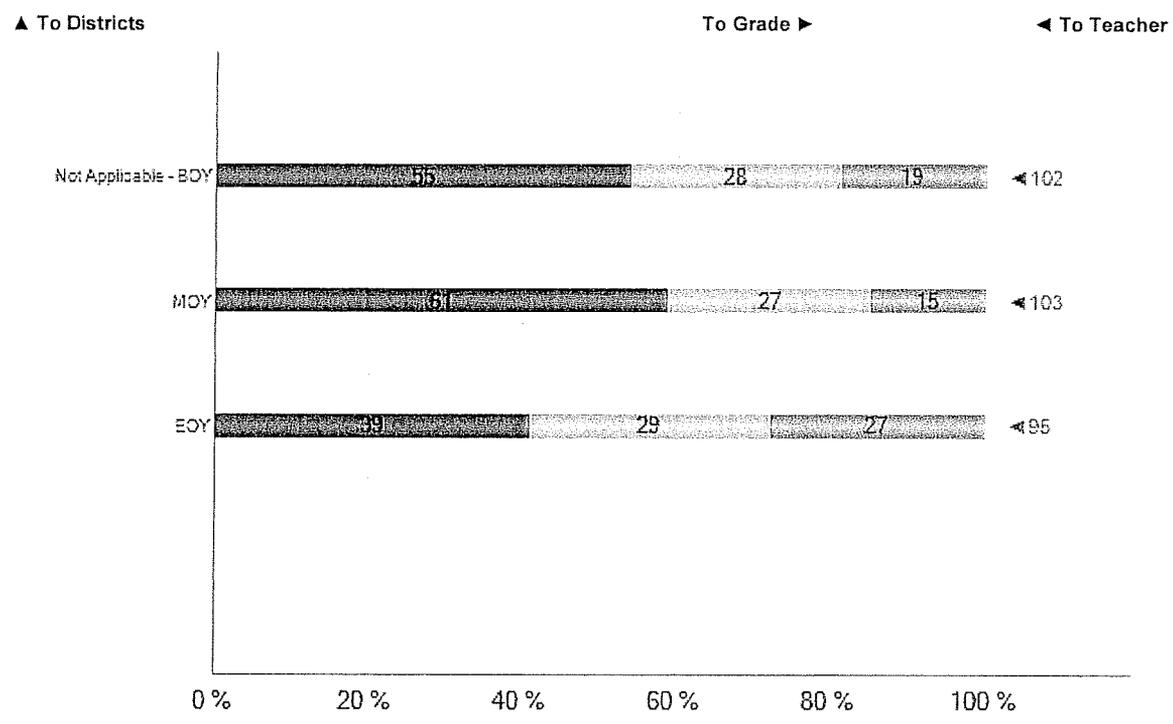
mCLASS:DIBELS
Instructional Recommendation

10-11 3 Periods

◀ Total Students Assessed
■ Intensive
■ Strategic
■ Benchmark

Grade: All Grades
Subject: Official Class

*Refresh date: 05/05/2011



Institutions with no data are not included.

Printer friendly? ✓

1 of 2

Comparing Populations on mCLASS:DIBELS By Grade For Porcupine Day School

Bureau of Indian Edu..., SD

Districts: Bureau of Indian Education
School: Porcupine Day School

Students enrolled
on test day

mCLASS:DIBELS
Instructional Recommendation

10-11 3 Periods

◀ Total Students Assessed

-  Intensive
-  Strategic
-  Benchmark

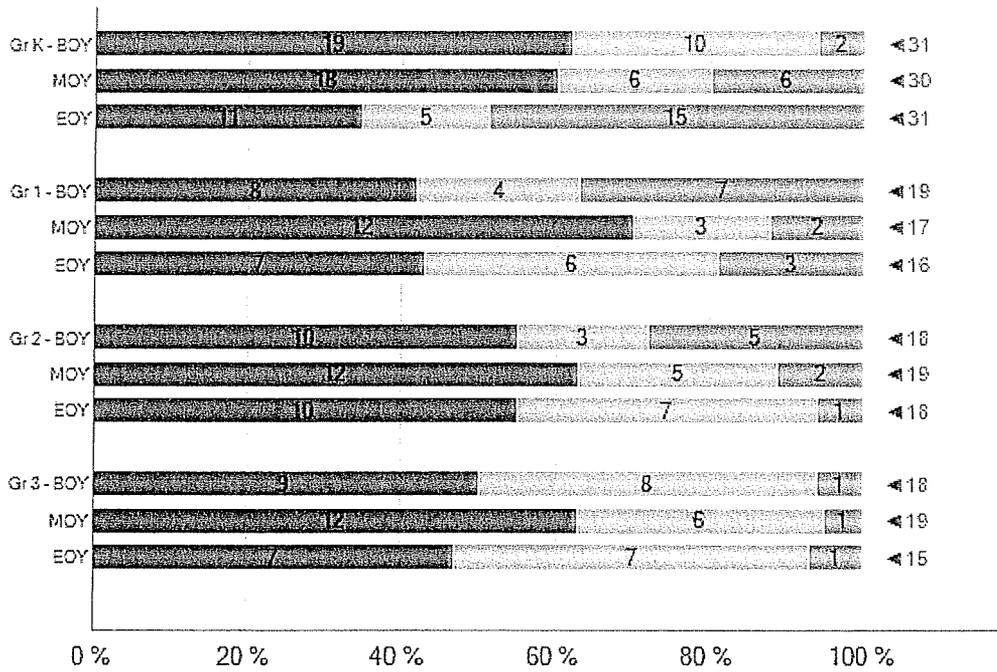
Grade: All Grades
Subject: Official Class

*Refresh date: 05/05/2011

▲ To Districts

◀ To Teacher

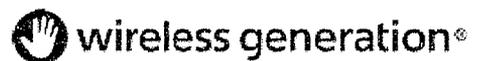
To Ethnicity ▶



Institutions with no data are not included.

