

BUREAU OF INDIAN EDUCATION

School Improvement Grant Application Packet

1003 (g) Funds

Division of Performance and Accountability

2012 – 2013 Program Year

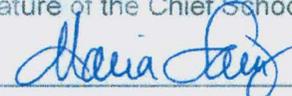
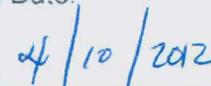
Application packet for sub-grant for Section 1003(g) Funds for 2011-2012 school year.

APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS

Legal Name of Applicant: MARIA SAENZ	Applicant's Mailing Address: 249 White Mountain Drive Mescalero, NM 88340
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LEA/School Contact for the School Improvement Grant Name: Position and Office: SUPERINTENDANT, MESCALEROA APACHE SCHOOL Contact's Mailing Address: 249 White Mountain Drive Mescalero, NM 88340 Telephone: 575-464-4431, ext 1121 Fax: 575-464-4822 Email address: msaenz@mescaleroas.org

Chief School Officer (Printed Name): Maria Saenz, Superintendent <div style="text-align: center; font-size: 1.2em; font-family: cursive;">  </div>	Telephone: 575-464-4431, ext 1121
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Signature of the Chief School Officer: X 	Date: <div style="text-align: center; font-size: 1.2em; font-family: cursive;">  </div>
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The LEA/School, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State/LEA/School receives through this application.

I. PROJECT ABSTRACT

ABSTRACT

Program goals include: 1) Improve reading outcomes by providing targeted long-term quality instruction using SRA/RMS, in Tier I and Tier II, 2) Improve math outcomes by providing targeted long-term quality instruction using Saxon Core for Tier I, II, and III. 3) Improve writing skills with required daily practice and instruction. 4) Provide targeted immediate professional development and support for quality of instruction. All these goals align to help students score at the proficient level on NWEA MAP Assessment.

Step 1 reading outcome and Step 2 math outcome requires each student participate in NWEA MAP short cycle assessment to determine individual strengths, gaps, or deficiencies. NWEA MAP is give three times each year allowing both students and staff to monitor individual progress, make adjustments as necessary to ensure timely and successful completion of required courses. In addition, DIBELS, AIMSweb, and in-program assessments will be used.

Step 3 requires each student in grades K-12 to participate in research-based writing curriculum called Step Up to Writing which is research-based and is in alignment with NM state benchmarks and standards. The curriculum provides rubrics as tools for revision and assessment for each type of writing.

Step 4 provides all staff ongoing, high quality, job-embedded professional development that requires continuous classroom observation and intervention. We will utilize a variety of educational consultants with content knowledge expertise.

II. PROJECT NARRATIVE

A. School Profile

2. Communication has been enhanced between grade levels through inclusion of faculty representatives from elementary, middle school and high school on the District Leadership Team and Professional Learning Communities. PLC training will continue to be provided annually to increase collaboration capacity.
3. A review of data points has revealed a crucial need for job-embedded professional development. The new math curriculum is addressing standards and benchmarks needed to score proficient on the NWEA. The Step-Up-to-Writing Program has been implemented to address the writing deficiencies of the previous math curriculum. The data review on the current reading curriculum has shown that more fidelity, enhanced vocabulary and comprehension instruction needs to be implemented. A new reading series will be adopted for grades KG-8.
4. Instructional time for middle and high school students has been increased by referring disruptive students in accordance with the behavioral matrix developed as part of school-wide positive behavior supports and providing them with appropriate counseling. Additionally, academic/behavioral intervention has been implemented following the guidelines for RtI in all grades.
5. Efforts to increase graduation rates include: 1) individual sessions with students to monitor progress toward timely completion of graduation requirements, 2) Advise and assist students in preparation for college testing, filling out applications for college admission, financial aid, scholarships, and other requirements for college or workplace admission. 3) Bi-weekly small-

group mentoring sessions focusing on strategies to improve test scores and setting of goals as indicated by assessment data. 4) Instructional time for all students with attendance issues has been provided in an alternative setting (E2020 computer lab) to recover credits lost due to attendance issues. Additionally, the E2020 program offers advanced coursework for high achievers.

5. For the 2012-2013 school-year, the school will be moving toward using the Family Engagement Tool from Native Star to unite parents in supporting their child in school success. Math Nights are currently part of parent involvement efforts and reading and writing nights will be added for all grade levels. These events will be set up as family –centered activities that promote parental involvement across all grade levels. Additionally, WOW celebrations will continue to celebrate student learning at the end of each 12-week apprenticeship as part of Citizen School in grade 6-8, but will also be used as a part of the elementary school celebrations at the end of each semester.

