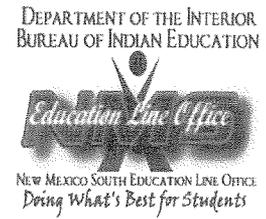




United States Department of the Interior  
Bureau of Indian Education  
New Mexico South Education Line Office  
1001 Indian School Road, N.W., Ste. 149  
Albuquerque, New Mexico 87104



Memorandum

Date: April 29, 2011  
From: Casey Sovo, Education Line Officer, New Mexico South   
To: Stanley Holder, Special Assistant, Division of Performance and Accountability  
Subject: 1003g School Improvement Grant Tier I Revisions for T'siya Day School

The T'siya Day School is submitting the attached 50 page document for the 1003g School Improvement Grant Tier I process. Rather than complete the 1003g SIG Tier I Progress Report, the School has elected to revise its Transformation Model abstract, project narrative, and action plan to better reflect the needs of the School and to update activities according to knowledge gained during the first year of implementation. Also attached to this submission is a budget report that details expenditures and obligations of existing funds.

As the Education Line Officer for T'siya Day School I am in full support of the 1003g implementation activities at T'siya Day School.

If you have any questions, please contact Casey L. Sovo, Education Line Officer, at (505)-563-3690.

Attachments

2011 APR 29 11:31 AM

## Murphy, Sarah

---

**From:** Sovo, Casey  
**Sent:** Friday, April 29, 2011 3:46 PM  
**To:** Holder, Stanley; King, GayeLeia  
**Cc:** Murphy, Sarah; Rodar, Robin; Oliphant, Lisa; Michelle Autrey (maredhead@hotmail.com); mizledd@aol.com; Albert, Reanna  
**Subject:** T'siya Day School 1003g Tier 1  
**Attachments:** T'siya\_Transformation\_Plan\_4.29.11\_final[1].docx; T'siya\_DS\_Action\_Plan\_Revision\_4.29.11\_final].docx; Budget summary and worksheet 2010 2011 2012 4.29.11.doc; TDS 1003g Tier 1 2011 2012 Memo.pdf

Mr. Holder,

Attached to this e-mail are T'siya Day School's revised documents for the 1003g SIG Tier 1 process.

Respectfully,

Mr. Casey L. Sovo  
New Mexico South  
Education Program Administrator  
Albuquerque, NM

O: 505-563-3690  
C: 505-382-2651  
F: 505-563-3078



**United States Department of the Interior  
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DEPARTMENT OF THE INTERIOR  
BUREAU OF INDIAN EDUCATION



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Attachments



**United States Department of the Interior**  
**Bureau of Indian Education**  
**T'siya Day School**  
1000 Borrego Canyon Road  
Zia Pueblo, New Mexico 87053  
Ph: 505. 867.3553 Cell: 505.221.1089  
FAX 505.867.5079



**1003G Budget Report for 2010-2011**

**4/1/11 Balances:**

<b>9YD10</b>	<b>\$575,379</b>
<b>97G60</b>	<b>\$146,358</b>
<b>Total Available</b>	<b>\$721,737</b>
<b>Estimated Obligated Expenditures</b>	<b>\$710,852</b>
Salaries 20 pay periods ( includes short term contracts for 2011)	\$382,100
Salaries 12 pay periods (new employees)	\$155,172
Consultant contracts remaining	\$25,000
New curriculum - Language Arts	\$12,746
Technology purchases	\$54,000
Tech support contract	\$11,000
Incentives - Staff	\$3000
Summer Professional Development registration fees (17 staff members)	\$10,234
Summer travel for 17 staff members, 2 conferences	\$34,000
Summer Travel – Board members	\$4,000
Summer school expenses	\$5,000
Salaries new staff – 2 Ed Techs, Native Star process manager	\$9600
Salaries new staff waiting for clearance - Counselor, IT Coor.,	\$5000
<b>Estimated Carry-over</b>	<b>\$10,885</b>

Narrative:

These items have not shown up as obligated balances because:

- As of 4/20/11 we are still unable to post adjustments HELP!.
- Unauthorized commitment preventing purchase from SRA
- Securing contracts both non-competitive and competitive has been very cumbersome
- Security clearance procedures are EXTREMELY slow causing delays in hiring new staff under 1003g grants



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## Sovo, Casey

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**From:** King, GayeLeia  
**Sent:** Monday, April 25, 2011 11:27 AM  
**To:** Rodar, Robin; Sovo, Casey; Michelle Autrey (maredhead@hotmail.com); Oliphant, Lisa  
**Subject:** RE: SIG Training

**Categories:** Problem Solved

That is correct. If, however the team that reviews the revised action plan, narrative and budget report has questions, we may chose to have the school complete the progress monitoring form.

---

**From:** Rodar, Robin  
**Sent:** Monday, April 25, 2011 9:54 AM  
**To:** Sovo, Casey; Michelle Autrey (maredhead@hotmail.com); Oliphant, Lisa  
**Cc:** King, GayeLeia  
**Subject:** RE: SIG Training

Good Morning all,

I spoke to GayeLeia King some weeks ago about this and she checked to see if we needed to complete this form. At the time she checked with Stan and they assured me that if our revised action plan, narrative and budget report answered the questions in the report, we did not have to fill this form out too.

That is how I have proceeded. T'siya's new Principal will be at T'siya today and her first task will be to read over our work and make sure she understands it. She will also check for the duplicate paragraphs Casey talked about.

So, I think we are ok.

Robin Rodar  
Acting Principal  
T'siya Day School  
505.867.3553

---

**From:** Sovo, Casey  
**Sent:** Monday, April 25, 2011 8:14 AM  
**To:** Rodar, Robin; Michelle Autrey (maredhead@hotmail.com); Oliphant, Lisa  
**Subject:** FW: SIG Training

T'siya Team,

I am sure you are working on this "Tier 1 Progress Report." If not please submit your responses along with the final version of the revised Tier 1 Narrative/Action Plan/Budget by this Thursday 4/28/2011. When I was reading through the narrative last week I noticed there were a couple of duplicated paragraphs of text. Please review closely.

Respectfully,

Mr. Casey L. Sovo  
New Mexico South  
Education Program Administrator  
Albuquerque, NM

O: 505-563-3690

C: 505-382-2651

F: 505-563-3078

---

**From:** Davis, Yvonne  
**Sent:** Monday, April 25, 2011 8:11 AM  
**To:** Sovo, Casey; Edmo, Jack  
**Cc:** King, GayeLeia; Davis, Yvonne  
**Subject:** RE: SIG Training

Here you go. I don't recall ever sending this out on PDF(?)

Yvonne

---

**From:** Sovo, Casey  
**Sent:** Monday, April 25, 2011 8:08 AM  
**To:** Edmo, Jack; Davis, Yvonne  
**Subject:** RE: SIG Training

Do either of you have a Word copy of the SIG Tier 1 Progress Report that went out as part of the memo/agenda/registration for last week's training? School's typically do not have full Adobe so they can't type into PDF's.

Respectfully,

Mr. Casey L. Sovo  
New Mexico South  
Education Program Administrator  
Albuquerque, NM

O: 505-563-3690

C: 505-382-2651

F: 505-563-3078

---

**From:** Edmo, Jack  
**Sent:** Friday, April 15, 2011 11:26 AM  
**To:** Parisien, Robert; Claymore, Jonathan; McIntosh, John; Sovo, Casey; Garcia, Charlotte; Yazzie, Rena  
**Cc:** Holder, Stanley; King, GayeLeia  
**Subject:** FW: SIG Training

Good morning,

On the **Documentation of Information for SIG application training** page I forgot to include annual State Assessment data. Please bring the last three years (2007-08, 2008-09, 2009-10) of grade level reports from the State Assessment for all grade levels tested. This data will be used during a working session about Section B on page 7 of the application.

Thanks, Jack

TIER I PROGRESS REPORT

1. Project Details

Date Project number	
Project name Project location/site locations	

Contact Details

School Name Address
Email Telephone Project website address (if applicable)

What are the main objectives of the project (as listed in the Spending plan)? To what extent have the objectives in the plan been delivered so far? How much of the work is complete?

