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OMB Number: 4040-0004
Expiration Date: 03/31/2012

Application for Federal Assistance SF-424

* 1. Type of Submission:		* 2. Type of Application:	* If Revision, select appropriate letter(s):
<input type="checkbox"/> Preapplication	<input checked="" type="checkbox"/> Application	<input checked="" type="checkbox"/> New	<input type="text"/>
<input type="checkbox"/> Changed/Corrected Application		<input type="checkbox"/> Continuation	* Other (Specify):
		<input type="checkbox"/> Revision	<input type="text"/>

* 3. Date Received: <input type="text"/>	4. Applicant Identifier: <input type="text"/>
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5a. Federal Entity Identifier: <input type="text"/>	* 5b. Federal Award Identifier: <input type="text"/>
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State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
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8. APPLICANT INFORMATION:

* a. Legal Name: Santa Rosa Day School	
* b. Employer/Taxpayer Identification Number (EIN/TIN): 86-01-34699	* c. Organizational DUNS: 860908849

d. Address:

* Street1:	HC01 Box 8400
Street2:	
* City:	Sells
County/Parish:	
* State:	Arizona
Province:	
* Country:	
* Zip / Postal Code:	85634

e. Organizational Unit:

Department Name: Santa Rosa Day School	Division Name: Santa Rosa Day School
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f. Name and contact information of person to be contacted on matters involving this application:

Prefix: Mr.	* First Name: Louis
Middle Name:	
* Last Name: Barajas	
Suffix:	

Title: Principal

Organizational Affiliation:

* Telephone Number: 520-361-2231	Fax Number: 520-361-2511
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* Email: louis.barajas@bie.edu

Application for Federal Assistance SF-424

9. Type of Applicant 1: Select Applicant Type:

Bureau of Indian Education Bureau-Operated School

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

Bureau of Indian Education

11. Catalog of Federal Domestic Assistance Number:

84.287 from Department of Education

CFDA Title:

Twenty-First Century Community Learning Centers

*** 12. Funding Opportunity Number:**

* Title:

21st Century Community Learning Centers Program
Bureau of Indian Education
Division of Performance and Accountability

13. Competition Identification Number:

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Santa Rosa in Sells, Pima County, Arizona

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Santa Rosa Day School
After-School Academic Intervention and Enrichment Program

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant **AZ-003**

* b. Program/Project **AZ-003**

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date: **02/04/2013**

* b. End Date: **12/13/2013**

18. Estimated Funding (\$):

* a. Federal	
* b. Applicant	\$34,135.00
* c. State	
* d. Local	
* e. Other	
* f. Program Income	\$113,800.00
* g. TOTAL	\$147,935.00

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix:

* First Name: **Louis**

Middle Name:

* Last Name: **Barajas**

Suffix:

* Title:

* Telephone Number: **520-361-2231**

Fax Number:

* Email: **louis.barajas@bie.edu**

* Signature of Authorized Representative: 

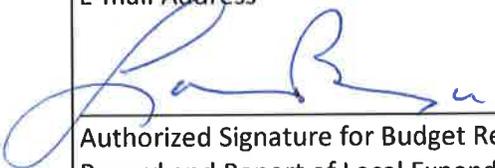
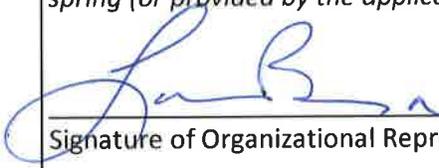
* Date Signed: **1/9/13**

APPENDIX VIII: Cover Page

BIE 21st CCLC

COVER PAGE

EED FORM # 05-07-039

<u>Santa Rosa Day School</u>	
Organization	
<u>Louis P. Barajas</u>	<u>520-361-2231</u>
Name of Contact Person	Telephone
<u>louis.barajas@bie.edu</u>	<u>520-361-2500</u>
E-mail Address	Fax Number
	<u>1/9/13</u>
Authorized Signature for Budget Revisions/ Record and Report of Local Expenditures	Date
<p>■ Note: The general certifications and assurances that are signed and submitted by the district each spring (or provided by the applicant to EED) will apply to this federally funded program.</p>	
	<u>1/9/13</u>
Signature of Organizational Representative	Date
<u>Principal</u>	
Title	

<u>\$ 113,800</u>
Total Funding Requested Per Year
<u>\$ 341,400</u>
Total Funding Requested for Three Years

BIE Use Only	
Project Number: _____	Date Received: _____
Project Approval: _____	Amount Awarded: \$ _____

**Santa Rosa Day School
21st Century Community Learning Center
Application**

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**SANTA ROSA DAY SCHOOL
AFTER-SCHOOL ACADEMIC INTERVENTION AND ENRICHMENT PROGRAM
21ST CENTURY LEARNING CENTER**

ABSTRACT and SUMMARY

Santa Rosa Day School serves approximately 200 Kindergarten through Eighth Grade students from the central area of the Tohono O'odham Nation. Analysis of Arizona State assessments has shown improvement needs in areas of Reading and Mathematics. Since many of the at-risk factors for school failure and drop-out exist in our student's communities and families, it is wise to provide after-school activities that will be safe and drug-free while addressing student academic needs.

Santa Rosa Day School will create and implement a quality after-school academic intervention program addressing the areas of Reading and Math. In addition, the after-school program for our unique rural community student population will include:

- a solar garden irrigation project focusing on Science, Math, and Social Studies standards with attention to community applications of the project,
- a cultural focus through Native Singing and Dance, and
- physical development opportunities through a Healthy Walking-Running Program.

Programs will center on student achievement and progressive academic gains to meet State standards in reading, math, and science. It will do so through using best practices in the classroom and fostering community partnerships. We will address the specific learning and language needs for our students through this program, which fosters relationships and is relative to both students and families.

The Healthy Walking-Running Program and the Solar Garden Project will involve tribally based organizations as partners in implementing the programs.

Health and wellness of students and staff will be addressed through the Healthy Walking-running Program.

The Solar Garden Irrigation Project will encourage involvement in community improvement projects and interaction with community members.

The incorporation of after-school active learning activities will improve the school climate through encouraging students and staff to interact in activities not strictly based in the classroom.

1) Need for Project

Annual Growth of Student Population

Santa Rosa Day School serves 200 Kindergarten through Eighth Grade students from the central portion of the Tohono O’odham Nation. Some students attend a Tribally run Headstart Program, but most Kindergarten students begin school lacking necessary readiness skills in Language Arts and Math. Much time is spent in primary grades remediating the lack of readiness in these areas. Isolation causes many students to lack opportunities to regularly use standard English and to practice and develop mathematics skills outside of the school setting.

Through the Arizona Instrument to Measure Success, (AIMS), the school has identified areas of risk in **reading, math and Science**. The school has also given internal assessments in these areas using NWEA and Diebels Reading Assessments. We are now gathering Science data through NWEA. Although the reading and math scores are rising, they are not to an appropriate level. Santa Rosa Day School did not make Adequate Yearly Progress during the 2007-2008, 2008-2009, 2009-2010, 2010-2011 and the 2011-2012 school years due to the reading and math scores. Arizona requires that a specific percentage of the students in grades three through eight meet or exceed the base Reading and Math scores on the AIMS. The target goals for 2011 and 2012 and the corresponding SRDS percentages calculated from NASIS test score data are in the tables below. Those areas where SRDS failed to meet the objective are shown in pink.

Reading 2011

Grade	AZ Annual Measurable Objective % Passing	SRDS % Passing
3	71.9	47.06
4	67.0	33.33
5	65.9	23.53
6	67.0	29.41
7	59.2	78.57
8	54.0	No Scores

Math 2011

Grade	AZ Annual Measurable Objective % Passing	SRDS % Passing
3	65	17.65
4	63	16.67
5	58	17.65
6	57	7.14
7	58	No scores
8	58	No Scores

Reading 2012

Grade	AZ Annual Measurable Objective % Passing	SRDS % Passing
3	81.2	50.00
4	78.0	46.67

Math 2012

Grade	AZ Annual Measurable Objective % Passing	SRDS % Passing
3	77	27.78
4	75	50.00

5	77.2	14.29
6	78.0	44.44
7	79.6	70.59
8	77.0	No Scores

5	72	14.29
6	72	16.67
7	72	17.65
8	72	No Scores

Use of **technology** is increasingly required in order for students to meet the requirements set by the Common Core Standards. Some examples include the use digital dictionaries in second grade, hyperlinks in third grade, and interpreting interactive elements on web pages in fourth grade English CC Standards. Fifth grade students will be using illuminations.nctm.org for studying math volume and fractions concepts. In the sixth through eighth grades, students are expected to use on-line reports and documents at appropriate websites including www.nps.gov, and National Archives at www.archives.gov to access information for social studies.

Especially important is that, the Common Core English Language Arts Standards for Production and Distribution of Writing include, beginning in the fourth grade, that students are expected to demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting; at fifth grade that increases to two pages; and 3 pages for sixth graders. Also at the fifth grade students are expected to include multimedia components in presentations. At the sixth through eighth grade, students are expected to publish information/articles on content areas such as social studies and science both in paper and digital form at a school website or blog.

Students at Santa Rosa Day School have few opportunities to use digital equipment including computers, whiteboards, and document cameras except at school and not often enough there to develop the proficiency level required to meet Common Core Standards.

The AIMS test scores support the need for students to have more intensive involvement in the reading and math areas. The Science testing, begun in AIMS in 2011 and data now being gathered through NWEA, also show that a low percentage of students meet or exceed Science expectations indicating a need for instruction and activities that will correlate with and reinforce Arizona State standards.. A 21st Century Learning Center After-School Program will allow these students more intensive remediation in specific basic skills areas.

Other students, who have demonstrated skill in the basic academic curriculum, need to be involved in supportive, safe, drug-free after-school activities that will enhance their skills and allow them to develop related skills.

The Native Singing and Cultural dancing program will meet some of these needs.

A Solar Garden Irrigation System project will provide an interesting outlet for students in a Science and Technology-related area, as well as providing opportunities to learn about traditional nutrition and seeds.

An activity in which all students and staff can participate will emphasize health and wellness through a Healthy Walking/Running program.

Population to be Served:

Name of Each After School Site	Designation – School Status	% Free or Reduced Lunch	Estimated # of Students to be Served	Percentage of Day School population Served	# of Family Members to be Served, if Appropriate	Grade Levels to be Served
Santa Rosa Day School	Level 1 School Improvement	77%	120	54%	10	K – 8 th

Identify, Target, and Recruit Students Most In Need

The School’s Response to Intervention (RIF) team expects to identify as many as 80 students who may need the academic intervention that this project will provide. Additional students may self-refer themselves to the academic intervention project.

The children identified for the after-school academic program and summer school will be given remediation in the skills identified by the classroom assessments. The staff will assess and monitor success weekly for progress; and use those assessments to determine additional need or schedule new study areas for individual students.

Students for the Technology and Science (Digital Learning and Solar Garden) and the Native Singing and Cultural Dancing programs will be identified by staff or parent referral or based on the student’s interest in specific program activities. All classes can participate in the Healthy Walking/Running program.

Addressing Risk Factors Linked to Academic Failure

In this project the academic and supplemental activity projects will emphasize hand-on, alternative learning activities supplementing the regular classroom instruction and targeting specific needs of students in the Common Core Standards. This is intended to address the at-risk factors of low achievement scores, disinterest (alienation) with school, incompatible or alternative learning styles, and inflexible curriculum. The at-risk factor of ineffective teachers will be addressed through the on-going staff development activities related to instructional strategies and identification of student needs.

Actually having a safe, drug-free place to go after school and during part of the summer will help students overcome some of the other at-risk factors including community drug and alcohol problems, poor parental monitoring, or friends with school problems or negative attitudes.

Previous Success

Santa Rosa Day School worked under a 21st Century Community Learning Center grant for the past five years. We provided after-school programs and summer activities for the duration of the grant. The end of the school year AIMS test scores have increased each year, sometimes significantly. Although it is impossible, and unwise, to attribute those increases solely to the community learning center activities, it is certainly one factor.

The children, on the most part, enjoy staying after school for more assistance in their education. Those activities are educational, but fun as well. The summer program has been very effective. Several students over the years have been promoted to the next school year because they came to, and succeeded at, the summer program.

The school hopes that the new grant, if awarded, will continue the success we have enjoyed over the past five years.

Goals Related to Data

As the Santa Rosa Day School teaching staff analyzed the last three years of State test scores, it became apparent that students need assistance in vocabulary building, letter sounds, and other basic reading skills, and the basic math skills such as multiplication and fractions. These are the basic elements the students will work with in the after school program. Staff will be developing lessons and activities related directly to Common Core Standards in the areas identified for enhanced instruction.

Program Alignment with At-Risk Drop-Out Prevention

The drop-out rate of these children from high school is higher than is acceptable. If we can intervene by improving the student's academic school success and interest children in other school-related enrichment activities, such as the Solar Garden Irrigation system, the Native Singing and Cultural Dancing, and the Healthy Walking/Running program, perhaps they will not be bored of school and will be willing to participate in school more in the Elementary school, and also because they will be better prepared for high school.

2) Project Design

The overall goals of the program will be to increase math and reading skills of the children as well as increasing participation in science and technology projects; to reinforce Arizona State standards through engaging, hands-on projects; to provide healthy, drug-free activities; and to motivate students to participate fully in school opportunities.

Reading and Math

Both the after-school and summer programs will schedule intervention classes for reading and math for each grade level at the school.

Measurable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion-Evaluation
1. Twice each school year, students regularly attending the program will improve their academic Reading scores by 10% as measured by NWEA testing at the appropriate grade level.	Identify specific Reading Skills Areas to target as needing improvement from AIMS test scores and the NWEA September assessment. After-School classes providing hands-on and alternative instruction activities targeting specific Common Core reading skills Using SBR reading curriculum; Electronic Curricula; Hands-on Games; Manipulatives	After School Teachers	Aug., (Yearly) Identify specific Reading Skills/Areas to target Formative Assessments Sep. (Yrly) Jan. (Yrly) May. (Yrly)	NWEA Scores Analysis showing % of increase.
2. By May, 2013, and for each year of the project, regular attendees will increase their Reading Scores, as	Identify specific Reading Skills Areas to target as needing improvement from AIMS test scores.	After School Teachers	April AIMS Testing	May, (Yearly) AIMS Scores

Measurable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion-Evaluation
<p>measured by a 15% increase in the percentage of students per year moving from falls far below to approaching or meets, and/or from approaching to meets or exceeds the Arizona Standards measured by AIMS testing.</p>	<p>After-School classes providing hands-on and alternative instruction activities targeting specific Common Core reading skills Using SBR reading curriculum; Electronic Curricula; Hands-on Games; Manipulatives</p> <p>Formative assessments during the school year to identify progress and high-need areas.</p>			
<p>3. Twice each school year, students regularly attending the program will improve their academic Math scores by 10% as measured by NWEA testing at the appropriate grade level.</p>	<p>Identify specific Math Skills Areas to target as needing improvement from AIMS test scores and the NWEA September assessment.</p> <p>After-School classes providing hands-on and alternative instruction activities targeting specific Common Core math skills using Saxon Math Curriculum; Hands-on Games; Manipulatives</p>	<p>After School Teachers</p>	<p>Aug., (Yearly) Identify specific Reading Skills/Areas to target</p> <p>Formative Assessments Sep. (Yrly) Jan. (Yrly) May. (Yrly)</p>	<p>NWEA Scores Analysis showing % of increase.</p>

Measurable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion-Evaluation
<p>4. Each year of the project, 15% of the regular attendees will move from falls far below to approaching and from approaching to meet or exceeds the Arizona Standards in Math based on the Arizona State Assessment (AIMS).</p>	<p>Identify specific Math Skills Areas to target as needing improvement from AIMS test scores.</p> <p>After-School classes providing hands-on and alternative instruction activities targeting specific Common Core math skills using Saxon Math Curriculum; Hands-on Games; Manipulatives</p> <p>Formative assessments during the school year to identify progress and high-need areas.</p>	<p>After School Teachers</p>	<p>April AIMS Testing</p>	<p>May, (Yearly) AIMS Scores</p>

Technology and Science

Solar Garden Irrigation System

This activity is a curriculum-integrated garden irrigation project and would consist of a multi-week unit on energy systems, solar electricity, and irrigation basics. It is targeted at fifth grade and aligned with:

- Science Standards Connections: Strand 3: Concepts 1 & 2 on Science in Personal and Social Perspectives; and Strand 6: Concepts 3 on Apparent Motion of Celestial Bodies.
- Social Studies Standards Connections: Strand 4: Concept 5 on Environment and Society
- Mathematics Standards Connections: 5.MD.5 on Conversions of Measurements within a system.

Students will participate in building a solar collector providing electricity to meet the irrigation needs of six (6) garden plots. It will be sized for three (3) days of autonomy (three consecutive inclement days), and will include an on-demand water catchment pump. Cooperation with the Tohono O’odham Community Action Native Seeds Program will incorporate cultural ties to this project.

Measurable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion-Evaluation
5. Promote mastery of specific science, social studies, and math standards by having students build a Solar Garden Irrigation Project as a usable example of harnessing solar energy; and sharing information with peers, families and communities.	<p>Solar garden building and completion. Followed by use and management activities.</p> <p>Lessons related to science, social studies, and math standards.</p> <p>Student prepared Newsletter or bulletin sent home to parents and districts quarterly. Information on Solar Garden posted to school website at least once a semester.</p>	After-school teachers	<p>Quarterly status report on completion. Quarterly use reports.</p> <p>Weekly lesson plans</p> <p>Quarterly</p> <p>Quarterly</p>	<p>Solar Garden</p> <p>Use and management logs.</p> <p>Formative Assessment of Standards Mastery</p> <p>Newsletter or Bulletin</p> <p>Website report.</p>

Digital Learning Activities

SRDS has begun teaching keyboarding to students, since they are required to take the NWEA tests using a computer; but most students are far from the proficiency levels needed to meet the Common Core Standards. Addition of time for practice using the computer keyboard to prepare reports or documents for class activities will allow students to improve their fluency in use of the computer. This will require additional use of computer labs during the after school program.

Incorporation of the interactive whiteboard and the document camera in more classrooms will provide students opportunities to use these in their presentations and provide teachers opportunities to make lessons more hands-on and interactive.

Use of the school-wide wireless network will allow upper grade students an opportunity to set up and maintain a local school website to which students in all classes can post information approved by their teachers.