Page 1 of 2

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2 of 2

Comparing Populations on mCLASS:DIBELS By Grade For Porcupine Day School

Bureau of Indian Edu..., SD

Districts: Bureau of Indian Education
School: Porcupine Day School

Students enrolled
on test day

mCLASS:DIBELS
Instructional Recommendation

10-11 3 Periods

Grade: 4
Subject: Official Class

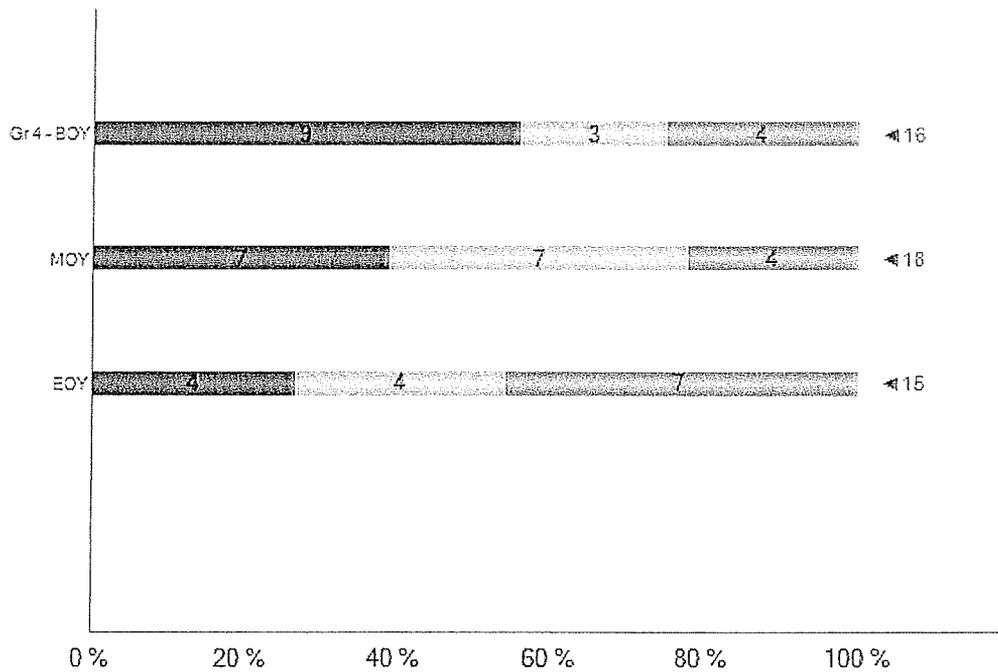
◀ Total Students Assessed
■ Intensive
■ Strategic
■ Benchmark

*Refresh date: 05/05/2011

▲ To Districts

◀ To Teacher

To Ethnicity ▶



Institutions with no data are not included.

Page 2 of 2

Printer friendly? ✓

1 of 2

Growth on mCLASS:DIBELS By Grade For Porcupine Day School

Bureau of Indian Edu..., SD

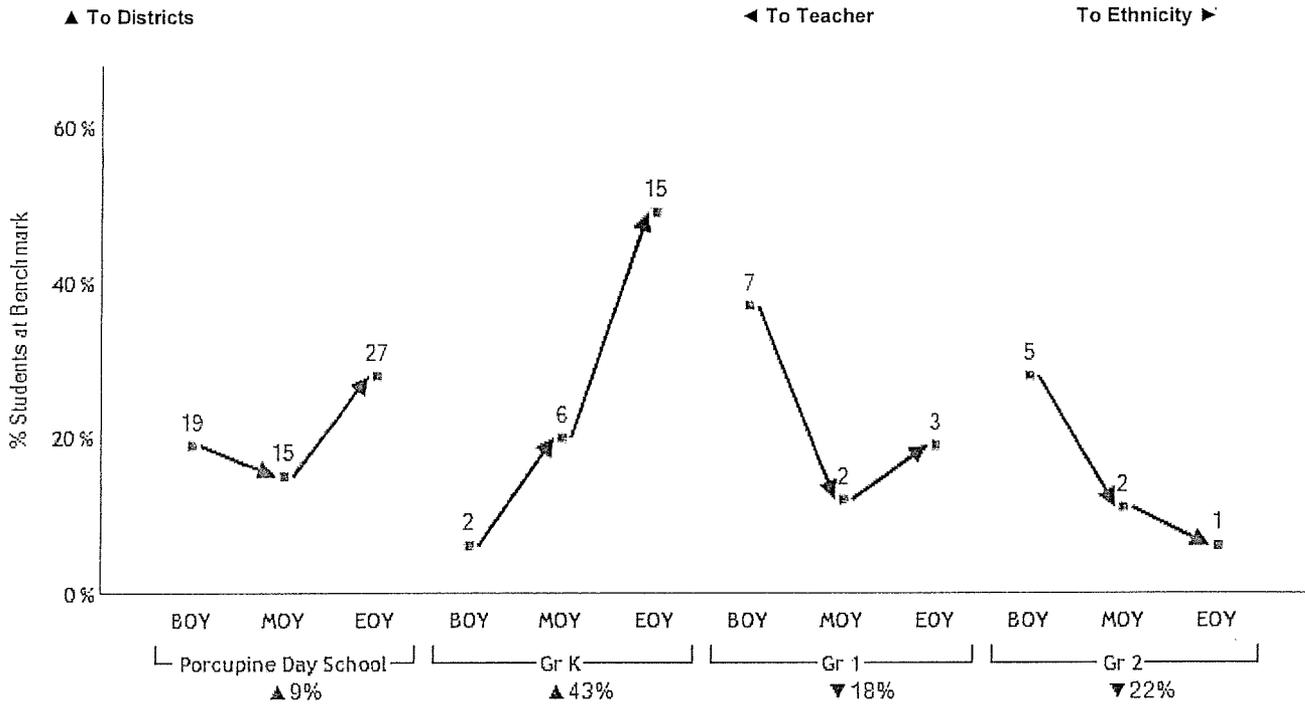
Districts: Bureau of Indian Education
School: Porcupine Day School