--

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

--

**What part of the project is currently in progress? What work remains to be done? What problems or unexpected things, if any have arisen?**

**If the Project is operational, please tell us how it's going?**

Have there been any changes to the spending plan, that requires a budget modification of the project since inception?

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

*There are no changes to the spending plan.*

# Annex 1

## Management, Key Milestones & Spend

Please report projected dates and expenditure as recorded in your spending plan with actual outturn dates and expenditure.

Objective(s)	Projected Date	Actual Date	Projected Spend		Actual Spend		Reasons for Deviation
			Current	Capital	Current	Capital	

### If required, reprofiled dates and expenditure

Objective (s)	Projected Date	Projected Spend		Unused funds to be modified according to spending plan, if applicable
		Current	Capital	

## PROJECT ABSTRACT

The T'siya Day School (TDS) is a small school located on the Zia Pueblo and operated by the U.S. Bureau of Indian Education. It is a very traditional school in a quiet, rural reservation community, with high levels of poverty, unemployment, and high needs families with low levels of adult education. Nonetheless, TDS is the center of the community and is responsible for the education of most of the community's children. During the current school year, 2009-2010, TDS has a total population of 74 students, of which 100% are Native American, mostly from Zia Pueblo, and 100% of these students qualify for Free or Reduced Lunch. Over the last three years, TDS has experienced an enrollment drop of 30 students. The hope is to attract students back to the school as gains are made in reading and math, thus increasing the amount of ISEP funding available to the school, which will help sustain new levels of staffing made possible by the 1003(g) grant.

Although TDS has a small enrollment, there is some diversity in the student population with 13 students identified as students with disabilities and eligible for special education and related services and 54 students identified as English Language Learners (ELL). Student attendance rate is a respectable 97%.

Over the last three to four years, TDS has faced many challenges in providing a quality educational program for its students. TDS failed to achieve Adequate Yearly Progress under the NCLB Act for three consecutive years and is currently in School Improvement Year 2 status, with some of the lowest reading and math achievement outcomes in the BIE. In addition to the academic challenges, TDS has experienced challenges relative to the lack of effective leadership, lack of accountability, poor school and fiscal management, negative community perceptions, and overall inefficient school operations. The proposed 1003(g) School Improvement Plan outlines the systemic changes that will be implemented to transform TDS into a high performing, effective and efficient school.

Improvement efforts will target four major areas: improving the quality of leadership, increasing accountability, increasing the quality of instruction and the efficiency of TDS, and increasing the capacity of staff to design and deliver quality instruction for ALL students. The 1003G Plan will target:

- Changes in leadership and governance,
- Improving accountability and efficiency,
- Strengthening the instructional program, its curricular materials and practice, and
- Implementing ongoing, job-embedded professional development for All educators.

## T'SIYA DAY SCHOOL SCHOOL PROFILE

The T'siya Day School (TDS) is a small school located on the Zia Pueblo and operated by the U.S. Bureau of Indian Education. It is a very traditional school in a quiet, rural reservation community, with high levels of poverty, unemployment, and high needs families with low levels of adult education. Nonetheless, TDS is the center of the community and is responsible for the education of most of the community's children. During the current school year, 2009-2010, TDS has a total population of 74 students, of which 100% are Native American, mostly from Zia Pueblo, and 100% of these students qualify for Free or Reduced Lunch. Over the last three years, TDS has experienced an enrollment drop of 30 students. The hope is to attract students back to the school as gains are made in reading and math, thus increasing the amount of ISEP funding available to the school, which will help sustain new levels of staffing made possible by the 1003(g) grant.

Although TDS has a small enrollment, there is some diversity in the student population with 14 students identified as students with disabilities and eligible for special education and related services and 54 students identified as English Language Learners (ELL). Student attendance rate is a respectable 97%.

Over the last three to four years, TDS has faced many challenges in providing a quality educational program for its students. TDS failed to achieve Adequate Yearly Progress under the NCLB Act for three consecutive years and is currently in School Improvement Year 2 status, with some of the lowest reading and math achievement outcomes in the BIE. The TDS 2009 NMSBA assessment results indicated that only 2.3%, or four, students of the total school population in grades 3-8 scored at the proficient level in reading and only 1.7%, or three students, of that same population scored at the proficient level in math. The existing achievement gap between the state AYP targets and the actual performance of the total population in reading and math are quite large. To reach the established spring 2011 AYP targets, students at TDS need to make a 73% point gain in reading and a 64% point gain in math.

Although no specific data on disciplinary incidents and/or consequences are available and have not been entered into the NASIS system, student discipline is a priority. Anecdotal data and staff input indicate that the school must address the perceived high levels of disrespectful interactions between students and teachers, vandalism, abusive/disrespectful language, and harassment of students to students. TDS does not have a discipline policy or a counseling component to address such incidents. Therefore, given this situation, it is imperative that TDS develop and implement a rigorous counseling program and positive school-wide behavior supports and intervention systems (PBIS).

In addition to the academic challenges, TDS has experienced challenges relative to the lack of effective leadership, lack of accountability, poor school and fiscal management, negative community perceptions, and overall inefficient school operations.

The greatest hindrance to an effective school has been the lack of strong leadership. TDS has had eight different principals during a six year period. With such personnel changes, maintain order and consistency has been a challenge. This leadership has failed to operate an efficient/effective school and has been unsuccessful in guiding staff in the delivery of quality instruction for all students. In some instances, past site leaders have not been held accountable. Issues of mismanagement of funds, of staff, and overall operation of the school have been ongoing, unresolved issues for the school over the last few years. Staff has not been supported or held accountable for their quality of work or attendance. Staff supervision has been inadequate.

During the 2009-2010 school year the situation worsened, so much so that the ELO and Agency Staff had to step in and take over some of the responsibilities to ensure compliance and to “rescue” TDS from creditors, and to ensure sufficient funding to complete the school year, complete required staff evaluations, and to support the instructional program. As an initial step in the transformation process, and prior to successful completion of the 1003(g) grant application process, the current principal was removed from his position.

Based on ELO and Agency staff observations and interaction with the current staff at TDS, it is evident that significant changes in instructional practice will be necessary to improve outcomes for students. The current level of instructional delivery is below acceptable standards, and intensive professional development and guidance will be necessary, along with implementation of a newly developed rigorous supervision and evaluation system. TDS will work in collaboration with BIE Human Resource Office to ensure compliance with BIE rules/regulations and Union procedures. In addition, an aggressive recruitment plan will be put in place to address staff replacement, should that be necessary.

The comprehensive review of TDS's operations also revealed other priority areas. The following are some areas in need of attention:

- No defined, uniform, consistent K-8 curriculum exists. Individual teachers select their own curricular materials and there is no consistent pedagogy adopted for instructional delivery.
- Lesson plans are not developed and/or submitted to principal for review.
- NM Standards are not used to guide the development/delivery of instruction.
- There are no procedures for the collection, analysis and reporting of data. There is no central location for storing of data.
- Teachers are not organized into functional teams so that data can be examined and used to plan daily instruction.
- There is no coordination of instruction between grade levels (vertical alignment) or between the core instructional program or the after school and 21stCCLC summer program.
- Staff supervision, classroom observations, staff performance evaluation procedures are not established and have been implemented inconsistently.
- No structured, defined/targeted professional development has been provided. There has been no ongoing support for teachers. No job-embedded professional development has occurred to strengthen/improve instruction.
- Little organized parent involvement occurs.

