President:
Steve Guerro

Vice-President:
Stanley Herrera

Members:
Burton Apache

Earl Apachito

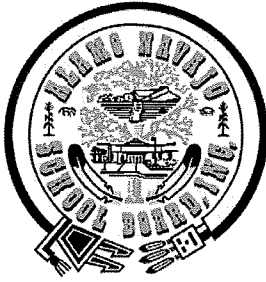Berna Vicente

Alamo Navajo School Board, Inc.
P. O. BOX 5907
MAGDALENA, NEW MEXICO 87825
(575) 854-2543 Voice (575) 854-2545 Fax

April 28, 2011

Mr. Stanley Holder, Special Assistant
Division of Performance and Accountability
Bureau of Indian Education
Albuquerque, NM

Mr. Holder:

Per our conversations with you and Ms. Gaye Leia King, from your office, attached you will find the anticipated unexpended portion of funds from the 2010-2011 1003g application along with a plan to expend those funds prior to July 1, 2011.

Included in the attachments you will find the projected budget through the end of the fiscal year, a proposed budget for the unexpended funds along with a narrative justification for those expenditures. I am happy to discuss the proposal with you or make any clarifications deemed necessary. Please feel free to contact me with any questions.

As this is a time sensitive proposal, thank you in advance for expediting our request.

Regards,

Gail Campbell
Program Development & Evaluation
Alamo Navajo School Board, Inc.
PO Box 5907
Magdalena, NM 87825
575-854-2543 x 1302
gailc@ansbi.org

xc: File
Dr. Pfeiffer, K-12 Principal

Alamo Navajo ( ) Board, Inc.
Encumbrance Budget Report
From 7/1/2010 to 6/30/2011   301 non-ARRA 1003G

Account Code	Account Title	Current Period Budget	YTD Actual	YTD Encumbrance	YTD Budget $ Variance Original	Projections through 6/30	Balance
010	BUREAU OF INDIANS AFFAIRS						
050	TITLE PROGRAMS						
301	TITLE SUPPLEMENTAL						
04550	GRANT/CONTRACT REVENUES	187,144.00	0.00	0.00	187,144.00		187,144.00
23000	CONSULTANTS-ADVISORY	119,000.00	29,876.20	54,623.80	34,500.00	34,500.00	34,500.00
	Math 12 days @ 750 +1000 travel				0.00	10,000.00	(10,000.00)
	UDO (5 days @ $3000/day)				0.00	15,000.00	(15,000.00)
	Outside Evaluation				0.00	25,000.00	(25,000.00)
	Reading (6 days @$2,500+ travel -$1,600)				0.00	16,600.00	(16,600.00)
85000	Summer School	68,144.00	0.00	0.00	68,144.00	68,144.00	68,144.00
	June 27-30 (4 days * 6*20 staff *30/hr					14,400.00	(14,400.00)
	Fringe @ 25%					3,600.00	(3,600.00)
	Driver @ 4 days x 4 hours x 15					240.00	(240.00)
	Fringe @ 25%					60.00	(60.00)
	Supplies					1,000.00	(1,000.00)
Total 301	TITLE SUPPLEMENTAL	187,144.00	29,876.20	54,623.80	102,644.00	85,900.00	16,744.00

Alamo Navajo ( )oard, Inc.
Encumbrance Budget Rep... 0 321 (1003G) ARRA
From 7/1/201... ...6/30/2011