Students enrolled
on test day
3 Periods
2010-2011

mCLASS:DIBELS
Instructional Recommendation
→ # of students at:
Benchmark

Grade: All Grades
Subject: Official Class

*Refresh date: 05/05/2011
X No Results/ Restricted



Institutions with no data are not included.

Page 1 of 2

2 of 2

Growth on mCLASS:DIBELS By Grade For Porcupine Day School

Bureau of Indian Edu..., SD

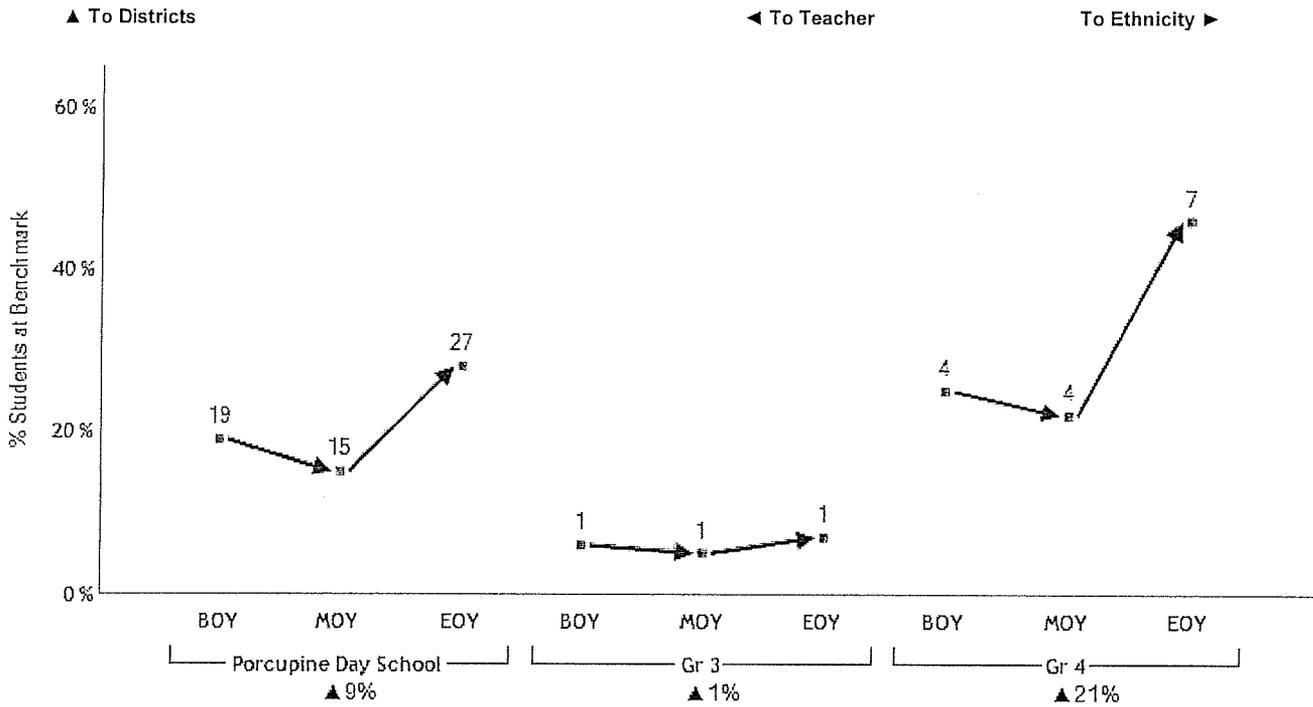
Districts: Bureau of Indian Education
School: Porcupine Day School

Students enrolled
on test day
3 Periods
2010-2011

mCLASS:DIBELS
Instructional Recommendation
→ # of students at:
Benchmark

Grade: All Grades
Subject: Official Class

*Refresh date: 05/05/2011
X No Results/ Restricted



Institutions with no data are not included.