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

**NOTE:** *The above narrative describes the school at the time of application for 1003G funds. The following strategies reflect changes and specific improvements to the 12 indicator action plan for T’siya Day school as of March 2011.*

### **1003(g) Transformation Model Strategies**

Improvement efforts target all of the major areas required by the USDOE for schools choosing the transformation model of intervention. Our 1003(g) plan includes the following:

- Replace principal – The current principal has been removed and an aggressive search was conducted to find a replacement.
- Improve the quality of the instructional program and the effectiveness of all teachers – Core and intervention curricular materials for reading and math instruction have been adopted. Accountability structures are in place to ensure fidelity in the use of the instructional materials. Instructional coaches (reading and math) have been hired to provide ongoing support to teachers. A writing coach will be hired for 2011 school year. Two new ed techs will be hired to better meet individual learning goals. Alignment work of curricular materials and instructional program with the NM State Standards and Benchmarks (curriculum maps/pacing guides) will begin Summer of 2011.
- Develop and implement a rigorous evaluation system – Revise current procedures and develop a comprehensive performance review/evaluation system taking into account student achievement growth data. Revise job descriptions. Ensure compliance with BIE

Human Resource/personnel rules and regulations and the Union agreement. Implement a strong support/professional development program to ensure that teachers and principal(s) acquire needed skills and knowledge for optimum performance and outcomes. If improvement does not occur, the system will ensure that ineffective staff will be removed.

- Develop and implement policies and procedures to identify and reward staff – Develop established targets for student achievement growth and establish a compensation/reward system of incentives or stipends.
- Provide ongoing, job-embedded professional development- Implement a school-wide coaching model. Reading coach and a Math coaches have been hired. A writing coach will be hired for 2011 school year. A structured coaching framework providing targeted and ongoing support and professional development for all teachers is in place that provides ongoing, intensive professional development based on identified student learning needs; ensure effective use of adopted curricular materials. External content consultants have been identified and selected for reading, math and school improvement. Grade level/cluster teams are established and sufficient time scheduled for teams to do the work of lesson preparation, data analysis, and ongoing professional development.
- New staff has been recruited and will be specifically recruited in the future to fill vacant positions.
- Changes in governance to increase accountability – Ongoing oversight of the improvement efforts and close monitoring of the plan’s implementation by the BIE Turnaround Office and the designated on-site support team, which includes the ELO.
- Use data for program alignment purposes and for all relevant instructional decisions (continuous use of data) – Specific assessment tools have been identified ( Aimsweb, DIBELS, and NWEA) and data collection procedures and structures have been established to efficiently collect and analyze student data. Data is used to implement school-wide response to intervention (4-tier instructional model). Sufficient core instructional blocks of time is established for reading and math (minimum 90 minutes for all students in reading and 60 minutes for math), 30 minutes additional time for struggling students (Tier II – targeted intervention) and 30 additional minutes for students with intensive instructional needs (Tier III – intensive intervention). Tier IV students

with disabilities will have additional 30 minutes of intervention as indicated in revised individual IEPs by fall 2011.

- Extend learning time – The school day/school year schedule and calendar has been revised to ensure additional learning time for all students. Teacher work days will increase to 225 from the current 215, and instructional days with students will increase from 180 to 189. Staff will also be placed on short term contracts to participate in required professional development and a summer school program for 2011.
- A Home/School Liaison team to include a school counselor to support new mechanisms to engage families and the community will be established. This may include conducting home visits and providing parent education. In addition, the team will research resources available in the larger community that can be accessed or utilized to support overall emotional, health, and social needs of students and their families.

## TRANSFORMATION MODEL SELECTION

The selection of the TRANSFORMATION MODEL is based on several factors 1) build on the improvement efforts that have been planned, 2) after a critical assessment of the school's improvement status, review of available student data, and recent changes in leadership, it was determined that this model would be the most viable option. It is important to note that given the current situation at TDS, it is also imperative that strict accountability and rigorous supervision of staff be immediately established. Holding staff accountable for the success or failure of students is a primary step in the transformation of this school. To ensure all improvement efforts are implemented, the oversight of the improvement effort has been given to the ELO and the BIE designated intensive support team from the designated Turnaround Office. This team will hold all staff accountable for the implementation of the 1003(g) plan. This change in governance will significantly alter the way in which the school is managed.

### Policy Review:

In preparation for the development of a revised evaluation system for teachers and principals, to include the use of student achievement data as a factor, and the development of a system to identify and reward staff who increase student achievement outcomes and remove staff who do not improve their professional performance, a cursory review of the BIE Personnel policies and procedures and the Department of Interior/ BIA American Federation of Teachers collective bargaining agreement was conducted. A more extensive and comprehensive review of other policies and procedures will need to be conducted as the 1003(g) plan is implemented.

### Needs Assessment Process Used:

TDS used a three-step process to conduct and complete the required Needs Assessment.

Step 1: Acting School Principal and ELO Agency Staff met to discuss the process that would be used and to strategize how to best include school staff in the process.

Step 2: School representatives and Acting principal in collaboration with ELO Agency Staff facilitated a three hour meeting with school staff, school board, parents and community representatives. The process used to conduct the required Needs Assessment Tool included the review of each item and as a group fully discuss the content until everyone agreed on a response. It was then that the final answer was documented.

Step 3: School representatives and the acting principal in collaboration with the ELO Agency staff analyzed and summarized the results. As part of the analysis process, discussions occurred to determine possible improvement strategies, implementation strategies, and how overall program implementation could be designed to change the school.

The Needs Assessment summary is recorded within each section of the 1003(g) intervention plan in order to make the connection between where the school is now and where it intends to be with effective implementation of the transformation intervention model.

**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-**

**USDOE REQUIRED ACTION #1**

**1. Replace the principal who led the school prior to the commencement of the transformation model**

**Needs assessment summary:**

A. Shared leadership

**The Associate Deputy Director & Education Line Office**

Over the past year, Agency staff has been integrally involved with the school. The lack of leadership at the school has prompted the ELO to take a more serious and visible role. In addition to the lack of leadership, serious mismanagement and lack of accountability has further involved the ELO and his staff to assist in ensuring that TDS complies with all BIE requirements and is a safe and effective school in which student learning becomes a priority. ELO interaction is frequent and ongoing support is provided in a number of areas such as Business Office, Personnel, etc. It is anticipated that this support will continue. To ensure that ELO support will be garnered during this ‘transformation’ of the school a written “letter of understanding” is included in this application.

**Shared Leadership: Teams & Time**

No teams, whether Leadership, Instructional or Community Council Teams exist at TDS. The needs assessment review revealed that staff has not been organized or required to form any “teams” to address the improvement, coordination or collaboration needs of the school. Staff expressed that over the years discussions regarding the formation of teams occurred but there was no follow-through and teams were never formed. Therefore, organizing and assisting staff in functioning in work teams will be a priority. Since there is little understanding of the role and responsibility of these teams, training and guidance for staff will be a priority. In addition, the daily schedule will be revised to ensure time is allotted to facilitate these activities.

### Shared Leadership: The Principal

The lack of leadership has been an ongoing problem at TDS. Over the last six to seven years, a series of principals have been at the helm. This ongoing shift in leadership has left the school with few expectations for staff, lack of accountability and little or no supervision of staff or the daily operation of the school. Over the last year, the last principal made no effort to ensure that staff had a clear understanding of the school's mission and goals or their role in meeting these goals. It is unclear to the staff if the school's mission or vision statements are even available; the school mission was found, confirmed that no work or review of this statement was ever made. Therefore, establishing a clear vision of the school's mission and developing current goals to meet the mission will be a primary step in the transformation of this school.

Since there are no established "teams" at the school, it is evident that the principal did not require staff to undertake these responsibilities; was not instrumental in ensuring that these teams were formed and functional. The needs assessment also revealed that the principal not only failed to guide staff in establishing distributive leadership structures (teams) but failed to perform necessary and required duties such as monitoring the instructional program, assisting ineffective teachers in improving their skills, and spending the required amount of time to improve the overall quality of instruction. In essence, the last principal was not an instructional leader.

### **1003g Plan**

TDS will actively recruit and hire a new principal as required. The recruitment and application process will be designed to ensure that the new principal has the experience and qualifications needed to effectively lead a school transformation process.