Account Code	Account Title	Current Period Budget	YTD Actual	YTD Encumbrance	YTD Budget $ Variance - Original	Projections 6/30/11 (7.4 PP for 12 mo / 6 or 7 for Academic)	
010	BUREAU OF INDIANS AFFAIRS						
050	TITLE PROGRAMS						
321	10 03 G ARRA FUNDS						
04550	GRANT/CONTRACT REVENUES	852,544.00	852,544.00	0.00	0.00	0.00	
11140	Substitutes	0.00	1,082.84	0.00	(1,082.84)	0.00	(1,082.84)
11550	7-12 PRINCIPAL	80,850.00	60,679.64	0.00	20,170.36	26,021.36	(5,851.00)
12000	PROFESSIONAL	269,961.00	61,238.37	0.00	208,722.63		208,722.63
	June 13-14 - All Staff (4 T.A.s and 20 Teachers)					7,183.44	(7,183.44)
	June 15-16 - Secondary(7 Teachers)					2,245.04	(2,245.04)
	June 20-24 - BIE Institute (9 Teachers)					7,216.20	(7,216.20)
	June 23-25 - EL Leadership (5 staff)					3,207.20	(3,207.20)
	June 24-25 - HS Literacy (5 staff)					3,207.20	(3,207.20)
	Teacher Incentives (5 Teachers @ $5000)					25,000.00	(25,000.00)
	TA Incentives (2 Tax @ $1000)					2,000.00	(2,000.00)
	ATT Stipend (10 staff @ $2000)					20,000.00	(20,000.00)
	10 Staff In-Service Days (August 1-13, 2010)					62,532.90	(62,532.90)
12500	PARA-PROF (December COLA Adjustment)	0.00	9,745.56	0.00	(9,745.56)	0.00	(9,745.56)
15050	TEACHER 3RD	36,128.00	23,121.92	0.00	13,006.08	10,115.84	2,890.24
15070	TEACHER 4TH	45,424.00	44,700.94	0.00	723.06	16,665.60	(15,942.54)
15080	TEACHER 1ST	52,352.00	38,694.89	0.00	13,657.11	15,933.19	(2,276.08)
15090	TEACHER 2ND	36,406.00	23,299.52	0.00	13,106.48	10,193.54	2,912.94
15110	SPEC.ED.HS.	0.00	750.00	0.00	(750.00)		(750.00)
15300	Coach	161,761.00	65,708.85	0.00	96,052.15	20,082.29	75,969.86
15500	TEACHER SPEC.ED.MS	0.00	750.00	0.00	(750.00)		(750.00)
16000	FICA	52,240.00	25,227.61	0.00	27,012.39	17,717.69	9,294.70
16010	SUTA	1,664.00	2,298.78	0.00	(634.78)	1,852.83	(2,487.61)
16020	WORKERS' COMP	3,892.00	1,736.79	0.00	2,155.21	1,320.14	835.07
16050	GROUP INS.	40,752.00	24,611.51	0.00	16,140.49	9,000.00	7,140.49
16110	RETIREMENT BENEFITS	20,906.00	3,187.38	0.00	17,718.62	9,006.12	8,712.50
23000	CONSULTANTS-ADVISORY	25,000.00	23,750.00	0.00	1,250.00	1,250.00	0.00
31100	TRAVEL-BUSINESS	0.00	6,100.72	0.00	(6,100.72)		(6,100.72)
31110	TRAVEL-TRAINING	25,208.00	17,171.38	0.00	8,036.62	1,935.90	6,100.72
	BIE Institute June 20-24 (14 staff)					15,400.00	(15,400.00)
	Airfare ($400, Lodging 400, Meals 200, Mileage $70, taxi 30 = $1,100/staff						
	EL Leadership June 23-25 (5 Staff)					4,350.00	(4,350.00)
	Airfare ($400, Lodging 200, Meals 160, Mileage $70, taxi 30 = $870/staff						
Total 321	10 03 G ARRA FUNDS	852,544.00	433,856.70	0.00	418,687.30	273,686.48	125,250.82

Budget Request for Unexpended Funds

1. Update Technology

Description	Quantity	Rate	Budget	Comment/Justification
Mimeo smart boards	6	$ 3,000.00	$18,000.00	Complete smart board installation in remaining classrooms

Total Technology $ 18,000.00

2. Update K-6 Reading Materials:

Description	Quantity	Rate	Budget	Comment/Justification
Teacher materials	16	$ 578.00	$ 9,248.00	Costs include teacher edition materials for Special Education, reading coach and principal.
Student materials	100	$100.00	$10,000.00	K-3 materials to provide each classroom with necessary materials for use by individual students.
Student materials	100	$80.00	$8,000.00	4-6 materials to provide each classroom with necessary materials for use by individual students.
Support materials	13	$1,000.00	$13,000.00	Additional support materials for ELL based on per classroom costs
Assessment pack	13	$750.00	$9,750.00	Assessment materials, for both students and teachers
Decodable readers	13	$325.00	$4,225.00	Classroom sets of decodable readers
Vocabulary & spelling	13	$396.00	$5,148.00	Classroom sets of vocabulary and spelling instructional materials
Teacher resources	16	$295.00	$4,720.00	Additional resources for classroom teachers on CD-ROM

Total Reading $ 64,091.00

3. Environmental Improvement

Description	Quantity	Rate	Budget	Comment/Justification
Paint	10	$ 28.00	$ 280.00	Paint the cafeteria with a color (yellow) to brighten the cafeteria setting conducive to student nutrition and social skills
Painting	40	$ 23.36	$ 934.40	Cost includes fringe rates
Veneer			$ 700.00	Replace chipped formica on window sills with a copper veneer that will be aesthecally pleasing while at the same time being a more durable surface that reduces wear and tear.
Carpentry	40	$ 23.36	$ 934.40	Cost includes fringe rates
Window Tinting	80.5	$ 11.74	$ 945.00	Install window tinting (copper) to reduce glare and heat in the cafeteria and enhance the outside appearance of the school front. Blinds have been installed and need replacement almost every year at a high cost.
Wall Décor	10	$ 250.00	$ 2,500.00	Decorative Suns (i.e. Sunday Morning - CBS)
Tables	25	$ 500.00	$ 12,500.00	Transform the cafeteria area from an institutional setting to a dining room setting where social skills and table manners can be modeled and encouraged.
Chairs	150	$ 150.00	$ 22,500.00	Transform the cafeteria area from an institutional setting to a dining room setting where social skills and table manners can be modeled and encouraged.
Food Carts	2	$ 335.00	$ 670.00	Display fruits, vegetables during meals and distribute healthy snacks in the afterschool program.