6. Professional development will take place in the following areas: MC², Teacher Evaluations, Professional Learning Communities, Positive Behavior Supports (Project Achieve), Student Assistance Team, Citizen Schools, Writing/Vocabulary, pacing/scope and sequence, NWEA, Team teaching, Basic reading, Prentice-Hall/SRA, higher order thinking, and Futures for Children. In addition Sharon Gatti-Carson will provide professional development in effective teaching strategies and classroom management.

Review of Policies

A review of district policies is currently being conducted by members of the District Leadership Team. An additional review of policies will be conducted once the evaluation system is designed

in order to make any needed revisions. Any necessary policy revisions will be submitted to the School Board and the Tribal Council for approval.

III. Comprehensive Needs Assessment
2011 -2012 Title I School Improvement Grant
Section 1003(g)

School Name: MESCALERO APACHE SCHOOL

Grade Levels: KG-12

Data Sources Used:

Intensive student scores are at or below the 25 percentile nationally, strategic student scores are between the 25th percentile and 50th percentile nationally, and benchmark student scores are above the 50th percentile nationally.

DIBELS and AIMSweb are used biweekly for students with intensive needs, biweekly for strategic students, and monthly for benchmark students. NWEA MAPS Assessment is used 3 times per year for short-cycle assessment.

Tier I : Intervention Model Selected TRANSFORMATION MODEL	Tier III : School Improvement Strategy(s):
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A. Needs Assessment Summary

Summarize in a narrative the results of the data analysis, including the data sources, used to identify the selected intervention. Use as many pages as necessary to clearly articulate the root causes of the school's deficiencies (problem finding), the school's improvement needs (problem-solving), and the justification for the selection of the selected intervention. The analysis should include a description of the school's current capacity (i.e, leadership, staffing, availability of providers, etc.) to implement the selected intervention and the plan of action should identify how the school will build capacity throughout the term of the award to successfully implement the model (Tier I) and the school improvement strategies (Targeted Tier III). This portion can refer the appendices that include the needs assessment/data analysis and draft policies.

A review of the data results from consultants, PLC, and student assessment have identified four areas that appear to be root causes of deficiencies. The four areas of needed improvement are:

- 1) Improve school's capacity to recruit and retain highly qualified teachers, especially in the areas of math and science
- 2) Continued need for job-embedded professional development aimed at improving school staff's capacity to work together as part of a professional learning community and the effective use of data for instructional planning aimed at improvement of student outcomes.
- 3) Need for transition process (elementary to middle school, middle school to high school, and high school to post-secondary)
- 4) Need to enhance the parent involvement effort to include the high school through the use of the Family Engagement Tool provided in Native Star.

Currently, the school does not have competitive retirement option for staff. This is cause for high turnover which, in turn, results in lack of consistency in the implementation of school reform efforts. Additionally, staff demonstrating their commitment to the school through continued service would be provided opportunities to attain a four-year degree in education as a retention effort. Candidates who express interest and show potential in the areas of math and science will be given priority.

The consultants have identified that instruction strategies training is a critical need in order to transform the instructional environment to maximize student learning. Additionally, professional development aimed at improving vocabulary development and reading comprehension, are areas of deficiency that must be addressed. Although there has been progress in the area of discipline and effective classroom management, there is continued need to integrate in all grades.

The transition processes at critical grades (5th, 8th, 12th) needs to be structured through a written plan that involves students and parents.

The use of the Parent Engagement Tool that is part of Native Star will provide a structured framework to organize, plan, implement, document, and evaluate family involvement efforts.

1. Mescalero Apache School has a data driven instruction model. This is an integral part of the new transformational model culture that must be embedded at our facility. All stakeholders at the Mescalero Apache School must focus on developing strong instruction skills through job-embedded professional development that will result in increased student achievement. A variety of assessment tools have been implemented. For example, NWEA (MAPS) short cycle assessments targeting reading and math are given three times per year (four times for summer school students) for grades K-12. Data analysis provides classroom teachers timely information for maximizing student growth. Students are provided individual scores to measure their progress. A new district teacher evaluation instrument will be developed. This tool will be designed to give solid data which links to financial incentives, in order to recruit, place and retain staff. It will require student growth, which will be measured by NWEA, DIBELS NEXT, AIMSweb, and NMSBA test scores. These data progress monitoring tools that provide student monitoring also facilitate intervention solutions (RTI).

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

Name of School:	Mescalero Apache School
Intervention Model to be Implemented:	Transformation Model
Long Range Goal Statements: (1-3 Years)	
<p>At the end of three years all Mescalero Apache School students will score at the proficient level as measured by the NWEA MAPS Assessment in reading, math, and language arts</p>	

Annual Measurable Goal for Reading/Language Arts:

Objective 1:

The NWEA MAPS Reading scores for 2012-2013 will increase an average of 30% for each grade level (approximately 540 students) in grades K-12.

Annual Measurable Goal for Mathematics:

Objective 1:

The NWEA MAPS math scores for 2012-2013 will increase an average of 30% for each grade level (approximately 540 students) in grades K-12.

