

APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS

Legal Name of Applicant: Department of the Interior Bureau of Indian Education ChiChilTah/Jones Ranch Community School	Applicant's Mailing Address: PO Box 278 Vanderwagen NM 87326
LEA/School Contact for the School Improvement Grant Name: Jens Rossler Position and Office: Head Teacher Contact's Mailing Address: PO Box 278 Vanderwagen NM 87326 Telephone: (505) 778-5574 Fax: (505) 778-5575 Email address: jens.rossler@bie.edu or jerossler@yahoo.com	
Chief School Officer (Printed Name): George Waybenais	Telephone: (505) 778-5574
Signature of the Chief School Officer: X _____	Date:
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.	

Comprehensive Needs Assessment

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

School Name: **ChiChilTah/Jones Ranch Community School**

Grade Levels: **K-8**

ChiChilTah/Jones Ranch Community School is a Bureau operated K-8 school located on the Navajo Reservation, 30 miles southwest of Gallup, NM. The school's population is Native American serving Dine' and Zuni children. The children of the school live within a 30 mile radius from the school. 20% of the students are living without electricity and 50% without water. 98% of our students qualify for free and reduced lunch. The unemployment rate in the surrounding community is approximately 60%.

ChiChilTah-Jones Ranch is currently in 2nd year restructuring under the mandate of the NCLB and New Mexico State guidelines. The SY2009-10 enrollment fluctuated between 149 and 114 students. The ADM is currently 89%. The residential program was certified for 29 students during SY 2009/2010. The school experiences a very high mobility rate related to parental employment opportunities. The school is currently facing a budgetary shortfall due to the fluctuating enrollment. This shortfall has forced the school to re-evaluate programs, staffing and the way business is conducted. Very few supplies and materials are available for students and staff. No summer school programs or extended day services were provided for the SY2009-10 due to the budgetary issues. All students qualify as LEP. 14 students receive services thru the special education program. The school is currently in the process of having a GATE program certified which will serve approximately 12 students in the SY2010-11.

The school conducted a self-review based on the School Needs Assessment Tool. Parents, community members and staff, including academic, residential, and transportation provided input into the self-review. The needs assessment revealed the steps taken to provide professional development, acquire technical support, and implement a reading program the SY2009-10 has had positive impact on the learning environment and general atmosphere of the school. The needs assessment also validated the next steps needed to continue CJRS on the path of school improvement. We have selected the following school improvement strategies: Infrastructure overhaul, improvement of utilization of assessment data, instructional practices, and stakeholder communication.

Strategy 1: Infrastructure Overhaul

Infrastructure relates to the personnel, library, handbook policies, protocols, technology, recruitment/enrollment procedures and school/community relationship to facilitate daily processes in a positive, welcoming learning community. Through the self-evaluation process and reflection on many of our missteps this year it is very clear that an overhaul of our basic infrastructure would alleviate much of the reactive behaviors of the staff and put us into a

proactive cycle.

The first area of need to shore up our infrastructure is personnel needs of a counselor and a librarian. We are in need of a full time school counselor to provide interventions within emotional, social, physical, mental aspects of health with students and assist parents in coping with socio-economic issues impacting the students' personal and academic well being. The need for a academic guidance curriculum, individual student planning, responsive services and system support are at a critical level for the students of CJRS. Our data indicates bullying, fighting, disrespect, feeling unsafe, apathy towards school, poor school attendance, and lack of parental/community involvement within the school. Community issues in relation to alcohol, drugs, unemployment, and housing/home situations impact the daily well-being and functioning of students and their relationship with peers and staff. CJRS has been without a counselor for several years causing a steady decline in student school behaviors and an increase in apathy towards school. The counselor would provide personal, academic, and parental counseling one to one, in the classroom, small group, residential, and special parent meetings. The counselor will be responsible for scheduling and facilitating parent education activities. He/she would work closely with the home-liaison and classroom teachers to make home contact regarding attendance and behavioral issues. The counselor would serve as a resource and support system between students, parents and community, teachers and administration, as well as serve as a critical element for collecting, organizing and analyzing student data. Services would be provided to the academic program and the residential program. With an ADM of 89%, the counselor would assist in communicating the important link between school attendance and academic achievement to both students and parents.

The technical providers for the SY2009-10, Casey Sovo, Bryne & Associates, and education specialist from the ELO's office have indicated in reports the need for improving the environment of the school. Classrooms, closets, and cabinets are filled with old books and materials, broken furniture and unused items. The general atmosphere is cluttered and underutilized. Most school areas are not conducive to learning. There is very little celebration of student achievement. Little to no student work is posted for viewing.

Our library is in total disarray. As we have begun the process of implementing a reading program, it has become evident that the environment we have is not conducive to promoting reading as a life habit. The majority of the books available are outdated or in poor condition. There has not been a library caretaker in several years. The library is in need of atomization and re-organization. A librarian or library tech would bring consistent oversight and assistance to a critical component of the school environment. Currently, each grade level is scheduled for a weekly 30 minute time slot, but only 2-3 classes regularly utilize the facility. There are no additional hours or services available for students or community due to the lack of consistent coverage. Residential students shelve books. There is no record keeping or tracking the circulation of books and materials. The teacher resources are scare with many of the VHS tapes outdated in content information. There are very few Native American materials and even fewer professional materials. There are no computers or technological equipment available to support the functioning of the library or enhance the academic skills of students.

Jones Ranch School participates in the B.E.S.T. (Building Better Schools Together) program. The program is designed to guide positive behavior and build a positive learning environment. Students were recognized with a certificate at the Student Awards Day. Several behavioral issues have occurred this school year that indicate the student handbook and discipline policies are outdated, and in several areas do not reflect current BIE policy. The handbook does not reflect the current issues students bring to school, and is not parent friendly in its format and language.

To effectively facilitate the day to day operation of the school protocols need to be developed for: visitors, attendance, reward activities, staff—time/attendance, field trips, sports, requisitions, fundraising, extended day activities, community activities, homework, grading, residential procedures, club organization forms, daily lesson plans and substitute plans, change of schedule/plans, substitution assignment, professional development, travel, credit cards, DOI, assigned duties, breakfast/lunch count, class management/office referrals,

CJRS has limited connectivity due to an outdated satellite system that maximizes at 700kb for the entire school facility. Downloading of necessary data packets (NWEA) for student assessment purposes is difficult and time consuming. Syncing of handhelds (DIBELS) is impossible. The NASIS system is not fully utilized because of the connectivity issues. Technology system upgrades and enhancements are needed to assist instruction, and to track and analyze data. The entire system experiences frequent down periods, which have a direct effect on student academic achievement. Student research activities as well as instructional staff research and access to student data are placed on hold for long periods of time. The school has 10 SmartBoard that have no projectors or compatible software. Teachers do not have printers to accommodate printing student reports and documentation, lesson plans for instructional purposes, or communication to parents/guardians. The staff have limited technology skills and need training in Smart Boards, Excel, Publisher, Instructional Planner, Curriculum Mapper, Microsoft office, planning technology integrated lessons and RealeBooks. Currently the students' technology curriculum consists of internet surfing, when available. We need to procure programs to reinforce academic skills, promote creativity, and develop basic computer skills such as keyboarding, Microsoft office, and computer use for classrooms as well as the residential setting. Teacher and staff computers need to be replaced; four currently have no computer in the classroom. There are no computers in the library; the parent center has only a single laptop.