K-1

Class Summary | End Benchmark

Kindergarten

NAME	LNF			PSF			NWF			WUF		
	SCORE	STATUS	PERCENTILE	SCORE	STATUS	PERCENTILE	SCORE	STATUS	PERCENTILE	SCORE	STATUS	PERCENTILE
INTENSIVE SUPPORT												
Blue Bird, Lindsey	17	HIGH RISK	9	31	EMERGING	7	15	SOME RISK	7	14	N/A	47
Brewer, Harlee	7	HIGH RISK	3	19	EMERGING	4	0	HIGH RISK	1	0	N/A	6
Flying Hawk, Sasha	26	HIGH RISK	14	6	DEFICIT	2	24	SOME RISK	16	0	N/A	6
High Hawk, Julius	0	HIGH RISK	1	0	DEFICIT	1	0	HIGH RISK	1	0	N/A	6
Hill, Timothy	2	HIGH RISK	2	3	DEFICIT	2	0	HIGH RISK	1	0	N/A	6
Mesteth, Shannon	28	HIGH RISK	17	0	DEFICIT	1	7	HIGH RISK	3	0	N/A	6
Quick Bear, Lauryn	26	HIGH RISK	14	6	DEFICIT	2	22	SOME RISK	12	39	N/A	90
Ross, Agnes	14	HIGH RISK	8	7	DEFICIT	2	20	SOME RISK	11	42	N/A	93
Rowland, Alyssa	19	HIGH RISK	10	27	EMERGING	5	3	HIGH RISK	2	20	N/A	58
Sheperd, Alex	23	HIGH RISK	12	6	DEFICIT	2	12	HIGH RISK	4	0	N/A	6
Weston, Aaliyah	16	HIGH RISK	8	23	EMERGING	4	14	HIGH RISK	7	44	N/A	93
STRATEGIC SUPPORT												
Sheppard, Sabriel	33	SOME RISK	25	35	ESTAB	8	16	SOME RISK	8	7	N/A	21
BENCHMARK												
Fraser, Jaunte	40	LOW RISK	40	33	EMERGING	7	23	SOME RISK	14	23	N/A	61
Kills In Wa..., MariaBella	41	LOW RISK	43	15	EMERGING	4	35	LOW RISK	38	4	N/A	9
Mills, Summer	42	LOW RISK	46	25	EMERGING	4	19	SOME RISK	10	0	N/A	6
Runs Agains..., Paige	54	LOW RISK	74	8	DEFICIT	2	29	LOW RISK	26	23	N/A	61
Bad Milk, Avery												

K-1 Student	ISF		LNF			PSF		NWF Win.		NWF Spr.		WUF		
	Fall	Win.	Fall	Win.	Spr.	Win.	Spr.	CLS	WRC	CLS	WRC	Fall	Win.	Spr.
	<4	<10	<2	<15	<29	<7	<10	<5		<15				
Julius H.H.	0	0	0	0	0	0	0	0		0		0	0	0
Alexander S.	0	0	0	0	23	0	0	0		12		0	0	0
Sasha F.H.	0	0	0	7	26	0	6	0		24		0	0	0
Shannon M.	0	0	1	4	28	0	0	1		7		2	10	0
Page R.A.	0	0	6	47	54	0	3	0		29		9	0	23
Mariabella K.I.W	0	10	10	25	41	10	15	9		35	13	0	0	4
Avery B.M.	1	0	0	3		0		0				0	0	
Summer M.	2	0	0	7	42	0	25	3		19		0	8	0
Aaliyah W.	2	0	0	9	16	5	23	3		14		11	12	44
Juante F.	0	11	0	4	40	7	33	0		23	7	0	0	23
Agnus R.	1	0	0	2	14	0	7	0		20	5	6	0	42
Lindsey B.B.	2	0	0	4	17	0	31	0		15		20	21	14
Lauryn Q.B.	4	7	0	11	26	0	6	0		22		0	0	39
Harlee B.	0	0	0	2	7	0	19	0		0		0	0	0
Alyssa R.	6	0	0	11	19	22	27	4		3		0	20	20
Sabriel S.		6		7	33	0	35	0		16	3		9	7
Timothy H.					2		3			0				0

DIBELS Scores 2010-2011 Kindergarten

ISF=Initial Sound Fluency LNF=Letter Naming Fluency PSF=Phoneme Segmentation Fluency

NWF=Nonsense Word Fluency WUF=Word Use Fluency **ATRIK**

K-2

Class Summary | End Benchmark

Kindergarten

NAME	LNF			PSF			NWF			WUF		
	SCORE	STATUS	PCNTILE	SCORE	STATUS	PCNTILE	SCORE	STATUS	PCNTILE	SCORE	STATUS	PCNTILE
INTENSIVE SUPPORT												
Bad Milk, Mariah	20	HIGH RISK	10	33	EMERGING	7	23	SOME RISK	14	31	N/A	82
STRATEGIC SUPPORT												
Bissonette, Clarissa	30	SOME RISK	19	31	EMERGING	7	32	LOW RISK	32	29	N/A	78
Brewer, Wiyaka	30	SOME RISK	19	33	EMERGING	7	8	HIGH RISK	3	55	N/A	99
Cummings, Kory	32	SOME RISK	23	38	ESTAB	11	24	SOME RISK	16	43	N/A	93
Hollow Horn, Bethany	26	HIGH RISK	14	33	EMERGING	7	30	LOW RISK	28	29	N/A	78
BENCHMARK												
Big Crow, McKenzie	50	LOW RISK	66	33	EMERGING	7	27	LOW RISK	21	29	N/A	78
Cummings, Koby	52	LOW RISK	70	32	EMERGING	7	42	LOW RISK	54	40	N/A	90
Cummings, Kody	42	LOW RISK	46	33	EMERGING	7	15	SOME RISK	7	43	N/A	93
Fast Horse, Kyan	41	LOW RISK	43	38	ESTAB	11	29	LOW RISK	26	43	N/A	93
High Wolf, Diamond	43	LOW RISK	48	58	ESTAB	67	8	HIGH RISK	3	40	N/A	90
Hill, Maria	76	LOW RISK	95	39	ESTAB	13	73	LOW RISK	93	40	N/A	90
Lebsack, Adelaide	50	LOW RISK	66	51	ESTAB	45	44	LOW RISK	58	49	N/A	97
Loafer, Libbie	36	SOME RISK	32	45	ESTAB	25	41	LOW RISK	52	42	N/A	93
Spotted Eag..., Tokahe	48	LOW RISK	59	48	ESTAB	35	39	LOW RISK	47	40	N/A	90
True Blood, Manuel	44	LOW RISK	51	60	ESTAB	73	36	LOW RISK	42	65	N/A	99
little Whit..., Velvet	46	LOW RISK	56	55	ESTAB	58	48	LOW RISK	68	43	N/A	93
Bad Milk, Leigha												