USDOE Required Action(s)	Strategies/Actions	Person(s) Responsible	Timelines	Evidence of Completion/Evaluation
<p>1. Replace the Principal</p> <p>2. Use rigorous, transparent evaluation systems for teachers and principals that</p> <p>a. Take into account data on student growth (as defined) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of profession practice reflective of student achievement and increased high school graduation rates</p> <p>b. Are designed and developed with teacher and principal involvement.</p>	<p>Current principals have been in their positions for less than two years.</p> <p>A teacher evaluation form, process, and incentive matrix has been developed to address the instructional needs of students, taking into account student data, student growth as a significant factor, multiple observations based assessments of performance, and ongoing collections of professional practice reflective of student achievement. The essential focus will be to create a continuous improvement model for strong instruction that will result in increased high school graduation rates. An evaluation form for principals will be developed.</p>	<p>Maria Saenz</p> <p>Principals</p>	<p>April 2012</p> <p>April 2012</p>	<p>Contract</p> <p>Evaluations</p> <p>Documentation of</p>

<p>3. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.</p>	<p>To reward staff, who in implementing the transformation model have on the average have increased the following by 10% in cohort groups:</p> <ul style="list-style-type: none"> • Increased student achievement/growth <p>To provide a process to identify and remove those individuals who, after ample job-embedded professional development has been provided for them to improve their professional practice, have not done so.</p>	<p>Principals</p>	<p>SY2012-2013</p>	<p>rewards and actions taken for staff not showing improvement over time</p>
<p>4. Provide staff ongoing, high quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.</p>	<p>Develop an instructionally intensive job-embedded teacher/ staff/leader professional development plan and calendar for the 2012-2013 school year</p> <p>To facilitate high-quality effective teaching and learning that is aligned with the school comprehensive instructional program. By providing continuous high-quality job-embedded professional development, stakeholders will develop the culture and capacity to successfully implement school reform strategies.</p> <p>Based on data analysis (NWEA, DIBELS, AIMSweb, NMSBA, and in-program assessments) reflecting student needs, the following professional development will be delivered in a continuous improvement job-embedded model:</p> <ul style="list-style-type: none"> • will be to attend specific vocabulary 	<p>Principals</p>	<p>SY2012-2013</p>	<p>Calendar of Professional Development</p>

<p>5. Implement such strategies as financial incentives, increased opportunities for promotion and career</p>	<ul style="list-style-type: none"> • instruction. • Start-up staff development: <ul style="list-style-type: none"> ◊ Saxon curriculum training ◊ Step Up to Writing Training – Sopris West Consultant. – 1 day ◊ Evaluation/incentive training – District PLC – 1 day • On-site technical assistance (reading and math) from professional development consultant – Sharon Gatti-Carson – instructional strategies • On-site technical assistance (data, SAT, positive behavior, transition process) – Howard Knoff • On-site technical assistance (reading and math) from professional development consultant – Sharon Gatti-Carson • BIE Leadership, TBA • Success Maker and Waterford – Pearson Consultant – 1 day • NCTM Conference - TBA • New Reading/Language Arts Curriculum Training • Common Core Training • Lexia, FLRT, SuccessMaker, Waterford, NASIS training • Sharon Gatti-Carson or CORE consultants will provide Tier I and Tier II training <p>Provide monetary incentive to be determined by</p> <ul style="list-style-type: none"> • Increased student achievement/growth of 30% or more as measured by NWEA MAPS 	<p>Admin</p>	<p>SY2012-2013</p>	<p>Payroll records</p>
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<p>9. Establish schedules and implement strategies that increase learning time</p> <p>10. Provide ongoing mechanisms for family and community engagement.</p> <p>11. Develop sufficient operational flexibility to implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.</p>	<ul style="list-style-type: none"> ▪ Parent data nights ▪ Student-led conferences ▪ Data walls ▪ Electronic data spreadsheets <p>Short-cycle assessments (NWEA, DIBELS, AIMSweb)</p> <p>The 2012-2013 calendar will allow for an increase in uninterrupted learning time for students by providing staff PLC after students are released instead of during the school day. The calendar consists of 180 student days</p> <p>The school will utilize the Family Engagement Tool found on the Native Star site to organize, plan, document, and evaluate family /community involvement efforts</p> <p>Develop a school culture that lays the foundation for the transformational change, which focuses on student achievement outcomes.</p> <p>The transformation model of school reform requires a paradigm shift in school culture and day to day operations, which focus on data analysis for substantial student</p>	<p>Needs Assessment Team</p> <p>District PLC</p> <p>Teachers, Principals, Coaches</p>	<p>SY2012-2013</p> <p>On-going</p> <p>On-going</p>	<p>Spring 2012 calendar</p> <p>Native Star</p> <p>Achievement data and graduation rates</p>
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<p>12. Develop a plan for the school to work closely with the SEA Turnaround office in order to receive intensive technical assistance and related support.</p>	<p>achievement outcomes and graduation rates.</p> <p>Implemented by:</p> <ul style="list-style-type: none"> ▪ Policy review ▪ Continued use of staff evaluation/ incentive system ▪ Job-embedded continuous improvement professional development model ▪ Evaluation of student data ▪ Partnership with ENMU-Ruidoso and NMSU-A ▪ Flexible scheduling ▪ Continued training for staff in professional learning communities ▪ Professional learning communities are established to increase student achievement, improve instruction, and recommend solutions. <p>Professional learning community model also provides a method to strengthen teacher collaboration.</p> <p>A collaborative relationship between the SEA Turnaround office and the LEA has been established in order to successfully implement the transformation model, which must focus on substantially improving student achievement</p> <p>Work with our ELO to schedule and plan collaborative work sessions to receive intensive technical assistance and related support. Establish a calendar of work</p>	<p>ELO and Admin</p>	<p>SY2012-2013</p>	<p>Agendas and sign in sheets for collaboration between SEA and LEA</p>
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sessions as needed.