Enrollment has been declining over the past 3 years. Starting each school year we have a fair enrollment, but as the year progresses we lose upwards of 40+ students. The residential program faces the same issue. The class of 2010 consisted of 21 students this year, only nine have been at CJRS since kindergarten. A majority of the students enroll at the 6th, 7th, and 8th grade levels. There are no set recruitment/enrollment procedures in place. The school needs to investigate reasons for the excessive student withdrawal, research and implement a plan to encourage enrollment stability as well as bring in new students.

The infrastructure needs to be revamped to improve the general atmosphere and attitude of the school. The mental changes needed to approach the school improvement intuitive begin with a changed physical environment. An environment that invites, encourages, and creates a welcoming, secure, and positive learning environment. We will create this environment by painting walls, discarding the old, unused books and materials, placing bulletin boards throughout the school to celebrate student achievement, and updating the policies, procedures, and protocols that govern our school. Individuals will be stipend to remove old materials and clean up the school environment. Facilities have been contacted to paint hallways, library, and entrances. We will need to provide lamination and publishing materials for staff to showcase student work in public areas and produce recognitions for students, parents, and staff celebrations of school improvement. Stipends will be given to staff to review and update the policies, procedures, and protocols within the guidelines of the DOI/BIE. We believe that improving our "infrastructure" plays a critical role in our school improvement efforts. As we improve our approach to learning along with our instructional practices our student achievement will be reflected within our state assessments. These changes will lead to improved enrollment. ChiChilTah will be a school students want to attend, parents want to send their children to, and the community will look upon as a place of learning.

Strategy 2: Improve use/practices of assessment data

CJRS students take the NMSBA and the NM state approved ELL assessment annually. We administer the DIBELS benchmark three times a year with progress monitoring. NWEA is administered three times annually. CORE program assessments are administered as prescribed and outlined by the program. Data is faithfully collected and generally filed for statistical purposes. There is no comprehensive assessment plan or a central data base in use. The most consistent practice is administering the assessment and comparing it to the previous assessment data. There is no in depth look at individual student performance to drive instruction or to provide extended instructional time. Time was taken this school year to review protocols and make every effort that assessments were being administered properly. The staff participated in session one of NWEA training, with positive results. Session two has been calendared for August 2010. Plans have been outlined and steps are being taken to conduct a school wide BOY data analysis to involve all stakeholders with Byrne & Associates at the start of 2010-11 with follow up sessions throughout the school year.

CJRS will continue PD with NWEA, Kimm Rombardo; look to contract for DIBELS PD and NMSBA data analysis and administration PD; each session, where applicable, will include administrative training for supervision of implementation and building skills to help and support staff.

We have set a goal of 40% gain over the 2009-10 NMSBA results based on the number of students sitting on the bubble edge. With the improved instructional practices, consistent quality PD, active data analysis driving instruction, and careful attendance monitoring we can make a 40% gain. We will have to work diligently to get contracts in place and approved, communicate expectations for attendance and implementation of trainings, provide feedback

on walk-throughs, analyze progress monitoring data, and provide on-going support and coaching throughout the process.

Strategy 3: Improve classroom instructional practices

ChiChilTah is a failing school that realizes that our students can learn if we adjust our instructional practices to meet the needs identified in the assessments. We took the first steps to improve classroom instructional practices with the implementation of the BIE Reads/SOS initiatives in February of 2009. Over the course of the year a reading coach was hired and program materials requisitioning began. The school has implemented a replacement CORE school wide; SRA Signature program K-5 and Corrective and Comprehension Reading 6-8. A walk to read was instituted for grades 3-8. Teachers have received training in basic DI instruction. Classroom walkthroughs and assessment data indicates that instructional practices such as preparation, overall presentation, reteaching, differentiation, and student interaction still need a lot of attention and professional development. The process to procure materials was delayed because of budgetary issues. We still do not have complete grade level materials. The school was assisted with technical assistance by Casey Sovo from the Albuquerque office as well as contracting with Bryne & Associates for monthly visits. A 90 minute reading block was implemented. Our CORE assessments and DIBELS reflected an 88% of the student population was reading 2 or more grade levels below level so a 55 minute intervention block was also implemented.

The school selected in April to use NM Harcourt Math 2008 edition K-6 and Holt math 7-8. The current practice for math instruction was left up to the individual classroom instructor. As a result, there were four different math programs being used with a lot of teachers using personal resources to supplement instructional materials as many had incomplete text sets and materials to instruct with. A 90 minute math block was implemented. No professional development for math instruction has been provided in several years. Teachers are working hard to provide adequate instruction with little or no technical support.

The 2009-10 administrative walk-throughs have brought to light the need for reviewing the daily schedule and time on task. Much instructional time is not used fully. Many activities interrupt the instructional process with little to no notification and there is no adequate accounting for instructional time. This lack of instructional time adds to the problem of poor attendance on the part of students. Plans are not in place to make up the missed instructional time, thus keeping students from making the expected progress needed to overcome the gaps created by the previous years of interrupted instructional time and poor student attendance.

Walk-throughs have also indicated that the instructional planning time outlined in the schedule is regularly interrupted. Interruptions of the planning time include but are not limited to, meetings, substituting for teachers on leave or attending meetings, taking leave to run an errand, personal phone calls or taking extra break time. All these interruptions occur on a regular basis taking away from the little time provided in the current daily schedule. Time management is an issue needing to be address at all levels of the school.

CJRS will put protocols in place in alignment with DOI/BIE guidelines to assure staff attendance. Administration will follow up on a daily basis on staff attendance. Daily walk-throughs with appropriate forms to document instructional practices and time on tasks will be conducted. Use of preparation time and implementation of professional development will be monitored frequently to ensure school improvement activities are being implemented as prescribed in professional development sessions.

Monthly Saturday professional development sessions are planned for math and reading data analysis, goal setting, and progress monitoring. A BOY session will be held early August to analyze the newest data on currently enrolled students. Goals will be set and instruction planned for core and intervention time. Monthly progress review sessions will be held to review, adjust, and monitor instructional plans for student groups and individual students. Instructional plans, pacing charts, class/group core and intervention instructor data will be analyzed as well. Initially instructional plans to include CORE program lesson goals, ELL strategies, reteaching strategies based on progress monitoring thru core assessments and DIBELS. As additional data becomes available, i.e. current NWEA mid September, teachers will include objectives outlined in the NWEA Descartes system to further facilitate differentiated instruction.