Total Cafeteria $ 41,963.80

Total Unexpended funds (projected)	$ 141,994.00
Total realocation request	$ 124,054.80
	$ 17,939.20

Based on projections for the remainder of the 2010-11SY it is anticipated that there will be approximately $141,994 of unexpended funds. Please consider this as a formal request to reallocate those funds to meet current needs in the school. Although not originally budgeted, the activities described below address issues within the USDOE Required Actions, as outlined in the original plan.

There are three areas to be addressed with these funds and all funds will be obligated by July 1, 2011, to reduce the impact on the 2011-12 funding request. The areas to be addressed are as follows:

1. Improve Technology

   Addresses **USDOE Required Action #8 a) 4. Use and integrate technology-based supports and interventions as part of the instructional program**

   Utilizing other funding sources, there were 20 *Mimio Smartboards* installed in classrooms during the summer of 2010. The technology has proven to be a useful tool for students and staff and has increased the ease with which staff can provide technology based instruction. Ongoing training has been provided and staff unanimously indicates that the technology has increased their instructional capacity and student interest in the use of technology. The proposed expenditure of $18,000 will complete the installation so that all classrooms have access to this technology.

2. Update Reading Material

   Addresses **USDOE Required Action #7 1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards**

   Currently the school is utilizing the Scott Foresman (K-6) Reading Streets (Edition 2008). This edition was purchased just prior to Alamo beginning Reading First. There is a more current version (2011) that is more complete in its intervention activities, ELL strategies, and that has a stronger focus on vocabulary and comprehension skills. The proposed expenditure of $64,091 in this area will allow for purchase of the most recent version of the materials for grades K-6. Training in the use of the new materials will be scheduled prior to the beginning of the 2011-12SY.

3. Environmental Improvement

   Addresses **USDOE Required Action #10 2. a) 1. Partner with parents and parent organizations, faith and community based organizations, health clinics, other State, tribal, or local agenciew, and others to create safe school environments that meet students' social, emotional, and health needs; and 3. Implement approaches to improve school climate and discipline, such as**

implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment.

Over the past three years, and in particular the last 18 months the Alamo Navajo School Board, Inc. has worked with the Upside Down Organization to change the climate of the organization to a more client/student focused service organization. More detail regarding these efforts can be found in the original 1003g proposal.

One of the changes focused on improving the physical environment of the facilities, including the school campus and buildings.

> "Environments with quality facilities and equipment, inviting atmospheres, high learner expectations and small-group interaction strengthen neural connections and aid in long-term memory, planning and motivation."(Ross, et. al: 2005)

The Alamo Navajo School Board, recognizing the need to change the physical environment, has funded a number of changes to date, including the main entrance to the school, the library, kiosks in the hallways for each classroom, the foyer, and gymnasium. All of these changes have been designed with student and community input and students have been engaged in the installation. There has been a great deal of student and community pride in the changes as recognized by the maintenance of the changes. Based on a student survey conducted in the Spring of 2010, students responded with a 4.4 on a 5 point scale that they liked the changes and would like to see more environmental improvements in the school. There has been an increase in total enrollment this year of about 50 students (maintained) and a decrease in discipline issues throughout the school. Although there is no way to directly connect the environmental changes to these results, research indicates that there is a correlation. This request will support the transformation of another critical common area – the school cafeteria. The board will continue to utilize other funds and work toward an environment that is visually stimulating, and student focused.

APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS

Legal Name of Applicant: Alamo Navajo School Board, Inc.	Applicant's Mailing Address: P.O. Box 5907 Magdalena, NM 87825

LEA/School Contact for the School Improvement Grant
Name: Dr. Tamarah Pfeiffer Position and Office: Superintendent   Contact's Mailing Address: P.O. Box 5907 Magdalena, NM 87825 Telephone: 575-854-2543 Fax: 575-854-2545 ail address: tpfeiffer@ansbi.org

Chief School Officer (Printed Name): Dr. Tamarah Pfeiffer, K-12 Principal	Telephone: 575-854-2543 x 1198
Signature of the Chief School Officer: X _____	Date: 4/28/11

The LEA/School, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State/LEA/School receives through this application.

I & II Needs Assessment
&
Intervention Model Selection (Tier I)
School Improvement Strategy(s) (Tier III)

Select the ONE intervention model that will meet the needs of the LEA (school) based on the needs assessment and data analysis (Tier I). Select appropriate school improvement strategy(s) based on needs assessment and data analysis (Tier III). Schools are required to use the Needs Assessment Tool in Appendix A.