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V. BUDGET SPREADSHEET & NARRATIVE

Extended contracts will be offered to teachers to provide a more comprehensive professional development opportunity. Consultants will continue to be used to review and evaluate the effectiveness of school improvement efforts. Professional development will be provided that is specific to curriculum. In addition, training will be provided from the use of instructional/assessment software such as NWEA MAPS, Waterford, Successmaker, Lexia, FLRT, AIMSweb and DIBELS NEXT. The purchase of the new reading series will require extensive professional development to implement effectively. The purchase of iPads will replace the Palm Pilots previously used for DIBELS. Travel for professional development will include PLC training for teachers and staff as well as attendance for the national math conference.

Classroom support is provided through the use of 4 reading, math, and writing coaches grades KG-12.

As a rural school, it is challenging to find and retain highly qualified teachers who have a vested interest in the success of the students, community, and school. Financial support for continued education will be provided for staff members who express an interest in obtaining a four-year teaching degree and priority will be given to those interested in math and science.

To improve graduation rates and decrease drop-out rates, non-traditional course offering will be provided to support students at risk of dropping out. The work study program will provide on the job training that will make the transition from school to work more attainable. A separate apprenticeship program will be established to provide work experience for students who are college-bound and are among the high achievers in the school.

Due to the age and condition of our current technology infrastructure, there is a critical need to upgrade our system to accommodate the various computer programs and assessments currently being used as part of the school reform effort and data-driven decision making process. The computer network will be upgraded to allow for future expansion and use of state of the art equipment for educational purposes.

Training for parents as an integral part of the educational process is necessary and requires funding for materials and supplies needed to conduct meetings and activities.

School Improvement efforts will continue and this budget will support the expenditures needed to enhance student learning.



SIG 1003(g) Budget Spreadsheet 2011-2012 Application

Agency: New Mexico South

Prepared By: Maria Saenz, Superintendent

School/Organization: Mescalero Apache School

Expenditure Classification	Pre-Implementation	2011-2012	2012-2013	2013-2014	Total Budget
DIRECT INSTRUCTION					
PERSONNEL SERVICES					
Teachers – Grades K-12					\$ -
Teachers – Special Education					\$ -
Instructional Assistants – K-12					\$ -
Instructional Assistants – K-12					\$ -
Substitutes					\$ -
Extended Contracts		17,200	21,500	21,930	\$ - 60,630
Stipends/Incentives		17,200	10,000	20,000	\$ - 47,200
Other (Identify)					\$ -
Other (Identify)					\$ -

EMPLOYEE BENEFITS									
Health & Other Insurances									\$ -
FICA Taxes		1,922	2,400			2,446			\$ - 6,768
Retirement									\$ -
TSP Match									\$ -
Other (Identify) Benefits:									\$ -
SUPPLIES & MATERIALS									
Textbooks/Curriculum Materials		123,403	136,727			36,727			\$ - 296,857
Instructional Software		5,700	70,063			19,948			\$ - 95,711
General Supplies & Materials		900	2,580			2,580			\$ - 6,060
Other (Identify): IPADs (4)			3,600						\$ - 3,600
Other (Identify)									\$ -
PROFESSIONAL DEVELOPMENT / TRAVEL									
Employee Travel			22,109			8,121			\$ - 44,218
Employee Professional Development									\$ -
Other P.D./Travel									\$ -
EQUIPMENT									
Direct Instruction Equipment									\$ -
Other Equipment									\$ -