Measurable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion-Evaluation
6. Increase student use of digital technology in support of academic learning through use of computer keyboarding, interactive whiteboards, and appropriate websites.	Purchase eight (8) interactive whiteboards, laptop computers, and document cameras so each teacher has access to one in the classroom.	Principal	2 months after program begins	Purchase and receipt of equipment.
	Provide on-going staff in-service on use of the interactive whiteboard.	Principal	Once a month at Friday In-Service for 1 st year, then once a quarter	Staff Development Schedule and sign-in sheets.
	Teachers will include use of the digital equipment on their lesson plans.	After School Teachers	Use at least weekly.	Lesson Plans

Native Singing and Dancing

This activity will include interested students and be led by an O'odham leader/teacher, who will provide learning activities and schedule performances approved by the school administrator.

Measurable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion-Evaluation
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<p>7. Native Singing and Dance activity promoting connections between community and school through community performances.</p>	<p>Students will learn O’odham songs and dances and share these with other students and community programs.</p>	<p>After School teacher</p>	<p>On-going</p>	<p>Attendance records. Records of performances and groups met.</p>
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Healthy Walking/Running Program

This activity will address the student and staff health needs by providing an opportunity for physical activity during the after-school program, and will promote informal interactions between students and adults.

Measurable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion-Evaluation
<p>8. Annually, beginning in SY 2012-2013, 60% of students who regularly participate in the Healthy Walking-Running Program will report increased satisfaction with their health and/or fitness.</p>	<p>Establish a 1-mile walking-running path around the campus. Each class will have daily use during after-school program for this track. Records of student beginning weight and height for comparison with semester and final results and healthy standards. Students will record their miles walked-run and qualify for awards at the end of each semester.</p>	<p>After school teacher assigned to fitness program. Tribal Diabetes Program Contact</p>	<p>Beginning survey of students to record their perceived fitness level. End of each Semester measurements End of school year program student evaluation of perceived level of fitness.</p>	<p>Records submitted by students for awards. Records of weight/height ratios Student evaluations of program success related to their perceived level of fitness.</p>

General Goals –

Student Behavior, Parent Participation, Parent Satisfaction are general areas in which goals have been set.

Measurable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion-Evaluation
9. Annually, beginning in SY 2012-2013, there will be a 10% decrease in student disciplinary referrals for students participating in the program 30 days or more.	Disciplinary referrals entered in NASIS.	Counselor	Entered at least weekly. Reviewed quarterly for # of incidents related to participating students.	Comparison of current year with previous year report.
10. 60% of student's parents will participate in 21st CCLC parent and family activities as evidenced by sign-in logs.	Schedule three (3) parent/family activities sessions during each school-year after-school program. These will be to introduce the program, to provide parental strategies for working with children, and to gather evaluations and suggestions.	21st CCLC Coordinator	Within 2 weeks of start of program each year; January and May each yr.	Sign-in logs for the events. Evaluation and suggestion surveys returned by families.
11. Parents of 75% of regular participants will rate the services for families and their child as high quality on an end-of-year survey.	Schedule three (3) parent/family activities sessions during each school-year after-school program.	21st CCLC Coordinator	Family activities within 2 weeks of start of program each year; January and	Evaluation and suggestion surveys returned by families.

Measurable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion-Evaluation
	These will be to introduce the program, to provide parental strategies for working with children, and to gather evaluations and suggestions.		May each yr. Survey in May.	

Evidence Based or Research Support for Program Strategies

A simple web search for Best Practices in Education, or Research-based Teaching and Learning Strategies supplies a multitude of options for reading and researching what are considered “best” or “research-based” practices; these include explanations of classroom instructional and school-wide strategies. Some of those websites include Northwest Regional Education Laboratory

Santa Rosa Day School has adopted a school-wide strategy, providing core classroom instruction in Reading and Mathematics using scientifically researched core programs on the list approved by the Bureau of Indian Education (these programs are generally in alignment with standards adopted by the State of Arizona) and supplemental instruction based on the Response to Intervention Model.

In using the Response to Intervention Program model, the school is implementing the essential elements of RTI including universal screening and progress monitoring. SRDS uses the yearly AIMS scores for the universal screening portion, identifying areas of common core skills that students at each grade level are not successfully learning. We also use the individual AIMS scores to identify students at risk for the beginning of the next school year. All students are provided instruction and some intervention in the core content classroom during Tier 1 instruction. At the beginning of the school year, all students are screened for areas of need using a staff referral form, and at regular intervals during the school year using NWEA assessment data. Students identified for additional needs by not meeting benchmark goals are referred for Tier 2, which provides more intensive intervention including small group and/or individual instruction in specific skill areas. Those students will be served in the after-school and summer program. Students identified as far below the expected skill level, or those who have received Tier 2 support but still need more, are referred for Tier 3 intervention; this is usually a one-on-one model or a really small groups.

Best Practices in Education found at SERC (State Education Resource Center) indicate that one of the important aspects of best practices is that students are actively involved in their

learning through inquiry, in-depth learning, and performance assessments. These are guidelines that the after-school and summer program will attempt to implement through hands-on and activity-based instruction.

Monitoring Students' Academic Progress

Student's academic success will be monitored each week through classroom assessments. Reports from these assessments will be used by the Coordinator and Teachers to identify high-risk needs and schedule further intervention or move students to another at-risk area of study. The NWEA assessments will provide benchmark data for further adjustments in specific instructional directions.

Each component of the after-school and summer programs (both academic and enrichment activities) will include monitoring student progress using classroom assessments and data gathered about activities.

NASIS

Santa Rosa Day School has fully implemented NASIS including behavior reporting. Children referred to the after-school programs provided by this grant will be enrolled in NASIS. A separate calendar will be set up within NASIS as a 21st Century Program. It will include schedules for both after school and summer programs. The school will be able to monitor the attendance through NASIS.

The reports necessary for the auditing of the Community Learning Center grant will be able to be pulled from NASIS. The school has three employees who are completely trained in NASIS use who will be capable of generating the necessary reports and submitting them.

Data Collection Methods

The school will use as many data collection methods as relate to the programs. The students in the after-school and the summer school program will be assessed every week to determine progress.

- All attendance data will be collected using NASIS for easy delivery.
- AIMS Scores have been analyzed to identify areas of academic deficiency that will be addressed in the after-school.
- NWEA Test reports will be used to supplement the yearly AIMS data.
- Behavior data will be collected using NASIS for comparison with past and future years.
- Quarterly newsletters/bulletins developed by the Solar Garden Project will be used to gather data regarding progress.
- Use and management report forms will be developed and used by the students working in the Solar Garden to gather data about its rate of use.

- Lesson Plans will be reviewed by the 21st CCLC Coordinator to tabulate the number of incidences of use of digital equipment in the classroom plans.
- Staff Development Outlines and sign-in sheets will be used to collect data on digital in-service training.
- Attendance records and Performance Logs will be maintained for the Native Singing and Dance program.
- Students in the Healthy Walking/Running Program will collect data on their height, weight, times walked, and miles walked as part of their awards application.
- Local student survey will assess student perception of their fitness level before the after-school program and at the end of the school year.
- Parent/Family participation data will be collected using sign-in logs for the events.
- Evaluation/Suggestion surveys will be developed and gathered at family events and a quality survey at end-of year.

Expanding Opportunities and Increasing Student Motivation

The after-school activities will emphasize alternative instruction and hands-on active learning which is sometimes limited in the regular school day. We hope that with the varied programming offered, the project will be attractive to the children.

The school feels that by providing the cultural activities and solar garden project in addition to the academic intervention activities and incorporating digital learning, children will be motivated and encouraged to attend the programs.

By making the programs active and varied, we expect they will want to stay after school if they are referred by their teachers. It will be the responsibility of the staff, and the administration, to ensure the activities are interesting enough to maintain enrollment.

Schedule of Operations

The Santa Sosa Day School 21st Century Learning Center will operate four days a week, Monday through Thursday. We anticipate the times to be 3:00 – 5:00 PM., providing for eight (8) hours of after-school activities per week.

The possible schedule is as follows: 8 teachers (4 daily) would be hired for the academic portion. They would be expected to “teach” twice a week, for a total of four hours each. Each teacher would alternate classes with another teacher who comes in on the opposite day. Each student would work with two teachers during the week. Each teacher is, then, provided opportunities to work closely with the other teacher on curriculum issues, lesson plans, and strategies.

A completed Schedule of Operations follows this document.

Community Partners

The Solar Garden includes a cultural portion of the grant that will include such community partners as the Tohono O'odham Community Action. This group is involved in planting native seeds and gardens. They will continue to maintain the school's community garden and encourage our children to keep the tradition.

Various other groups on the Nation become involved with the dancers when inviting them to perform. These often include the Elderly Programs where the elderly interact with the students during the performances.

The Tribal Diabetes Program will provide information and guidance, as well as visits from their staff for our Healthy Walking-Running Program.

Linking the Program to the School Day

Since the Community Learning Center program will take place on the school campus, communication with the day school will be seamless. The staff of the community learning center program will be staff of the day school. The part-time positions of the after-school program and the summer program will be offered to interested members of the day school staff. The staff will be paid through overtime, stipends.

Attracting Youth and/or Families

We hope that with the varied programming offered, the project will be attractive to the children. There is not much for these children to do when they go directly home from school; activity-oriented school programs are attractive to the children.

We will notify parents by newsletter and information sent home, encouraging them to send their children to the after-school program and to attend family activities when they are scheduled.

Why Students Will Attend and Maintaining Student Enrollment

Students will attend when the intervention activities are fun and varied while providing needed instruction. As the students succeed at the skills they are working with, they will be interested in learning more. Success does encourage involvement and participation.

Coordination With Other Providers of After-School Activities

There are few other services available serving these students. The Tohono O'odham Nation recently opened three state-of-the-art recreation centers. One of them serves the school's

population. It provides after school activities. The school has coordinated bus stops with the local recreation centers so that the children can get off the school's bus and get to the recreational center.

The only regularly scheduled after-school program at Santa Rosa Day School other than community learning center activities is sports. The after-school program coordinates transportation with sports. Practice time of athletics will be coordinated so that as many students as possible will have an opportunity to attend some after-school activity.

Elders in Support of Activities

Elders do participate in Native American Day activities. Participation in after-school and summer programs is usually limited by transportation programs. There will be opportunities to invite the elders to the after-school program to discuss traditional gardening and nutrition with the Solar Garden and Irrigation project.

Evaluating the Program Effectiveness and Need for Improvement

One of the most obvious indicators of effectiveness is attendance by the students. The coordinator and the administrator will monitor attendance on a daily basis.

As mentioned before, the children will be assessed each week. The coordinator will monitor those assessments for efficacy.

Another important way to evaluate program effectiveness is to ask the question, "Are the children progressing?" At the end of each academic semester, the coordinator, the Principal, and the Response to Intervention Team will evaluate the previous ended program. Needs for improvement will be considered, and necessary changes in the program will be made.

Sustainability Plan

The digital technology equipment and the costs for the Solar Garden will be completed before the third year of the 21st Century Grant ends, when maintaining those areas will become a general program cost for the regular school.

During the five years of the program, successful instructional strategies and activities from the after-school and summer intervention programs will be identified and incorporated into the instructional day through staff development activities allowing other teachers to try the successful strategies so they can be institutionalized.

When the Santa Rosa Day School Community Learning Center is funded it will, hopefully, be continued for the full three years. During that time the administration will make plans to acquire funding to sustain the after-school through other grants; or to, perhaps, adjust the instructional day to incorporate the concepts of the after-school program into the regular instructional program.

Coordination of Services with the Day School Program

After-School staff will be in weekly communication with the children's day school teacher. A written report will be given to the child's day school teacher each week to document progress.

The students referred to attend the programs will depend on the intervention they need.

Staff development activities will be attended by both day school and after school staff allowing time for communication and learning together.

After-School Program Role in Restructuring Plan

SRDS is restructuring the school wide program, incorporating intensive instruction for longer required periods in reading and math, and implementing the Response to Intervention program to identify and remediate problems. The after school and summer intervention programs will be integral to these intervention efforts.

3) Adequacy of Resources

Staffing Capacity

The Response to Intervention team expects to identify as many as 80 students who may need the academic intervention that this project will provide. The Academic Intervention Project will offer two sections for Kindergarten-Grade 2, 2 for Grades 3 and 4, 2 for Grades 5 and 6, and two for Grades 7 and 8. This is a total of eight (8) staff members working with no more than 10 students each.

The Technology-Solar Garden and Cultural Native Singing and Dance programs will each serve 14 students.

The Technology-Digital Learning and Fitness-Healthy Walking-Running Programs will not require additional after-school staff as they will be incorporated with the other programs or can be monitored by other school staff members during regular work hours.

Staff members working with the after-school program will be paid overtime.

The person assigned as the 21st Century Coordinator will be paid half-time from the Grant. The Coordinator activities would include two hours daily for reports/plans, and 2 hours daily for after school activities.

The 21st Century Community Learning Center will also require the use of the school's bus drivers. Each of 4 drivers will drive two times a week in support of the after-school program. They will be paid the appropriate hourly rate for this driving.

Job Descriptions and Schedules

The following information provides brief representative job descriptions for each of the main staff members. Complete job descriptions and duties are included in the Appendices.

There will be one (1) 21st Century Learning Center **Coordinator** who will be key to the success of the program. They will be a certified staff member and will be responsible for implementation of the program policies and regulations, and overseeing the procedures and operation of the program, including leading staff meetings. They will keep the Principal advised of the status of the program and any concerns, but will not supervise the staff; that is the job of the Principal. They will maintain all records needed for program implementation, manage data collection, track expenditures, and prepare reports. Additional duties will require them to represent the program with the community and staff including presentations to appropriate entities.

All **After-school Teachers** will be certified by the State of Arizona. They will review the assessment data for assigned students, prepare lesson plans including a variety of intervention activities specifically related to student deficiencies; meet with the assigned students according the after-school schedule, and implement a variety of research-based interventions and/or enrichment strategies. Teachers will provide weekly reports on student progress to the day-school teacher and will provide feedback to students and parents regarding progress. Progress reports and Participation surveys will be submitted to the Coordinator.

After-School Program Bus Drivers will operate a school bus on scheduled bus route(s) transporting students to and from school; reports attendance on bus route daily to the 21st CCLC Coordinator. The Driver operates bus or van transporting groups of student, or employees sponsoring groups, on activities such as field trips; supervises students on buses/vans assuring safety of students being transported; observes established regulations and safety precautions; and assures bus maintenance is performed. Drivers complete required trip reports. Drivers also operate vehicles to pick up supplies, and transport children to and from medical facilities, etc. They may be assigned routine duties such as cleaning school vehicles and assisting in the cafeteria while on duty.

The **After-School Culture Teacher** will prepare referrals for qualified students to attend the after-school program; will prepare lesson plans scheduling culturally-related learning activities; and will implement a variety of cultural enrichment activities with individual students or small groups; and will report student progress (work completed or activities attended) to the 21st CCLC Coordinator. The teacher will report student attendance using NASIS, maintain progress records at regular intervals indicating assignments and activities, provide feedback to student and parents regarding class goals and student progress, and submit progress records and participation surveys to the Coordinator. The teacher will attend 21st CCLC staff meetings.

Student Travel Safety

All students who attend the after-school program of the project will be transported to and from school in the school's bus fleet; with licensed, qualified bus drivers. The school's usual drug-free and safety rules, found in the Student Handbook, will be adhered to during after-school and summer programs. The school will assume the costs of mileage and maintaining the bus fleet. The drivers will be paid from the grant.

Leveraging School Resources

The Community Learning Center project will take place entirely on the campus of the Santa Rosa Day School. All classrooms, computer labs, libraries, etc. that can be used by the day school staff can be used by the after-school staff. A Memorandum of Agreement is not necessary at this juncture.

Resources Contributed by Partners

Partners working with this project, including the Tribal Diabetes Program and the Tohono O'odham Community Action program, will mostly contribute expertise. The Diabetes Program has agreed to provide a staff member to assist with the Health Walking-Running Program who may be able to attend once a week. After the Solar Garden Irrigation Project is running, it is expected that the Tohono O'odham Community Action program will contribute labor for the garden, seeds, tools, etc. as they have done in the past.

Consultation With School Administrators and Tribal Authorities and Planned Communication

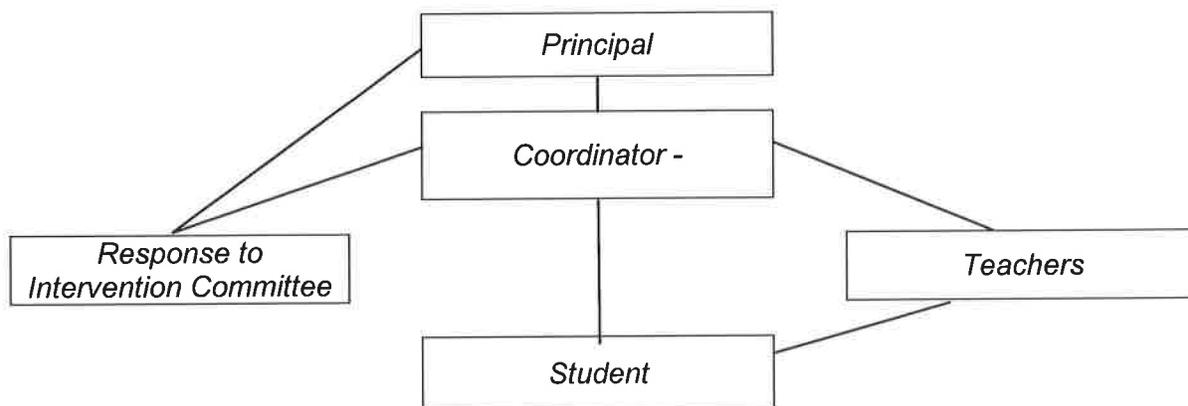
The school Principal met with the Tohono O'odham Nation Legislative Council on April 24, 2007. The meeting was broadcast all over the TO Nation by the local Tribal radio station. At that time, the Principal discussed the writing of this grant and asked for input.

The Principal attended District Meetings and shared expectations for this Grant. Information was also shared with parents at open house.

Communication with tribal authorities will continue through the use of the radio, letters, meetings, etc. The Principal writes a parent newsletter once a month that is also sent to the Tribal District authorities. The Principal and the 21st CCLC Coordinator will write a monthly Community Learning Center newsletter and disseminate it to all the participating student's families and as many of the community members as is practical.

4) Quality of the Management Plan

The organizational structure below will apply to the 21st Century Learning Center program activities management:



The Principal will be responsible for meeting with staff to establish performance expectations, and will be responsible for leave approval and performance evaluations.

Progress on the Native Star SMART Goals are reported regularly (at least monthly) and will include data and reports from the 21st Century Learning Center, especially those related to academic intervention and student growth.