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

School Name: Alamo Navajo Community School

Grade Levels: K-12

Summarize the results of the data analysis, including data sources used to select the intervention model or school improvement strategy(s) identified below. *The school should indicate that a review of school policies has been completed to ensure alignment with the selected intervention.* (Attach needs assessment/data analysis here)

Needs summary results are attached

Tier I : Intervention Model Selected	Tier III : School Improvement Strategy(s):
Transformation Model	

Name of School: Alamo Navajo Community School
Intervention Model to be Implemented: Transformation Model
Long Range Goal Statements: (1-3 Years) The long term goal of management is to focus on instructional excellence and academic rigor that will improve student achievement, student attendance, and transform the Alamo Navajo Community School in to a high performing school as well as sustain academic excellence through increased funded enrollment.
Annual Measurable Goal for Reading/Language Arts: An additional 15% of students tested in the area of Reading, grades 3-8 & 11, will move from Basic to Proficient/Advanced on the New Mexico Standards Based Assessment each year of the project. (Benchmark - Spring 2009 – 93.75% Basic, 6.25% Proficient/Advanced). Objective 1: Seventy-five % of students in grades K-2 will improve DIBELS scores by one level from BOY to EOY testing (Intensive to Strategic or Benchmark, Strategic to Benchmark, or maintain Benchmark). Objective 2: Seventy-five % of students in grades 3-6 will improve DIBELS scores by one level from BOY to EOY testing (Intensive to Strategic or Benchmark, Strategic to Benchmark, or maintain Benchmark); or will, on the average, improve MAP RIT (Reading) scores 5 RIT points from BOY to EOY testing.. Objective 3: Students in grades 7-8 will, on the average, improve MAP RIT (Reading) scores, 5 RIT points from BOY to EOY testing. Objective 4: Students in grades 9-12 will, on the average, improve MAP RIT scores 5 RIT points from BOY to EOY testing.
Annual Measurable Goal for Mathematics: An additional 15% of students tested in the area of Mathematics, grades 3-8 & 11, will move from Basic to Proficient/Advanced on the New Mexico Standards Based Assessment each year of the project. (Benchmark - Spring 2009 – 97.62% Basic, 2.38% Proficient/Advanced). Objective 1: Seventy-five % of students in grades K-2 will improve AimsWeb scores by one level from BOY to EOY testing (Intensive to Strategic or Benchmark, Strategic to Benchmark, or maintain Benchmark). Objective 2: Seventy-five % of students in grades 3-6 will improve AimsWeb scores by one level from BOY to EOY testing (Intensive to Strategic or Benchmark, Strategic to Benchmark, or maintain Benchmark); or will, on the average, improve MAP RIT (Math) scores 5 RIT points from

BOY to EOY testing.

Objective 3: Seventy-five % of students in grades 7-8 will improve AimsWeb scores by one level from BOY to EOY testing (Intensive to Strategic or Benchmark, Strategic to Benchmark, or maintain Benchmark); or will, on the average, improve MAP RIT (Math) scores 5 RIT points from BOY to EOY testing.

Objective 4: Students in grades 9-12 will, on the average, improve MAP RIT (Math)scores by 5 RIT points from BOY to EOY testing.

USDOE Required Action (s)

1: Replace the Principal

2: Use rigorous, transparent evaluation systems for teachers and principals that
   a. Take into account data on student growth (as defined) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of profession practice reflective of student achievement and increased high school graduation rates
   b. Are designed and developed with teacher and principal involvement.

3: Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.

4: Provide staff ongoing, high quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

5: Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place and retain staff with the skills necessary to meet the needs of students in a transformation school.

6. Adopt new governance structure

7. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.

8. Promote the continuous use of data

9. Establish schedules and implement strategies that increase learning time

10. Provide ongoing mechanisms for family and community engagement.

11. Develop sufficient operational flexibility to implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.

12. Develop a plan for the school to work closely with the SEA Turnaround office in order to receive intensive technical assistance and related support.

V. Measuring Progress

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

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

METRIC	2008-2009	2009-2010 Turnaround Baseline	2010-2011 Implementa tion Yr 1	2011-2012 Yr 2	2012-2013 Yr 3
School Data					
Which intervention the school used (i.e., turnaround, restart, closure, or transformation)		Transformation			
AYP Status	Did not make AYP	Did not make AYP			
Which AYP targets the school met and missed	Attached	Attached			
School improvement status	Restructuring	Restructuring			
Number of minutes within the school year	65,820	68,065	72,690	76,185	
STUDENT OUTCOME/ACADEMIC PROGRESS DATA					
Percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics (e.g., Basic, Proficient, Advanced) by grade and by student subgroup	Rdg - 6.4% Math 2.38% Grade level detail attached	Rdg – 8.5% Math 6.9% Grade level detail attached			
Student participation rate on State assessments in reading/language arts and in mathematics by student subgroup	Reading 96.15% Math 96.92% Grade level subgroup detail attached	Reading 99% Math 98% Grade level subgroup detail			

		attached			
Average scale scores on State assessments in reading/language arts and in mathematics by grade, for the "all students" group for each achievement quartile and for each subgroup	Quartile scores attached	Quartile scores attached			
Percentage of limited English proficient students who attain English language proficiency		Of students tested 3/09 20% of students do not require ELL services			
Graduation Rate	27.91%	31.8%			
Dropout Rate	13.79	7.69%			
Student attendance rate	K-8 88.91% 9-12 81.99%	K-8 90.3% 9-12 84.3%			
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	34(49%)	25(39%)			
STUDENT CONNECTION AND SCHOOL CLIMATE					
Discipline incidents	368	375			
Truants					
TALENT					
Teacher attendance rate		96.18%			

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

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

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

The school must assure that it will:

[X] Use its school improvement grant to implement fully and effectively an intervention (Tier I) consistent with the final requirements.