Professional development will be held on a group basis and an individualized basis. Group PD will establish the overall framework and guidelines for the major components of school improvement. Individualized PD will work at building capacity and meeting needs of teachers to meet the instructional needs of their students. School Improvement/Group PD identified needs consist of: DIBELS and NWEA data usage and analysis, team building with a mentorship program component, class management—creating a positive environment, recognizing individual student needs, handling and recognizing physical, social, and emotional needs of students, time management, CORE program assessments to guide instruction, differentiated instructional strategies, teacher-community relations and communications, instructing with technology. Individual PD needs include: technology usage, assessment procedures, lesson planning, dealing with diverse students, and a mentorship program, administration will work with individual staff members to develop an IDP in August to be review quarterly for progress towards completion and updating.

Strategy 4: Improve Community/parent communication

The school/community relationship is strained at best. While there are a lot of community members who support CJRS, there is a large contingency that undermine any positive undertaking by the school. This attitude is reflected in the performance of the students and staff. The student ADM for 2009-10 is 89%. Parent/community involvement at school events averages 10%. Staff daily attendance averages 75%. There is much discussion and research beginning to resolve this situation. We fully recognize the importance of a positive community relationship to improve our parental involvement and enrollment. First steps include further discussion and research by surveying and opening the lines of communication. The preliminary feedback from stakeholders suggests the following: plan parent friendly activities where children can attend, communicate activities allowing parent planning time to participate,

provide involvement incentives, communicate openly about programs, staff, and policies, give professional development to staff on communicating and working with parents and community members in a positive and productive manner, and provide parent education opportunities. The school sends weekly newsletters home with each child. This is our main avenue of communication with home and the community. The sign in front of the school is non-functioning and needs to be replaced for better community outreach communication.

Parental Involvement is far more than homework help. Our parents hold the key to our student success. It is crucial that we help our parents understand the grade level expectations and what is needed for their children to be successful within the school environment. We will communicate to our parents the changes the school is going through and the steps being taken on this road to school improvement. We will communicate in August and quarterly throughout the year our attendance expectations, academic success requirements, explain the training and assistance the staff is and will be receiving to improve the instruction, provide explanation of test results and how they can assist in the process of student achievement.

ChiChilTah believes as we improve our approach to learning along with our instructional practices our student achievement will be reflected within our state assessments. With the implementation of the actions set forth in this proposal ChiChilTah-Jones Ranch School will build the capacity for the school to move forward in a positive self-sustaining, fiscal school improvement. These changes will lead to improved enrollment and thus funding. ChiChilTah will be a school students want to attend, parents want to send their children to, and the community will look upon as a place of learning.

Tier I : Intervention Model Selected	Tier III : School Improvement Strategy(s): Infrastructure overhaul Improve use/practices of assessment data Improve classroom instructional practices Improve Community/parent communication
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III. Plan of Operation

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

Name of School:

ChiChiTah/Jones Ranch Community School

School Improvement Strategy(s) to be Implemented:

Infrastructure overhaul

Improve use/practices of assessment data

Improve classroom instructional practices

Improve Community/parent communication

Long Range Goal Statements: (1-3 Years)

ChiChiTah School will be making adequate yearly progress (AYP) at each grade level in Reading and Mathematics as defined by the BIE by the end of SY2011-12

80% of ChiChiTah students will be performing at a proficient level in both reading and mathematics as defined by the state of NM on the NMSBA by the end of SY2015-16.

Annual Measurable Goal for Reading/Language Arts:

Objective 1: SY2010-11 40% gain on NMSBA for 3-8th grade class groups over SY2009-10

Objective 2: SY2010-11 50% gain on DIBELS for K-6 grade class groups over SY2009-10

Objective 3: SY2010-11 50% gain in instructional time as measured by class walk-throughs, staff attendance, and student attendance.

Objective 4: NWEA to be added as a measurable goal to measure instructional practices SY2011-12

Annual Measurable Goal for Mathematics:

Objective 1: SY2010-11 40% gain on NMSBA for 3-8th grade class groups over SY2009-10

Objective 2: SY2010-11 K-8 assessment NWEA to be added as a measurable to measure instructional practices in the SY 2011-12

Objective 3: SY2010-11 50% gain in instructional time measured by instructional walk-throughs, staff attendance, and student attendance.

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.

IV. BUDGET SPREADSHEET & NARRATIVE

ChiChilTah School is currently experiencing budgetary shortfall for the SY2009-10. The projected funding for SY2010-11 is anticipated to be substantially lower. The school administration has been working with the school board and ELO office to make decisions regarding the shortfall and future budgetary projections. At this point in time we cannot leverage and align until final decisions are made and budgetary information is available

The majority of the funding requested is for professional development and materials that once purchased will not need to be purchased again. Other money will allow us to recognize our students and parents, reorganize the infrastructure, and publicize ourselves to improve our enrollment. As we improve our instruction, provide extended instructional time, and expand our support services student achievement will give a positive reputation in the community, thus improvement enrollment, and ultimately improve financial health of the organization.

ChiChilTah/Jones Ranch Community School Budget Source, amount received, and how it was spent SY2009-10 is outlined below.

Budget Source	Amount	Utilized
ISEP	1,043,700.00	Salaries, Vehicle cost, phone
Transportation	\$228,300.00	Salaries, Vehicle cost
BIE Reads	\$78,000.00	CORE Materials
Indian Education	\$29,694.00	Salaries
Title I (SOS)	296,600.00 (101,916.00)	Salaries (Reading Coach, Reading program technical support, professional development, travel)
Title 11A (PD)	\$44,400.00	Professional development
Title 11D (Tech)	\$3,600.00	Technical support
Title IV (Drug/Free)	\$14,900.00	Supplies, materials, salaries
SPED	\$60,548.00	Salaries, contract services
ARRA	\$57,200.00	Personnel, travel, PD, Supplies, Materials

See Attached 3-year budget request sheets (submitted separately)

Data Review Narratives

ChiChilTah Attached are the data sets that reference the low student achievement with regards to NMSBA, NWEA, and DIBELS. In addition we attached the attendance data which is a high indicator of the low performance of the students of ChiChilTah. All data is analyzed is analyzed and provides a framework for future school improvement activities.

The BIE has determined based on the state assessment (NMSBA) that CJRS is 2nd year restructuring for SY2008-2009. While the majority of the grade levels did not make AYP, grades 3 and 4 in Math and Reading did make AYP. This is an indicator that with the implementation of math and reading programs with fidelity, quality professional development, and continued data analysis ChiChilTah has the capacity to reach the required AYP.

NWEA data indicates an increase in the RIT scores from Fall to Spring 2009-2010. While there is an improvement in the RIT scores, historical data creates the question as to the validity of the testing administration. As a result of the question, ChiChilTah has initiated a realignment of test administration procedures. We have consulted with outside assistance to realign the appropriate protocols for NWEA administration. The staff has participated in step 1 of 4 in data usage to drive instruction. Step 2 is scheduled for mid-August 2010.

The DIBELS assessment has been utilized for the reading program consistently from February 2009 to present. The progress monitoring data indicates while progress is being made, we are not utilizing the data fully to assist in instruction. Kindergarten data is very discouraging. We got off to a very rough start with students adjusting to school poorly. Teacher inconsistency in classroom management, instructional practices, and personal attendance, student poor attendance created non-conducive learning environment. Third grade students came in so far below grade level that gains were not reflected upon the grade level assessment.