Native Star Smart Goals are integral to the After-School Intervention program. The chart below shows the goals this program will address and the milestones that will be achieved.

Goal ID	Objectives	Milestones
IIA03	Objectives will be leveled to target learning to each student's demonstrated prior mastery based on multiple points of data (i.e., units tests and student work)	NWEA testing 3 times yearly Identification and referral of students based on RTI Tier Level.
IIA02	Units of instruction will include standards-based objectives and criteria for mastery.	Lesson Plan forms require this data.
IIC01	Units of instruction will include specific learning activities aligned to objectives	Lesson Plan forms require this data.

Timeline for Program Implementation for First Year of Grant

Dates	Activities	Costs
July 30 – Aug. 3, 2012	All teaching staff returned for staff development in data analysis and math strategies.	Paid from regular program
Aug. 20, 2012	Staff proposals due for after school program.	No cost
Oct. 19, 2012	Begin writing 21 st CCLC Grant Application	
Jan 17, 2013	2 nd Grant Application submission due date	
Feb 1, 2013	Award notification due to school	
Feb. 4, 2013	Send out announcements of program award to radio station and newspaper	
Jan. 11, 2013	Review grant requirements with staff and request related proposals	
Jan, 2013	Benchmark NWEA assessment	
Late Feb, 2013	Parent-Family Meeting	Miscellaneous cost for refreshments.
Feb 11-May 24, 2013	Second Semester Program Activities	Salary costs for after school program.
March 11-14, 2013	Mid-Semester Evaluation of Program	
May, 2013	Year-end parent-family meeting	Miscellaneous cost for refreshments.
May 24, 2013	Final Evaluation of After-School Program	
End of July-First of August, 2013	All teaching staff returned for staff development in data analysis and instructional strategies.	Paid from regular program
First week of school, 2013	Staff proposals/applications for after-school activities submitted	
Second week of school, 2013	Notify staff of After-school teaching assignments	
Aug. 19-Dec 13, 2013	Implement After-School Activities	Salary Costs for After-School Program

Sep, 2013	NWEA Assessments	
Sep, 2013	Parent-Family meeting	Miscellaneous cost for refreshments.
Oct, 2013	NWEA Assessment Program Adjustments	
Oct., 2013	Mid-Semester Evaluation of Program	
Dec. 20, 2013	Semester Final Evaluation of Program	
Jan. 6-10, 2014	Plan for second semester activities	
Jan, 2014	Parent-Family meeting	Miscellaneous cost for refreshments.
Jan, 2014	NWEA Assessments	
Jan. 13-May 17, 2014	Second Semester Program Activities	Salary costs for after school program.
Feb, 2014	NWEA Assessment Program Adjustments	
March, 2014	Mid-Semester Evaluation of Program	
May 23, 2014	Final Evaluation of After-School Program	

Management Materials

The SRDS CCLC program will use the Parent-Student Handbook from the day-school program as it includes school policies and procedures that will be followed in the after-school. We will use the Lesson Plan Forms used for the day-school; teachers are already familiar with them and they include provision for inclusion of State Standards and/or Core Curriculum Standards being taught and equipment and strategies being used. Each employee will be working under their standard BIE-approved job description in which they were hired. The specific requirements for the 21st Century Learning Center program are included in the Job Descriptions in the Appendix of this document. Those will be given to each staff member before they begin working in the 21st Century CCLC.

Organization Structure for Effective Program Management

Each staff member will meet with the Principal to establish performance expectations prior to beginning After-School or Summer Program activities. The Principal will monitor the classrooms by frequent observations, and through the weekly submission of, and review of, lesson plans. The observations and monitoring will include the after-school activities. The lesson plans and the observations of the classrooms should insure that best practices will be used in the classrooms. The after-school staff will be required to use approved curriculum

aligned with Arizona Common Core Standards, and scientifically-based assessment methods. It is the Principal's responsibility to monitor the classrooms. The Coordinator is not a supervisor, and supervisory responsibilities will remain with the Principal.

The Coordinator has important organizational support responsibilities centering around arranging for rooms, monitoring attendance, collecting lesson plans, observing classroom activities in relation to lesson plans, ordering supplies and materials, and will insure that the program is compliant with grant and Federal requirements. They will collect all documentation required for audits and site visits, and will work with the administration on all aspects of the grant maintenance, and assist in the administration of performance evaluations of the program. As mentioned above, the evaluations will occur twice each semester and data prepared for 21st Century evaluation will be included in the Native Star Goals reports.

Professional Development

Staff development will be integrated into the day-school schedule throughout the school year. The school calendar provides for one half-day staff development time period each week. Training will be centered around increasing skills in reading and math through better instructional strategies, and data analysis. There will also be training in behavior management, and maintaining safe and secure schools, and incorporation of digital equipment in classroom learning activities.

Since the after-school staff members are part of the day-school staff, there will be opportunities provided for after-school concerns and communication during the weekly staff development meetings.

Collaboration With Stakeholders

A summary of the approved grant will be shared with parents, students, and other members of the community. They will be invited to participate in appropriate activities including orientation meetings, surveys to gather input, and evaluation surveys.

Information Dissemination

Dates	Information to Share
Feb 1, 2013	Receive Notice of Intent to Award
Jan 18 - Feb 4, 2013	Write public service announcement, and local newspaper article
Feb., 2013	Send public service announcement to Tribal radio station to be broadcast throughout the TO Nation. Announcement will inform about program purpose, activities to be included, dates it will begin, and include a contact person and phone number for providing input or volunteering to assist.

Dates	Information to Share
	Send newspaper article with same information as the public service announcement in more detail.
	Notify the School Board at their January meeting and provide them with a copy of the approved Grant.
	<p>Before end of month schedule a parent/family meeting for the parents of the children who have been referred.</p> <p>Focus of the meeting will be to share the process of identifying students for the program through benchmark testing; and samples of activities students in the program will be doing.</p>
Jan, 2013	Benchmark testing of students in regular program. Results used to refer students to CCLC for academic intervention.
February, 2013	Monthly newsletter to parents and Board, introduction to program. Include an article about Response to Intervention.
March, 2013	<p>Benchmark testing of students in regular program.</p> <p>Send 1-page survey home to parents of participating students requesting information on their satisfaction, and suggestions for future.</p> <p>Mid-Semester Program Evaluation completed</p> <p>Monthly newsletter to parents and Board will include explanation of the results of the program evaluation. Include an article on Benchmark Testing.</p>
April, 2013	Monthly newsletter to parents and Board with student work and teacher articles. Include an article on hands-on instructional activities related to academic learning.
May, 2013	<p>Final Benchmark testing of students.</p> <p>Parent meeting to do final evaluation; will include student presentations.</p> <p>Send out end-of-year newsletter to parents and Board including results of final evaluation.</p>
August, 2013	Send public service announcement to radio station and article to newspaper announcing the dates the 21 st CCLC start-up and program activities.
September, 2013	<p>Early in September, hold a family meeting to review the process for identifying students, the goals of the program, and the activities that will be scheduled.</p> <p>Benchmark testing using NWEA for all students; results used to refer students to After-School program and adjust programs for those attending.</p> <p>End of September send out newsletter to parents and Board celebrating the start-up of the program.</p>
October,	Send newsletter to parents and Board with program status and information

Dates	Information to Share
2013	from teachers and students.
November, 2013	Send newsletter to parents and Board with articles from students. Include an article on parental impact on learning.
December, 2013	End-of-Semester program evaluation. Send newsletter to parents and Board with results of the evaluation. Notify parents of date of January Parent-Family Meeting
January, 2014	Parent-Family meeting to see progress of children. Include opportunities for parents to try some of the assessments if possible.
Feb, Mar, Apr, May - Refer to 2013	Information articles to parents will relate to child development and learning activities.

Data Collected to Monitor Student Progress and Behavior

As mentioned earlier in this application, every child referred to the project in the academic area will have been tested prior to beginning the after-school, and will be tested again at the end of the program. Their test scores and lack of progress in the regular classroom will determine their placement in the after-school program. Assessments using NWEA will also be used to track student progress. The teachers, the coordinator and the administration will review the assessments and make recommendation for changes in the program or the child’s placement and instructional areas. Behavior data will be reported using NASIS. Charts and graphs will be completed to track the weekly assessments. Any information gathered will be available to an auditor or to the Bureau of Indian Education.

Data from Profile and Performance Information Collection Survey (PPICS) data collection and electronic information gathering instrument on 21st CCLC programs will include student academic growth, and will be used to further inform the program.

5) School Improvement Status

Santa Rosa Day School is in Level 1 School Improvement. The school improvement strategies identified for SRDS in Native Star include Curriculum Assessment and Instructional Planning objectives closely aligned with the goals of the After-School Academic Intervention programs.

The 21st CCLC activities will support the improvement strategies as they provide additional opportunities for students to participate in hands-on, active instruction while improving basic skills.

6) Budget/Budget Narrative

**Santa Rosa Day School
21st Century Learning Center Grant Budget Narrative
Year One - February-December, 2012**

Direct Instruction

	How Many People or Things	Unit	Unit Cost	Total
<i>Personnel Services</i>				
21st CCLC After-School Program Coordinator-- will spend 4 hours daily on program activities , 2 hrs working with the after-school program and 2 hrs on preparation/reports. Cost estimate: After-School 4 hrs daily x 120 school days = 840 hrs. Avg Tchr Salary = \$36.51 per hr	1.00	840	36.51	\$30,668.40
After-School Academic Teachers --4 teachers daily, provide 2 hours of academic intervention activities related to math or reading. One hour is in-kind contribution of day-school. One hour overtime is Grant cost. 4 hrs OT daily X 4 days X 36 wks = 576 total OT hrs per schl yr. OT cap is \$37.56 per hr.	8 tchrs	576	37.56	\$21,634.56
After School Culture or Enrichment Teacher -- Provides activities in traditional singing/dance. 1 teacher; 2 Stipends per year	1.00	2	570.00	\$1,140.00
<i>Employee Benefits</i>				
After-School Teachers and Coordinator @ 30.14% EBC	0	53,443	0.3014	\$16,107.71
<i>Professional Development</i>				
Professional Development costs will be incorporated into the regular day program as in-kind contribution				\$0.00
<i>Purchased Services</i>				
None				\$0.00
<i>Equipment</i>				

Solar Garden equipment	1	lot	10,000.00	\$10,000.00
Interactive White Boards for after-school tchrs	3	ea	2,000.00	\$6,000.00
Laptop Computer for each White Board	3	ea	700.00	\$2,100.00
Document Camera for after-school tchrs	3	ea	500.00	\$1,500.00
<i>Materials and Supplies</i>				
Math and Reading Activity Games and Achieve 3000 (supplemental instructional programs) will be provided as an in-kind contribution from the day-school				\$0.00
Miscellaneous Program Supplies - Pencils, Papers, food for Parent Mtgs, Student walking/running awards will be in-kind from day program				\$0.00
<i>Other Expenses:</i>				
None Identified				\$0.00
Instructional Support				
<i>Personnel Services</i>				
After-School Drivers -- Provide transportation for students home after the program. 2 hrs driving X 4 days weekly X 36 wks = 288 hours per route for 3 routes. Salary: \$20.54 per	3.00	288	20.96	\$18,109.44
<i>Employee Benefits</i>				
After School: Estimated 26% EBC	0	18,109	0.2600	\$4,708.45
<i>Professional Development</i>				
No extra costs expected				\$0.00
<i>Purchased Services</i>				
None				\$0.00
<i>Equipment</i>				
None				\$0.00
<i>Materials and Supplies</i>				
Food and Kitchen Supplies will be an in-kind contribution of the day-school program. Estimated at \$1000				\$0.00
<i>Other Expenses</i>				
GSA Vehicles including fuel and maintenance costs will be an in-kind contribution of the day-school program. Estimated at \$6500				\$0.00

Staff Travel -- The Program Coordinator will attend annual 21st CCLC conference and one annual/regional conference (After School conference or Response to Intervention	1	2	916.00	\$1,832.00
Non-Instructional Services				
<i>Material and Supplies</i>				
Printing will be an in-kind contribution of the day-school program				\$0.00
			TOTAL BUDGET	\$113,800.56

21st Century Learning Center Grant Budget Narrative

Year Two -- January December, 2013

Salaries estimated to increase 3.5%

Year Three -- January-December, 2014

Salaries estimated to increase 3.5%

Direct Instruction	Year Two	Year Three
<i>Personnel Services</i>		
21st CCLC After-School Program Coordinator	31,742	32,853
After-School Academic Teachers --4 teachers daily	22,392	23,175
One After-School Culture or Enrichment Teacher	1,180	1,221
<i>Employee Benefits</i>		
After School Teachers and Coordinator @ 30.14% EBC	16,671	17,255
<i>Professional Development</i>		
Professional Development costs will be incorporated into the regular day program as in-kind contribution	0	0
<i>Purchased Services</i>		
None	0	0
<i>Equipment</i>		
Solar Garden equipment	10,000	
Interactive White Boards for after-school tchrs - 2 @ \$2000	4,000	6,000
Laptop Computer for each White Board - 2 @ \$700 in year 2; 3 in year 3	1,400	2,100
Document Camera for after-school tchrs - 2 @ \$500 in year 2; 3 in year 3	1,000	1,500
<i>Materials and Supplies</i>		

Math and Reading Activity Games and Achieve 3000 (supplemental instructional programs) will be provided as an in-kind contribution from the day-school		
Miscellaneous Program Supplies -- Pencils, paper, food for parent mtgs, Student walking/running awards In-kind contribution from day school year 2.	0	3,420
<i>Other Expenses:</i>		
None Identified		
Instructional Support		
<i>Personnel Services</i>		
After-School Drivers -- Provide transportation for students home after the program. 2 hrs driving X 4 days weekly X 36 wks = 288 hours per route. Salary: \$20.54 per	18,743	19,399
<i>Employee Benefits</i>		
After School Estimated at 26% EBC	4,873	5,044
<i>Professional Development</i>		
No extra costs expected	0	0
<i>Purchased Services</i>		
None	0	0
Equipment		
None	0	0
<i>Materials and Supplies</i>		
Food and Kitchen Supplies will be an in-kind contribution of the day-school program.	0	0
<i>Other Expenses</i>		
GSA Vehicles including fuel and maintenance costs will be an in-kind contribution of the day-school program.	0	0
Non-Instructional Services		
<i>Material and Supplies</i>		
Printing will be an in-kind contribution of the day-school program	0	0
Staff Travel -- the 21st CCLC Coordinator will attend annual 21st CCLC conference and one annual/regional conference (After School conference or Response to Intervention)	1,799	1,832
TOTAL BUDGET	113,800	113,800

Coordinated Funding

ISEP and Title I funds will be used for the in-kind contributions including staff development, and supplies and materials.

Transportation funds will cover the costs of the buses and maintenance.

Addressing Competitive Points

This application includes partnerships with the Tribal Diabetes Program and the Tohono O'odham Community Action programs, continuing, and hopefully enlarging their current involvement with the school.

The Healthy Walking-Running Program will provide additional emphasis on health and physical fitness enhancing the Tribal Diabetes Program support at Santa Rosa Day School for weight management, nutritional food promotions, and healthy lifestyles.

The Solar Gardening Project will provide opportunities for the Tohono O'odham Community Action program to again participate with students and community members; allowing students opportunities to provide community improvement projects and service to their communities.

The school climate will be improved through the participation of students and staff members in several activities related to academic learning but not within the typical classroom environment. Opportunities for students, staff members, and community program participants to interact in a respectful, supportive way outside the regular classroom day will improve the general school climate. Parents and family members will be encouraged to participate in family activity nights provided as part of the program.

**APPENDIX IV: Participants Served Chart
Required Minimum**

Name of Each After School Site	Designation – School Status	% Free or Reduced Lunch	Estimated # of Students to be Served	Percentage of Day School population Served	# of Family Members to be Served, if Appropriate	Grade Levels to be Served
Santa Rosa Day School	Level 1 School Improvement	77%	120	54%	10	K-8 th

APPENDIX V: Performance Measures Template

Measurable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion-Evaluation
<p>1. Twice each school year and at the end of the, students regularly attending the program will improve their academic Reading scores by 10% as measured by NWEA testing at the appropriate grade level.</p>	<p>Identify specific Reading Skills Areas to target as needing improvement from AIMS test scores and the NWEA September assessment.</p> <p>After-School classes providing hands-on and alternative instruction activities targeting specific Common Core reading skills Using SBR reading curriculum; Electronic Curricula; Hands-on Games; Manipulatives</p>	<p>After School Teachers</p>	<p>Aug., (Yearly) Identify specific Reading Skills/Areas to target</p> <p>Formative Assessments Sep. (Yrly) Jan. (Yrly) May. (Yrly)</p>	<p>NWEA Scores Analysis showing % of increase.</p>
<p>2. By May, 2013, and for each year of the project, regular attendees will increase their Reading Scores, as measured by a 15% increase in the percentage of students per year moving from falls far below to approaching or meets, and/or from approaching to</p>	<p>Identify specific Reading Skills Areas to target as needing improvement from AIMS test scores.</p> <p>After-School classes providing hands-on and alternative instruction activities targeting specific Common Core reading skills Using SBR reading curriculum;</p>	<p>After School Teachers</p>	<p>April AIMS Testing</p>	<p>May, (Yearly) AIMS Scores</p>

Measurable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion-Evaluation
meets or exceeds the Arizona Standards measured by AIMS testing.	Electronic Curricula; Hands-on Games; Manipulatives Formative assessments during the school year to identify progress and high-need areas.			
3. Twice each school year and at the end of the, students regularly attending the program will improve their academic Math scores by 10% as measured by NWEA testing at the appropriate grade level.	Identify specific Math Skills Areas to target as needing improvement from AIMS test scores and the NWEA September assessment. After-School classes providing hands-on and alternative instruction activities targeting specific Common Core math skills using Saxon Math Curriculum; Hands-on Games; Manipulatives	After School Teachers	Aug., (Yearly) Identify specific Reading Skills/Areas to target Formative Assessments Sep. (Yrly) Jan. (Yrly) May. (Yrly)	NWEA Scores Analysis showing % of increase.
4. Each year of the project, 15% of the regular attendees will move from falls far below to approaching and from approaching to meet or exceeds	Identify specific Math Skills Areas to target as needing improvement from AIMS test scores. After-School classes providing hands-on	After School Teachers	April AIMS Testing	May, (Yearly) AIMS Scores