[X] Establish annual goals for student achievement on State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in Section III of the final requirements in order to monitor the school's progress.

[ ] Include in the contract or agreement a provision that the education management organization will be held accountable for complying with the final requirements if implementing a restart model in a Tier I or Tier II school.

[X] Report to the BIE the school-level data required under Section III of the final requirements.

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

| X | Extending the period of availability of school improvement funds. |

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

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

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

NEW ( )CO

SY 2009-10 Bureau of Indian Education School Accountability Report

School Name: **Alamo Day School**

Grade Range: K-12

Agency: New Mexico Navajo South

AYP Status

Overall AYP	
SY 2009-10:	MISSED	RESTR
SY 2008-09:	MISSED	RESTR
SY 2007-08:	MISSED	RESTR
SY 2006-07:	MISSED	RESTR

Reference: 25 C.F.R. Section 30.117

AYP Indicator Summary

	Mathematics		Reading		OAI	
	Part	Prof	Part	Prof	K-8	HS
					MET	MET
ALL	MET	MISSED	MET	MET	MET	MET
SPED	NA	MISSED	NA	MISSED		
LEP	MET	MISSED	MET	MISSED	MET	MET

Reference: 25 C.F.R. Section 30.104
Reference: 20 U.S.C. 6311 (b)(2)(C)

Signatories

Prepared By: _Alfreda V. Garcia_   **Title:** _Superintendent_   **Date:** 7-28-10

Reviewed By: _____   **Title:** _Education Prog. Mgr._   **Date:** 8/25/16

Approved By: _____   **Title:** _ADP-DPA_   **Date:** 8/27/10

Bureau of Indian Education
Alamo Navajo Community School
Annual Report
2009 - 2010
Cover Page

Location: N34E27

Alamo Navajo Community School
Highway 169, PO Box 5907
Magdelena, NM 87825-

Submitted By: ___*Alfonso V. Garcia*___

Signature, Chief LEA Administrative Officer

Reviewed By: _____

Signature, LEA Governing Board Representative

Verified & Validated By: _____

Signature, Education Line Officer

Verified & Validated By: _____

Signature, School Reform Education Specialist

Verified & Validated By: _____

Signature, Special Education Coordinator
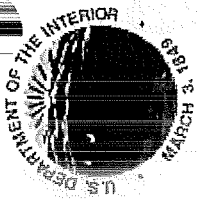
NEW MEXICO

SY 2009-10 Bureau of Indian Education School Accountability Report

School Name: Alamo Day School
Grade Range: K-12
Agency: New Mexico Navajo South

	Overall AYP	AYP Status
SY 2009-10:	MISSED	RESTR
SY 2008-09:	MISSED	RESTR
SY 2007-08:	MISSED	RESTR
SY 2006-07:	MISSED	RESTR

Reference: 25 C.F.R. Section 30.117

AYP Indicator Summary

	Mathematics		Reading		OAI	
	Part	Prof	Part	Prof	K-8	HS
ALL	MET	MISSED	MET	MET	MET	MET
SPED	NA	MISSED	NA	MISSED	MET	MET
LEP	MET	MISSED	MET	MISSED	MET	MET

Reference: 25 C.F.R. Section 30.104
Reference: 20 U.S.C. 6311 (b)(2)(C)

Signatories

Prepared By: _[signature]_   Title: _Superintendent_   Date: 7-20-10

Reviewed By: _____   Title: _____   Date:

Approved By: _____   Title: _____   Date:

School Accounta... y Report-2010

Multi:
Ca:

Mathematics

All Students (ALL)

								Participation Rates (Part)		
	Goal	N-Enroll-08	N-Tested-08	N-Enroll-09	N-Tested-09	N-Enroll-10	N-Tested-10	N-Count (3)	%Part	Part AYP
G3	95.0%					17	17	NA	NA	NA
G4	95.0%					26	26	NA	NA	NA
G5	95.0%					16	16	NA	NA	NA
G6	95.0%					19	19	NA	NA	NA
G7	95.0%					21	20	NA	NA	NA
G8	95.0%					17	15	NA	NA	NA
HS	95.0%					11	11	NA	NA	NA
Totals	95.0%	0	0	0	0	127	124	Okay	98%	MET

Reading

All Students (ALL)