PURCHASED SERVICES									
Contracts									\$ -
Other Charges			2,000				2,000		\$ - 4,000
Vehicle Rents/Leases									\$ -
TOTAL DIRECT INSTRUCTION	\$ -	\$ 149,125	\$ 24,109	\$ 113,752					\$ 551,056
INSTRUCTIONAL SUPPORT									
PERSONNEL SERVICES									
Principal									\$ -
Instructional Supervisor									\$ -
Subject Matter Specialist									\$ -
Instructional Coach		127,350	233,301	237,967					\$ - 598,618
Social Worker									\$ -
Parent-Community Liaison									\$ -
Counselor									\$ -
Other (Identify) work study driver			11,232	11,460					\$ - 22,692
Other (Identify)									\$ -
EMPLOYEE BENEFITS									
Health & Other Insurances		287	17,399	17,747					\$ - 35,433
FICA Taxes		12,747	26,014	26,534					\$ - 104,056

Retirement					\$ -
TSP Match					\$ -
Other Benefits					\$ -
PURCHASED SERVICES (CONTRACTED SERVICES)					
Education Management Organization					\$ -
Charter Management Organization					\$ -
On-Site Consultants	14,376	57,756	37,836	27,252	\$ - 65,088
Other					\$ -
SUPPLIES & MATERIALS					
Assessments /Evaluations					\$ -
Assessment Software					\$ -
General Supplies & Materials					\$ -
Other (Identify)					\$ -
PROFESSIONAL DEVELOPMENT / TRAVEL					
Employee Professional Development					\$ -
Employee Travel					\$ -
Parent Professional Development			3,500	3,500	\$ - 7,000
Parent Travel			10,850	10,850	\$ - 21,700
Student Travel					\$ -

					-
Other (Identify)					\$ -
EQUIPMENT					
Instructional Support Equipment			75,000	64,000	\$ - 214,000
Other (Identify)					\$ -
Other (Identify)					\$ -
TOTAL INSTRUCTIONAL SUPPORT	\$ -	198,140	415,132	385,310	998,582
OTHER INTERVENTION MODEL REQUIREMENTS/NEEDS					
Extended Learning Time		153,605	109,690	109,690	\$ - 372,985
Displacement Costs					\$ -
School Closure Costs					\$ -
Extended Professional Development (Career Growth)			18,414	18,414	\$ - 36,828
Other (Identify) student work study			40,000	43,500	\$ - 83,500
Other (Identify) apprenticeships			30,000	34,800	\$ - 64,800
Other (Identify)					\$ -
TOTAL INTERVENTION MODEL REQUIREMENT/NEEDS	\$ -	\$ - 153,605	\$ - 198,104	\$206,404	\$ - 558,113
GRAND TOTAL PROGRAMS	\$ -	\$ - 518,250	\$ - 884, 215	\$ - 695,466	\$ - 2,097,931

BUDGET NARRATIVE

Title of line Item : Extended Contracts

2011-2012 43 teachers, 11 paraprofessionals, 5 extended days = \$17,200.00.

FICA = 1,922.00

2012-2013 48 teachers, 11 paraprofessionals, 5 extended days = \$21,500.00.

FICA = 2,400.00

2013-2014 48 teachers, 11 paraprofessionals, 5 extended days = 21,930.00.

FICA = 2,446.00

***cost reflect extended professional development days**

Title of line Item : Textbook/Curriculum materials

2011-2012 Saxon Curriculum Pre-K through 12 implementation = \$123,403.00.

2012-2013 Saxon Math Consumables, Corrective Reading Workbooks, & New Reading Series = \$136, 727.00

2013-2014 Saxon Math Consumables = \$36,727.00

Title of line Item: Instructional Software

2011-2012 NWEA MAPS Assessment= \$5,700.00

2012-2013 SuccessMaker, Lexia, FLRT, DIBELS NEXT, AIMSweb, NWEA MAPs Assessment = \$70, 063

2013-2014 Successmaker, Waterford, AIMSweb, DIBELS NEXT, NWEA MAPS Assessment = \$19,948

Title of line Item: General Supplies and Materials

2011-2012 Paper = \$900.00

2012-2013 Paper, Ink Cartridges, student incentives = \$2, 580.00

2013-2014 Paper, Ink Cartridges, student incentives = \$2, 580.00

Title of line Item: Other (4 IPADS)

2012-2013 DIBELS NEXT TESTING = \$3,600.00

Title of line Item: Employee Travel

2012-2013 PLC for 8 teachers = \$13,988.00

6 teachers for NCTM = \$8, 121.00

2013-2014 6 teachers for NCTM = \$8, 121.00

Title of line Item: Other Charges

2011-2012

2012-2013 Fuel for student transportation = \$2,000.00

2013-2014 Fuel for student transportation = \$2,000.00

Title of line Item: Instructional Coach

2011-2012 2 Coaches = \$127,350.00, Health & other insurances = \$287.00, FICA = \$12,747.00

2012-2013 4 Coaches = \$233,301.00, Health & other insurances = \$17,399.00, FICA = \$26,014.00