Measurable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion-Evaluation
<p>the Arizona Standards in Math based on the Arizona State Assessment (AIMS).</p>	<p>and alternative instruction activities targeting specific Common Core math skills using Saxon Math Curriculum; Hands-on Games; Manipulatives</p> <p>Formative assessments during the school year to identify progress and high-need areas.</p>			
<p>5. Promote mastery of specific science, social studies, and math standards by having students build a Solar Garden Irrigation Project as a usable example of harnessing solar energy; and sharing information with peers, families and communities.</p>	<p>Solar garden building and completion. Followed by use and management activities.</p> <p>Lessons related to science, social studies, and math standards.</p> <p>Student prepared Newsletter or bulletin sent home to parents and districts quarterly. Information on Solar Garden posted to school website at least once a semester.</p>	<p>After-school teachers</p>	<p>Quarterly status report on completion. Quarterly use reports.</p> <p>Weekly lesson plans</p> <p>Quarterly</p> <p>Quarterly</p>	<p>Solar Garden</p> <p>Use and management logs.</p> <p>Formative Assessment of Standards Mastery</p> <p>Newsletter or Bulletin</p> <p>Website report.</p>

Measurable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion-Evaluation
<p>6.</p> <p>Increase student use of digital technology in support of academic learning through use of computer keyboarding, interactive whiteboards, and appropriate websites.</p>	<p>Purchase eight (8) interactive whiteboards, laptop computers, and document cameras so each teacher has access to one in the classroom.</p>	Principal	2 months after program begins	Purchase and receipt of equipment.
	<p>Provide on-going staff in-service on use of the interactive whiteboard.</p>	Principal	Once a month at Friday In-Service for 1 st year, then once a quarter	Staff Development Schedule and sign-in sheets.
	<p>Teachers will include use of the digital equipment on their lesson plans.</p>	After School Teachers	Use at least weekly.	Lesson Plans
<p>7.</p> <p>Native Singing and Dance activity promoting connections between community and school through community performances.</p>	<p>Students will learn O’odham songs and dances and share these with other students and community programs.</p>	After School teacher	On-going	Attendance records. Records of performances and groups met.
<p>8.</p> <p>Annually, beginning in SY 2012-2013, 60% of students who regularly participate in the Healthy Walking-Running Program will report</p>	<p>Establish a 1-mile walking-running path around the campus. Each class will have daily use during after-school program for this</p>	<p>After school teacher assigned to fitness program.</p> <p>Tribal</p>	<p>Beginning survey of students to record their perceived fitness level.</p> <p>End of each</p>	<p>Records submitted by students for awards.</p> <p>Records of weight/height ratios</p>

Measurable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion-Evaluation
increased satisfaction with their health and/or fitness.	track. Records of student beginning weight and height for comparison with semester and final results and healthy standards. Students will record their miles walked-run and qualify for awards at the end of each semester.	Diabetes Program Contact	Semester measurements End of school year program student evaluation of perceived level of fitness.	Student evaluations of program success related to their perceived level of fitness.
9. Annually, beginning in SY 2012-2013, there will be a 10% decrease in student disciplinary referrals for students participating in the program 30 days or more.	Disciplinary referrals entered in NASIS.	Counselor	Entered at least weekly. Reviewed quarterly for # of incidents related to participating students.	Comparison of current year with previous year report.
10. 60% of student's parents will participate in 21st CCLC parent and family activities as evidenced by sign-in logs.	Schedule three (3) parent/family activities sessions during each school-year after-school program. These will be to introduce the program, to provide parental strategies for working with children, and to gather evaluations	21st CCLC Coordinator	Within 2 weeks of start of program each year; January and May each yr.	Sign-in logs for the events. Evaluation and suggestion surveys returned by families.

Measurable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion-Evaluation
	and suggestions.			
<p>11. Parents of 75% of regular participants will rate the services for families and their child as high quality on an end-of-year survey.</p>	<p>Schedule three (3) parent/family activities sessions during each school-year after-school program.</p> <p>These will be to introduce the program, to provide parental strategies for working with children, and to gather evaluations and suggestions.</p>	<p>21st CCLC Coordinator</p>	<p>Family activities within 2 weeks of start of program each year; January and May each yr.</p> <p>Survey in May.</p>	<p>Evaluation and suggestion surveys returned by families.</p>

APPENDIX VI: Schedule of Operations

Schedule of Operations

SCHOOL(S) SERVED: Santa Rosa Day School

Directions: Complete a typical Schedule of Operations form for each proposed site. If the schedule is the same for each site you may use one form to include all sites.

SCHOOL YEAR Dates -- 02-04-2013 TO 05-23 2013 and 08-19-2013 to 12-31-2013

Number of Weeks during the school year: 36

36 weeks X 4 days weekly X 2 hrs daily = 408 hours

Activity	Time of Day	Where? By Whom?	M	T	W	TH	F	S	SU
Math/Reading Academic Intervention	3:00 – 5:00 PM	SRDS – 4 Tchrs Daily	X	X	X	X			
Solar Garden	3:00 – 5:00 PM	SRDS Staff	X	X	X	X			
Native Singing And Dance	3:00 – 5:00 PM	SRDS Staff		X		X			
Healthy Walking-Running	3:00 – 5:00 PM	SRDS Staff	X	X	X	X			

Appendix III -- 21st CCLC Budget Worksheet
(complete one for each center site)

ADD	Bartholomew Stevens		
ELO	Jimmy Hastings		
Name of School	Santa Rosa Day School		
Grant Name	After School & Summer Academic Intervention & Enrichment Program		
Award Number			
Project Start Date	February 4, 2013		
Project End Date	December 31, 2013 with 2 years extensions available		
PREVIOUS SCHOOL YEAR ALLOCATION			
			\$151,718.00
EXPENDED PREVIOUS SY ALLOCATION			
			\$151,718.00
TOTAL CARRYOVER AVAILABLE			
			\$0.00
CURRENT SCHOOL YEAR ALLOCATION			
			\$113,800.00
TOTAL AVAILABLE			
			\$113,800.00
Direct Instruction			
Personnel Services			\$53,442.96
Coordinator	4 hrs daily for after-school	\$30,668.40	
After-School Academic Teachers	4 daily, total 144 hrs OT per tchr	\$21,634.56	
After-School Culture Teacher	2 stipends yearly @ \$570	\$1,140.00	
Employee Benefits			\$16,107.71
Teachers and Coordinator	Teacher EBC @ 30.14%; Paras EBC @ 30.18%	16,107.71	
Professional Development			\$0.00
Professional Development costs will be incorporated into the regular day program as in-kind contribution			
Purchased Services			\$0.00
None are Needed			
Equipment			\$19,600.00
Solar Garden Equipment		\$10,000.00	
Interactive Whiteboards for after-school teachers		\$6,000.00	

LINE ITEMS	DESCRIPTION	AMOUNT	TOTAL
	Laptop Computer for each Whiteboard	\$2,100.00	
	Document Camera for after-school teachers	\$1,500.00	
Materials and Supplies			\$0.00
	Math and Reading Activity Games and Achieve 3000 (supplemental instructional programs) will be provided as an in-kind contribution from the day-school		
	Classroom Supplies will be provided as in-kind from day program, including pencils, paper, food for parent mtgs., walking/running program awards @ 5000		
Other Expenses:			\$0.00
	None Identified		
Instructional Support			
Personnel Services			\$18,109.44
After-school Drivers	3 routes, take 288 hours over 36 wks	\$18,109.44	
Employee Benefits			\$4,708.45
Drivers	Estimated average 26% EBC	\$4,708.45	
Professional Development			\$0.00
No extra costs have been identified. Regular program provides training			
Purchased Services			\$0.00
None Needed			
Equipment			\$0.00
None Needed			
Materials and Supplies			\$0.00
Food and Kitchen Supplies will be an in-kind contribution of the day-school program. Estimated in-kind \$1000			

LINE ITEMS	DESCRIPTION	AMOUNT	TOTAL
Other Expenses:			\$1,831.44
	GSA Vehicles, including fuel and maintenance costs will be an in-kind contribuion of the day-school program. Estimted in-kind \$6500		
	Staff Travel --		
	Program Coordinator will attend annual 21st CCLC Conference and one annual/regional conference (After-School or Response to Intervention)	\$1,831.44	
Non-Instructional Services			
Material and Supplies			\$0.00
	Printing will be an in-kind contribution of the day-school program.		
TOTAL BUDGET			\$113,800.00
Difference (Allocation less Budget)			\$0.00

APPENDIX VII: Assurance Form

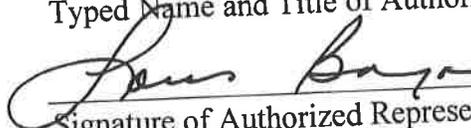
Assurances for BIE 21st CCLC

By my signature below, I agree, upon the approval of the project application by the BIE, to accept and perform the following requirements:

- The program will complete and participate in the Profile and Performance Information Collection Survey (PPICS) data collection and electronic information gathering instrument on 21st CCLC programs administered by the U.S. Department of Education for federal reporting purposes.
- Program data about my program will be entered through the Native Star 21st CCLC File Cabinet on a monthly, quarterly or annually basis as required.
- The program will take place in a safe and easily accessible facility, all staff will have demonstrated competency in all BIE required safety and emergency preparedness mandates. All records will be on file and updated annually.
- The program will be developed and will be implemented in active collaboration with school staff, students, parents/caregivers and BIE Education Line Offices, and the BIE SEA 21st CCLC Director. The community was given notice of the applicant's intent to submit an application; the applicant will provide opportunities for public review of the application after submission;
- All federal funds not expended or used during the grant period will be returned to the BIE 21st CCLC office within 30 days of notice along with full disclosure of expenditures and expenses associated with the program.
- The paid staff time through the 21st CCLC funding shall be fully dedicated to the 21st CCLC program. A full time coordinator of the 21st CCLC program is limited to 15 hours maximum per week during the official school day.
- All activities funded by 21st CCLC funding will occur before and after the regular day school activities or on breaks and/or weekends or during a structured summer learning program.
- Tribal indirect costs will not be allowed throughout the life of the grant.
- Agreements with partners for in-kind services will be documented in writing with a Memorandum of Understanding and be available for any audits, monitoring, or on-site visits.
- The program will abide by the provisions set out in NCLB and their grant application as approved by the BIE. The grant may be officially modified in writing by a process specified by the BIE.
- Funds will not supplant Federal, State, local, or non-Federal funds;
- All documentation requirements and reporting deadlines for the grant will be met.
- School and/or dormitory officials will ensure funds are accounted for using Generally Accepted Accounting Practices (GAAP).

Louis P. Barajas, Principal

Typed Name and Title of Authorized Representative


Signature of Authorized Representative

11/16/12

Date

APPENDICES

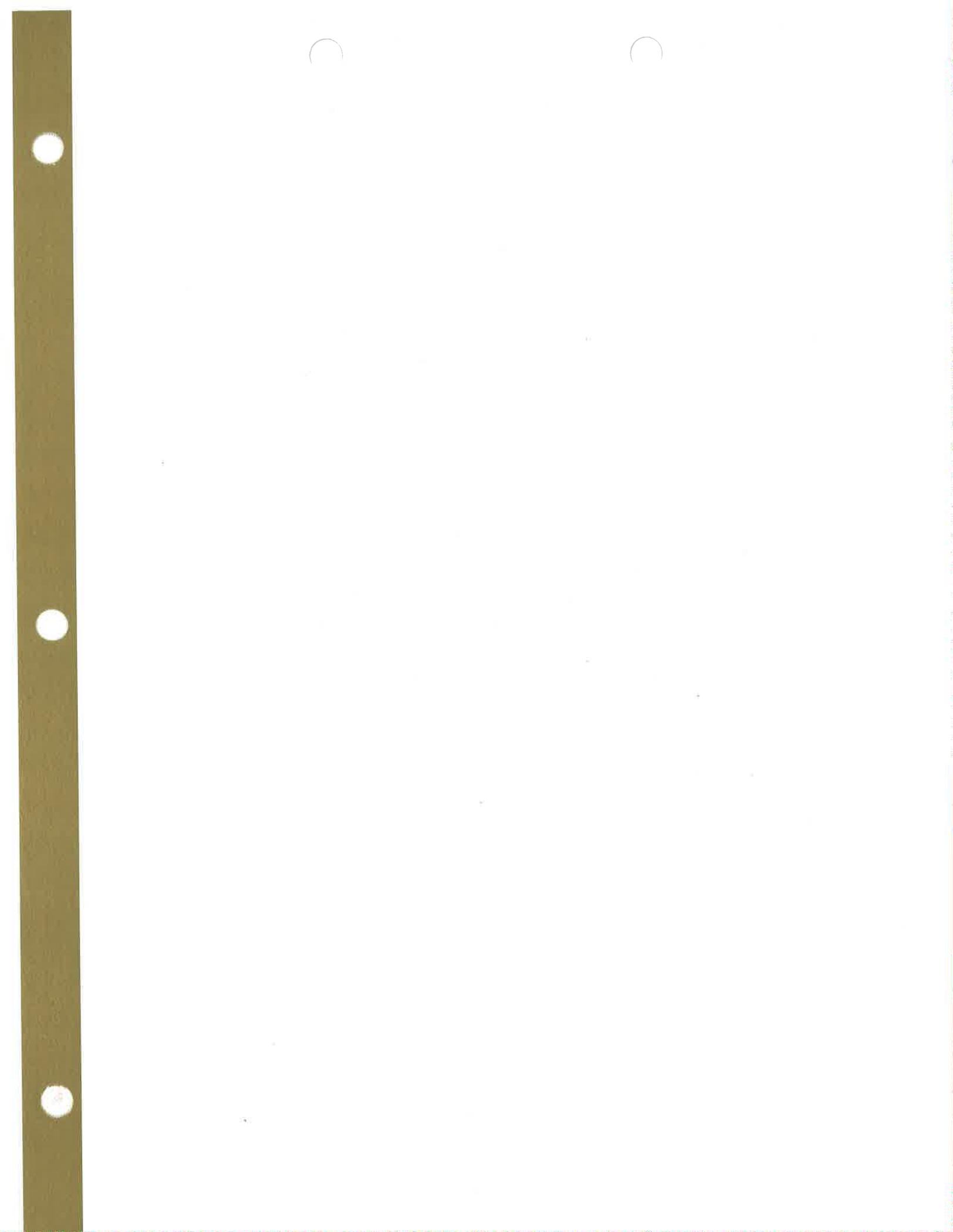
Job Descriptions

Documents of Support from School and Tribe

Agreements from Community Partners

Assessment of Objective Data Supporting Need for After-School/Summer Program

Letter of Support from the BIE ELO



Santa Rosa Day School
21st Century Community Learning Center Job Description

JOB TITLE: 21ST CCLC Coordinator

RESPONSIBILITIES:

- Coordinate the planning and implementing of the after-school 21st CCLC program.
- Implement applicable agency, school and grant policies and regulations.
- Oversee the procedures and policies for operations of the program, distribute to staff, and modify as necessary.
- Orient teachers and other 21st CCLC Staff.
- Work closely with school staff.
- Meet regularly with the Principal to share 21st CCLC information.
- Maintain records needed for program administration.
- Track expenditures.
- Manage data collection and reporting.
- Compile required data and prepares reports, including the APR.
- Establish and maintain communication with members of the school staff and Board about student needs and aspects of the after-school programs.
- Make presentations to the community, the school Board businesses, and community agencies.
- Encourage partnerships with appropriate public and private agencies that provide services to students.
- Analyze and apply information from periodic student and program evaluations.
- Participate in sustainability activities that include public relations, securing donations, grant writing, and preparing additional proposals for supplemental funding.
- Hosts site visits and other visitors to the program.
- Performs other related duties as assigned.

SUPERVISED BY: School Principal

SUPERVISES: No supervisory responsibilities

SPECIAL SKILLS: Driver's License, Computer Skills, Public Speaking Ability

SALARY: Based on current level and increment on the BIE pay scale.

Santa Rosa Day School
21st Century Community Learning Center Job Description

JOB TITLE: After-School Program Teacher

RESPONSIBILITIES:

- Assess student performance in core skill areas of reading, writing, or math.
- Prepare referrals for qualified students to attend the after-school program.
- Prepare lesson plans including specific intervention activities related to specific student deficiencies.
- Implement a variety of research-based intervention and/or enrichment strategies and activities with individual students or small groups.
- Report student progress (completion of work or improvement in skill area) to the student's appropriate day-school teacher.
- Provide feedback to the students and parents regarding the student progress.
- Report student attendance in 21st CCLC classes using the NASIS program.
- Maintain progress records indicating assignments and skill levels at regular intervals for students assigned to the classroom.
- Attend 21st CCLC staff meetings when scheduled.
- Submit progress records and participation surveys to the Coordinator.

REPORTS TO: 21ST CCLC Coordinator for all things related to the program
SUPERVISED BY: School Principal, for leave approval and performance appraisal.
SUPERVISES: No supervisory responsibilities
SPECIAL SKILLS: Driver's License, Computer Skills
Knowledge of education standards and methods.
Knowledge of classroom procedures and behavior management.
SALARY: Based on current level and increment on the BIE pay scale.

Santa Rosa Day School
21st Century Community Learning Center Job Description

JOB TITLE: After-School Program Bus Driver

RESPONSIBILITIES:

- Operates a school bus on scheduled bus route(s) transporting students to and from school.
- Reports attendance on bus route daily to the 21st CCLC Coordinator
- Operates a school bus or van, transporting student groups and employees of the school serving as sponsors on activities such as field trips, cultural activities, etc., both on and off the reservation. Trips are usually over improved roads and streets in all kinds of traffic conditions.
- Supervises students on buses/vans and assures the safety of students while being transported. Maintains order among school children on the bus, handles routine misbehavior incidents, and reports any serious behavior incidents using approved school procedures.
- Observes established regulations and safety precautions. Controls the loading and unloading of passengers, assures that maximum capacity regulations are not exceeded, and that only authorized persons are transported. Completes trip reports and preventive maintenance service records. In case of accident, fills out driver's accident report.
- Operates motor vehicles such as sedans, station wagons, pickup trucks, vans, etc. for the school; performing activities such as picking up supplies, transporting children to and from medical facilities, etc.
- Assures bus maintenance in accordance with established regulations and recognized practices including: performing operator maintenance checks before and after each trip; performing, or causing to be performed, other maintenance and repairs as required.
- Takes vehicles assigned to the school to and from garages for repair, turn-in, and/or maintenance.
- Performs miscellaneous routine duties as assigned such as regular cleaning of the school vehicles, and assisting in the school cafeteria.

REPORTS TO: 21ST CCLC Coordinator for all things related to the program
SUPERVISED BY: School Principal, for leave approval and performance appraisal.
SUPERVISES: No supervisory responsibilities
SPECIAL SKILLS: CDL and School Bus Driver's Certificate
Behavior management procedures.
SALARY: Based on current level and increment on the BIE pay scale.