								Participation Rates (Part)		
	Goal	N-Enroll-08	N-Tested-08	N-Enroll-09	N-Tested-09	N-Enroll-10	N-Tested-10	N-Count (3)	%Part	Part AYP
G3	95.0%					17	17	NA	NA	NA
G4	95.0%					26	26	NA	NA	NA
G5	95.0%					16	16	NA	NA	NA
G6	95.0%					19	19	NA	NA	NA
G7	95.0%					21	21	NA	NA	NA
G8	95.0%					17	15	NA	NA	NA
HS	95.0%					11	11	NA	NA	NA
Totals	95.0%	0	0	0	0	127	125	Okay	98%	MET

Reference: NM Consolidated State Application Accountability Workbook (2008)
Multi-Year (Participation): Principle 10.1, pg. 44
N-count: Principle 5.5, pg. 32
Small Schools: Prinicple 5.5, pg. 32

Mathematics

All Students (ALL)

	AMO	N-FAY-08	N-Prof-08	N-FAY-09	N-Prof-09	N-FAY-10	N-Prof-10	Multi-Year Proficiency Rates (Prof)			
								N-Count (4)	%Prof	99%CI	Prof AYP (3)
G3	51.0%	8	0	22	1	15	2	Okay	6.7%	25.0%	MISSED
G4	51.0%	16	0	12	0	25	0	Okay	0.0%	29.7%	MISSED
G5	51.0%	24	0	17	0	14	1	Okay	1.8%	24.3%	MISSED
G6	51.0%	15	0	23	0	19	1	Okay	1.8%	27.2%	MISSED
G7	51.0%	9	0	13	1	20	2	Okay	7.1%	27.7%	MISSED
G8	51.0%	20	1	11	1	13	2	Okay	4.5%	23.6%	MISSED
HS	51.0%	8	1	10	0	10	0	Okay	3.6%	21.0%	MISSED
Totals	51.0%	*100*	*1*	*108*	*2*	*116*	*8*	Okay	3.4%	40.4%	MISSED

Reading

All Students (ALL)

	AMO	N-FAY-08	N-Prof-08	N-FAY-09	N-Prof-09	N-FAY-10	N-Prof-10	Multi-Year Proficiency Rates			
								N-Count (4)	%Prof	99%CI	Prof AYP (3)
G3	64.0%	9	0	24	1	17	17	Okay	36.0%	36.8%	MISSED
G4	64.0%	17	0	12	1	26	26	Okay	49.1%	41.5%	MET
G5	64.0%	12	0	17	0	16	16	Okay	34.0%	36.0%	MISSED
G6	64.0%	15	0	23	1	19	19	Okay	35.1%	38.0%	MISSED
G7	64.0%	9	0	13	1	21	21	Okay	51.2%	39.2%	MET
G8	64.0%	20	1	11	1	17	15	Okay	35.4%	36.8%	MISSED
HS	64.0%	8	2	10	0	11	11	Okay	44.8%	31.4%	MET
Totals	64.0%	*92*	*3*	*110*	*5*	*127*	*125*	Okay	40.4%	53.7%	MISSED

Reference: NM Consolidated State Application Accountability Workbook (2008)
AMO: Principle 3.2b, pg. 18
Multi-year (Proficiency): Principle 5.5, pg. 3.2
N-count: Principle 5.5, pg. 32
Small Schools: Prinicple 5.5, pg. 32

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All Students (ALL)

Safe Harbor Calculations

N-Count (5)	Non-%Prof-09	Non-%Prof-10	09-10 Change	SH Target	SH Status
NA	NA	NA	NA	NA	NA
Okay	100.0%	100.0%	0.0	10.0	MISSED SH
NA	NA	NA	NA	NA	NA
NA	NA	NA	NA	NA	NA
NA	NA	NA	NA	NA	NA
NA	NA	NA	NA	NA	NA
NA	NA	NA	NA	NA	NA
Okay	98.1%	93.1%	5.0	9.8	MISSED SH

All Students (ALL)

Safe Harbor Calculations

N-Count (5)	Non-%Prof-09	Non-%Prof-10	09-10 Change	SH Target	SH Status
NA	NA	NA	NA	NA	NA
Okay	91.7%	0.0%	91.7	9.2	MET SH
NA	NA	NA	NA	NA	NA
NA	NA	NA	NA	NA	NA
NA	NA	NA	NA	NA	NA
NA	NA	NA	NA	NA	NA
NA	NA	NA	NA	NA	NA
Okay	95.5%	1.6%	93.9	9.5	MET SH

Reference: NM Consolidated State Application Accountability Workbook (2008)
SH: Principle 3.2, pg. 15

Mathematics

Special Education (SPED) Students

	Goal	N-Enroll-08	N-Tested-08	N-Enroll-09	N-Tested-09	N-Enroll-10	N-Tested-10	Participation Rates (Part)		
								N-Count (3)	%Part	Part AYP
G3	95.0%					4	4	NA	NA	NA
G4	95.0%					4	4	NA	NA	NA
G5	95.0%					2	2	NA	NA	NA
G6	95.0%					2	2	NA	NA	NA
G7	95.0%					0	0	NA	NA	NA
G8	95.0%					3	3	NA	NA	NA
HS	95.0%					0	0	NA	NA	NA
Totals	95.0%	0	0	0	0	15	15	NA	NA	NA