k-2 Student	ISF		LNF			PSF		NWF Win.		NWF Spr.		WUF		
	Fall	Win.	Fall	Win.	Spr.	Win.	Spr.	CLS	WRC	CLS	WRC	Fall	Win.	Spr.
	<4	<10	<2	<15	<29	<7	<10	<5		<15				
Velvet L.W.M.	12	15	21	48	46	65	55	26	5	48	14	9	10	43
Bethany H.H.	0	14	1	13	26	0	33	0	0	30		0	0	29
Kody C.	0	9	32	27	42	8	33	8	0	15		0	0	43
Leigha B.M.	2	18	0	23		0		2	0			0	0	
Diamond H.W.	5	18	0	10	43	0	58	0	0	18		0	12	40
Tokahe S.E.	11	16	2	31	48	41	48	26	0	39	12	6	24	40
Vincent E.E.	6		13									17		
Libbie L.	7	15	31	35	36	18	45	26	0	41		28	37	42
Koby C.	4	14	30	43	52	21	32	31	1	42	8	12	15	40
Alton B.T.D.	0		26									0		
Kyan F.H.	0	0	19	36	41	13	38	26	0	29		0	8	43
Kory C.	0	16	32	31	32	22	38	21	0	24	5	0	8	43
McKenzie B.C.	0	11	22	36	50	23	33	22	0	27		13	26	29
Wiyaka B.	0	0	10	11	30	5	33	0	0	8		21	13	55
Manuel T.B.	9	11	19	51	44	13	60	11	0	36	13	14	24	65
Mariah B.M.	0	0	2	16	20	7	33	12	1	23		16	9	31
Clarissa L.	8	15	0	0	30	0	31	3		32		0	27	29
Adelaide L.					50		51			44	11			49
Maria H.	0	0	7	48	76	7	39	0		73	14	0	13	40

DIBELS Scores 2010-2011 Kindergarten

ISF=Initial Sound Fluency LNF=Letter Naming Fluency PSF=Phoneme Segmentation Fluency

NWF=Nonsense Word Fluency WUF=Word Use Fluency At Risk

1st Grade

Class Summary | End Benchmark

1st Grade

NAME	PSF			NWF			ORF			RTF			WUF		
	Score	Status	WCFLE	Score	Status	WCFLE	Score	Status	WCFLE	Score	Status	WCFLE	Score	Status	WCFLE
INTENSIVE SUPPORT															
Backward, Patric	27	EMERGING	2	52	ESTAB	30	15	HIGH RISK	6	20	N/A	-	42	N/A	82
Bear Shirt, Elson	18	EMERGING	1	24	DEFICIT	1	2	HIGH RISK	0	0	N/A	-	33	N/A	57
Big Crow, Braxton	37	ESTAB	9	27	DEFICIT	2	19	HIGH RISK	9	19	N/A	-	26	N/A	27
Little, Andre	29	EMERGING	2	39	EMERGING	10	8	HIGH RISK	1	0	N/A	-	47	N/A	92
Little Boy, Savannah	54	ESTAB	58	49	EMERGING	24	16	HIGH RISK	8	18	N/A	-	63	N/A	99
Weston, Marissa	26	EMERGING	2	22	DEFICIT	1	10	HIGH RISK	3	10	N/A	-	21	N/A	13
White Crane, Inyan	30	EMERGING	2	38	EMERGING	9	12	HIGH RISK	4	27	N/A	-	35	N/A	65
STRATEGIC SUPPORT															
Bad Milk, Belicia	39	ESTAB	12	42	EMERGING	12	21	SOME RISK	11	21	N/A	-	46	N/A	91
Little Whit..., Channing	31	EMERGING	3	62	ESTAB	45	35	SOME RISK	28	27	N/A	-	55	N/A	99
Marshall, Destiny	42	ESTAB	20	59	ESTAB	39	27	SOME RISK	16	27	N/A	-	76	N/A	99
Richards, Rico	42	ESTAB	20	52	ESTAB	30	24	SOME RISK	13	23	N/A	-	56	N/A	99
Runs Agains..., Noa	20	EMERGING	1	77	ESTAB	68	29	SOME RISK	17	19	N/A	-	30	N/A	43
White Thund..., Aurora	50	ESTAB	46	67	ESTAB	54	31	SOME RISK	21	25	N/A	-	59	N/A	99
BENCHMARK															
Brings Plen..., Wyatt	51	ESTAB	48	34	EMERGING	6	42	LOW RISK	38	29	N/A	-	67	N/A	99
Loafer, Jason	38	ESTAB	11	87	ESTAB	77	61	LOW RISK	64	40	N/A	-	64	N/A	99
Ross, Richard	54	ESTAB	58	46	EMERGING	19	75	LOW RISK	79	12	N/A	-	49	N/A	94
Chief, Wiyaka															
Last Horse, Olowan															
Two Crow, Tristan															