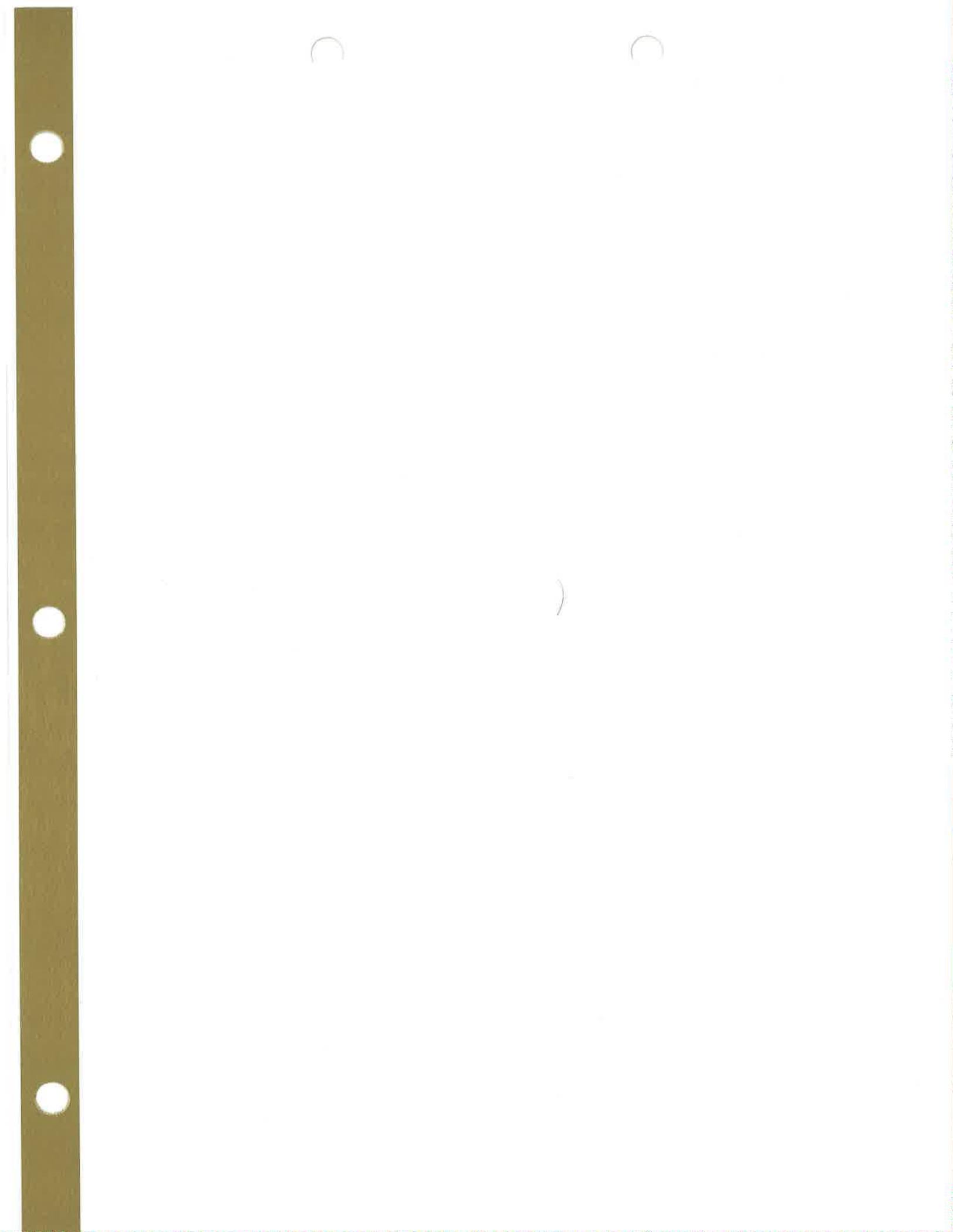
Santa Rosa Day School
21st Century Community Learning Center Job Description

JOB TITLE: After-School Culture Teacher

RESPONSIBILITIES:

- Prepare referrals for qualified students to attend the after-school program.
- Prepare lesson plans scheduling specific culturally-related learning activities.
- Implement a variety of cultural enrichment activities with individual students or small groups.
- Report student progress (work completed or activities attended) to the 21st CCLC Coordinator.
- Provide feedback to the students and parents regarding class goals and the student progress.
- Report student attendance at 21st CCLC classes using the NASIS program.
- Maintain progress records at regular intervals, indicating assignments and activities completed, for students assigned to the classroom.
- Attend 21st CCLC staff meetings when scheduled.
- Submit progress records and participation surveys to the Coordinator

REPORTS TO: 21ST CCLC Coordinator for all things related to the program
SUPERVISED BY: School Principal, for leave approval and performance appraisal.
SUPERVISES: No supervisory responsibilities
SPECIAL SKILLS: Driver's License, Computer Skills
Knowledge of cultural history and activities.
Knowledge of classroom procedures and behavior management.
SALARY: Based on current level and increment on the BIE pay scale.





Bureau of Indian Education

Santa Rosa School



We, the Staff, have reviewed the 21st Century Project being submitted by Santa Rosa Day School for the school year 2012-2013.

<u>Name</u>	<u>Position</u>
<i>Candice [unclear]</i>	Ed. Tech
Mary Ella Lopez	Ed. Tech.
Kathryn E. Johnson	Teacher
<i>Dan [unclear]</i>	Teacher
<i>Jill [unclear]</i>	Ed. Tech
Bruce E. [unclear]	Ed. Tech
<i>[unclear]</i>	TEACHER
<i>[unclear]</i>	Teacher
Margaret [unclear]	Teacher
<i>[unclear]</i>	Bus Tech.
Stephanie Stephen	Teacher
Norma Ramirez	Teacher
Fogel [unclear]	teacher



Bureau of Indian Education Santa Rosa School



Ryan P. Mungy	School Counselor
Helen W. Manuel	Teacher
Janice Garcia	Ed. Tech.
Jenny Nuxho	Ed. Tech.
Keith R. Mook	5 th Grade Teacher
A. Cruz	I.T. Specialist
Martha C. Rogers	3 rd Grade Teacher
Theresa	Mathematics
Michael Harris	4 th grade teacher
Byron Zapp	BUS DRIVER
Sharon Pedden	Gifted/Talented Teacher
Lois B. Patricia	Teacher 6-8
Obet J. Jy	School Clerk
Vivian R. Green	School Cook/Helper
Jessica Jov. -	School COOK

Tohono O'odham Bureau of Indian Education Schools Board
Santa Rosa Ranch School • Santa Rosa Day School • San Simon School • Tohono O'odham High School



January 9, 2013

**BOARD
MEMBERS**

Marjorie Juan
President

Virginia Frank
Vice-President

Lionel Sam, Sr.
Member

Julia Lopez
Member

Geneva Ramon
Member

Loretta Lewis
Member

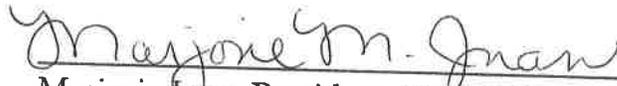
Rebecca Valentine
Member

Re: 21st Century Application

Mr. Louis Barajas, Principal, Santa Rosa Day School, provided the school copies of their 21st Century Project on December 18, 2012.

Mr. Barajas reviewed the project as to how it would benefit our students.

We, as the Board, totally support the project and the dedication the administration and staff have for our students on the Nation.



Marjorie Juan, President TOBIES



United States Department of the Interior



BUREAU OF INDIAN EDUCATION
Arizona South Education Line Office
2901 N. Central Avenue, Suite 970
Phoenix, Arizona 85012
Phone: 602-265-1592 Fax: 602-265-0293

January 11, 2013

TO WHOM IT MAY CONCERN:

This is a statement of support of the 21st CCLCP being submitted to the Bureau of Indian Education, Division of Performance and Accountability by Santa Rosa Day School. This letter serves as an acknowledgement that Santa Rosa Day School will be in full compliance with and uphold the financial integrity of the 21st CCLCP.

If you have any questions please feel free to contact me at 602-265-1592.

Regards,

Jim Hastings, ELO
Arizona South Education Line Office



**Gu Achi District
OF THE
Tohono O'odham Nation**



HC 01 Box 8713 • Sells, Arizona 85634
520/361-2404 • 520/361-2540 • 520/383-8948
Fax: 520/361-2724 • gadistrict@toa.net

Mr. Louis Barajas, Principal
Santa Rosa Day School
HC 01 Box 84
Sells, Arizona 85634

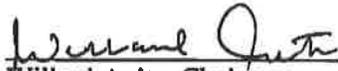
Dear Mr. Barajas,

It is with great pleasure Gu Achi District support Santa Rosa Day school in seeking educational funding. Full support for our children's future is an utmost value.

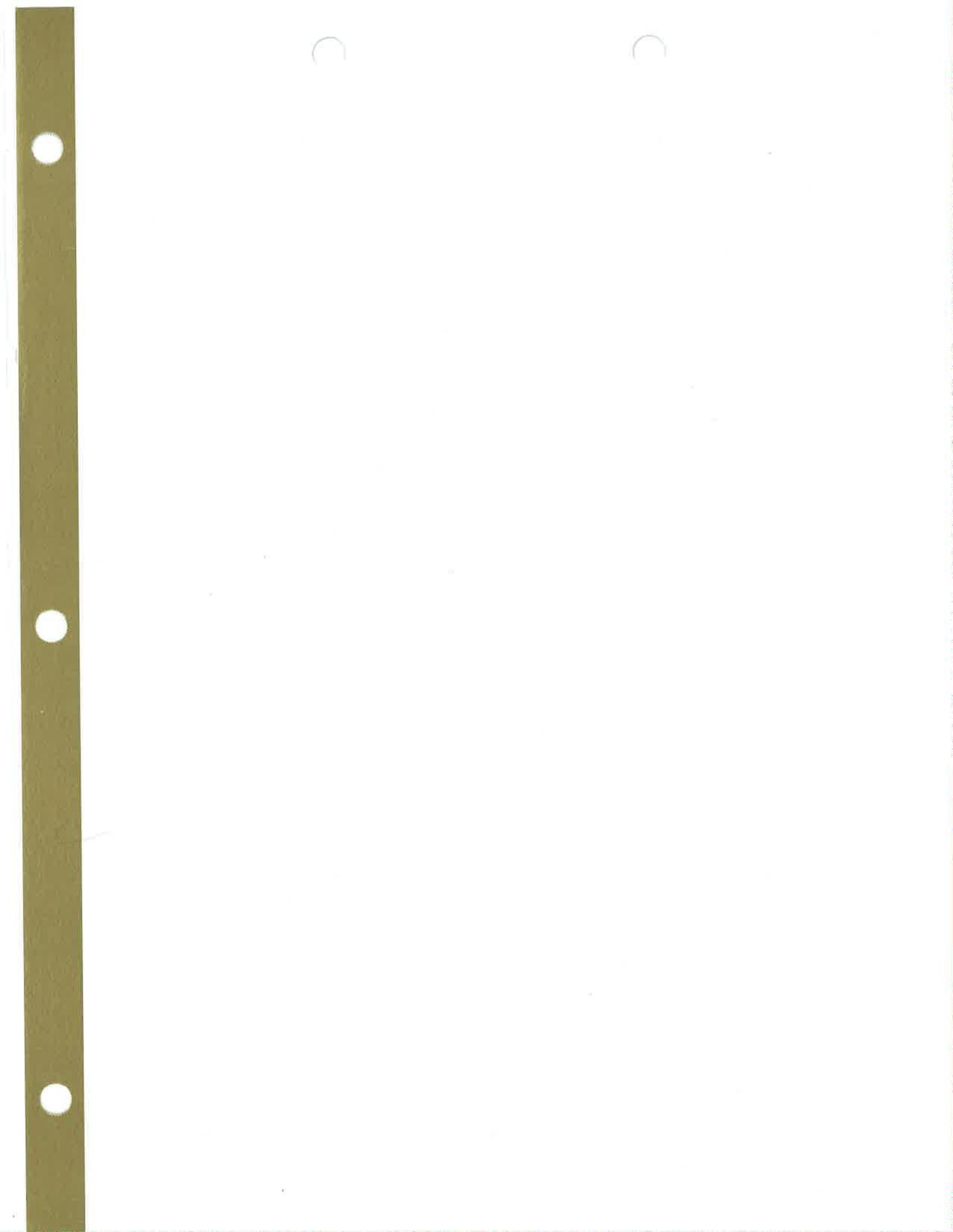
I truly hope Santa Rosa Day school is considered by the funding agency to provide the services outlining in your program.

If you have any questions, please call the numbers listed above.

Sincerely,


Willard Anita, Chairman

District Letter





TOHONO O'ODHAM NATION

DEPARTMENT OF HEALTH AND HUMAN SERVICES

P.O. BOX 810

SELLS, ARIZONA 85634



Office of the
Executive Director
(520) 383-6000
Fax: (520) 383-3930

November 13, 2012

Division of:

Adult Protective
Services
(520) 383-6099
FAX (520) 383- 1055

Mr. Louis Barajas, Principal
Santa Rosa Day School
HC 01, Box 8400
Sells, AZ 85634

Re: 21 Century Grant

Behavioral Health
(520) 383-6130
FAX: (520) 383-5516

Dear Principal Barajas:

Child Welfare
Services
(520) 383-6100
FAX: (520) 383-5373

We are pleased to provide our support for the Santa Rosa Day School's application for a 21 Century Grant award and welcome this opportunity for the Tohono O'odham Nation's Department of Health and Human Services to support your school on this important community health initiative for our region.

Community Health
(520) 383-6200
FAX: (520) 383-8806

We sincerely welcome the opportunity to continue collaborate with your school and to provide services to prevent diabetes and other chronic diseases affecting the Tohono O'odham Nation. We are currently actively implementing a wide range of health promotion and community health improvements to reduce the risk factors that lead to diabetes and other chronic diseases, such as obesity, nutrition and physical activity by effecting policy and system-wide changes that will promote healthy food choices and increased physical activity amongst O'odham youth and adults. For the third year, your school has continued to support the efforts of the Healthy O'odham Promotion Program in the implementation of the Diabetes Education in Tribal Schools Curriculum.

Family Assistance
(520) 383-6250
FAX: (520) 383-5170

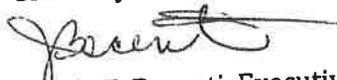
Health Promotion
(520) 383-6240
FAX: (520) 383-6014

We look forward to this opportunity to work with the Santa Rosa Day School in support of this 21st Century grant award and provide our whole hearted support to ensure it success.

Health Transportation
(520) 383-6050
FAX: (520) 383-6065

Sincerely,

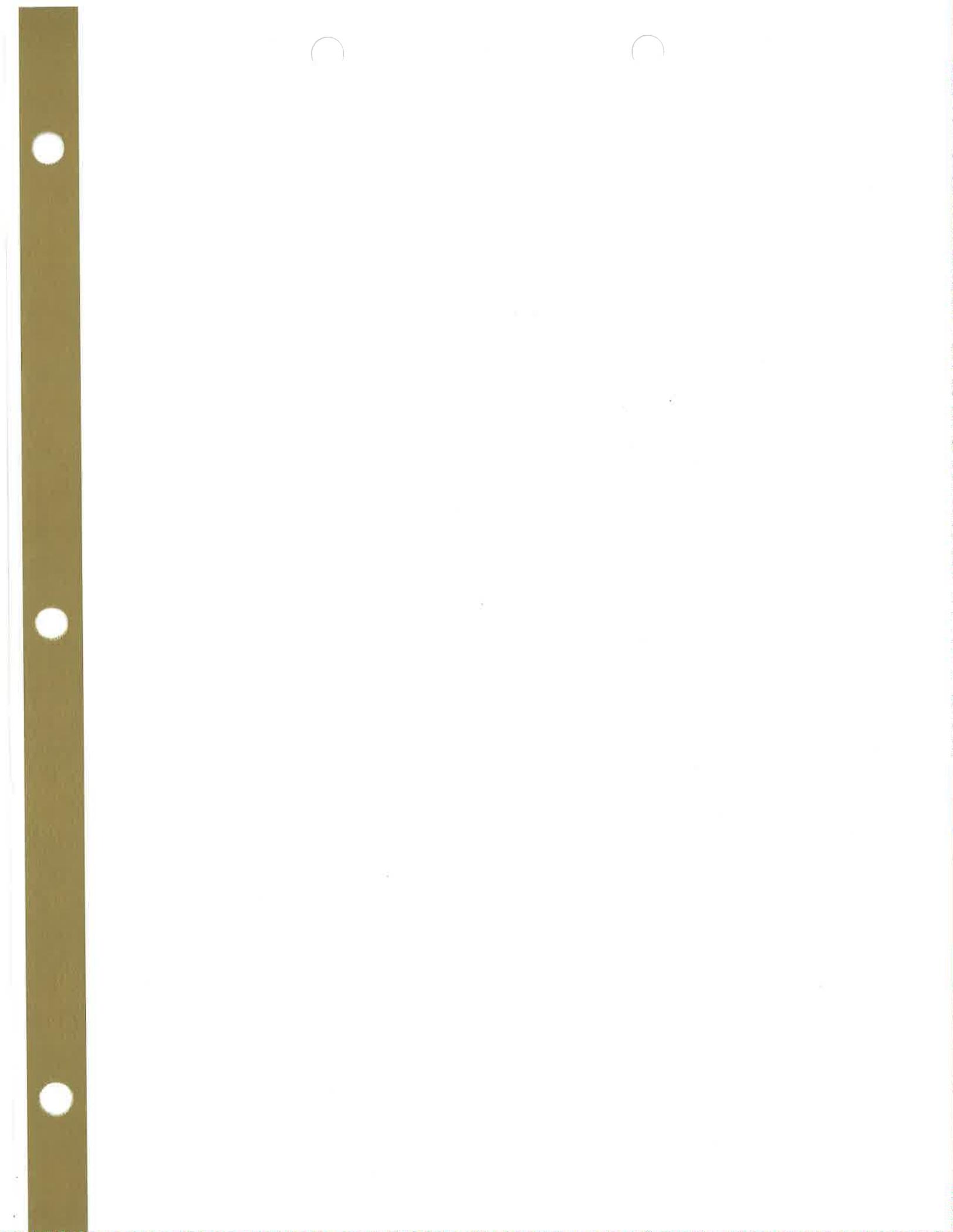
Senior Services
(520) 383-6075
FAX: (520) 383-8027