Reading

Special Education (SPED) Students

	Goal	N-Enroll-08	N-Tested-08	N-Enroll-09	N-Tested-09	N-Enroll-10	N-Tested-10	Participation Rates (Part)		
								N-Count (3)	%Part	Part AYP
G3	95.0%					4	4	NA	NA	NA
G4	95.0%					4	4	NA	NA	NA
G5	95.0%					2	2	NA	NA	NA
G6	95.0%					2	2	NA	NA	NA
G7	95.0%					0	0	NA	NA	NA
G8	95.0%					3	3	NA	NA	NA
HS	95.0%					0	0	NA	NA	NA
Totals	95.0%	0	0	0	0	15	15	NA	NA	NA

Reference: NM Consolidated State Application Accountability Workbook (2008)
Multi-Year (Participation): Principle 10.1, pg. 44
N-count: Principle 5.5, pg. 32
Small Schools: Prinicple 5.5, pg. 32

Mathematics

Special Education (SPED) Students

	AMO	N-FAY-08	N-Prof-08	N-FAY-09	N-Prof-09	N-FAY-10	N-Prof-10	Multi-Year Proficiency Rates (Prof)			
								N-Count (4)	%Prof	99%CI	Prof AYP (3)
G3	51.0%					4	0	NA	NA	NA	NA
G4	51.0%					4	0	NA	NA	NA	NA
G5	51.0%					1	1	NA	NA	NA	NA
G6	51.0%					2	1	NA	NA	NA	NA
G7	51.0%					0	0	NA	NA	NA	NA
G8	51.0%					3	2	NA	NA	NA	NA
HS	51.0%					0	0	NA	NA	NA	NA
Totals	51.0%	*14*	*3*	*13*	*2*	*14*	*4*	Okay	22.0%	24.3%	MISSED

Reading

Special Education (SPED) Students

	AMO	N-FAY-08	N-Prof-08	N-FAY-09	N-Prof-09	N-FAY-10	N-Prof-10	Multi-Year Proficiency Rates (Prof)			
								N-Count (4)	%Prof	99%CI	Prof AYP (3)
G3	64.0%					4	0	NA	NA	NA	NA
G4	64.0%					4	0	NA	NA	NA	NA
G5	64.0%					1	1	NA	NA	NA	NA
G6	64.0%					2	1	NA	NA	NA	NA
G7	64.0%					0	0	NA	NA	NA	NA
G8	64.0%					3	0	NA	NA	NA	NA
HS	64.0%					0	0	NA	NA	NA	NA
Totals	64.0%	*14*	*3*	*13*	*2*	*14*	*2*	Okay	17.1%	34.4%	MISSED

Reference: NM Consolidated State Application Accountability Workbook (2008)
AMO: Principle 3.2b, pg. 18
Multi-year (Proficiency): Principle 5.5, pg. 3.2
N-count: Principle 5.5, pg. 32
Small Schools: Prinicple 5.5, pg. 32

Special Education (SPED) Students

Safe Harbor Calculations

N-Count (5)	Non-%Prof-09	Non-%Prof-10	09-10 Change	SH Target	SH Status
NA	NA	NA	NA	NA	NA
NA	NA	NA	NA	NA	NA
NA	NA	NA	NA	NA	NA
NA	NA	NA	NA	NA	NA
NA	NA	NA	NA	NA	NA
NA	NA	NA	NA	NA	NA
NA	NA	NA	NA	NA	NA
NA	NA	NA	NA	NA	NA

Special Education (SPED) Students

Safe Harbor Calculations

N-Count (5)	Non-%Prof-09	Non-%Prof-10	09-10 Change	SH Target	SH Status
NA	NA	NA	NA	NA	NA
NA	NA	NA	NA	NA	NA
NA	NA	NA	NA	NA	NA
NA	NA	NA	NA	NA	NA
NA	NA	NA	NA	NA	NA
NA	NA	NA	NA	NA	NA
NA	NA	NA	NA	NA	NA
NA	NA	NA	NA	NA	NA

Reference: NM Consolidated State Application Accountability Workbook (2008)
SH: Principle 3.2, pg. 15

Mathematics

Limited English Proficient (LEP) Students

	Goal	N-Enroll-08	N-Tested-08	N-Enroll-09	N-Tested-09	N-Enroll-10	N-Tested-10	Participation Rates (Part)		
								N-Count (3)	%Part	Part AYP
G3	95.0%					14	14	NA	NA	NA
G4	95.0%					26	26	NA	NA	NA
G5	95.0%					14	14	NA	NA	NA
G6	95.0%					17	17	NA	NA	NA
G7	95.0%					20	19	NA	NA	NA
G8	95.0%					13	12	NA	NA	NA
HS	95.0%					9	9	NA	NA	NA
Totals	95.0%	0	0	0	0	113	111	Okay	98%	MET