Attendance for students based on NASIS for SY2009-10 was 89% ADM and Staff attendance for professional development based on sign-in sheets was 65%. As the data indicates, students missed upwards of 35+ days in the SY2009-10 school year.

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

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

Extending the period of availability of school improvement funds.

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

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

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

Timeline/Action Plan

Area of Action: Infrastructure Overhaul

Key Steps	Time Frame (When)	Process to accomplish	Proposed Budget 2010-11	Proposed Budget 2011-12	Proposed Budget 2012-13
Personnel School Counselor	Hire July 2010	Hire and support salary from 2010-2013	\$75,000.00	\$75,000.00	\$75,000.00
Librarian	Hire July 2010	Hire and support salary from 2010-2013 (The school will stipend current employees to fulfill the positions until filled with proposed budget)	\$75,000.00	\$75,000.00	\$75,000.00
Extend Contracts for Head Teacher, Reading Coach	July 2010, July 2011 July 2012	Extended Contracts for three weeks to analyze data, prepare requisitions under 1003(g) and SOS budgets, plan professional development, goal setting and preparation for SY2010-11 and SY2011-12	\$12,000.00	\$12,000.00	\$12,000.00
Staff extended contracts for data analysis and staff development (5 days before school begins)	July 2010, 2011, 2012	Short term contracts	\$16,000.00	\$16,000.00	\$16,000.00
Library Atomization/Circulation Computer services	July-Sept 2010 July 2010	Stipends to staff to automate library Procure 1 circulation and 2 student computers	\$5,000.00 \$5,000.00	0 0	0 0
Updating Student materials	SY2010-13	Requisition	\$20,000.00	\$20,000.00	\$20,000.00
Increasing Native	SY2010-13	Requisition	\$10,000.00	\$10,000.00	\$10,000.00

materials	SY2010-13	Establish location and Requisition	\$10,000.00	\$10,000.00	\$10,000.00
Professional Library materials					
Produce CJRS RealeBooks	SY2010-12	Each student and classroom will produce RealeBooks to provide reading materials for home and school—Purchase publication paper and ink cartridges (\$643/set), three cameras	\$5,000.00	\$5,000.00	\$2,500.00
Periodicals	SY2010-11	Requisition student and professional	\$5,000.00	\$5,000.00	\$5,000.00
Handbook Polices					
Update policies in student handbook and publish	June-July 2010	Complete revised handbook for SY2010-11	\$1,000.00	0	0
Create/publish staff handbook		Stipend staff to revise Publish Handbook	\$500.00	0	0
Protocols	June/July 2010	Formalize checklist and forms Stipend staff	\$1,000.00	0	0
Technology					
Staff computers	July 2010	Requisition 6 computers	\$3,500.00	0	0
Staff color printers	July 2010	Requisition 10 replacement computers	\$6,000.00	0	0
Student software	Aug-Dec 2010	Requisition 9 color printers for staff Requisitions	\$3,000.00	0	0
			\$25,000.00	0	0
Technology Professional Dev.	Jan-Jun 2011	Phase 1-Microsoft Office, Lesson Planner	\$25,000.00	\$10,000.00	0
	July 2010-11	Phase 2-SmartBoard use for teachers, Curriculum Mapper	\$15,000.00	\$15,000.00	0
SmartBoard Projectors	July 2010	Requisition projectors/software	\$1,500.00	0	0
	July 2010	Stipend Mounting/set up stipends	\$2,500.00	0	0
Lesson Planner Software agreement	Jan 2011	Requisition site license usage and professional development (NMNS)	\$5,000.00	\$2,500.00	0

Curriculum Mapper		Requirement) Requisition site license usage agreement and professional development June 2011 (NMNS Requirement)	\$5,000.00	\$2,500.00	0
Recruitment Student Enrollment Community recruitment 2 weeks in summer	July 2010, 2011, 2012	Produce fliers, posters, advertise on radio, place newspaper ad Stipend staff to go recruit in community	\$1,000.00 \$2,000.00	\$1,000.00 \$2,000.00	\$500.00 \$1,000.00
Environment Cleaning out of old materials and equipment	June/July 2010	Stipend physical labor to remove old text, materials, and broken equipment from closets, cabinets, classrooms, library	\$10,000.00	\$2,500.00	0
Create student/parent friendly environment in hallways, entrance, office, classrooms	June-Sept 2010	Facilities paint hallways, library Requisition bulletin boards (12) and materials for creating areas for posting student work	\$2,000.00	\$1,000.00	\$500.00
Establish a workroom for staff	Aug 2010	Procure laminating machine to protect student work	\$4,000.00	0	0
Parent Involvement activities	Monthly Aug-June 2010-13	Procure publishing supplies and materials (certificate paper, printer cartridges, paper cutters, Staff will plan family friendly events to encourage parent-child activity while practicing academic skills—provide refreshments, materials and tools for home use	\$5,000.00 \$5,000.00	\$2,500.00 \$5,000.00	0 \$2,500.00
Family Events	Monthly				
Parent Involvement incentives	Monthly	Door prizes, incentive plans for coming to class and working with child,	\$5,000.00	\$5,000.00	\$2,500.00

Student Awards/Incentives Attendance, reading, B.E.S.T, math, writing, homework,		attending family events and parent information sessions Purchase incentives for B.E.S.T awards basket, popcorn machine, gift cards, books, school supplies	\$3,500.00	\$3,500.00	\$1,500.00
TOTAL ACTION REQUEST			SY2010-11 \$369,500.00	SY2011-12 \$325,500.00	SY2012-13 \$279,000.00

Timeline/Action Plan

Area of Action: Improve use/practices of assessment data

Key Steps	Time Frame (When)	Process to accomplish	Proposed Budget 2010-11	Proposed Budget 2011-12	Proposed Budget 2012-13
Develop an assessment plan	June 2010	Outline assessments with frequency Calendar assessments—stipend	\$1,000.00	\$500.00	\$500.00
Establish and maintain a central data base Maintain an accessible file of key documents	May 2010 June 2010 Quarterly	Central location was selected, file cabinet dedicated to key documents, current paper copy of documents filed Purchase an external hard drive to maintain a protected copy Stipend registration clerk/school secretary to update back student information	\$100.00 \$500.00	0 0	0 0
Leadership team Set yearly learning goals Monitor student learning data	Aug 2010 Oct 2010 Dec 2010 Mar 2011 May 2011	Data Analysis session with goal setting and instructional planning Schedule regular bi-monthly meeting times to check progress towards goals and monitor instructional planning and implementation Contract technical support from Bynre & Associates to work with team in goal setting and data analysis			

Maintain an accessible file of agendas, minutes and work products of leadership team, instructional teams	SY2010-11	Establish file in Aug 2010 Establish protocols for collecting and submitting data	\$2,500.00	\$2,500.00	\$2,500.00
K-2 Annual assessment	SY2010-11	NWEA MAP Assessment for K-2 and training for K-2 staff			
Instructional Teams Meet regularly Develop units of instruction Review student learning data Identify strengths/weakness of curriculum Use data to plan instruction Identify students in need of support or enhancement Review results of pre/post, core program assessments to make instructional decisions	SY2010-11	Schedule regular meeting times with sufficient blocks of time to complete tasks Monthly Saturday Data Analysis and instructional planning sessions (4hr block) Stipend base pay.	\$12,000.00	\$12,000.00	\$12,000.00
Classroom					