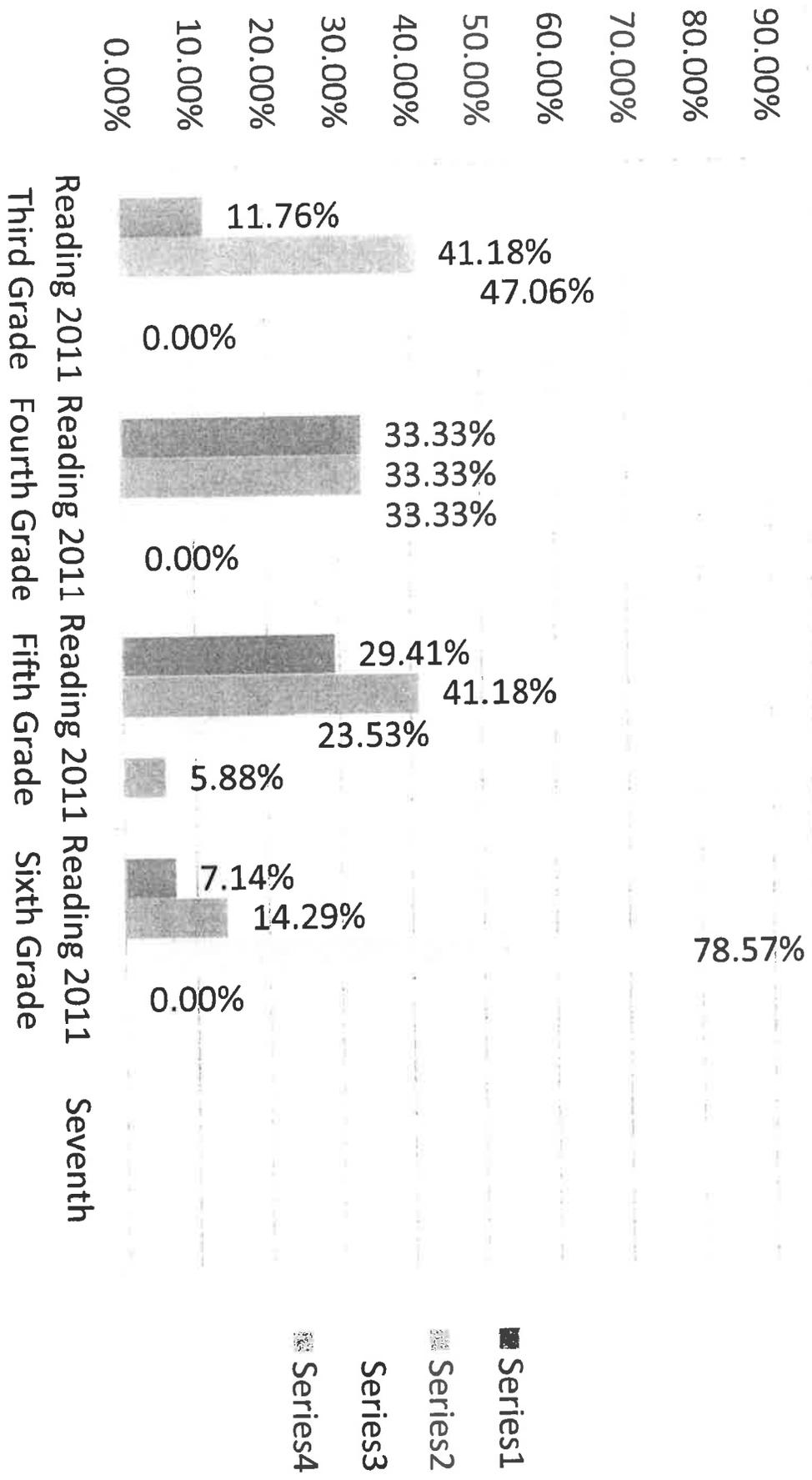

Jennie F. Becenti, Executive Director

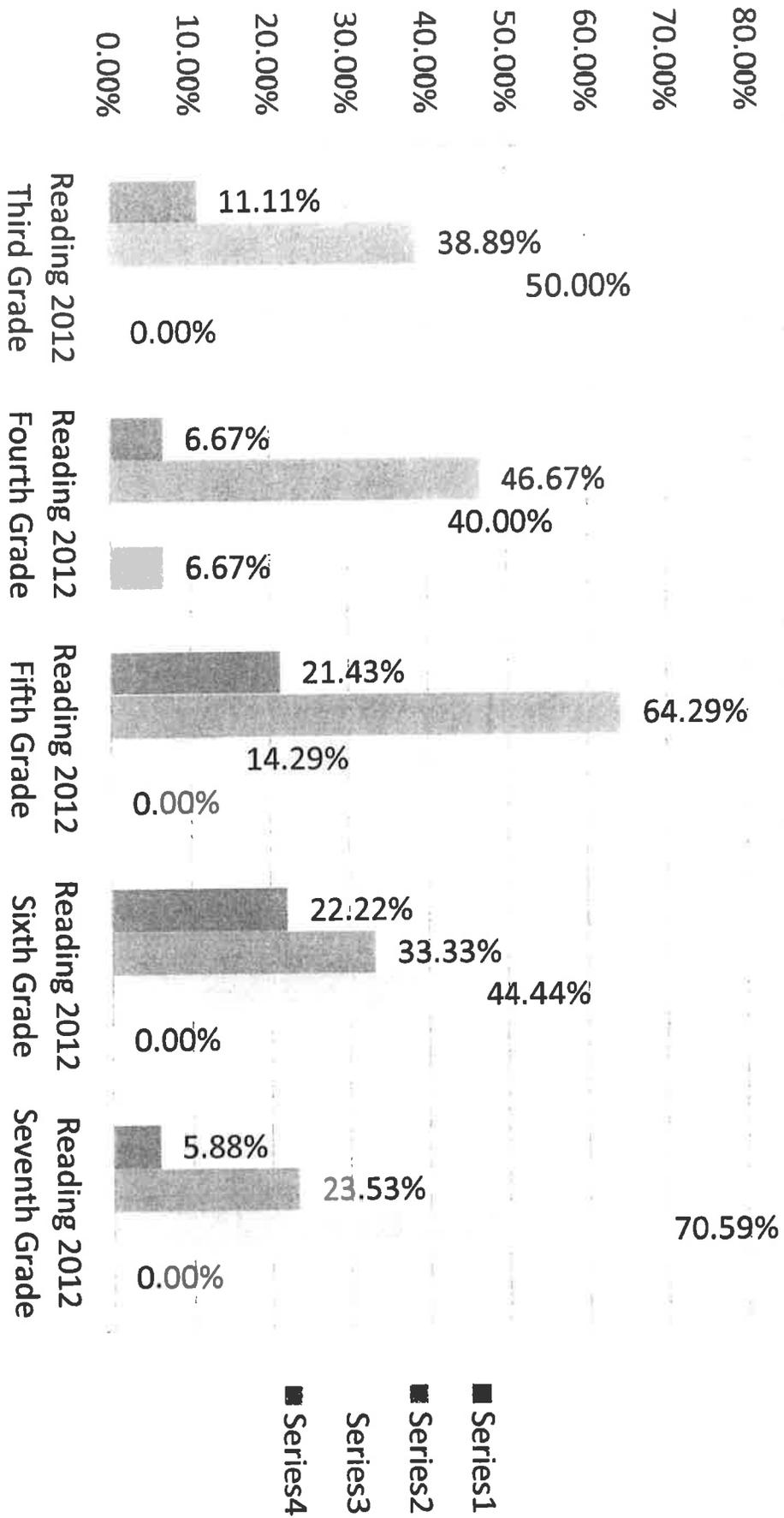
Special Needs
(520) 383-6124
FAX: (520) 383-1082

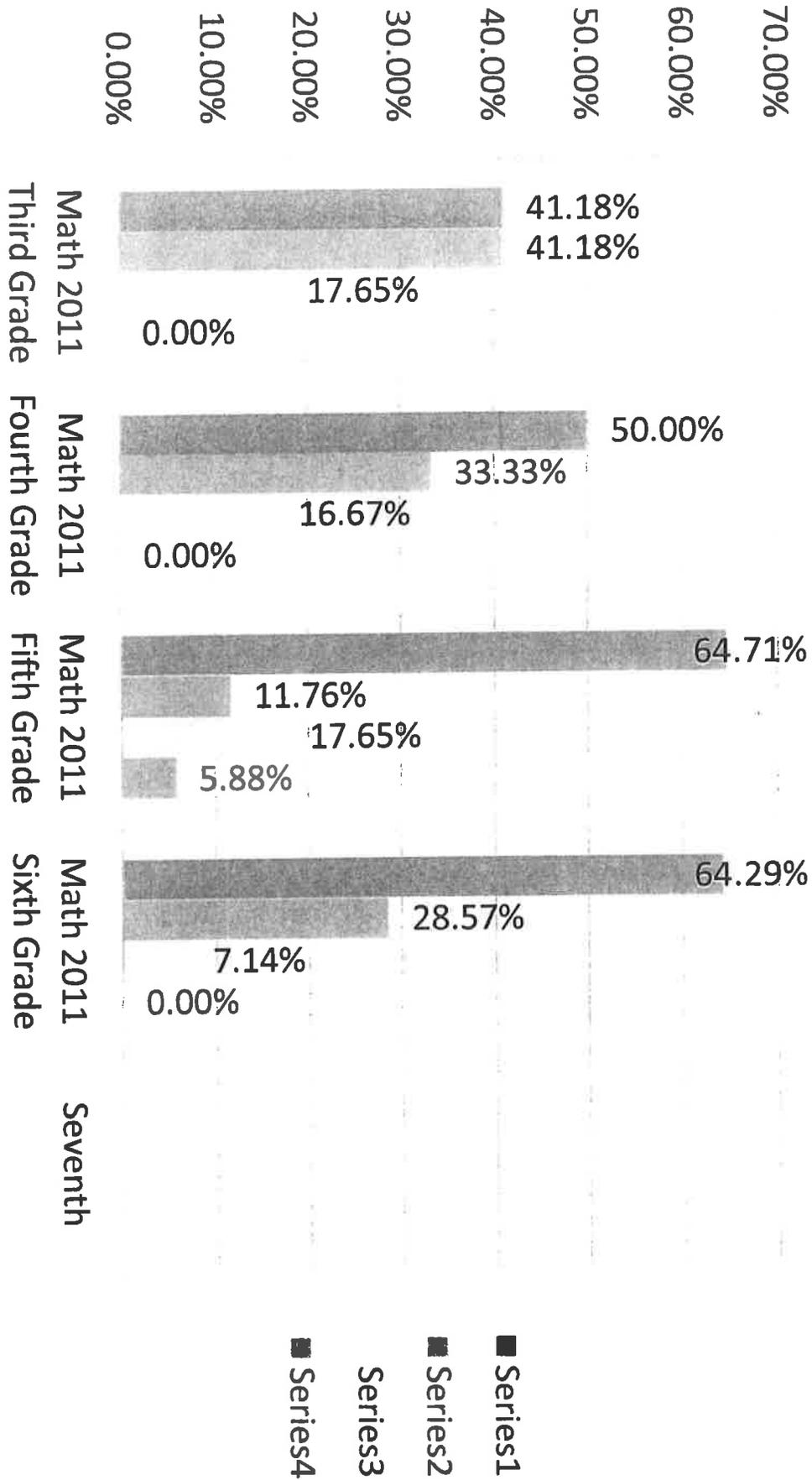
Cc: Tina M. Aguilar, Program Manager, Healthy O'odham Promotion Program

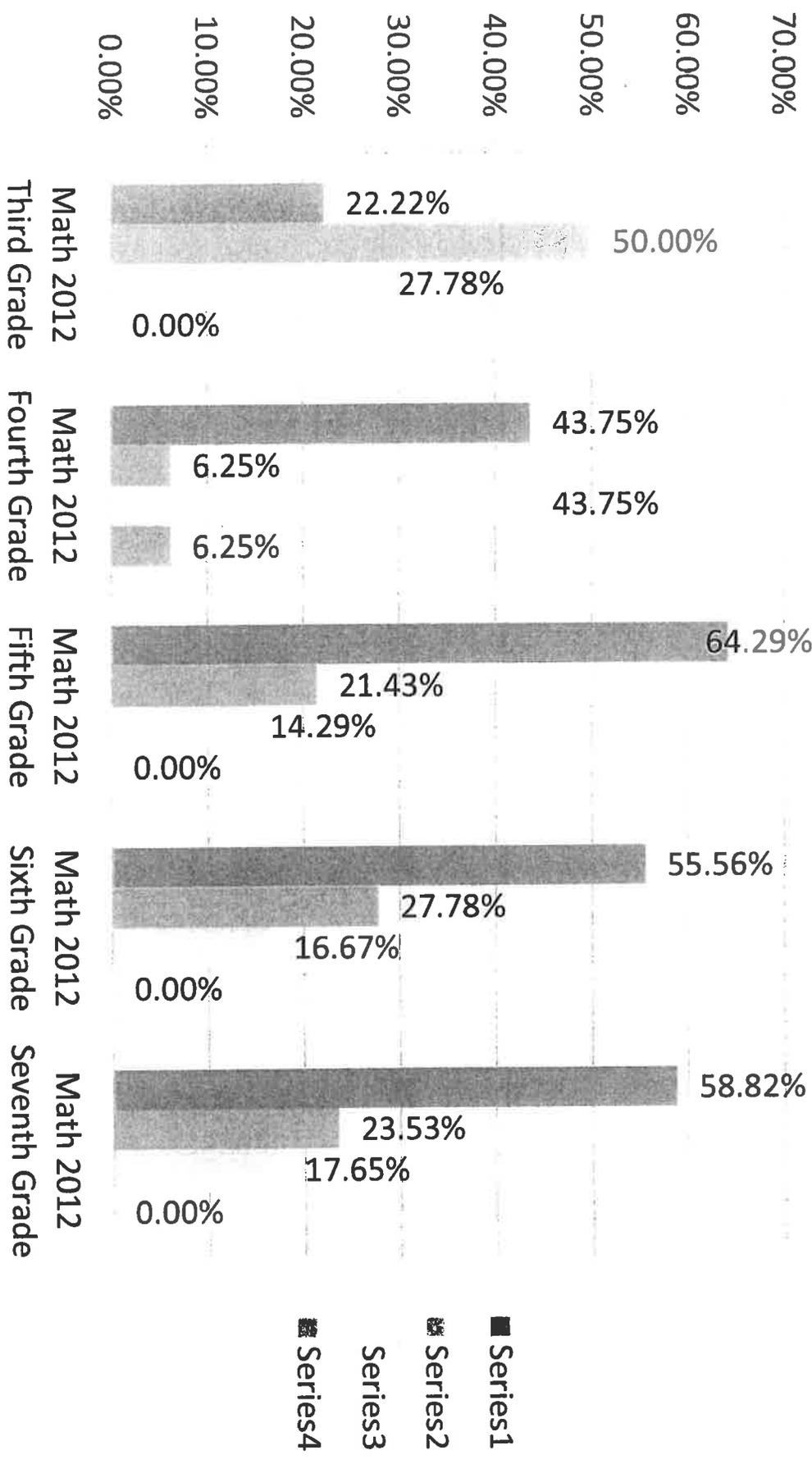
Prevention
(520)-383-6809
FAX: (520) 383-3930

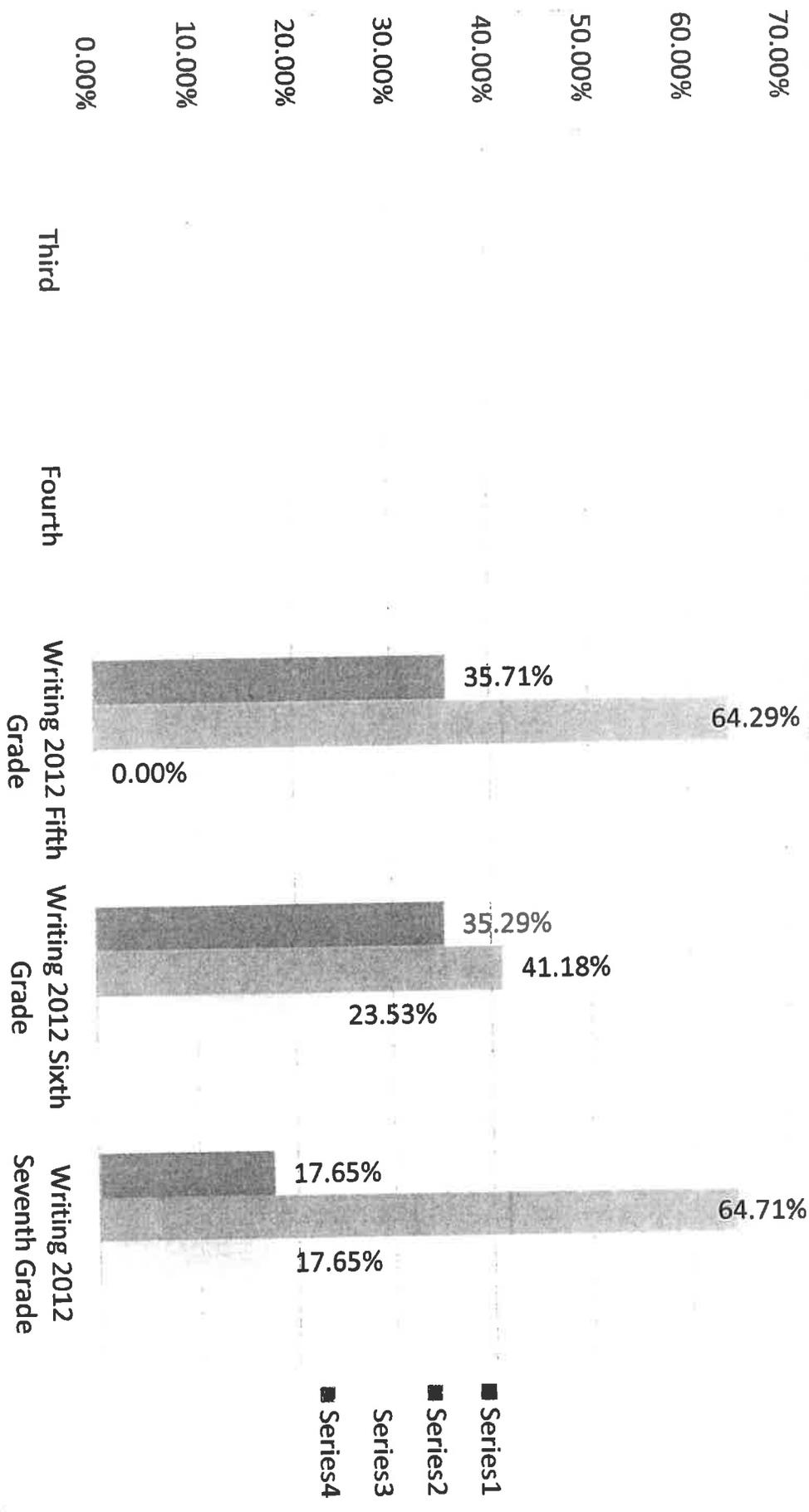














School Overview

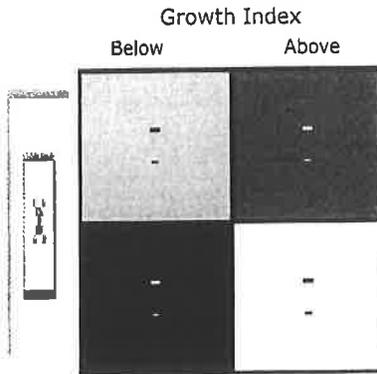
Run this report for a different term

School: Santa Rosa Day School

Roster: Fall 2012

Growth Seasons: Fall 11 - Fall 12

Reading Quadrant



Quadrant Legend:

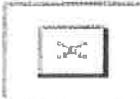
Below Growth: Student's growth index is less than zero

Above Growth: Student's growth index is greater than or equal to zero

Above Proficiency: Student's performance is projected to be above the state standard

Below Proficiency: Student's performance is projected to be below the state standard

Grade	Student Count for Growth	% Growth	Student Count for Season	% Proficient	% Median
K	-	-	22	-	18.2%
1	-	-	30	-	10.0%
2	-	-	30	16.7%	10.0%
3	-	-	22	45.5%	27.3%
4	-	-	18	38.9%	27.8%
5	-	-	18	55.6%	27.8%
6	-	-	16	31.3%	12.5%
7	-	-	17	47.1%	29.4%
8	-	-	18	44.4%	22.2%



School Overview

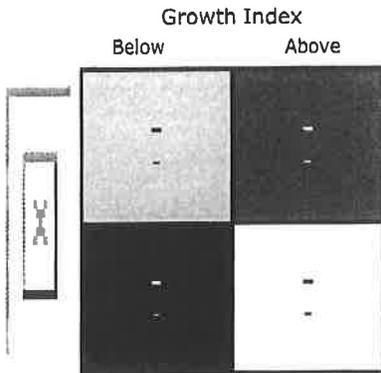
Run this report for a different term

School: Santa Rosa Day School

Roster: Fall 2012

Growth Seasons: Fall 11 - Fall 12

Mathematics Quadrant



Quadrant Legend:

Below Growth: Student's growth index is less than zero

Above Growth: Student's growth index is greater than or equal to zero

Above Proficiency: Student's performance is projected to be above the state standard

Below Proficiency: Student's performance is projected to be below the state standard

Grade	Student Count for Growth	% Growth	Student Count for Season	% Proficient	% Median
K	-	-	22	-	22.7%
1	-	-	30	-	23.3%
2	-	-	28	7.1%	3.6%
3	-	-	22	22.7%	13.6%
4	-	-	18	33.3%	22.2%
5	-	-	18	22.2%	16.7%
6	-	-	16	12.5%	12.5%
7	-	-	17	23.5%	17.6%
8	-	-	19	10.5%	10.5%

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SY 2011 - 2012

School Report Card

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Enrollment

	<u>All Students</u>		<u>LEP</u>		<u>Special Ed</u>	
	Male	Female	Male	Female	Male	Female
Total	66	45	0	0	5	5
M/F		111		0		10

Average Daily Attendance Rate, Graduation Rate and Dropout Rate

	All Students	LEP	Special Ed
Avg Daily Attendance Rate K-8	93.15%	0.00%	92.00%
Avg Daily Attendance Rate 9-12	0.00%	0.00%	0.00%
Graduation Rate (High School)	0.00%	0.00%	0.00%
Dropout Rate (High School)	0.00%	0.00%	0.00%

Student Achievement

Language Arts						
	Number of Students	Participation Rate	Basic %	Proficient %	Advanced %	Proficient + Advanced %
All Students	< 10	***	***	***	***	***
Males	< 10	***	***	***	***	***
Females	< 10	***	***	***	***	***
Race and Ethnicity						
Native American	< 10	***	***	***	***	***
Other Groups						
IEP	< 10	***	***	***	***	***
Limited English Proficient	< 10	***	***	***	***	***

Two Year Trend in Language Arts:

	Number of Students	Participation Rate	Basic %	Proficient %	Advanced %	Proficient + Advanced %
2011-2012	< 10	***	***	***	***	***
2010-2011	< 10	***	***	***	***	***

State-wide Comparison: AZ

All school reports for this state have not been received and accepted by DPA at this time

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SY 2011 - 2012

School Report Card

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Student Achievement

Reading						
	Number of Students	Participation Rate	Basic %	Proficient %	Advanced %	Proficient + Advanced %
All Students	49	100.00%	48.98%	51.02%	0.00%	51.02%
Males	32	100.00%	43.75%	56.25%	0.00%	56.25%
Females	17	100.00%	58.82%	41.18%	0.00%	41.18%
Race and Ethnicity						
Native American	49	100.00%	48.98%	51.02%	0.00%	51.02%
Other Groups						
IEP	< 10	***	***	***	***	***
Limited English Proficient	< 10	***	***	***	***	***

Two Year Trend in Reading:

	Number of Students	Participation Rate	Basic %	Proficient %	Advanced %	Proficient + Advanced %
2011-2012	49	100.00%	48.98%	51.02%	0.00%	51.02%
2010-2011	116	99.14%	52.17%	46.09%	1.74%	47.83%

State-wide Comparison: AZ

All school reports for this state have not been received and accepted by DPA at this time

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SY 2011 - 2012

School Report Card

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Student Achievement

Mathematics						
	Number of Students	Participation Rate	Basic %	Proficient %	Advanced %	Proficient + Advanced %
All Students	49	100.00%	75.51%	24.49%	0.00%	24.49%
Males	32	100.00%	78.13%	21.88%	0.00%	21.88%
Females	17	100.00%	70.59%	29.41%	0.00%	29.41%
Race and Ethnicity						
Native American	49	100.00%	75.51%	24.49%	0.00%	24.49%
Other Groups						
IEP	< 10	***	***	***	***	***
Limited English Proficient	< 10	***	***	***	***	***

Two Year Trend in Mathematics:

	Number of Students	Participation Rate	Basic %	Proficient %	Advanced %	Proficient + Advanced %
2011-2012	49	100.00%	75.51%	24.49%	0.00%	24.49%
2010-2011	116	98.28%	86.84%	12.28%	0.88%	13.16%

State-wide Comparison: AZ

All school reports for this state have not been received and accepted by DPA at this time

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SY 2011 - 2012

School Report Card

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Student Achievement

Science						
	Number of Students	Participation Rate	Basic %	Proficient %	Advanced %	Proficient + Advanced %
All Students	24	100.00%	70.83%	25.00%	4.17%	29.17%
Males	14	100.00%	78.57%	21.43%	0.00%	21.43%
Females	10	100.00%	60.00%	30.00%	10.00%	40.00%
Race and Ethnicity						
Native American	24	100.00%	70.83%	25.00%	4.17%	29.17%
Other Groups						
IEP	< 10	***	***	***	***	***
Limited English Proficient	< 10	***	***	***	***	***

Two Year Trend in Science:

	Number of Students	Participation Rate	Basic %	Proficient %	Advanced %	Proficient + Advanced %
2011-2012	24	100.00%	70.83%	25.00%	4.17%	29.17%
2010-2011	39	97.44%	81.58%	18.42%	0.00%	18.42%

State-wide Comparison: AZ

All school reports for this state have not been received and accepted by DPA at this time

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School Report Card

Page 1

Enrollment

	<u>All Students</u>		<u>LEP</u>		<u>Special Ed</u>	
	Male	Female	Male	Female	Male	Female
Total	130	111	0	0	16	15
M/F		241		0		31

Average Daily Attendance Rate, Graduation Rate and Dropout Rate

	All Students	LEP	Special Ed
Avg Daily Attendance Rate K-8	92.23%	0.00%	90.95%
Avg Daily Attendance Rate 9-12	0.00%	0.00%	0.00%
Graduation Rate (High School)	0.00%	0.00%	0.00%
Dropout Rate (High School)	0.00%	0.00%	0.00%

Student Achievement

Language Arts						
	Number of Students	Participation Rate	Basic %	Proficient %	Advanced %	Proficient + Advanced %
All Students	< 10	***	***	***	***	***
Males	< 10	***	***	***	***	***
Females	< 10	***	***	***	***	***
Race and Ethnicity						
Native American	< 10	***	***	***	***	***
Other Groups						
IEP	< 10	***	***	***	***	***
Limited English Proficient	< 10	***	***	***	***	***

Two Year Trend in Language Arts:

	Number of Students	Participation Rate	Basic %	Proficient %	Advanced %	Proficient + Advanced %
2010-2011	< 10	***	***	***	***	***
2009-2010	52	100.00%	75.00%	25.00%	0.00%	25.00%

State-wide Comparison: AZ

All school reports for this state have not been received and accepted by DPA at this time

**U.S. Bureau of Indian Education
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SY 2010 - 2011

School Report Card

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Student Achievement

Reading						
	Number of Students	Participation Rate	Basic %	Proficient %	Advanced %	Proficient + Advanced %
All Students	116	99.14%	52.17%	46.09%	1.74%	47.83%
Males	63	98.41%	51.61%	46.77%	1.61%	48.39%
Females	53	100.00%	52.83%	45.28%	1.89%	47.17%
Race and Ethnicity						
Native American	116	99.14%	52.17%	46.09%	1.74%	47.83%
Other Groups						
IEP	23	100.00%	91.30%	8.70%	0.00%	8.70%
Limited English Proficient	< 10	***	***	***	***	***

Two Year Trend in Reading:

	Number of Students	Participation Rate	Basic %	Proficient %	Advanced %	Proficient + Advanced %
2010-2011	116	99.14%	52.17%	46.09%	1.74%	47.83%
2009-2010	113	99.12%	50.89%	48.21%	0.89%	49.11%

State-wide Comparison: AZ

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**U.S. Bureau of Indian Education
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Student Achievement

Mathematics						
	Number of Students	Participation Rate	Basic %	Proficient %	Advanced %	Proficient + Advanced %
All Students	116	98.28%	86.84%	12.28%	0.88%	13.16%
Males	63	98.41%	85.48%	12.90%	1.61%	14.52%
Females	53	98.11%	88.46%	11.54%	0.00%	11.54%
Race and Ethnicity						
Native American	116	98.28%	86.84%	12.28%	0.88%	13.16%
Other Groups						
IEP	23	100.00%	100.00%	0.00%	0.00%	0.00%
Limited English Proficient	< 10	***	***	***	***	***

Two Year Trend in Mathematics:

	Number of Students	Participation Rate	Basic %	Proficient %	Advanced %	Proficient + Advanced %
2010-2011	116	98.28%	86.84%	12.28%	0.88%	13.16%
2009-2010	113	100.00%	82.30%	15.93%	1.77%	17.70%

State-wide Comparison: AZ

All school reports for this state have not been received and accepted by DPA at this time

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Annual Report: Santa Rosa Boarding School**

Completion Timestamp:

SY 2010 - 2011

School Report Card

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Student Achievement

Science						
	Number of Students	Participation Rate	Basic %	Proficient %	Advanced %	Proficient + Advanced %
All Students	39	97.44%	81.58%	18.42%	0.00%	18.42%
Males	19	94.74%	83.33%	16.67%	0.00%	16.67%
Females	20	100.00%	80.00%	20.00%	0.00%	20.00%
Race and Ethnicity						
Native American	39	97.44%	81.58%	18.42%	0.00%	18.42%
Other Groups						
IEP	< 10	***	***	***	***	***
Limited English Proficient	< 10	***	***	***	***	***

Two Year Trend in Science:

	Number of Students	Participation Rate	Basic %	Proficient %	Advanced %	Proficient + Advanced %
2010-2011	39	97.44%	81.58%	18.42%	0.00%	18.42%
2009-2010	46	93.48%	76.74%	13.95%	9.30%	23.26%

State-wide Comparison: AZ

All school reports for this state have not been received and accepted by DPA at this time

Bureau of Indian Education
Monitor School Plan

School Process Main

Print



Tutorial
Video



Help

Santa Rosa Day School

The objectives you see listed below are those you've chosen to include in your plan. Select an objective to update the progress of tasks, or to remove a task from an objective. Once all the tasks for an objective are complete, tell about the work that you've done.

Objectives shown in Blue have tasks that are not complete.

Objectives shown in Green have all the tasks completed and the Objective has been met.

Objectives shown in Red need a task added in Step 5 or you were undecided if the Objective has been met.

Hide completed plans

School Plan (7 total objectives)

ID	Select Objective to update task progress.	Assigned to	Target Date	Tasks	% Tasks Completed	Objective Met
IIA03	Objectives will be leveled to target learning to each student's demonstrated prior mastery based on multiple points of data (i.e., units tests and student work). (90)	Kathryn Johnson	10/15/2012	1	100 %	
IF02	The Leadership Team will review the principal's summary reports of classroom observations and take them into account in planning professional development. (66)	Margaret Albright	09/10/2012	1	100 %	
IF03	Professional development for teachers will include observations by the principal related to indicators of effective teaching and classroom management. (67)	Louis Barajas	09/10/2012	1	100 %	
IF04	Professional development for teachers will include observations by peers related to indicators of effective teaching and classroom management. (68)	Kathryn Johnson	09/10/2012	1	100 %	
IIA02	Units of Instruction will include standards-based objectives and criteria for mastery. (89)	Louis Barajas	10/17/2012	2	100 %	
IIC01	Units of instruction will include specific learning activities aligned to objectives. (96)	Louis Barajas	08/01/2013	1	100 %	10/10/2012
IVA06	The school will regularly and clearly communicate with parents about its expectations of them and the importance of the "curriculum of the home." (184)	Louis Barajas	01/06/2013	1	100 %	



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Bureau of Indian Education Santa Rosa Day School

Filter(s) Choose a filter to narrow your search.

Key Indicators only Show only the Indicators Included In the plan.

apply Crosswalk Filter

apply Reporting Filter

apply Activity Filter

1 of 12

Santa Rosa Day School

Improvement Plan

Key Indicators are shown in RED.

NATIVE Star - SIP - School Indicators (RI)

Curriculum, Assessment, and Instructional Planning

Engaging teachers in aligning instruction with standards and benchmarks

Indicator IIA03 - Objectives are leveled to target learning to each student's demonstrated prior mastery based on multiple points of data (i.e., unit tests and student work). (90)

Status Tasks completed: 1 of 1 (100%)

Assessment Level of Development: Initial: Limited Development 09/12/2012

Describe current level of development: Students are now engaged In NWEA Testing, Student objectives will be developed when testing is completed for all students

Plan Assigned to: Kathryn Johnson

How it will look when fully met: When NWEA testing completed students will be grouped to levels of their ability to meet their needs. this will be reflected in their lesson plans, when all data is analyzed.

Target Date: 10/15/2012

Implement Percent Tasks Completed: 1 of 1 (100%)

Indicator IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level. (88)

Status Full Implementation

Assessment Level of Development: Initial: Full Implementation 10/21/2010

Evidence: For SY 11-12 SRBS's reading curriculum is a comprehensive standards -aligned program that contains benchmark, pre- and post-tests, and identifies standards and benchmarks that apply to the grade level and unit topic. The Instructional Team will investigate and recommend a similar program for the Math curriculum.

Indicator IIA02 - Units of instruction include standards-based objectives and criteria for mastery. (89)

Status Tasks completed: 2 of 2 (100%)

Assessment Level of Development: Initial: Limited Development 09/12/2012

Describe current level of development: Principal has attended Common Core Training and 4 staff members will attend training on Sept 19th and 20th

Plan Assigned to: Louls Barajas

How it will look when fully met: When principal and four teachers are fully trained they will provide training and input to the SIT team and all teachers and staff which will enable staff to understand and implement Common Core.

Target Date: 10/17/2012

Implement Percent Tasks Completed: 2 of 2 (100%)

School Leadership and Decision Making

Establishing a team structure with specific duties and time for instructional planning

Indicator ID01 - A team structure for schools is officially incorporated into district policy. (36)

Status Full Implementation

Assessment Level of Development:

Initial: Full Implementation 10/21/2010

Evidence:

For Sy 11-12 A leadership team has been established and is being implemented into the school improvement plan. The Leadership Team and Instructional Team are in place. The staff portion of the team focused on the family-school connection is in place.

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Bureau of Indian Education NATIVE Star
 Santa Rosa Day School

[Close](#)

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	Aligning classroom observations with evaluation criteria and professional development	9 of 9	3 of 3	6 of 9
	Helping parents to help their children meet standards	1 of 1	0 of 0	1 of 1
Curriculum, Assessment, and Instructional Planning	Engaging teachers in aligning instruction with standards and benchmarks	3 of 3	2 of 2	1 of 3
	Engaging teachers in assessing and monitoring student mastery	5 of 5	0 of 0	5 of 5
	Engaging teachers in differentiating and aligning learning activities	3 of 3	1 of 1	3 of 3
	Assessing student learning frequently with standards-based assessments	9 of 9	0 of 0	9 of 9
Classroom Instruction	Expecting and monitoring sound instruction in a variety of modes	9 of 9	0 of 0	9 of 9
	Expecting and monitoring sound classroom management	4 of 4	0 of 0	4 of 4
School Community	Policies and Practices	2 of 2	0 of 0	2 of 2
	Communication	3 of 3	1 of 1	2 of 3
	Education	1 of 1	0 of 1	0 of 1

Coaching

Number of Coaching Comments entered to date	15
Number of Coaching Comments entered in last 3 months	3
Number of School Responses to Coaching Comments to date	0
Number of School Responses to Coaching Comments in last 3 months	0

Submission of Forms and Reports

Dates of Forms and Reports Submitted in last 12 months

Date	Name of Form or Report
11/21/2011	NATIVE Star -SIP- School Benchmark Report
10/11/2012	NATIVE Star -SIP- School Benchmark Report
01/31/2012	NATIVE Star -SIP- School Benchmark Report
07/11/2012	NATIVE Star -SIP- School Benchmark Report

10/11/2012 AYP/SMART Goals Template Report

12/14/2011 School Improvement & Corrective Action Template Report

November 14, 2012

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Bureau of Indian Education / NATIVE Star
 Implementation and Monitoring Report - School Indicators
 NATIVE Star - SIP - School Indicators (RI)

Fully Implemented
 Objective Met
 In Plan

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Santa Rosa Day School

Comprehensive Plan Report

Key Indicators are shown in RED.