TDS will establish an effective leadership team that will serve in the capacity to support the overall implementation of the school's 1003(g) plan and that will drive change for the school (Addresses Rapid Improvement School Indicators ID01 – ID08, Center on Innovation Improvement). This team structure will be officially incorporated in the 1003(g) plan and the school governance policy. The Leadership Team will meet every other week during the scheduled early release/professional development time for approximately two hours. Specific

agendas will be developed and minutes of the meeting will be kept. The Leadership Team will consist of the Principal, Instructional Coaches, a teacher representative from each grade cluster (K-4 & 5-8), a school board member and/or a community member. This team will serve as a conduit of communication for the entire school community via sharing of agendas and minutes and other communication modes that serve to inform the community.

Grade cluster teams will be scheduled to meet every other week with instructional coaches to review student progress, lesson plans, student groupings within the RtI instructional delivery system, and overall instructional program implementation. The principal will attend grade cluster team meetings as his/her schedule allows. (Addresses Rapid Improvement School Indicator ID13, Center on Innovation Improvement).

## **USDOE REQUIRED ACTION #2**

- 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**

### **1003g Plan:**

The two primary functions of both the teacher and principal evaluation system should be (1) quality assurance, and (2) professional development. The process should be both formative and summative in nature. Demonstrating accountability means that we need to be able to show that everyone connected to a school measures up to a certain professional standard—the summative part. School systems also have an obligation to support professional growth and the improvement of professional practice—the formative part. TDS will begin development and implementation of a model of professional evaluation that is rigorous, transparent, and equitable, and takes into account data on student growth.

The BIE currently uses an evaluation system that is standardized in format around the concept of the identification of “critical elements” for each position and a 5-tier performance rating ranging from unsuccessful to exceptional. It addresses the summative component of an evaluation system. As a BIE operated school, this system must be adhered to; however as a school eligible for 1003(g) funds, TDS will develop more stringent evaluation processes/procedures to be used in support of its completion—the formative component. The education line officer for the NM South Agency re-wrote the descriptors for each of the 5 tiers for teacher evaluation to include student growth as a factor to be considered in determining the performance level. The following processes/procedures will be utilized in the revised evaluation system that begins to move in the direction of an evaluation of student learning, not just teaching, and to address the need to strengthen the formative part of the evaluation system:

- 1) Multiple observation-based assessments of performance will be completed for each teacher using a focused classroom walk-through process. Specific feedback will be provided after every visit.
- 2) Teacher teams will be formed (grade level/cluster) and will be scheduled to meet at least two times monthly to prepare and improve lessons on the basis of student results—from common formative assessments (curriculum-embedded assessments, DIBELS, and AimsWeb). Teacher teams will formulate goals for which all team members will be held accountable for achieving.
- 3) Principal will meet with grade level/cluster teams on a regular basis. Instructional coaches will assume responsibility for facilitation of grade level/cluster teams.
- 4) Instructional coaches will support improved instructional practice through modeling, teaching, discussing, and mentoring staff. All teachers will be coached.
- 5) Instructional coaches will be held accountable for achieving the grade level/cluster team goals.
- 6) Each teacher will have an individualized performance improvement plan and an accompanying/supporting individualized coaching plan.

The principal evaluation process takes student growth into account for the determination of “successful,” according to the 5-Tier performance evaluation plan. The Education Line Officer will conduct multiple observations of principal performance in order to: 1) increase capacity for site leadership related to the improvement process; and 2) strengthen leadership ability to support

teachers and to guide instruction. The principal will be held accountable for supporting each grade level/cluster teams' achievement goals, as well as, for meeting the student achievement goals identified in this plan.

**b. are designed and developed with teacher and principal involvement**

**1003g Plan:**

The process to be used in completion of performance evaluations will be developed with both teacher and principal involvement, and reviewed with BIE Human Resources Office to ensure alignment with various Union and collective bargaining agreements. The Leadership Team will include the continued development of a rigorous evaluation system with the goals of improved teaching and learning as an action item on the agenda. The current descriptors for critical elements for teachers and the principal may also need to be revised to ensure alignment with the overall system, and will be reviewed prior to the 2011-2012 school year to ensure that there is a common understanding by all staff of the performance expectations. The goal is to have a finalized evaluation system developed by the end of the 2010-2011 school year, with full implementation expected to begin in Year 2 of this grant.

**USDOE REQUIRED ACTION #3**

**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**

**1003g Plan:**

The full implementation of the evaluation system will result in additional mechanisms to reward school staff who have increased student achievement, and will remove staff who even though they have been provided multiple opportunities to improve their professional practice, have failed to do so as evidenced by not achieving agreed upon targeted student achievement goals.

TDS will research available incentive systems to identify critical elements. The Leadership Team will include the development of the incentive system as an action item on their agenda and will establish the appropriate policies, procedures, and identification of the incentive amounts in collaboration with BIE Human Resource Office, and if necessary, the Union. Additionally, the Leadership Team will identify, specifically, how implementation of the revised evaluation system will result in the removal of staff who have failed to improve their professional practice. The goal is to have the incentive system developed by the end of the 2010-2011 school year with full implementation set to begin in Year 2 of this grant.

#### **USDOE REQUIRED ACTION #4**

**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**

#### **Needs Assessment Summary:**

TDS does not have a structured and student focused professional development plan to ensure staff skill and knowledge level remain current and address the needs of their students. Professional development has been fragmented and unfocused. Teachers/staff were allowed to select personal choices and preferences for training that were not necessarily aligned with students' instructional/learning needs and were not aligned with the current low level of student achievement. In addition, there was no expectation that new learning from professional development be implemented and/or integrated into the instructional practices. As mentioned before, the leadership at TDS has not taken an active role to ensure that staff capacity was developed/maintained to address the academic needs of students; develop/deliver effective, quality instruction; and/or ensure student learning was occurring. Professional development, staff evaluation, and self reflection on instructional practices are not integrated and these elements are not considered in the supervision and evaluation of staff.

### **1003g Plan:**

Professional development must be intentionally and tangibly linked to student learning and institutional goals. Leaders who call upon others to engage in new work, achieve new standards, and accomplish new goals have a responsibility to develop the capacity of those they lead to be successful in meeting these challenges. Richard Elmore (2006) refers to this relationship as “reciprocal accountability – For every increment in performance I demand of you, I have an equal responsibility to provide you with the capacity to meet that expectation. Likewise, for every investment you make in my skill and knowledge, I have a reciprocal responsibility to demonstrate some new increment in performance.” (p.93).

The very essence of a school is a focus on and commitment to the learning of each student. An assumption that accompanies this statement is that if the school is to become more effective in ensuring that all students learn at high levels, the adults in the organization must also be continually learning. Therefore, structures will be created at TDS to ensure that staff members engage in job-embedded learning as a part of their routine work practices.

The determination of professional development for classroom teachers will begin with the use of a feedback-focused walk-through model centered on identifying and supporting teachers’ individual strengths and addressing areas that need improvement. (Addresses Rapid Improvement School Indicator IF08 – Center on Innovation Improvement).

**Feedback-Focused Walk-through Model:** The school principal will be present in the classrooms daily to accurately identify instructional/learning needs and align them with the provision of differentiated professional development. Using a specifically designed walk-through observation protocol, the principal will be supported in identifying strengths and areas needing improvement.

**Feedback/Reflection Process:** Staff will receive ongoing feedback regarding their teaching performance. Feedback will be delivered in a timely fashion, so as to have the greatest likelihood of supporting/changing teacher behavior. Face-to-face interactions, written notes, e-mailed messages, and/or copies of completed observation checklists are all viable ways of giving feedback, and these will be utilized.

### **Provision of Professional Development:**

Based on initial analysis of data gathered from the feedback-focused walk-through process, additional job-embedded professional development will be provided. TDS will select appropriate content-specific consultants (i.e., reading, math, behavior, etc.) who can provide on-site in-service workshops/presentations, one-to-one technical assistance to individual teachers, and/or instructional coaches, conduct classroom observations and model effective lesson delivery, support appropriate analysis and use of data for instructional decision-making, and provide explicit support and training for use of the school's selected curricular program materials.