1 st Students	LNF		PSF			NWF Fall		NWF Win		NWF Spr		ORF		RF		WUF		
	Fall	Spr.	Fall	Win.	Spr.	CLS	WRC	CLS	WRC	CLS	WRC	Win	Spr.	Win.	Spr.	Fall	Win.	Spr.
Channing L.W.M	54	<10	25	24	31	<30	10	<30	10	19	<8	13	35	27	27	4	18	55
Elijah S.	40	60	42	34	27	37	20	56	20	11	16	19	17	16	17	18	63	32
Patric B.	48	34	27	41	54	52	10	29	10	12	14	8	20	8	20	36	81	42
Richard R.	48	41	54	41	73	46	29	81	29	15	81	13	12	13	12	55	55	49
Marissa W.	24	13	26	24	26	22	1	1	1	5	5	0	10	0	10	7	0	21
Aurora W.T.	47	29	50	29	50	67	15	43	15	16	31	0	25	0	25	19	46	59
Belicia B.M.	27	32	39	32	39	42	6	16	6	8	21	0	21	0	21	12	37	46
Elson B.S.	22	18	39	22	39	101	0	15	0	33	51	0	44	0	44	28	12	33
Louis S.	40	34	42	43	42	59	10	55	10	10	27	0	27	0	27	27	54	76
Destiny M.	39	37	37	37	37	3	0	11	0	3	15	0	19	0	19	0	0	26
Braxton B.C.	25	54	54	54	54	49	10	37	10	13	16	0	18	0	18	0	21	63
Savannah L.B.	46	47	29	47	29	39	8	25	8	14	8	0	0	0	0	0	41	47
Andre L.	46	43	29	43	29	87	12	34	12	29	36	61	40	13	40	28	61	64
Jason S.	38	10	20	10	20	77	2	44	2	27	19	29	19	0	19	8	37	30
Noah R.A.	38	12	30	12	30	38	1	35	1	11	11	0	27	0	27	0	28	35
Inyan W.C.	37	18	42	18	42	52	3	26	3	16	8	24	4	4	23	25	38	56
Rico R.	42	43	47	43	47	34	19	57	19	11	17	42	6	6	29	29	38	67
Wyatt B.P.	42	18	51	18	51	34	5	18	5	11	17	42	6	6	29	29	38	67

	Fall	Fall	Win.	Spr.	CLS	WRC	CLS	WRC	CLS	WRC	Win	Spr.	Win.	Spr.	Fall	Win.	Spr.
	<25	<1	<10	<10	<13		<30		<30		<8	<20	<10	<15	<15	<20	<25
Wiyaka C.	36	14	16	40	24	1	46	0	42	6	9	18	4	19	18	22	35
Tristen T.C.	18	12	12		12	0	12	0			10		0		0	0	
Rosemarie H.	35	22	29		23	5	26	9			8		0		34	32	
Olowan L.H.	18	22	26		16	0	36	12			5		0		13	9	
Jessica L.B.	18	17	31		16	0	18	0			10		0		11	17	

DIBELS Scores 2010-2011 1st Grade

ISF=Initial Sound Fluency LNF=Letter Naming Fluency PSF=Phoneme Segmentation Fluency

NWF=Nonsense Word Fluency WUF=Word Use Fluency **At Risk**

2nd Grade

Class Summary | End Benchmark

2nd Grade

NAME	ORF			RTF			WUF		
	SCORE	RISK	PERC	SCORE	RISK	PERC	SCORE	RISK	PERC
INTENSIVE SUPPORT									
Black Bull, Devin	17	HIGH RISK	2	9	N/A	-	16	N/A	19
Cummings, Coy	55	HIGH RISK	14	31	N/A	-	41	N/A	87
Jealous Of ..., Torrence	20	HIGH RISK	2	31	N/A	-	44	N/A	91
Little Boy, Tristan	45	HIGH RISK	7	24	N/A	-	88	N/A	99
Mills, Benjamin	23	HIGH RISK	3	27	N/A	-	17	N/A	19
Ponca, Jamie	28	HIGH RISK	3	23	N/A	-	24	N/A	39
Red Star, Quesa	8	HIGH RISK	0	5	N/A	-	15	N/A	19
Shoulders, Veronica	23	HIGH RISK	3	8	N/A	-	58	N/A	99
Standling E..., Kobe	19	HIGH RISK	2	19	N/A	-	53	N/A	94
Valandra, Elix	12	HIGH RISK	1	13	N/A	-	39	N/A	81
STRATEGIC SUPPORT									
Bissonette, Rayona	77	SOME RISK	33	53	N/A	-	49	N/A	91
Black Bull, Gabrielle	77	SOME RISK	33	51	N/A	-	56	N/A	98
Hill, Shawn	70	SOME RISK	28	49	N/A	-	38	N/A	79
Hollow Horn, Hazel	85	SOME RISK	47	29	N/A	-	33	N/A	60
Kills In Wa..., Unpo	74	SOME RISK	30	33	N/A	-	47	N/A	91
Mesteth, Natalia	75	SOME RISK	31	38	N/A	-	60	N/A	99
Quick Bear, Pedro	70	SOME RISK	28	30	N/A	-	70	N/A	99
BENCHMARK									
Kills Back, Hailey	105	LOW RISK	75	62	N/A	-	49	N/A	91
High Hawk, Lane									