NATIVE Star - SIP - School Indicators

Curriculum, Assessment, and Instructional Planning

Engaging teachers in aligning instruction with standards and benchmarks

Indicator IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level. (88)

Level of Development: Full Implementation
 Evidence: For SY 11-12 SRBS's reading curriculum is a comprehensive standards-aligned program that contains benchmark, pre-post-tests, and identifies standards and benchmarks that apply to the grade level and unit topic. The Instructional Team will investigate and recommend a similar program for the Math curriculum.

Indicator IIA02 - Units of instruction include standards-based objectives and criteria for master (89)

Level of Development: Limited Development
 Index: 9 (Priority Score x Opportunity Score)
 Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)
 Opportunity Score: 3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Plan
 Describe current level of development: Principal has attended Common Core Training and 4 staff members will attend training on Sept 19th and 20th
 Assigned to: Louis Barajas
 How it will look when fully met: When principal and four teachers are fully trained they will provide training and input to the SIT team and all teacher and staff which will enable staff to understand and implement Common Core.

Target Date: 10/17/2012

Tasks:
 1. Reading coach and sit team leader meets with staff every other Friday to keep updated on common core

Assigned to: M.albright
 Target Completion Date: 10/02/2012

Comments: We will have our first staff meeting to update staff on common core . minutes will be added later

Task Completed: 09/28/2012

2. By January 30th all staff will have attended a common core training thru the state.

Assigned to: Louis Barajas

Target Completion Date: 01/30/2013

Comments: agendas and from notes and reports given by staff who ha attended training.

Task Completed: 01/30/2013

Implement Percent Task Complete: 100%

Indicator **IIA03 - Objectives are leveled to target learning to each student's demonstrated prior mastery based on multiple points of data (i.e., unit tests and student work). (90)**

Level of Development: Limited Development

Index: 9 (Priority Score x Opportunity Score)

Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)

Opportunity Score: 3 (3 - relatively easy to address, 2 - accomplished within current policy and bud conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: Students are now engaged in NWEA Testing, Student objectives will be developed when testing is completed for students

Plan Assigned to: Kathryn Johnson

How it will look when fully met: When NWEA testing completed students will be grouped to levels of their ability to meet their needs. this will be reflex in their lesson plans, when all data is analyzed.

Target Date: 10/15/2012

Tasks:

Accomplishments Report

Indicators that were assessed as fully implemented or the objective was met

apply filter 1 - 3 years

[Close](#)

summary only

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Santa Rosa Day School

NATIVE Star - SIP - School Indicators (RI)

Indicators assessed as fully implemented or the objective has been met

School Leadership and Decision Making

Establishing a team structure with specific duties and time for instructional planning

Indicator ID01 - A team structure for schools is officially incorporated into district policy. (36)

Status Full Implementation

Assessment Level of Development: Initial: Full Implementation 10/21/2010
Evidence: For Sy 11-12 A leadership team has been established and is being implemented into the school improvement plan. The Leadership Team and Instructional Team are in place. The staff portion of the team focused on the family-school connection is in place.

Indicator ID04 - All teams prepare agendas for their meetings. (39)

Status Full Implementation

Assessment Level of Development: Initial: Full Implementation 10/21/2010
Evidence: For SY 11-12. The task of preparing agendas have been assigned to Mr. Barajas and Mr. Murphy.

Indicator ID05 - All teams maintain official minutes of their meetings. (40)

Status Full Implementation

Assessment Level of Development: Initial: Full Implementation 10/21/2010
Evidence: For SY 11-12. The task for recording meeting minutes has been assigned to Mrs. Reuter.

Indicator ID06 - The principal maintains a file of the agendas, work products, and minutes of all teams. (41)

Status Full Implementation

Assessment Level of Development: Initial: Full Implementation 10/21/2010
Evidence: For SY 11-12. Principal will oversee the administration of the files, but they will be maintained in Mr. Murphy's office.

Indicator ID07 - A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting). (42)

Status Full Implementation

Assessment Level of Development: Initial: Full Implementation 10/21/2010
Evidence: For SY 11-12. The Leadership Team will meet the first and third Fridays of each month between 2 and 3 PM. We have scheduled the appropriate times in our individual and school calendars.

Indicator ID08 - The Leadership Team serves as a conduit of communication to the faculty and staff. (43)

Status Full Implementation

Assessment Level of Development:
Evidence:

Initial: Full Implementation 10/21/2010

For SY 11-12. The Leadership Team will serve as a conduit for the Monthly 4-Hour Instructional Team Meeting and by memos, as needed.

Indicator ID09 - The Leadership Team shares in decisions of real substance pertaining to curriculum, instruction, and professional development. (44)

Status Full Implementation

Assessment Level of Development:

Initial: Full Implementation 10/21/2010

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Bureau of Indian Education
 Santa Rosa Day School

Indicators included in Plan
Close

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List of Indicators Included in Plan

A list of all assessed indicators that will be included in a school or district's plan.

Santa Rosa Day School

NATIVE Star - SIP - School Indicators (RI)

Key Indicators are shown in RED.

Indicators Included in the Plan (15)

ID ↕	Indicator	Index ↕
IIA03	Objectives are leveled to target learning to each student's demonstrated prior mastery based on multiple points of data (i.e., unit tests and student work). (90)	9
ID02	All teams have written statements of purpose and by-laws for their operation. (37)	4
ID03	All teams operate with work plans for the year and specific work products to produce. (38)	6
ID10	The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (45)	4
ID13	Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data. (48)	3
IE01	The principal makes sure everyone understands the school's mission, clear goals (short term and long term), and their roles in meeting the goals. (52)	9
IE04	The principal models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of sound practices. (55)	6
IE08	The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations. (59)	6
IF02	The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development. (66)	6
IF03	Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management. (67)	6
IF04	Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management. (68)	6
IIA02	Units of instruction include standards-based objectives and criteria for mastery. (89)	9
IIC01	Units of instruction include specific learning activities aligned to objectives. (96)	9
IVA06	The school regularly and clearly communicates with parents about its expectations of them and the importance of the "curriculum of the home." (184)	9
IVC02	Professional development programs for teachers include assistance in working effectively with parents. (192)	6

November 14, 2012

NATIVE Star
Santa Rosa Day School

Plan Progress Report
[Close](#)

Santa Rosa Day School NATIVE Star - SIP - School
Indicators (RI)
Indicators Included in the Plan (7)

Key Indicators are shown in Red

ID	Indicator	Assigned	Target Date	Task	Complete	Status Reported
IIA03	Objectives will be leveled to target learning to each student's demonstrated prior mastery based on multiple points of data (i.e., units tests and student work). (90)	Kathryn Johnson	10/15/2012	1	100 %	
IF02	The Leadership Team will review the principal's summary reports of classroom observations and take them into account in planning professional development. (66)	Margaret Albright	09/10/2012	1	100 %	
IF03	Professional development for teachers will include observations by the principal related to Indicators of effective teaching and classroom management. (67)	Louis Barajas	09/10/2012	1	100 %	
IF04	Professional development for teachers will include observations by peers related to Indicators of effective teaching and classroom management. (68)	Kathryn Johnson	09/10/2012	1	100 %	
IIA02	Units of instruction will include standards-based objectives and criteria for mastery. (89)	Louis Barajas	10/17/2012	2	100 %	
IIC01	Units of instruction will include specific learning activities aligned to objectives. (96)	Louis Barajas	08/01/2013	1	100 %	10/10/2012
IVA06	The school will regularly and clearly communicate with parents about its expectations of them and the importance of the "curriculum of the home." (184)	Louis Barajas	01/06/2013	1	100 %	

November 14, 2012

Bureau of Indian Education Santa Rosa Day School

Filter(s) Choose a filter to narrow your search.

Key Indicators only Show only the Indicators included In the plan.

apply Crosswalk Filter

apply Reporting Filter

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Refresh Report

Close

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Santa Rosa Day School

Comprehensive Plan Report

Key Indicators are shown in RED.

NATIVE Star - SIP - School Indicators (RI)

School Leadership and Decision Making

Establishing a team structure with specific duties and time for instructional planning

Indicator ID01 - A team structure for schools is officially incorporated into district policy. (36)

Status Full Implementation

Assessment Level of Development: Initial: Full Implementation 10/21/2010

Evidence: For Sy 11-12 A leadership team has been established and is being implemented into the school improvement plan. The Leadership Team and Instructional Team are in place. The staff portion of the team focused on the family-school connection is in place.

Indicator ID02 - All teams have written statements of purpose and by-laws for their operation. (37)

Status In Plan / No Tasks Created

Assessment Level of Development: Initial: No development or Implementation 10/21/2010

Index: 4 (Priority Score x Opportunity Score)
 Priority Score: 2 (3 - highest, 2 - medium, 1 - lowest)
 Opportunity Score: 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: For SY12-13. The teams WILL BE formed and are operational. We understand the importance of the teams; statements and by-laws are in the process of being developed. We lost our team members during the year But we will be setting up a stipend for the new SIT team leader to input our data in a timely manner

Plan Assigned to: Not yet assigned

Indicator ID03 - All teams operate with work plans for the year and specific work products to produce. (38)

Status In Plan / No Tasks Created

Assessment Level of Development: Initial: No development or Implementation 10/21/2010

Index: 6 (Priority Score x Opportunity Score)
 Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)
 Opportunity Score: 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: For SY 11-12. We have developed the teams, but have not had the time to develop the work plans for the year.

Plan	Assigned to:	Not yet assigned
Indicator	ID04 - All teams prepare agendas for their meetings. (39)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/21/2010
	Evidence:	For SY 11-12. The task of preparing agendas have been assigned to Mr. Barajas and Mr. Murphy.

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Bureau of Indian Education Santa Rosa Day School

Filter(s) Choose a filter to narrow your search.

Key Indicators only Show only the Indicators included in the plan.

apply Crosswalk Filter

apply Reporting Filter

apply Activity Filter

1 of 15

Santa Rosa Day School

Comprehensive Plan Report

Key Indicators are shown in RED.

NATIVE Star - SIP - School Indicators (RI)

School Leadership and Decision Making

Establishing a team structure with specific duties and time for instructional planning

Indicator ID01 - A team structure for schools is officially incorporated into district policy. (36)

Status Full Implementation

Assessment Level of Development: Initial: Full Implementation 10/21/2010

Evidence: For Sy 11-12 A leadership team has been established and is being implemented into the school improvement plan. The Leadership Team and Instructional Team are in place. The staff portion of the team focused on the family-school connection is in place.

Indicator ID02 - All teams have written statements of purpose and by-laws for their operation. (37)

Status In Plan / No Tasks Created

Assessment Level of Development: Initial: No development or Implementation 10/21/2010

Index: 4 (Priority Score x Opportunity Score)
 Priority Score: 2 (3 - highest, 2 - medium, 1 - lowest)
 Opportunity Score: 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: For SY12-13. The teams WILL BE formed and are operational. We understand the importance of the teams; statements and by-laws are in the process of being developed. We lost our team members during the year But we will be setting up a stipend for the new SIT team leader to input our data in a timely manner

Plan Assigned to: Not yet assigned

Indicator ID03 - All teams operate with work plans for the year and specific work products to produce. (38)

Status In Plan / No Tasks Created

Assessment Level of Development: Initial: No development or Implementation 10/21/2010

Index: 6 (Priority Score x Opportunity Score)
 Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)
 Opportunity Score: 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: For SY 11-12. We have developed the teams, but have not had the time to develop the work plans for the year.

Plan	Assigned to:	Not yet assigned
Indicator	ID04 - All teams prepare agendas for their meetings. (39)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/21/2010
	Evidence:	For SY 11-12. The task of preparing agendas have been assigned to Mr. Barajas and Mr. Murphy.

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Santa Rosa Day School

Close

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Santa Rosa Day School

Comprehensive Plan Report / activity in the last 12 months

Key Indicators are shown in RED.

School Leadership and Decision Making

Aligning classroom observations with evaluation criteria and professional development

Indicator	IF02 - The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development. (66)	
Status	Tasks completed: 1 of 1 (100%)	
Assessment	Level of Development:	Initial: Limited Development 01/31/2012
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Plan	Describe current level of development:	Team meets in the morning twice a week to to work on student data
	Assigned to:	Margaret Albright
	Added:	09/10/2012
	How it will look when fully met:	SIT team and Native Star team meets on the 2nd and 3rd Fridays each month with both teams meeting on the 4th Friday each month. Mr Barajas will provide the reports of classroom observations and the teams will develop professional training as indicated. Will follow up on NWEA training and testing which has begun. The training on August 24, 2012 and the testing on September 10-28, 2012.
	Target Date:	09/10/2012
	Tasks:	1. Kathryn Johnson, SIT team member has received the classroom observations from principal and is coordinating training of NWEA. Training has begun as has the testing.
	Assigned to:	Margaret Albright
	Added date:	09/10/2012
	Target Completion Date:	08/09/2012
	Comments:	Ms Johnson was assigned and this noted on Native Star re. NWEA.
	Task Completed:	08/24/2012
Implement	Percent Task Complete:	Tasks completed: 1 of 1 (100%)

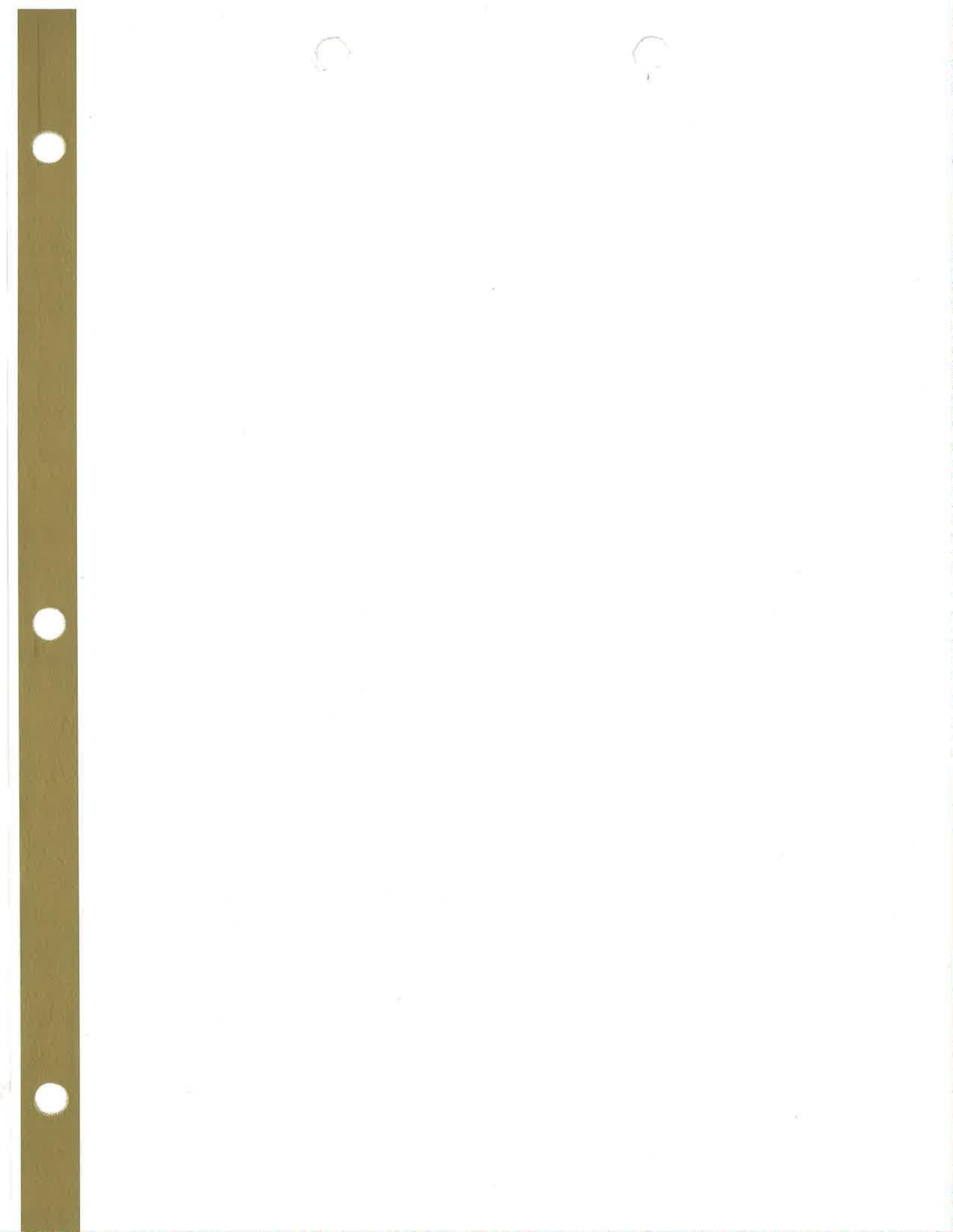
Indicator IF03 - Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management. (67)

Status Tasks completed: 1 of 1 (100%)

Assessment	Level of Development:	Initial: Limited Development 01/31/2012
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)

	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Plan	Describe current level of development:	Principal and vice principal even though short two teachers still made limited time to get into classrooms	
	Assigned to:	Louis Barajas	
	Added:	09/10/2012	
	How it will look when fully met:	Principal receives weekly lesson plans from teachers and follow-up on professional training. Principal keeps all lesson plans, observation forms and training sign-in list and materials	
	Target Date:	09/10/2012	
	Tasks:		

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Notice of Intent to Apply
Bureau of Indian Education Division of Performance and Accountability
21st Century Community Learning Centers Grant
Due: C.O.B. 5:00 PM MST May 25, 2012
The BIE Request for Proposal will be available June 1, 2012

Received

MAY 07 2012

AZ South Education
Line Office

Name of School or Dormitory: SANTA ROSA DAY SCHOOL

Address: HCO1 BOY 8400

Primary Contact Name: Louis Barajas, Principal

Email: (required) Louis.barajas@bie.edu

In order to apply for the 21st Century Community Learning Center grant, applicants must have the commitments and signatures of the primary partners for the proposed application.

We, the undersigned leadership, staff and support systems of SANTA ROSA DAY SCHOOL are willing to participate and comply with all mandates of the 21st Century Community Learning Center should our school or dormitory receive a grant award.

Associate Deputy Director East, West, or Navajo (circle one)

[Signature]
Education Line Officer

Louis Barajas
School Principal or Dormitory Administrator

Majorie Or Juan
School Board Chairperson

Tribal Grant Official or Tribal Contract Official

This Intent to Apply form is due to DPA by C.O.B. 5:00 PM MST May 25, 2012. The form may be mailed, faxed or scanned and emailed - a confirmation email will be delivered to all applicants that meet the filing deadline.

Jack Edmo
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Albuquerque, NM 87104
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