TDS will also utilize instructional coaches in the areas of reading and math to build teachers' capacity to provide effective instruction. Instructional coaches will be in teachers' classrooms daily providing the following types of job-embedded professional development:

- Observations with specific feedback
- Modeling lesson delivery
- Co-planning/co-teaching lessons
- Videotaping and analyzing performance together

Additionally, instructional coaches will have primary responsibility to facilitate grade-cluster meetings to prepare and improve lessons, identify student strengths, isolate areas of need, determine appropriate achievement goals, determine trends, highlight effective instructional methods, and identify individual and group professional development and technical assistance needs. Grade cluster meetings and/or all faculty meetings will be facilitated by instructional coaches and utilized for the delivery of professional development around specific instructional topics.

### **USDOE REQUIRED ACTION #5**

#### **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.**

**1003g Plan:**

Recruitment of staff has been difficult for TDS for reasons that are somewhat perplexing. TDS is not geographically isolated, located not far from the largest city in New Mexico. It is possible that the recruitment/retention challenges are a direct result of the incredibly high turnover in leadership. According to a national survey conducted by the Gates Foundation and Scholastic (2009), supportive leadership was identified as the number one strategy to maintain high quality staff. Given the high turnover in leadership, it is conceivable that staff finds it difficult to describe the leadership as “supportive,” and either chose not to accept employment and/or do not remain at the school for long tenures.

As a BIE operated school, TDS will utilize all staff recruitment/retention practices available in the federal system. These include a variety of award programs (i.e., STAR, time-off, etc.) as well as, staffing differentials that can be used to increase the salary of a given position for specified reasons. Additionally, teachers who achieve an “exceptional” rating on the revised 5-Tier evaluation system will receive a financial incentive, designed to retain them at the school. This will be defined in the revised evaluation and reward system.

**USDOE REQUIRED ACTION #6**

**6. Adopt new governance structure**

**1003g Plan:**

The BIE has structured a new governance framework specifically to support schools receiving 1003(g) funds with a Turnaround Office to oversee and provide assistance to School Improvement grantees. TDS will work closely with the Turnaround Office under the new structure, and expects to receive the services identified in the BIE’s approved application with the USDOE. This includes an identified support team that is to be on-site at the school for significant amounts of time to assist with actual program implementation.

While not necessarily a “new governance structure,” TDS is desirous of improving/strengthening some of its current administrative structures that are not aligned with the needs of a school in need of transformation. This includes increasing the involvement of the School Board in the school improvement planning and implementation processes, and reviewing and/or revising the current mission and vision statements.

**B) Comprehensive Instructional Reform Strategies – The school MUST –**  
**USDOE REQUIRED ACTION #7**

- 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**

**Needs Assessment Summary:**

The needs assessment revealed that a uniform standards-based curriculum does not exist at TDS. There is little structure to the instructional program; teachers are not required to submit lesson plans or use specific instructional materials, or use specific instructional strategies. Assessment practices are not aligned or integrated into the instructional program or to daily practice. It was also determined that there is no consistent set of curricular materials to guide instruction; teachers select their own materials and instructional approaches. There is no coordination or collaboration between and among classrooms/grades. There is little evidence that NM standards guide instruction or that teachers have a clear understanding of standards-based instruction. In essence, the implementation of the 1003(g) Plan will provide the necessary support to strengthen the current program, which fails to meet any of the indicators of an effective instructional program.

As with curriculum, instructional practice also fails to include strategies that are recognized to be effective. Since there has been little supervision of instructional practice, teachers have developed their own independent class-specific instructional practice. There is little evidence that a variety of instructional strategies are used, established procedures/practices are used

consistently and uniformly; instructional materials are used with fidelity; classroom management practices are defined and uniform; or time is used wisely and effectively for student learning.

In addition to the “climate culture” findings, “teacher practice” findings do not appear to be any more positive. There is little evidence that teachers implement effective instructional practices in a uniform or consistent manner.

There is little to no computer based or assisted instruction provided at the school. Technology is not available at the classroom level. The school has little technology capability; computers are outdated, virus infected, or just inoperable. Many other issues relative to the operation and capability of the server hinder the access to technology at the school. It will be necessary to upgrade the entire system to allow access to technology by both teachers and students.

Technology upgrades are being planned and other resources will be used to remedy this condition.

### **1003g Plan:**

TDS has determined, based on student achievement data, that the use of direct instruction programs in both reading and math are the most appropriate given the large percentages of children in grades K-8 performing significantly below grade level expectations. There are significant data and research that supports the use of a direct instruction model for struggling students in all curricular areas, but especially in the areas of reading and math. Critical to the implementation of the program model and the subsequent success of students is the use of the curricular materials with fidelity. Core curriculum in place for reading K-6 is *Reading Mastery Signature*, for grades 7 – 8 it is *Read to Achieve* and for math it is Distar for Kindergarten and *Connecting Math Concepts* for grades K – 8. The following intervention curriculum aligned with core instructional materials have also been purchased and will be implemented for students who are not demonstrating sufficient progress in the core instructional programs: *Corrective Reading and Corrective Math*. All of the selected curricular program materials are published by the same company and have a vertically aligned scope and sequence. The materials currently in use are also aligned with the New Mexico state standards and benchmarks.

## **USDOE REQUIRED ACTION #8**

**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.**

### **Needs assessment summary:**

The generation and use of data for decision making is not a standard practice at the school. The needs assessment revealed that student assessment is not a uniform or consistent practice. Although NM Statewide assessment is a required procedure and time specific assessment, other assessment practices are not as consistent. In addition there is not a formalized procedure/structure to ensure student assessment is uniform or consistent; no systematic assessment practice, no variety of assessment tools are used, student learning is not monitored or tracked; available data, what little there are, is not reviewed or used to plan instruction or to measure the effectiveness of the instructional program.

Since no teams or organized groups exist at the school, there are no central files with key documents. It is also important to note that, although the school is in School Improvement Year 2, it does not have a school improvement plan. Implementing the 1003(g) plan will be a high priority.

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

### **1003g Plan**

The goal of continuous data utilization involves utilization of data by stakeholders, not only to make decisions about student performance, but to drive policy and programmatic decisions to improve organizational performance. Data will be communicated to all stakeholders – sharing of ongoing progress is an important part of the data-driven decision making process (Addresses Rapid Improvement School Indicator IID02, IID03 - Center on Innovation Improvement).

TDS staff will conduct data retreats three times yearly to review formative and interim data. The final data retreat will review all data, including summative data. Bi-weekly grade cluster group meetings will review and adjust instruction based on benchmark assessments and on-going progress monitoring assessments from the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), AimsWeb, and NWEA MAPs.

*a) Permissible Activities – A school implementing the transformation model may also implement comprehensive instructional reform strategies, such as--*

*2. Implement a school-wide “response to intervention” model*

**1003g Plan:**

TDS will develop and implement a school-wide response to intervention (RtI) model designed to ensure that all students learn. The RtI model will be based on the premise that some students need more time and support to meet the agreed upon goals/standards. The model will provide a systematic process of intervention that is provided school-wide, rather than varying from teacher to teacher. The school will develop a system of interventions that are increasingly more intensive and directive in a “tiered” system.

Additional staff (teachers and/or paraprofessionals) will be hired to allow for effective implementation of the school-wide RtI system, which may include a “walk-to” model of instruction for both reading and math, and often requires smaller groupings of students based on instructional level.

**C) Increase learning time and create community-oriented schools. The schools implementing the transformation model MUST –**

**USDOE REQUIRED ACTION #9**

- 1. Establish schedules and strategies that provide increased learning time (as defined in the final requirements)**

**Needs assessment summary:**

The current instructional day/year at TDS does not meet minimum standards. Additionally, the school struggles to meet the State of New Mexico required number of instructional days due to the numerous closures of the school for cultural/religious activities.

**1003g Plan:**

TDS will extend both the school day and the school year in order to meet the requirement of providing extended learning time for all students. The instructional day will begin at 8:15 and conclude at 3:00, with an early release (1:00) on Fridays to allow for increased learning time for teachers. Instructional days will be increased from the current 180 to 187, and teacher contract days will increase to 215 from the current 213, again to provide for additional learning time for staff. In order to effectively prepare staff for implementation of the transformation intervention model, all staff will be issued short term contracts for a total of 19 days to attend required professional development and/or to participate in curriculum and instruction preparation.