2013-2014 4 Coaches = \$237,967.00, Health & other insurances = \$17,747.00, FICA = \$26,534.00

Title of line Item: On-Site Consultants

2011-2012 2 On-site consultants = \$57,756.00

2012-2013 2 On-site consultants = \$37,836.00

2013-2014 2 On-site consultants = \$27,252.00

Title of line Item: Parent Professional Development

2012-2013 Food, Incentives, and supplies for meetings and activities = \$3,500.00

Parent Training = \$10,850.00

2013-2014 Food, Incentives, and supplies for meetings and activities = \$3,500.00

Parent Training = \$10,850.00

Title of line Item: Instructional Support Equipment

2012-2013 Computer System Infrastructure = \$75,000.00

2013-2014 Computer Lab Upgrade (1 lab w/computers) = \$50,000.00

Title of line Item: Extended learning Time

2011-2012 Middle School After School Program (Citizen's School) & Summer School = \$153,605.00

2012-2013 Middle School After School Program (Citizen's School) & Summer School = \$109,690.00

2013-2014 Middle School After School Program (Citizen's School) & Summer School = \$109,690.00

Title of line Item: Extended Professional Development (Career Growth)

***4-year degree opportunity for paraprofessionals**

2012-2013 College Credit (62 hrs. X 3 staff members) = \$18, 414.00

2013-2014 College Credit (62 hrs. X 3 staff members) = \$18, 414.00

Title of line Item: Other (work study)

***non-traditional students work study opportunity to increase graduation rate**

2012-2013 35 weeks for 10 students (15 hrs. per week) = \$40,000.00

2013-2014 35 weeks for 10 students (15 hrs. per week) = \$43,500.00

Title of line Item: Other (Apprenticeships)

***College-bound students**

2012-2013 35 weeks for 15 students (9 hrs. per week) = \$30,000.00

2013-2014 35 weeks for 15 students (9 hrs. per week) = \$34,800.00

VI. Measuring Progress

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

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

METRIC	SOURCE	Achievement Indicators	Leading Indicators
School Data			
Which intervention the school used (i.e., turnaround, restart, closure, or transformation)	NEW SIG		
AYP Status	EDFacts	√	
Which AYP targets the school met and missed	EDFacts	√	
School improvement status	EDFacts	√	
Number of minutes within the school year	NEW SIG		√
STUDENT OUTCOME/ACADEMIC PROGRESS DATA			
Percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics (e.g., Basic, Proficient, Advanced) by grade and by student subgroup	EDFacts	√	
Student participation rate on State assessments in reading/language arts and in mathematics by student subgroup	EDFacts		√
Average scale scores on State assessments in reading/language arts and in mathematics by grade, for the “all students” group for each achievement quartile and for each subgroup	NEW SIG	√	
Percentage of limited English proficient students who attain English language proficiency	EDFacts	√	
METRIC	SOURCE	Achievement Indicators	Leading Indicators
Graduation Rate	EDFacts	√	
Dropout Rate	EDFacts		√
Student attendance rate	EDFacts		√

Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	NEW SIG HS only		✓
STUDENT CONNECTION AND SCHOOL CLIMATE			
Discipline incidents	EDFacts		✓
Truants	EDFacts		✓
TALENT			
Teacher attendance rate	NEW SIG		✓

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

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

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

The school must assure that it will:

- Use its school improvement grant to implement fully and effectively an intervention (Tier I) consistent with the final requirements.
- Establish annual goals for student achievement on State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in Section III of the final requirements in order to monitor the school's progress.
- Include in the contract or agreement a provision that the education management organization will be held accountable for complying with the final requirements if implementing a restart model in a Tier I or Tier II school.
- Report to the BIE the school-level data required under Section III of the final requirements.

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

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



Extending the period of availability of school improvement funds.



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

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

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

APPENDIX A
SCHOOL NEEDS ASSESSMENT TOOLS

Mescalero Apache School (MAS) serves approximately 525 students K-12.

Analyzing needs assessment responses resulted in all item responses being “No”.

Aggregating the data in this manner allowed the District Leadership Team (DLT) to correctly identify our greatest areas of need across the school and prioritize our most critical needs.

Thus, our priority school improvement needs include:

1. Mescalero Apache School needs a data driven instruction model. This becomes an integral part of the new transformational model culture that must be embedded at our facility. All stakeholders at the Mescalero Apache School must focus on developing strong instruction skills through job-embedded professional development that will result in increased student achievement. A variety of assessment tools have been implemented. For example, NWEA (MAPS) short cycle assessments targeting reading and math are given three times per year (four times for summer school students) for grades K-12. Data analysis provides classroom teachers timely information for maximizing student growth. Students are provided individual scores to measure their progress. A new district teacher evaluation instrument will be developed. This tool will be designed to give solid data which links to financial incentives, in order to recruit, place and retain staff. It will require student growth, which will be measured by NWEA, DIBELS, AIMSweb, and NMSBA test scores. These data progress monitoring tools that provide student monitoring also facilitate intervention solutions (RTI). DIBELS and AIMSweb are used weekly for students with intensive needs, biweekly for strategic students, and monthly for benchmark students. Intensive student scores are at or below the 25 percentile nationally, strategic student scores are between the 25th percentile and 50th percentile nationally, and benchmark student scores are above the 50th percentile nationally.