2 nd Students	NWF	ORF			Retell			WUF		
	Fall	Fall	Win.	Spr.	Fall	Win.	Spr.	Fall	Win.	Spr.
	<30	<26	<52	<70						
Pedro Q.B.	28	48	72	70	24	19	30	51	31	70
Hailey K.B.	42	50	60	105	25	33	62	38	36	49
Jamie P.	39	22	28	28	18	9	23	22	40	24
Shawn H.	54	8	27	70	0	14	49	20	26	38
Hazel H.H.	51	40	59	85	25	27	29	25	22	33
Gabrielle B.B.	59	35	47	77	19	23	51	28	49	56
Rayana B.	62	44	69	77	14	59	53	34	58	49
Elix V.	17	7	9	12	6	14	13	27	42	39
Coy C.	15	27	31	55	14	27	31	22	22	41
Devin B.B.	18	10	18	17	11	19	9	12	23	16
Quesa R.S.	12	1	9	8	0	6	5	0	7	15
Tristen L.B.	36	24	19	45	28	19	24	35	50	88
Unpo K.I.W.	26	44	63	74	20	14	33	55	47	47
Veronica S.	40	15	16	25	18	23	8	33	55	58
Torrence J.O.H.	35	8	10	20	8	11	31	39	33	44
Natalia M.			61	75		35	38		30	60
Kobe S.E.	7	0	11	19	0	8	19	0	52	53
Lane H.H.	36	49	56		9	5		29	7	
Ben M.	11	6	13	23	0	4	27	6	22	17
Sophie S.				21			22			49

DIBELS Scores 2010-2011 2nd grade

ISF=Initial Sound Fluency LNF=Letter Naming Fluency PSF=Phoneme Segmentation Fluency

NWF=Nonsense Word Fluency WUF=Word Use Fluency **At Risk**

3rd Grade

Class Summary | End Benchmark

3rd Grade

NAME	ORF			RTF			WUF		
	SCORE	STATUS	PERCENTILE	SCORE	STATUS	PERCENTILE	SCORE	STATUS	PERCENTILE
INTENSIVE SUPPORT									
Bianas, Jacob	65	HIGH RISK	11	41	N/A	-	32	N/A	50
Cadena, Carlos	19	HIGH RISK	1	22	N/A	-	33	N/A	56
Frog, Dionne	48	HIGH RISK	5	15	N/A	-	38	N/A	68
Gomez, Anthony	63	HIGH RISK	11	42	N/A	-	57	N/A	99
Iron Cloud, Wambli Ska	0	HIGH RISK	0	0	N/A	-	18	N/A	10
Quick Bear, Joshua	29	HIGH RISK	1	16	N/A	-	36	N/A	61
Swallow, Wamblicikal...	0	HIGH RISK	0	0	N/A	-	19	N/A	12
STRATEGIC SUPPORT									
Marrufo, Jose	87	SOME RISK	22	23	N/A	-	20	N/A	12
Mesteth, Logan	91	SOME RISK	26	37	N/A	-	51	N/A	99
Richards, Mahpeya	106	SOME RISK	45	17	N/A	-	10	N/A	5
Rowland, Chance	96	SOME RISK	33	35	N/A	-	24	N/A	17
Thunder Haw..., Joel	85	SOME RISK	21	28	N/A	-	44	N/A	90
Weston, Ricahrd	84	SOME RISK	20	31	N/A	-	44	N/A	90
White Crane, Larae	93	SOME RISK	29	12	N/A	-	21	N/A	12
BENCHMARK									
Mills, DeAndra	131	LOW RISK	80	36	N/A	-	46	N/A	96
Bad Milk, Charles									
High Hawk, Aaron									
Lone Wolf, Autumn									
* Swick, Grace									
Yellow Boy, Adrian									

need to test

3 rd Students	ORF			Retell			WUF		
	Fall	Win.	Spr.	Fall	Win.	Spr.	Fall	Win.	Spr.
	<53	<67	<80						
Deandra M.	100	106	131	26	41	36	69	42	46
Logan M.	63	75	91	33	29	37	31	46	51
Joel T.H.	62	69	85	33	24	28	57	50	44
Carlos C.	32	19	19	19	12	22	27	28	33
Wambli S.	0	0	0	0	0	0	0	24	19
Mahpeya R.	61	87	106	27	26	17	34	14	10
Dionne F.	31	51	48	11	12	15	19	35	38
Aaron H.H.	71	65		9	11		20	26	
Autumn L.W.	21	43		12	28		48	47	
Charlie B.M.	7	9		0	4		20	20	
Chance R.	57	80	96	27	21	35	57	55	24
Adrian Y.B.	61	57		41	15		42	87	
Joshua Q.B.	31	28	29	13	18	16	39	51	36
Jake B.	50	52	65	26	23	41	27	53	32
LaRae W.C.	53	85	93	30	12	12	50	22	21
Jose M.	63	77	87	25	37	23	31	52	20
Anthony G.	45	54	63	34	23	42	61	110	57
Richard W.	48	63	84	5	33	31	58	53	44
Wambli I.C.	0	5	0	0	0	0	18	5	18
Grace S.									