Students identified with strategic and/or intensive instructional needs will participate in after school programming, and teachers who are interested will be placed on extended contracts to provide additional instruction to the neediest students.

A 4 week summer school program will also be developed and made available to all students. The summer school program will be aligned with the core/intervention instruction that occurs during the regular school year. Students who are below or significantly below grade level expectations will be a priority for summer school services.

**USDOE REQUIRED ACTION #10**

**2. Provide ongoing mechanisms for family and community engagement**

**Needs Assessment summary:**

The data revealed that while certain aspects of “parent involvement” are in place, they are there for compliance purposes, not to support active family and community engagement. There are currently no written policies on the use of the parent compact, homework, informing parents

about learning standards, volunteering or assisting at the school, etc. Communication with parents regarding student learning and effective parent support strategies are not common practice at the school. Although parent/teacher conferences are conducted twice a year, specific procedures on how these conferences are conducted and what information/data are shared is not uniform or consistent. It is teacher specific and varies greatly among teachers. Interaction between staff and parents is not focused on student learning, but on other issues that may arise, i.e., discipline, absenteeism, etc. There is little evidence that parents are familiar with the learning targets/expectations for students, curriculum, or instructional practice at the school.

There is no structured parent involvement component that provides parents with training to improve their skills to better assist their child with learning. There is also no evidence that teachers are provided with training on how to best work with parents. Since the school does not have a school improvement plan, there is no Parent Involvement Plan or policy. Any parent/teacher/school interactions that occur are purely on an individual basis as there is no structured or targeted approach/plan in place.

**1003g Plan:**

Develop a comprehensive parent involvement component. Hire a Home/School Liaison to support new mechanisms to engage families and the community. This may include conducting home visits and providing parent education. In addition, the liaison will research resources available in the larger community that can be accessed or utilized to support overall emotional, health, and social needs of students and their families.

*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--*

*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*

### **Needs Assessment Summary:**

While the data are somewhat anecdotal in nature, there are strong perceptions that the current school climate is not positive or conducive to a healthy learning environment for students. Teachers reported that students are bullied and/or harassed, and there currently is no school-wide positive behavior support system in place.

### **1003g Plan:**

TDS will recruit and hire a counselor to support the implementation of Positive Behavior Interventions and Supports (PBIS) on a school-wide basis. The counselor will work with staff that currently has very divergent behavioral expectations of their students. The staff and leadership will receive professional development with a focus on improving the school climate and establishing school-wide behavioral and discipline policies and procedures. Additionally, the counselor will help the school identify an appropriate universal screening tool for behavior to identify students who need more support in this area.

**D) Provide operational flexibility and sustained support. The schools implementing the transformation model MUST –**

### **USDOE REQUIRED ACTION #11**

**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**

### **1003g Plan:**

TDS is a BIE operated school, and as such already maintains a great deal of flexibility as it pertains to calendars, time, school schedule, and budgeting. Being granted sufficient operational flexibility will be approached with the intent of fully implementing the strategies identified in this plan to improve outcomes for all students.

With the recruitment of a new principal, orientation and transition time will be needed. The ELO will provide the orientation necessary to assist the Principal as he/she transitions into the

leadership and coordination of day-to-day operations. Once that is accomplished, the ELO will focus on the long range planning and implementation support, maintenance of effort and sustainability for the transformation that needs to become institutionalized. Given TDS' challenges in the areas of appropriate fiscal management, the ELO will also support the principal with effective management and monitoring of the school's financial records. He will also have the ability to research and garner other resources (financial and programmatic) to provide sustainability to the initiative developed under this school improvement plan.

### **USDOE REQUIRED ACTION #12**

**2) Ensure that the school receives ongoing, intensive technical assistance and related support from the ELO/ADD and the SEA turnaround office.**

#### **1003g Plan:**

TDS participated in a grant writing and technical assistance session provided by the BIE (SEA), where they explained the function of the BIE Turnaround Office that will be established in the Albuquerque Office to support Tier I 1003(g) funded schools. TDS agrees to work collaboratively with TDS' assigned intensive support team. Additionally, TDS will actively participate in BIE training/professional development that is aligned with the goals and objectives of this grant/improvement plan. TDS will also continue to collaborate with the ELO and his staff to ensure effective implementation of this plan.

T'siya Day School  
 SCHOOL IMPROVEMENT – 1003g ACTION PLAN  
 2010-2013 SYs

<b>#1 – Increase teacher and school leader effectiveness</b>							
<b>Activity</b>	<b>Specific Steps</b>	<b>Person(s) Responsible</b>	<b>Timelines</b>	<b>Evidence of Completion/Evaluation</b>	<b>Status as of</b>	<b>Status as of</b>	<b>Status as of</b>
Replace Principal	Develop a position description for principal with needed skills/knowledge to lead transformation Open, advertise, recruit Principal	ELO	Completed by 4/1/11	Job description	Completed		
		ELO/HR	Recruitment began and was completed 2/11/11	Recruitment documentation	Completed		
	Create action/transition plan for new principal	ELO	Prior to new hire coming on board	Plan developed	3/11 being developed		
Implement Leadership Team Processes	Identify Leadership Team members	Principal	Team established by 8/1/10	Team structure formally incorporated into the 1003(g) plan and school governance policy	Team established 10/10, but too large to be effective (whole staff)	Smaller team established 4/11 (7 members)	
	Schedule leadership team Meetings	Principal	Meetings scheduled to occur twice monthly on 1 <sup>st</sup>	Calendar Agendas Sign-in Minutes	Meetings consistent but agenda items	Reorganization begins 4/11	

T'siya Day School  
 SCHOOL IMPROVEMENT – 1003g ACTION PLAN  
 2010-2013 SYs

<b>#1 – Increase teacher and school leader effectiveness</b>							
<b>Activity</b>	<b>Specific Steps</b>	<b>Person(s) Responsible</b>	<b>Timelines</b>	<b>Evidence of Completion/ Evaluation</b>	<b>Status as of</b>	<b>Status as of</b>	<b>Status as of</b>
			and 3 <sup>rd</sup> Friday from 8/10 – June 2013		deviate from leadership issues		
	Collect and review data and serve as conduit for communication for the entire school community	Principal	Meetings do occur twice monthly with communication shared with staff and school community	School data Minutes, implementation of team decisions and changes, displayed data walls	Info. from team not shared with school community	Data first shared with school community/parts 10/10, 1/11, and 2/11	
	Monitor 1003(g) implementation	Principal DPA	Leadership team meeting, DPA site visits	DPA and team feedback for improved implementation	DPA site visits not consistent 9/10'	DPA site visits not consistent 4/11	
	Monitor budget and resource allocation	Principal ELO Business Tech	Monthly	Agendas Minutes 1003(g) Plan Budget documents	Occurring		
Establish grade cluster teams	Identify/assign teachers to the appropriate grade cluster teams	Principal Coaches SPED teacher	Teams established by August 2010	Team assignment document	Completed	Schedule revised 4/11 by coaches	

T'siya Day School  
 SCHOOL IMPROVEMENT – 1003g ACTION PLAN  
 2010-2013 SYs

#1 – Increase teacher and school leader effectiveness						
Activity	Specific Steps	Person(s) Responsible	Timelines	Evidence of Completion/ Evaluation	Status as of	Status as of
	Schedule sufficient time for grade cluster teams to meet	Principal	Schedules established and made public	Calendar/ schedule	Completed	Revised 4/11

T'siya Day School  
 SCHOOL IMPROVEMENT – 1003g ACTION PLAN  
 2010-2013 SYs

<b>#2 – Evaluation Systems for teachers and principals &amp; #3—Identify and reward school leaders, teachers, and other staff for school improvement success.</b>						
<b>Activity</b>	<b>Specific Steps</b>	<b>Person(s) Responsible</b>	<b>Timelines</b>	<b>Evidence of Completion/ Evaluation</b>	<b>Status as of</b>	<b>Status as of</b>
Develop rigorous transparent & equitable evaluation systems for teachers and principals	Develop critical elements and descriptors for teachers/principals in BIE performance review process that take into account data on student growth as a significant factor	ELO Principal	August 2010	Revised performance evaluation forms	Completed	
	Review position descriptions, performance evaluation tool, 1003g application and other program expectations with staff	ELO Principal	August 2010	Staff meeting notice and agenda, minutes	Completed, Revisit summer 2011	
	Develop processes and procedures that support completion of teacher/principal performance reviews	ELO Principal	June 2011	Drafts of proposed process	In process	