Needs Assessment
Completed for 1003g SIG Tier 1 Cohort 1 SY2011-12

2. Enhance communication between grade levels through inclusion of faculty representatives from elementary, middle school and high school on the District Leadership Team and the development of professional learning communities.
3. A review of data points has revealed a crucial need for a revised math curriculum. The current math curriculum was not addressing standards and benchmarks needed to score proficient on the NMSBA. A writing component was also totally lacking in the current math curriculum. The data review on the current reading curriculum has shown that more fidelity and enhanced vocabulary and comprehension instruction needs to be implemented. (pp 40, 45)
4. Provide services for middle and high school students which:
 - a) Increase instructional time for all students by removing disruptive students and providing them with appropriate counseling / referral options;
 - b) Inform, encourage and follow-up high school students in completing requirements toward timely completion of requirements for timely graduation, and advise and assist upper class students in college testing, application for college admission, financial aid, scholarship and other requirements for college or workplace admission.
 - c) Increase instructional time for all students with attendance issues, providing them with appropriate counseling and an alternative setting to help them succeed in maintaining and furthering their educational status.
5. Provide a mechanism for greater communication with and encouragement of parent involvement in their child's successful academic achievement and timely graduation. Math, reading, and writing nights will be set up as family –centered activities that promote parental involvement across all grade levels. WOW celebrations will be used to celebrate student

learning at the end of each 12-week apprenticeship as part of Citizen School (p 46) in grade 6-8, but will also be used as a part of the elementary school celebrations at the end of each semester.

6. Professional development will take place in the following areas: Saxon, Teacher Evaluations, Citizen Schools, Writing/Vocabulary, pacing/scope and sequence, Accelerated Reader, NWEA, Team teaching, Basic reading, Prentice-Hall/SRA, higher order thinking, and Futures for Children. In addition Sharon Gatti-Carson will provide professional development.

Review of Policies

A review of district policies is currently being conducted by members of the District Leadership Team. An additional review of policies will be conducted once the evaluation system is designed in order to make any needed revisions. Any necessary policy revisions will be submitted to the School Board and the Tribal Council for approval.

APPENDIX B
ASSURANCES

Appendix B

The Transformation Model – Assurances

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

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

Signatures of School Team	Signatures of School Team	Signatures of School Team
<i>Monica Saenz</i>		
<i>John Rizzo</i>		
<i>Barbara Cooper</i>		
<i>Nancy Miller</i>		
<i>Berdin Argo</i>		



United States Department of the Interior
BUREAU OF INDIAN EDUCATION

Division of Performance and Accountability
1011 Indian School Road, NW, Ste. 332
Albuquerque, New Mexico 87104

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

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

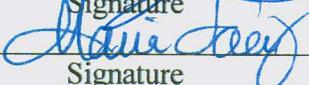
1. The schools receiving SIG funding must agree to implement one of four different models (Closure, Restart, Turnaround, or Transformation) for school improvement—all of which have the ultimate goal of giving students access to high-quality teaching and learning.
2. The school will agree to implement and analyze the data from the state assessment, NWEA, DIBELS, AIMS Web, or specifically selected short cycle assessments to monitor student progress and teacher effectiveness.
3. Using NWEA Fall assessment data, establish challenging annual goals for student achievement that will strive for a 30% - 40% growth in overall proficient and advanced students in both reading/language arts and mathematics and measure progress to these goals winter and spring.
4. Assure the school has an aligned and rigorous curriculum and that staff has adequate instructional resources to implement prescribed instructional strategies.
5. A comprehensive school level data management system is in place and the school reports their progress as measured by the state assessment, NWEA, DIBELS, AIMS Web, or specifically selected short cycle assessments.
6. Student progress is a criterion for further funding and this data will be reviewed quarterly by all key stakeholders.
7. The principal *must* be the instructional leader of the school who has the skill to turn around a low-performing school and also facilitate the Native STAR team (School Improvement Team) weekly, monitor instruction and conduct classroom walkthroughs with feedback to teachers on a daily basis, and be able to recruit and develop the human capital necessary to create a quality school.
8. The school principal will be accountable for academic growth and reaching school goals and will be evaluated by the Education Line Office (BIE-operated) and/or School Board (tribally-operated) to determine whether instructional leadership is adequate or not.
9. Implement with fidelity a multiple -tier system of instruction (RTI) which includes one-on-one and small group interventions for struggling students.
10. Create an extended learning time by implementing an extended school day and/or extended school year concentrating on rigorous instruction in math, reading, and language arts.
11. To accommodate quality instruction, core literacy time should be scheduled for 90 to 120 minutes a day with additional time added for tiers II and tiers III.
12. To accommodate quality instruction, core math time should be scheduled for 60 minutes a day with additional time added for tiers II and tiers III.
13. Create and implement an extensive professional development program concentrating on teacher effectiveness.
14. The school agrees to implement Native Star, form Professional Learning Communities, and meet *weekly* to make use of student data to improve curriculum and instruction.