Assessment Pre/Post tests to assess student mastery of standards-based objectives Core assessments administered and analyzed as program specifies Re-teaching planned based on assessment results Instructional team review of assessment results	As program specifies Monthly data review	Monthly data reviews w/instructional planning Saturday 4 hour block-staff stipend	\$12,000.00	\$12,000.00	\$12,000.00
TOTAL ACTION REQUEST			SY2010-11 \$83,100.00	SY2011-12 \$52,000.00	SY2012-13 \$52,000.00

Timeline/Action Plan

Area of Action: Improve classroom instructional practices

Key Steps	Time Frame (When)	Process to accomplish	Proposed Budget 2010-11	Proposed Budget 2011-12	Proposed Budget 2012-13
<p>Aligned Instruction Develop standards-aligned units with standards-based objectives Professional development</p>	Beginning SY2011-12				
<p>Differentiated Instruction Units of instruction include specific learning activities aligned to objectives Materials for standards-aligned learning activities are well-organized, labeled and stored for convenient use</p>	<p>SY2010 forward Aug 2010 forward</p>	<p>Unit/Lesson plan template will be placed in Lesson Planner system instructors will complete template An organization system will be put into place along with an inventory system to ensure materials are accounted for and ready for teacher use. Purchase storage and organization containers for materials</p>	\$2,500.00	0	0
<p>Instructional Preparation Document that aligns standards,</p>	Summer 2011	Instructional staff will work to develop document—stipend	\$2,500.00	0	0

<p>curriculum, instruction and assessment</p> <p>Weekly lesson plans based on aligned units of instruction indicating individualized instruction based on assessment information</p> <p>Maintenance of individual student's mastery of specific learning objectives</p> <p>Documentation of assessment</p>	<p>Aug 2010 Weekly</p> <p>Annually</p> <p>July-Sept 2010</p> <p>June 2011, 2012</p> <p>Aug2010, July 2011, July 2012</p>	<p>Lesson plan protocol will be developed and implemented</p> <p>Head teacher will review weekly and provide feedback</p> <p>Instructional staff will develop a method for maintaining and reporting individual data</p> <p>Assessment folders will be established and maintained for each student. Information will be used to guide instruction, discuss with parents, and evaluate program implementation</p> <p>Purchase multi-tabbed folders (IEP Style, labels)</p> <p>Upgrade chalkboards to whiteboards (12 boards)</p> <p>Contracts for staff and consultants to provide training reading, language, math (Harcourt Math, Holt, SRA trainers)</p> <p>2 days math and 2 days reading basic skills training for staff—teachers, tutors, anyone providing instruction. (providers will be BIE recommended staff/trainers)</p>	<p>\$500.00</p> <p>\$15,000.00</p> <p>\$80,000.00</p> <p>\$50,000.00</p>	<p>0</p> <p>0</p> <p>\$80,000.00</p> <p>\$25,000.00</p>	<p>0</p> <p>0</p> <p>\$80,000.00</p> <p>0</p>
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Instruction					
Teacher Directed Instruction: Introduction Presentation Summary/Confirmation Interaction Student Directed Computer based		DI Program Training National Conference attendance for staff send 3-4 each year Practice sessions weekly Frequent walk-throughs with feedback Coach/peer modeling Purchase program specific software to increase achievement (Harcourt Math, Holt Math)	\$25,000.00	\$25,000.00	0
Class Management	Aug-Sept	Professional Development on class management, use of handbook, class guidelines, class environment (UNM) Purchase classroom library sets that support the CORE program themes, and encourage independent reading (\$1000.00/classroom= Books and display case for organization)	\$2,500.00	\$2,500.00	0
Classroom libraries	Monthly	Mathematics program instructional professional development (Harcourt Math, Holt Math, Other referenced program knowledgeable) LETRs Training and materials Modules 1-12 (Mary Dalgren trainer will purchase training module wkbks)	\$10,000.00	\$5,000.00	\$2,500.00
Basic Math Instructional techniques all staff			\$80,000.00	\$80,000.00	\$40,000.00
Big Ideas of Reading Professional Development all staff			\$50,000.00	\$25,000.00	0
Extended Day Intervention/After School Tutoring Summer School Residential Program	Aug-May Annually June Aug-May	Stipends for staff 20 day program Stipends for training for staff to be	\$25,000.00 \$180,000.00 \$3,000.00	\$25,000.00 \$180,000.00 \$1,500.00	\$15,000.00 \$180,000.00 \$1,500.00

Tutoring	effective tutors (coaches will train)	\$8,000.00	\$4,000.00	\$2,000.00
Books/Magazines	Stipend residential tutors	\$1,500.00	\$1,500.00	\$1,500.00
Arts/Crafts	Requisition books/magazines for dorm	\$2,000.00	\$2,000.00	\$1,500.00
	Requisition crafting materials for creative exploration and application of skills			
TOTAL ACTION REQUEST		SY2010-11	SY2011-12	SY2012-13
		\$540,000.00	\$456,500.00	\$144,000.00

Timeline/Action Plan

Area of Action: Improve Community/parent communication

Key Steps	Time Frame (When)	Process to accomplish	Proposed Budget 2010-11	Proposed Budget 2011-12	Proposed Budget 2012-13
Parental Involvement Family Center	March 2010	Family Center established	\$5000.00	\$2,500.00	\$1,500.00
	August 2010	Family center supplies, materials, resources Meal	\$1,500.00 \$2,500.00	\$1,500.00 \$2,500.00	\$1,500.00 \$1,500.00
	Annually Aug	Requisition homework box supplies and materials (August distribution, January refill) Title I meeting w/dinner	\$1,000.00	\$1,000.00	\$1,000.00
	April 2010	Parent Involvement Policy, Plan for parent involvement, and School-student-parent compact were initiated			
Communication with parents Newsletter, calendar with activity photos to be published Newspaper ads, radio spots Post poster of weekly events/calendars	Annually Aug	Revisit Parent Involvement Policy, Plan for parent involvement, and School-student-parent compact			
	Weekly	Requisition Paper/color ink cartridges	\$2,500.00	\$2,500.00	\$1,000.00
	monthly	Newspaper ads	\$5,000.00	\$5,000.00	\$2,500.00
	Monthly Special Events	Requisition poster maker paper, tape, laminating film	\$2,500.00	\$2,500.00	\$1,000.00

around community and at school	Electronic Sign board	\$35,000.00	0	0
Student Handbook school policies	Present and review student handbook and school policies at beginning of year and to each student enrolling			
Parent Training/Education	Overseen and chaired by school counselor or designee-refreshments, training materials, speaker	\$4,000.00	\$2,000.00	\$1,000.00
Parent Homework	Provide a basic skills boot camp that would train parents how to work their children with homework and develop their own math/reading/language skills—provide home materials, meal, incentives, door prizes, stipend staff/trainers for time (4 times)	\$20,000.00	\$20,000.00	\$10,000.00
Boot Camp	School logo items to promote a positive atmosphere and attitude (t-shirts, school supplies, bottles, etc.)	\$50,000.00	\$25,000.00	\$10,000.00
School Pride	Provide Information, parent training	\$500.00	\$250.00	0
Incentives for adults and children				
Support for Families				
Training and services to adequately address educational needs of ELL, GATE				
TOTAL ACTION REQUEST		SY2010-11	SY2011-12	SY2012-13
		\$129,500.00	\$64,750.00	\$31,000.00