T'siya Day School  
 SCHOOL IMPROVEMENT – 1003g ACTION PLAN  
 2010-2013 SYs

<b>#2 – Evaluation Systems for teachers and principals &amp; #3—Identify and reward school leaders, teachers, and other staff for school improvement success.</b>						
<b>Activity</b>	<b>Specific Steps</b>	<b>Person(s) Responsible</b>	<b>Timelines</b>	<b>Evidence of Completion/ Evaluation</b>	<b>Status as of</b>	<b>Status as of</b>
	Meet with BIE HR and Union Reps to ensure compliance with personnel rules and regulations	ELO Principal	March 2011	Finalized Evaluation Plan	In process	
AND identify school leaders, teachers, and other staff for school improvement success- Remove staff who fail to improve professional practice	Research possible reward models	Principal Leadership Team	March 2011	Summary of possible models for consideration	In process Attended HR training on awards system 3/11	
	Develop criteria, establish targets, develop process and procedures for reward system implementation	Principal Leadership Team	August 2011	Final Plan		

T'siya Day School  
 SCHOOL IMPROVEMENT – 1003g ACTION PLAN  
 2010-2013 SYs

<b>#2 – Evaluation Systems for teachers and principals &amp; #3—Identify and reward school leaders, teachers, and other staff for school improvement success.</b>						
<b>Activity</b>	<b>Specific Steps</b>	<b>Person(s) Responsible</b>	<b>Timelines</b>	<b>Evidence of Completion/ Evaluation</b>	<b>Status as of</b>	<b>Status as of</b>
	Coordinate with BIE HR and Union	ELO Principal	August 2011	Final Plan	Started 3/11	

T'siya Day School  
 SCHOOL IMPROVEMENT – 1003g ACTION PLAN  
 2010-2013 SYs

<b>#4 – Provide job-embedded staff development</b>							
<b>Activity</b>	<b>Specific Steps</b>	<b>Person(s) Responsible</b>	<b>Timelines</b>	<b>Evidence of Completion/ Evaluation</b>	<b>Status as of</b>	<b>Status as of</b>	<b>Status as of</b>
Secure services of external professional development providers	Complete solicitation and select appropriate provider(s)	Principal Leadership Team ELO	Each year of grant 2010-2013	Completed contract(s)	Contractors selected and service provided starting 10/10`	Ongoing monthly	
Develop yearly schedule for all P.D. in reading and math and implementation of Rtl	Identify and confirm work to be completed and schedule with providers	Principal Leadership Team ELO	Each year of grant 2010-2013	Completed PD calendar	2010-2011 schedule included ongoing PD in curriculum, assessment, Rtl, and DI		
Develop and implement structured coaching/mentoring Model	Hire experienced reading and math coaches	ELO Principal	August 2010	Coaches hired 2/11	Reading coach hired Feb. 2011  Math coach hired Feb. 2011		
	Develop coaching framework to include ongoing job-embedded	Principal Leadership Team Turnaround Office	June 2011	Training in and use of coaching framework developed by CORE and	To be completed by 6/20/11 for math Reading TBD		

T'siya Day School  
 SCHOOL IMPROVEMENT – 1003g ACTION PLAN  
 2010-2013 SYs

<b>#4 – Provide job-embedded staff development</b>							
<b>Activity</b>	<b>Specific Steps</b>	<b>Person(s) Responsible</b>	<b>Timelines</b>	<b>Evidence of Completion/ Evaluation</b>	<b>Status as of</b>	<b>Status as of</b>	<b>Status as of</b>
	p.d. for all instructional staff			shared with staff			
	Schedule grade cluster team meetings	Principal Coaches	Each year by beginning of school year 2010-2013	School schedule or calendar	Started 2x/monthly in 11/10	Begin weekly meetings 4/11	
Secure services of consultants skilled with adopted curriculum materials & curriculum mapping & pacing guides	Complete solicitation and select appropriate provider(s)	Principal Leadership Team	Each year by beginning of school year 2010-2013	Contracts completed	Reading/math consultants on board 3/11		
Schedule services from NWEA Consultant(s)	Collaborate with BIE to continue NWEA implementation	Principal Leadership Team	Each year by beginning of school year 2010-2013	Ongoing PD with NWEA trainer, assessments in use starting 1/11	Currently happening		
Provide extended learning opportunities for instructional staff	Schedule training	Principal Leadership Team	Each year by May	Attendance records	Planning in progress for 2011, PD scheduled for summer 2011		
	Develop short term contracts	Principal BIE HR					

T'siya Day School  
 SCHOOL IMPROVEMENT – 1003g ACTION PLAN  
 2010-2013 SYs

<b>#4 – Provide job-embedded staff development</b>						
<b>Activity</b>	<b>Specific Steps</b>	<b>Person(s) Responsible</b>	<b>Timelines</b>	<b>Evidence of Completion/ Evaluation</b>	<b>Status as of</b>	<b>Status as of</b>
Identify needs	Identify providers	Leadership Team	Ongoing	PD plan	Begun 2010	
Participate in BIE Sponsored Training	Obtain schedule of trainings	Principal	Each year by beginning of school year 2010-2013	Attendance records	Attended fall leadership Institute  Spring Leadership Institute cancelled by BIE  Attended 1003g workshop 3/11  Planning 5 day targeted PD, summer 2011 and attend Leadership and summer DI conference	

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**#5 – Implement strategies to recruit, place and retain staff**

Activity	Specific Steps	Person(s) Responsible	Timelines	Evidence of Completion/ Evaluation	Status as of	Status as of	Status as of
Review incentives, tuition reimbursement, signing incentives that could be utilized	Meet with ELO and HR to determine what mechanisms can be utilized to meet this requirement	Principal	SY2011-2012	Completed plan	Met with HR on 3/23/11, planning begun		

**#6 – Adopt a new governance structure**

Activity	Specific Steps	Person(s) Responsible	Timelines	Evidence of Completion/ Evaluation	Status as of	Status as of	Status as of
Work closely	Establish	Principal	Immediately	Turnaround			

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#6 – Adopt a new governance structure						
Activity	Specific Steps	Person(s) Responsible	Timelines	Evidence of Completion/ Evaluation	Status as of	Status as of
with the Turnaround Office	communication with Turnaround Office and schedule for meeting to include walk-throughs, reporting requirements, and data review	Leadership Team Turnaround Office	upon notification of contact person from DPA Turnaround Office	Office needs to be established, scheduling for 2011-2012 is being planned as of 3/11		
Increase involvement of school board in transformation process	Build capacity of board members to participate effectively in transformation process	ELO Principal	Ongoing August 2010- June 2013	Board attended Rtl, 1003(g) training 12/10, 2/11 1003(g) review is agenda item for each regular monthly Board meeting, ELO Planning		

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<b>#6 – Adopt a new governance structure</b>							
<b>Activity</b>	<b>Specific Steps</b>	<b>Person(s) Responsible</b>	<b>Timelines</b>	<b>Evidence of Completion/ Evaluation</b>	<b>Status as of</b>	<b>Status as of</b>	<b>Status as of</b>
				continued training for Board			
	Review and revise current school vision and mission statements	Principal Leadership Team Board	August 2011	Using established mission 2010-2011			