DIBELS Scores 2010-2011 3rd Students

ISF=Initial Sound Fluency **LNF**=Letter Naming Fluency **PSF**=Phoneme Segmentation Fluency

NWF=Nonsense Word Fluency **WUF**=Word Use Fluency **AT RISK**

4th Grade

Class Summary | End Benchmark

4th Grade

NAME	ORF			RTF		
	Score	Status	Percentile	Score	Status	Percentile
INTENSIVE SUPPORT						
Elk Boy, Carly	77	HIGH RISK	11	31	N/A	-
Felecia, Chelsey	49	HIGH RISK	3	37	N/A	-
Little Boy, Morning Sta...	71	HIGH RISK	7	16	N/A	-
Swallow, Bishop	93	HIGH RISK	23	36	N/A	-
Swallow, Felina	62	HIGH RISK	5	16	N/A	-
Weston, Wesley	67	HIGH RISK	6	28	N/A	-
STRATEGIC SUPPORT						
Benson, Mike	106	SOME RISK	36	51	N/A	-
Bissonette, Raven	104	SOME RISK	34	36	N/A	-
Good Shield, Daya'nera	103	SOME RISK	34	39	N/A	-
White Crane, Carol	114	SOME RISK	48	42	N/A	-
BENCHMARK						
Brown Eyes, Landon	130	LOW RISK	69	52	N/A	-
Denny, Sarge	126	LOW RISK	64	34	N/A	-
Gay, Tanisha	129	LOW RISK	66	46	N/A	-
Kills Back, Shane	130	LOW RISK	69	42	N/A	-
Mesteth, Aje	182	LOW RISK	95	62	N/A	-
Mesteth, Riley	163	LOW RISK	89	53	N/A	-
Trueblood, Jesse	121	LOW RISK	57	54	N/A	-
High Hawk, Dominic						

4 th Students	ORF			Retell		
	Fall	Win.	Spr.	Fall	Win.	Spr.
	<71	<83	<96			
Michael B.	90	100	106	34	23	51
Felina S.	73	83	92	0	14	16
Sarge D.	66	100	126	15	29	34
Raven T.	69	90	104	19	43	36
Carol W.C.	67	86	114	22	24	42
Carly E.B.	69	72	77	22	14	31
Dayanera G.S.	81	83	103	46	36	39
Landon B.E.	105	106	130	42	44	52
Bishop S.	80	101	93	27	21	36
Feline S.	78	78		0	14	
Morning Star L.B.	75	58	71	11	25	16
Riley M.	115	105	163	38	50	53
Tanisha G.	105	106	129	45	51	46
Wesley W.	54	60	67	17	30	28
Aje M.	129	136	182	56	31	62
Shane K.B.	69	87	130	0	10	42
Chelsea F.		71	79		23	37
Dominic H.H.	70	69			13	16
Jesse T.B.	69	77	121	10	41	54
Morning Star L.B.						

DIBELS Scores 2010-2011 4th Students

ISF=Initial Sound Fluency LNF=Letter Naming Fluency PSF=Phoneme Segmentation Fluency

NWF=Nonsense Word Fluency WUF=Word Use Fluency ~~67~~

PAHIN SINTE OWAYAWA – PORCUPINE SCHOOL

REGULAR BOARD MEETING

MINUTES – MAY 9, 2011

Present: Paul Iron Cloud, Bobette Patton, Philip Good Crow, Pat Ross, Roger Yellow Cloud and Norma Rendon.

Others: Alice Phelps, Leslie Cournoyer, Carmen Weston, Richard Holiday, Charles Abourezk, Kathy Mays, Chris Bordeaux, Julie Yellow Cloud, Elfreda Janis and Linda White Face.

The school board meeting was called to order by Bobette Patton at 5:38 PM.

A prayer was offered by Pat Ross.

A motion was made to approve meeting minutes of April 6, 2011 by Philip, second by Paul.

5 FOR 0 AGAINST Motion carried.

A motion was made to approve meeting minutes of April 18, 2011 by Philip, second by Paul.

5 FOR 0 AGAINST Motion carried.

A motion was made to approve meeting agenda with additions of out of state travel and 8th grade field trip by Paul, second by Philip.

5 FOR 0 AGAINST Motion carried.

Special Education Bid: Children’s Care Presentation by Kathy Mays, Clinical Director

Human Resources – Carmen Weston

Carmen presented the school board with the recommendations for the Special Education department for the 2011-2012 school. Interviews were held on May 3, 2011. The follow were recommended for teachers and paraprofessionals. The teachers are: Iva Jo Ruff, Dawn Leveque and Jackie Walker. The paraprofessionals are: Wyola Iron Boy, Violette Good Crow, Nicole Kornetzke and Charlene Phelps.

A motion was made to approve the hiring of the Special Education staff by Paul, second by Norma.

4 FOR 1 NOT VOTING Motion carried.

A motion was made to approve out of state travel for Alice and Elfreda to attend meetings in Albuquerque on May 2-5, 2011 by Pat, second by Roger.

6 FOR 0 AGAINST Motion carried.

A motion was made to approve out of state travel for the 8th grade field trip to Denver, CO on May 9-11, 2011 by Pat, second by Roger.

6 FOR 0 AGAINST Motion carried.

Business Manager – Leslie Cournoyer

Paul suggested waiting until the next board meeting to discuss Special Education bids and services.

Update on Old School: Leslie stated she has been in contact with Glen Barber regarding the old school. Glen will be attending the next school board meeting to share information and get approval from the school board to begin demolition process.

End of the year incentives will be discussed at next school board meeting.

School Data Reform Coordinator – Elfreda Janis

Elfreda and Alice shared information with the school board regarding the 10o3g Grant. Elfreda prepared a power point presentation for the board.

A motion was made to approve the 10o3g Grant by Pat, second by Roger,

6 FOR 0 AGAINST Motion carried.

The school board went into executive session at 7:00 PM.

Minutes by:

Norma Rendon, School Board Secretary

Carmen Weston, Recording Secretary