TOTAL BUDGET REQUEST

TOTAL BUDGET REQUEST	SY2010-11	SY2011-12	SY2012-13	TOTAL REQUEST
Infrastructure overhaul	\$369,500.00	\$325,500.00	\$279,000.00	\$974,000.00
Improve use/practices of assessment data	\$83,100.00	\$52,000.00	\$52,000.00	\$187,100.00
Improve classroom instructional practices	\$540,000.00	\$456,500.00	\$144,000.00	\$1,140,500.00
Improve Community/parent communication	\$129,500.00	\$64,750.00	\$31,000.00	\$225,250.00
TOTAL BUDGET REQUEST	\$1,122,100.00	\$898,750.00	\$506,000.00	\$2,526,850.00

APPENDIX A

SCHOOL NEEDS ASSESSMENT TOOL

6

7

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

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

B. Data and Research	Assessing the Current Situation		Adding the Missing Pieces	
Student Learning Data	YES	NO	Primary Responsibility	Target Date for Completion
1. The school tests every student annually with the same achievement test in basic subject areas so that each student's year-to-year progress can be tracked.	X			
2. The school tests each student at least 3 times each year to determine progress toward standards-based objectives.	X			
3. Teachers receive timely reports of results from periodic, standards-aligned tests.		X		
4. The school maintains a central data base that includes each student's test scores, placement information, demographic information, attendance, behavior indicators, and other variables useful to teachers.		X	NASIS needs updating	
5. Teams and teachers receive timely reports from the central database to assist in making decisions about each student's placement and instruction.		X		
6. Yearly learning goals are set by the Leadership Team, utilizing student learning data.		X		
7. The Leadership Team monitors student learning data.		X		
8. Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum.		X		
9. Instructional teams use student learning data to plan instruction.		X		
10. Instructional Teams use student learning data to identify students in need of instructional support or enhancement.	X			
11. Instructional Teams review the results of unit pre/post-tests to make decisions about the curriculum and instructional plans.	X			
Operational Data				
1. The Leadership Team maintains an accessible file of key documents including the school improvement plan, policies and procedures, schedules, and program decisions.		X		

B. Data and Research (continued)		Assessing the Current Situation		Adding the Missing Pieces	
Operational Data		YES	NO	Primary Responsibility	Target Date for Completion
3. The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers.			X		
4. The Leadership Team reviews the principal's summary of classroom observations and takes them into account in planning professional development.			X		
5. The Leadership Team maintains an accessible file of the agendas, minutes, and work products of the Leadership Team, the Instructional Teams, and the SCC.			X		
6. The school improvement plan's objectives are linked to action statements with follow-up monitoring of progress.			X		
Research					
1. The Leadership Team maintains an accessible file of research on topics tied to the school improvement plan.			X		
2. Teachers report on what they have learned at conferences and submit relevant information for inclusion in the research file.			X		
3. Representatives from the school visit other schools to see programs of interest, report their findings, and include the report in the research file.			X		
4. Instructional Teams investigate topics of particular interest and report findings, including reports filed in the research file.			X		
5. Teams and individuals use the research files to inform their decisions.			X		
A. Curriculum		Assessing the Current Situation		Adding the Missing Pieces	
		YES	NO	Primary Responsibility	Target Date for Completion
1. Instructional Teams develop standards-aligned units of instruction for each subject and grade level.			X		
2. Teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.			X		
3. Teachers submit weekly lesson plans based on aligned units of instruction.			X		
4. Units of instruction include standards-based objectives and criteria for mastery.			X		
5. Units of instruction include pre/post-tests to assess student mastery.			X		

A. Curriculum (continued)		Assessing the Current Situation		Adding the Missing Pieces	
		YES	NO	Primary Responsibility	Target Date for Completion
6. Units of instruction include specific learning activities aligned to objectives.			X		
7. Instructional Teams develop materials for their standards-aligned learning activities and share the materials among themselves.			X		
8. Materials for standards-aligned learning activities are well-organized, labeled, stored for convenient use by teachers.			X		
B. Assessment					
The teacher:					
1. Uses objectives-based pre-tests.		X			
2. Uses objectives-based post-tests.		X			
3. Maintains a record of each student's mastery of specific learning objectives.		X			
4. Tests frequently using a variety of evaluation methods and maintains a record of the results.			X		
5. Differentiates assignments in response to individual student performance on pre-tests and other methods of assessment.		X			
C. Instruction					
Classroom Culture					
1. When waiting for assistance from the teacher, students are occupied with curriculum-related activities provided by the teacher.			X		
2. Transitions between instructional modes are brief and orderly.			X		
3. Students maintain eye contact and are attentive.			X		
4. Students raise hands or otherwise signal before responding.		X			
The teacher:					
5. Uses a variety of instructional modes-whole class, small-group, independent, computer-assisted, computer-based, etc.			X		
6. Maintains well-organized student learning materials in the classroom.			X		
7. Displays completed student work in the classroom.			X		
8. Posts classroom rules and procedures in the classroom.		X			
9. Corrects students who do not follow classroom rules and procedures.			X		
10. Reinforces classroom rules and procedures by positively teaching them.			X		

C. Instruction (continued)		Assessing the Current Situation		Adding the Missing Pieces	
		YES	NO	Primary Responsibility	Target Date for Completion
The teacher					
11. Engages all students, e.g., supports "silent" students to participate.			X		
12. Is active in the classroom regardless of the instructional mode.			X		
13. Interacts with students instructionally, managerially, and socially as appropriate.			X		
Teacher-Directed Whole-Class or Small Group: Introduction					
The teacher:					
1. Reviews the previous lesson.			X		
2. Clearly states the lesson's topic, theme, and objectives.			X		
3. Stimulates interest in the topics.			X		
4. Uses modeling, demonstration, graphics and other visual aids.			X		
Teacher-Directed Whole-Class or Small Group: Presentation					
The teacher:					
1. Proceeds in small steps at rapid pace.		X			
2. Explains directly, explicitly, and thoroughly.			X		
3. Maintains eye contact.		X			
4. Speaks with expression and uses a variety of vocal tones.			X		
5. Uses prompting/cueing.		X			
Teacher-Directed Whole-Class or Small Group: Summarize/Confirm Mastery					
The teacher					
1. Re-teachers when necessary.			X		
2. Reviews with drilling/class recitation.			X		
3. Reviews with questioning.			X		
4. Summarizes key concepts.			X		
Teacher-Directed Whole-Class or Small Group: Teacher-Student Interaction					
The teacher:					
1. Re-teachers following questioning.			X		
2. Uses open-ended questioning and encourages elaboration.			X		
3. Re-directs student questions.			X		
4. Encourages peer interaction.		X			
5. Encourages students to paraphrase, summarize, relate.			X		