15. Include a summer staff development initiative for teachers, instructional support staff, and principals that will allow staff to gain new knowledge.
16. Staff will be replaced if determined through a "locally adopted evaluation process" that they fail to meet the demands of working within the turnaround environment or fail to meet the academic needs of students."
17. Teachers and other staff will be rewarded or compensated with incentives if they have met their annual academic goals.
18. Schools are encouraged to implement the Native Star Family Engagement Tool to unite parents in supporting their child in school success and are invited to participate in school improvement planning.
19. All schools receiving SIG grants will agree to meet *at least monthly* with a stakeholder team including the Education Line Office, tribal representatives, DPA staff, and consultants as determined by the DPA.
20. The school will follow all fiscal reporting and auditing standards required by the BIE.
21. The school will comply with mandated reporting requirements, if receiving ARRA funds (FederalReporting.gov), and submit any required reports by the due dates specified.
22. The school will participate in a DPA evaluation and monitoring process and will provide all required information on a timely basis.
23. The school will include all required forms signed by the LEA Superintendent/Principal or designee.
24. The school hereby expresses its full understanding that not meeting all SIG requirements (including those conditions and assurances outlined in this document) will result in the termination of SIG funding.
25. The school will ensure that funds are spent as indicated in the grant proposal and agree that funds will be used only as stipulated for school improvement.
26. The school agrees that the DPA has the right to intervene, renegotiate and/or cancel the grant if the school fails to comply with grant requirements.
27. The school will cooperate with any site visitations conducted by representatives of the BIE or external consultants for the purpose of monitoring grant implementation and expenditures, and will provide all requested documentation to the DPA personnel in a timely manner.
28. The school will repay any funds which have been determined through a BIE monitoring or federal audit process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal government.
29. The school will administer the activities funded by this grant in such a manner so as to be consistent with the BIE's recommended instructional procedures.
30. The school will be funded on a quarterly basis contingent that all conditions and assurances and progress are adequate as determined by the BIE.

I hereby certify that the school will comply with all grant conditions and assurances described in items 1 through 30 above.

School Name: Mescalero Apache School

Education Line Officer: 

School Administrator:  4/10/2012

Signature

Date

Signature

Date

APPENDICES

INCLUDE OTHER APPENDICES HERE

le. Student data, consultant proposals, master calendar, etc.

Elementary **NWEA Data for Reading
2011-2012**

	Fall % Proficient	Winter % Proficient	Spring % Proficient	Loss/ Gain As a %
2 nd Grade RIT: 172/180	62	43	Testing in progress	-19%
3 rd RIT: 186/191	30	24	Testing in May	-6%
4 th RIT: 196/199	14%	29%	Testing in May	+15%
5 th RIT: 203/206	19%	19%	Testing in May	0%

**NWEA Data for Mathematics
2011-2012**

	Fall % Proficient	Winter % Proficient	Spring % Proficient	Loss/ Gain As a %
2 nd Grade RIT: 175/182	48%	39%	Testing in progress	-9%
3 rd RIT: 189/195	18%	17%	Testing in May	-1%
4 th RIT: 200/205	13%	21%	Testing in May	+8%
5 th RIT: 209/214	19%	19%	Testing in May	0%

Mid-High

**NWEA Data for Reading
2011/2012**

	Fall % Proficient	Spring % Proficient	Loss/Gain as a %
6th grade RIT: 208/212	27 %	23%	-4%
7th grade RIT: 212/216	29%	32%	+3%
8th grade RIT: 215/218	19%	35%	+16%
9th grade RIT: 217/219	34%	36%	+2%
10th grade RIT: 219/219	38%	52%	+14%
11th grade RIT: 219/220	43%	62%	+19%

Mid-High

NWEA Data for Mathematics 2011/2012

	Fall % Proficient	Spring % Proficient	Loss/Gain as a %
6th grade RIT: 215/221	30 %	26%	-4%
7th grade RIT: 221/226	18%	39%	+21%
8th grade RIT: 226/230	19%	27%	+8%
9th grade RIT: 229/231	24%	40%	+16%
10th grade RIT: 229/231	39%	29%	-10%
11th grade RIT: 231/233	38%	45%	+7%