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<b>#7 – Use data to identify and implement instructional program</b>							
<b>Activity</b>	<b>Specific Steps</b>	<b>Person(s) Responsible</b>	<b>Timelines</b>	<b>Evidence of Completion/Evaluation</b>	<b>Status as of</b>	<b>Status as of</b>	<b>Status as of</b>
MAP Assessment	Schedule data review meeting with staff following receipt of assessment data and develop strategies with an action plan	Principal Instructional Coaches	3 times per year	Completed assessments and results	1/11 in place		
NMSBA	Schedule data review meeting with staff following receipt of assessment data	Principal Instructional Coaches	Fall 2010, 2011, 2012, and 2013	Completed assessments according to schedule	Begin August 2011		
DIBELS Assessment	Review progress monitoring and benchmark data with teachers	Reading TA provider and Reading Coach	Weekly & continuously ongoing	Completed assessments according to schedule	2011 Fall & Winter benchmarks completed and reviewed Weekly		

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<b>#7 – Use data to identify and implement instructional program</b>							
<b>Activity</b>	<b>Specific Steps</b>	<b>Person(s) Responsible</b>	<b>Timelines</b>	<b>Evidence of Completion/Evaluation</b>	<b>Status as of</b>	<b>Status as of</b>	<b>Status as of</b>
	in conjunction with program strategies				Progress monitoring begun 3/1/11		
AIMSweb	Review Math data with teachers (K-8) in conjunction with program strategies	Math TA provider Math Coach	Weekly and continuously ongoing	Completed assessments according to schedule	Fall & Winter benchmarks completed Started weekly progress monitoring 2/18/11		
	Review Reading PM data for 7-8 <sup>th</sup> grades	Reading TA provider, coach	Start 4/11	Team meeting agendas and minutes	Begun 4/11		

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#8 – Promote the continuous use of student data						
Activity	Specific Steps	Person(s) Responsible	Timelines	Evidence of Completion/Evaluation	Status as of	Status as of
Maintain fidelity to the core curriculum – K – 8 reading and math	Structured classroom walk-through process established and utilized daily	Principal Instructional Coaches	In place August 2010	Weekly Walk-through process articulated and shared with staff	Ongoing	
Use student data (attendance, social, and performance) to plan and drive scheduling, program activities, and student support programs	Data reports will be an agenda item at all meetings – grade cluster meetings, leadership meetings, board meetings	Instructional coaches Principal ELO	Weekly/monthly meetings beginning August 2010 – June 2013		Ongoing Begun at Board meetings 3/11	
Develop and implement school-wide RtI Instructional Delivery Model	Hire additional staff to all for instructional grouping flexibility	Principal School Board	August 2010		Ongoing, extremely delayed due to prolonged time spent on security	

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#8 – Promote the continuous use of student data						
Activity	Specific Steps	Person(s) Responsible	Timelines	Evidence of Completion/Evaluation	Status as of	Status as of
	Use student data to determine students who need more time and more support	Grade cluster teams Instructional coaches Principal	August 2010		clearance for new staff Ongoing, Fully functional 3/11	

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#9 – Increase learning time and create community-oriented schools							
Activity	Specific Steps	Person(s) Responsible	Timelines	Evidence of Completion/Evaluation	Status as of	Status as of	Status as of
Revise school day/year schedule	Add additional days to school calendar to maximum allowed by rule and regulation (225 days, 195 of instruction)	Principal ELO School Board	Review annually, begun Au. 2010	Extended school year calendars	Revising 3/11 for 2011-2012 school year		
Implement after school program	Coordinate after school program with instructional day program	Principal 21 <sup>st</sup> CCLC Coor. The State 21 <sup>st</sup> C. Director	August 2010		Program begun 1/11 due to lack of funding, 2011-12 program will begin August 2011		
Implement summer program	Identify targeted needs students to attend	Leadership Team 21 <sup>st</sup> C Coor. Principal	Each summer 2011-2013	Occurs each summer	2011 planning in progress. Site TBD due to reroofing of TDS		

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#9 – Increase learning time and create community-oriented schools						
Activity	Specific Steps	Person(s) Responsible	Timelines	Evidence of Completion/Evaluation	Status as of	Status as of
Develop school calendar for 2011-2012, 2012-2013	Research alternative schedules that would increase student learning time to include lengthening school day/year and provide summer school	Principal	August 2010- March 2011		In progress 2/11 for 2011-2012	

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<b>#10 – Provide on-going mechanisms for family and community engagement</b>						
<b>Activity</b>	<b>Specific Steps</b>	<b>Person(s) Responsible</b>	<b>Timelines</b>	<b>Evidence of Completion/Evaluation</b>	<b>Status as of</b>	<b>Status as of</b>
Develop and implement a parent involvement plan	Establish Home/School Liaison Team	Principal Counselor 21 <sup>st</sup> C. Coor. SPED Teacher	Established by 8/11		Planning begun	
	Conduct family/community Survey to determine needs, barriers to parent involvement and training content needs	Home/School Liaison Team	5/11		Obtain and implement Parent Involvement Analysis tool and develop a parent survey component	
	Provide parent professional development	Home/School Liaison Team	Ongoing		Parent Rtl, 1003g workshop 2/11, SPED training provided 3/11	
	Provide parent professional development based on survey	Home/School Liaison Team	Ongoing		Begun newsletters from Principal 9/10	
	Identify and partner with local	Home/School Liaison Team	Ongoing		Monthly newsletter	

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<b>#10 – Provide on-going mechanisms for family and community engagement</b>						
Activity	Specific Steps	Person(s) Responsible	Timelines	Evidence of Completion/Evaluation	Status as of	Status as of
	organizations to provide supplemental resources	Principal			began circulation 3/11 Firm, Fair and Consistent	
	Increase home/school communication	All staff	Ongoing More than weekly		Emergency messaging and updated communication system 4/1/11	
	Provide parents with opportunities to participate in decision making at the school	All staff Home/School Liaison Team Principal, PSO	Begin Aug. 2011, ongoing		Decision making currently facilitated through School Board review and planning	
	Hire a school counselor	Principal	12/10		Begin after completion and review of survey	
					Begin 12/10	

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	Implement school-wide PBIS supports	Counselor Principal	Ongoing		Begun 10/10 Not on board as of 3/11 Still working on security clearance			
<b>#10 – Provide on-going mechanisms for family and community engagement</b>								
<b>Activity</b>	<b>Specific Steps</b>	<b>Person(s) Responsible</b>	<b>Timelines</b>	<b>Evidence of Completion/Evaluation</b>	<b>Status as of</b>	<b>Status as of</b>	<b>Status as of</b>	<b>Status as of</b>
Implement approaches to improve school climate and discipline	Provide necessary professional development to improve school climate and implement effective positive discipline programs	BIE Positive Behavior Support Consultant	Ongoing		Active monthly student meetings Principal's Challenge Attendance and behavior incentive Positive Behavior workshop 10/10			

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#11 – Give the school sufficient operational flexibility						
Activity	Specific Steps	Person(s) Responsible	Timelines	Evidence of Completion/Evaluation	Status as of	Status as of
Develop a transition plan for new principal	Orient and support new principal when he/she comes on board	ELO Acting Principal	Upon hire		Not implemented as of 3/11	
Support appropriate financial accountability	Agency staff to monitor budget on biweekly/monthly basis	ELO Agency staff	August 2010 until determined no longer needed	Planning and spending budgets in place		
Support sustainability of 1003(g) Grant objectives	ELO meet with principal and school leadership on regular basis	ELO	August 2010 until determined no longer needed			
	Update computer network and technology	Principal IT Coordinator	Hire IT Coordinator 5/11 Order IT components by 4/11	IT coordinator in place and network meets COE standards		

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<b>#12 – Ensure that the school receives ongoing, intensive technical assistance and support from ELO/ADD and SEA Turnaround Office</b>						
<b>Activity</b>	<b>Specific Steps</b>	<b>Person(s) Responsible</b>	<b>Timelines</b>	<b>Evidence of Completion/Evaluation</b>	<b>Status as of</b>	<b>Status as of</b>
Communication and coordination with ELO and SEA Turnaround Office	Upon implementation of the 1003g grant, contact ELO and SEA Turnaround Office to begin communication and develop a schedule for team visits.	ELO Principal	June 2010 and on-going	Regular documented meetings	No Turnaround Office established by BIE as of 3/11	