C. Instruction (continued)		Assessing the Current Situation		Adding the Missing Pieces	
Teacher-Directed Whole-Class or Small Group: Teacher-Student Interaction (cont.)		YES	NO	Primary Responsibility	Target Date for Completion
The teacher:					
6. Encourages students to check their own comprehension.			X		
7. Verbally praises students.		X			
Student-Directed Small- Group or Independent					
The teacher:					
1. Travels to all areas in which students are working.			X		
2. Meets with students to facilitate mastery of objectives.			X		
3. Encourages students to help each other with their work.		X			
4. Interacts instructionally with students (explaining, checking, giving feedback).			X		
5. Interacts managerially with students (reinforcing rules, procedures, and expectations).		X			
6. Interacts socially with students (noting and attending to an ill student, asking about the weekend, inquiring about the family, etc.).			X		
7. Verbally praises students.		X			
Computer-Based Instruction					
1. Students are engaged and on-task.			X		
2. Students are comfortable with the program and its navigation.			X		
The teacher:					
3. Travels about the room to assist students.			X		
4. Has documentation of the computer program's alignment with standards-based objectives.			X		
5. Maintains a record of student mastery of standards-based objectives.			X		
6. Assesses student mastery in ways other than those provided by the computer program.			X		
Homework, Communication with Parents					
The teacher:					
1. Maintains a file of communication with parents.			X		
2. Regularly assigns homework (4 or more days a week)			X		

3. Checks, marks, and returns homework.	C. Instruction (continued)	Assessing the Current Situation		Adding the Missing Pieces	
		YES	NO	Primary Responsibility	Target Date for Completion
	Homework, Communication with Parents				
	The teacher:				
	4. Includes comments on checked homework.		X		
	5. Counts homework toward student's report card grade.	X			
	6. Systematically reports to parents the student's mastery of specific objectives.		X		
	D. Professional Development				
	1. Professional development for teachers includes observations by the principal related to indicators of effective teaching.		X		
	2. Professional development for teachers includes observations by peers related to indicators of effective teaching.		X		
	3. Professional development for teachers includes self-assessment related to indicators of effective teaching.		X		
	4. Teachers are required to develop individual professional development plans based, in part, on classroom observations.		X		
	5. Professional development of individual teachers includes an emphasis on indicators of effective teaching.	X			
	6. Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching.	X			
	7. Teacher evaluation examines the same indicators used in professional development.		X		
	8. The principal plans opportunities for teachers to share their strengths with other teachers.		X		
	Connection Indicators - Purpose				
	1. The school's mission statement is distinct, clear, and focused on student learning.		X		
	2. The school's parent Compact outlines the responsibilities/expectations of teachers, parents, and students.		X	In process	

Connection Indicators – Purpose (continued)	Assessing the Current Situation		Adding the Missing Pieces	
	YES	NO	Primary Responsibility	Target Date for Completion
3. The school's parent Compact includes responsibilities/expectations of parents drawn from the curriculum of the home.		X	In process	
4. The school's parent Compact is annually distributed to teachers, school personnel, parents, and students.		X	In process	
5. The school's homework policy provides guidelines for amount of daily study time at home by grade level.		X		
6. The school's homework policy requires homework at all grade levels.		X		
7. The school's homework policy makes homework a part of the student's report card grade.		X		
8. The school's homework policy stresses the importance of checking, marking, and promptly returning homework.		X		
9. The school's mission statement, parent Compact, and homework policy are included in the school improvement plan.		X	WORKING ON	
10. The school celebrates its accomplishments.	X		BEGINNING	
11. The school recognizes the individual accomplishments of teachers.		X		
12. The school recognizes the accomplishments of instructional and leadership teams.		X		
B. Communication				
1. The school's parent Compact, homework policy, and learning standards are routinely reviewed and discussed at faculty meetings.		X		
2. The school's parent Compact, homework policy, and learning standards are routinely reviewed and discussed at open houses and parent-teacher conferences.		X		
3. Parent-teacher conferences are held at least twice a year and include students at least once a year.	X			
4. The school regularly and clearly communicates with parents about its expectations of them and the importance of the curriculum of the home.		X		
5. The "ongoing conversation" between school personnel and teachers is candid, supportive, and flows in both directions.		X		
6. Teachers are familiar with the curriculum of the home and discuss it with parents.		X		

B. Communication (continued)	Assessing the Current Situation		Adding the Missing Pieces	
	YES	NO	Primary Responsibility	Target Date for Completion
7. Teachers regularly make "interactive" assignments that encourage parent-child interaction relative to school learning.		X		
8. Parents are familiar with the curriculum of the home and discuss it with teachers.		X		
C. Education				
1. The school offers parent education programs focused on building skills relative to the curriculum of the home.		X		
2. Parent education programs are led by trained parent leaders.		X		
3. Parent education programs include some multi-session group experiences with specific agendas or curricula.		X		
4. Professional development programs for teachers include assistance in working effectively with parents.		X		
D. Association				
1. The school provides "intergenerational associations" in which students of different ages are brought together to learn.		X		
2. The school provides "intergenerational associations" in which parents or community volunteers assist in the classroom.		X		
3. The school provides opportunities for parents to get to know each other and discuss the curriculum of the home.		X		
4. The school's policies encourage parents to visit classrooms.		X		
5. The school has a friendly document that outlines the ground rules for parent visits to classrooms.		X		
6. The school sponsors all-school events that include parents, students, and teachers and focus on aspects of student learning.	X			
7. All-school events include parent-child interactive activities.	X			
8. Office and support staff are trained to make the schools a "welcoming place" for parents and visitors.		X		

ChiChilTah-Jones Community School Assurances

1. The school assures that it has the capacity to execute and effectively support a turnaround and where lack of capacity is an issue, agrees to work closely with the BIE Turnaround Office.
2. The school assures that it will utilize the expertise of highly qualified, referenced external providers.
3. The school assures that all necessary changes in decision-making policies and mechanisms and operational practice (including greater school-level flexibility in budgeting, staffing, and scheduling) in addition to the infusion of human capital will be made in order to effectively implement school improvement.
4. The school assures that on-site professional development sessions will be attended by all applicable staff.
5. The school assures that applicable staff will attend all professional development provided by the BIE.
6. The school assures that the school schedule of instruction will be such that all children receive the needed quantity of instruction to reach grade level standards, including instruction blocks and additional intervention time.
7. The school assures that instruction begins the first week of school and occurs daily on all days during the school year.
8. The school assures it will implement with high fidelity the SBR chosen math and reading programs.
9. The school assures that implementation of the professional development training will be fully monitored and supported.

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

1st Grade Reading Assessment Data
SY2009-10

Student Name	Grade	Program	BOY LNF Sept09	BOY PSF Sept09	BOY NWF Sept09	MOY NWF Dec09	MOY PSF Dec09	MOY ORF Dec09	Program	EOY PSF May10	EOY NWF May10	EOY ORF May10	Risk	Days Absent	Program	Last Lesson
Begay, Donovan	1	K	51	58	28	51	60	12	1	44	48	37	S	6	1	160
Benally, Darren**	1	K	2	15	0	8	4	0	K	11	21	5	I	25.5	1	20
Canuto, Brittany	1	K	24	26	1	37	25	8	1	15	28	32	S	15	1	160
Dawes, Karlana	1	K	40	51	31	48	54	34	1	57	37	32	S	2	1	160
Eddie, McKyle	1	K	22	31	32	59	52	13	1	54	39	29	S	10	1	160
Francisco, Aniya	1	K	35	11	35	53	38	39	1	55	57	80	B	5	1	160
James, Dantaya	1	K	72	62	54	90	52	60	1	56	87	91	B	19	1	160
Livingston, Jamesina**	1	KT	11	0	0	22	1	3	K	52	38	21	S	17.5	1	20
Saunders, Aulani	1	K	43	40	47	56	62	41	1	58	57	81	B	24	1	160
Shorty, Chrinaldo**	1	KT	0	20	0	19	0	9	K	58	43	14	I	9	1	20
Wheeler, Pamenita	1	K	4	9	26	43	50	15	1	67	32	22	S	4	1	160
Whitegoat, Brandon	1	K	14	0	4	41	10	12	1	29	29	39	S	16	1	160
Yazzie, Amanda	1	K	32	52	31	55	51	20	1	65	59	57	I	1	1	160

Student	Grade	1	2	3
Begay, Donovan	1	1	4	1
Benally, Darren	1	4	10.5	3
Canuto, Brittany	1	1.5	3	4
Charley, Georgina	1	0	0	1
Dawes, Karlana	1	0	0	2
Eddie, McKyle	1	0	2	4
Francisco, Aniya	1	1	0	3
James, Dantaya	1	3	9	5
John, Alyssa	1	0	0	0
Livingston, Jamesina	1	8	1.5	4
Saunders, Aulani	1	6	4	6
Shorty, Chrinaldo	1	1	2	4
Wheeler, Pamenita	1	0	1	1
Whitegoat, Brandon	1	2	2	4
Yazzie Amanda	1	0	0	0
Becenti, Truanna	2	3	3	3
David, Tiphany	2	0	0	2
Eddie, Mark	2	13.5	7	4
Etcitty, Corey	2	5	4	6
Francisco, Ednei	2	1	0.5	6.5
Lee, Tarah	2	6	3	2
Roberts, Antasia	2	1	2	5
Charley, Tamara	3	5	1	3
Chee, Alysha	3	2	0	3
Chee, Jermayne	3	0	0	1
Eddie, Mishayla	3	1	1	5
Joe, Chasity	3	6	9	3
Nelson, Chasity	3	6	2	4
Roberts, Vidalis	3	10	5	3.5
Alexius, Tye	4	0	3	2
Arviso, Brigitte	4	6	0	2
Begay, Kassidy	4 na	na		4
Begay, Shavonna	4	1	4	3
Chatto, Irelita	4 na		0	3
Chee, Gianina	4	0	3	0
Joe, Chelsea	4 na	na		1
Robinson, Ariana	4	0	2	1
Smith, Thurman	4	10	2	4
Spencer, Keana	4	4	5	2
Tsosie, Rishon	4	1	0	0
Whitegoat, Shanisa	4	4	4	10
Yazzie, Kendra	4	3.5	0	2
Yazzie, Shania	4	2	2	0
Becenti, Jeremiah	5	3	4	2
Becenti, Makayla	5	2	1	2
Charley, Johnny	5	2	3	3

Chee, Duarlie	5	na	na	0
Davis, Jolinda	5	7	7	12
Halusewa, Aaron	5	3.5	1	0
Lee, Brandy	5	2	3	1.5
Spencer, Stacy	5	0	1	7
Wheeler, Kaliendria	5	2	0	1
Arthur, Rosaria	6	5	4	12.5
Canuto, Travis	6	1	0	3
Claw, Fidelia	6	na	2	1
Etcitty, Gelisha	6	2	9	10
Hoskie, Denisce	6	7	9	11
James, Erin	6	0	0	0
Lee, Tyrell A	6	6	5	7
Lee, Tyrrell B	6	4.5	5	5
Martin, Shaniah	6	1	10	6
Martza, Ricky	6	1	9.5	1
Pino, Melissa	6	5.5	1	2
Roberts, idalis	6	10	4	2
Spencer, Vanessa	6	0.5	1	10
Tsosie, Brittany	6	na	na	7
Wrate, Lojech	6	2	3	5
Yazzie, Larrison	6	0	2	1
Yazzie, Marty	6	5	3	1
Yazzie, Naquayla	6	1	1	6
Antonio, Bret	7	4	7	6
Antonio, Teesha	7	0	0	1
Arthur, Naomi	7	9.5	4	9
Augustine, Jeremy	7	0	1	4
Barney, Nizhoni	7	0.5	1	1.5
Becenti, Jasmine	7	3	8	18
Benally, Akeysha	7	11.5	7	11
Etcitty, Chris	7	4.5	7	9
Halusewa, Mariah	7	3	2	1
James, Juanita	7	10.5	1	5
Kee, Gabrielle	7	2	3	6
Lee, Kerianne	7	3.5	3	8
Pino, Ervin	7	1	2	3
Tsui, Leroy	7	11	8	6
Watson, Mykayla	7	3	10	7.5
Yazzie, Sabrina	7	4	10	4.5
Antonio, Natalie	8	0	0	0
Arviso, Aoleona	8	5	0	0
Becenti, Alice	8	5	10	3
Begay, Sandra	8	1	3	0
Begaye, Jaymes	8	6	7	8
Brown, James	8	4.5	0.5	6
Charley, Dan	8	5	8.5	10

Charley, Kayla		8	0	2	0
Claw, Felima		8	2	3	1
David, Kristina		8	0	0	0
Eddie, Rolando		8	9	5.5	5
George, Taeshawn		8	4	1	3
Hosteen, Kelley		8	8	8	6
James, Robyn		8	1	0	0
Joe, Thomas		8	1	6	4
John, Pete		8	9	11	0
Pino, Marcelina		8	1	4	2
Skeet, Duanna		8	5.5	1	0
Spencer, Keanu		8	4	4	2
Tom, Chalsley		8	0	1	0
Yazzie, Chad		8 na	na		1
Yazzie, Kenisha		8	1	1	3
Arthur, Zorria	K		9	8.5	15
Arviso, Tamara	K		5.5	3	1.5
Charley, Tamiah	K		6	1	4
Grey, Thomasita	K		5	8	18
James, Natasha	K		6	2	11
John, Eli	K		10.5	3	7.5
Johnson, Jaydian	K		12	11.5	4
Jones, Carleon	K		8	10	12
Moses, Shandis	K		13.5	8	11
Yazzie, Angelina	K		7	8	2
Yazzie, Nevaeh	K		3	1	3