Reading

Limited English Proficient (LEP) Students

	Goal	N-Enroll-08	N-Tested-08	N-Enroll-09	N-Tested-09	N-Enroll-10	N-Tested-10	Participation Rates (Part)		
								N-Count (3)	%Part	Part AYP
G3	95.0%					14	14	NA	NA	NA
G4	95.0%					26	26	NA	NA	NA
G5	95.0%					14	14	NA	NA	NA
G6	95.0%					17	17	NA	NA	NA
G7	95.0%					20	20	NA	NA	NA
G8	95.0%					13	12	NA	NA	NA
HS	95.0%					9	9	NA	NA	NA
Totals	95.0%	0	0	0	0	113	112	Okay	99%	MET

Reference: NM Consolidated State Application Accountability Workbook (2008)
Multi-Year (Participation): Principle 10.1, pg. 44
N-count: Principle 5.5, pg. 32
Small Schools: Prinicple 5.5, pg. 32

Mathematics

Limited English Proficient (LEP) Students

	AMO	N-FAY-08	N-Prof-08	N-FAY-09	N-Prof-09	N-FAY-10	N-Prof-10	Multi-Year Proficiency Rates (Prof)			
								N-Count (4)	%Prof	99%CI	Prof AYP (3)
G3	51.0%	8	0	21	1	14	2	Okay	7.0%	24.3%	MISSED
G4	51.0%	16	0	12	0	25	0	Okay	0.0%	29.7%	MISSED
G5	51.0%	24	0	13	0	13	1	Okay	2.0%	23.6%	MISSED
G6	51.0%	15	0	23	0	17	1	Okay	1.8%	26.2%	MISSED
G7	51.0%	9	0	12	0	19	1	Okay	2.5%	27.2%	MISSED
G8	51.0%	20	0	9	0	11	2	Okay	5.0%	21.9%	MISSED
HS	51.0%	8	1	10	0	8	0	Okay	3.8%	18.8%	MISSED
Totals	51.0%	100	1	100	1	107	7	Okay	2.9%	40.0%	MISSED

Reading

Limited English Proficient (LEP) Students

	AMO	N-FAY-08	N-Prof-08	N-FAY-09	N-Prof-09	N-FAY-10	N-Prof-10	Multi-Year Proficiency Rates (Prof)			
								N-Count (4)	%Prof	99%CI	Prof AYP (3)
G3	64.0%	9	0	21	3	14	1	Okay	9.1%	34.4%	MISSED
G4	64.0%	16	0	12	1	25	4	Okay	9.4%	41.1%	MISSED
G5	64.0%	24	0	13	0	13	1	Okay	2.0%	33.5%	MISSED
G6	64.0%	15	0	23	1	17	1	Okay	3.6%	36.8%	MISSED
G7	64.0%	9	0	12	0	20	0	Okay	0.0%	38.6%	MISSED
G8	64.0%	20	1	9	0	12	1	Okay	4.9%	32.5%	MISSED
HS	64.0%	8	2	10	0	8	0	Okay	7.7%	27.3%	MISSED
Totals	64.0%	101	3	100	5	109	8	Okay	5.2%	52.9%	MISSED

Reference: NM Consolidated State Application Accountability Workbook (2008)
AMO: Principle 3.2b, pg. 18
Multi-year (Proficiency): Principle 5.5, pg. 3.2
N-count: Principle 5.5, pg. 32
Small Schools: Prinicple 5.5, pg. 32

Limited English Proficient (LEP) Students

Safe Harbor Calculations

N-Count (5)	Non-%Prof-09	Non-%Prof-10	09-10 Change	SH Target	SH Status
NA	NA	NA	NA	NA	NA
Okay	100.0%	100.0%	0.0	10.0	MISSED SH
NA	NA	NA	NA	NA	NA
NA	NA	NA	NA	NA	NA
NA	NA	NA	NA	NA	NA
NA	NA	NA	NA	NA	NA
NA	NA	NA	NA	NA	NA
Okay	99.0%	93.5%	5.5	9.9	MISSED SH

Limited English Proficient (LEP) Students

Safe Harbor Calculations

N-Count (5)	Non-%Prof-09	Non-%Prof-10	09-10 Change	SH Target	SH Status
NA	NA	NA	NA	NA	NA
Okay	91.7%	84.0%	7.7	9.2	MISSED SH
NA	NA	NA	NA	NA	NA
NA	NA	NA	NA	NA	NA
NA	NA	NA	NA	NA	NA
NA	NA	NA	NA	NA	NA
NA	NA	NA	NA	NA	NA
Okay	95.0%	92.7%	2.3	9.5	MISSED SH

Reference: NM Consolidated State Application Accountability Workbook (2008)
SH: Principle 3.2, pg. 15

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Mathematics

All Students (ALL)

	AMO	Participation Rates (Part)					N-FAY-10	N-Prof-10	N-Count (2)	Proficiency Rates (Prof)				
		N-Enroll-10	N-Tested-10	N-Count (1)	%Part	Part AYP				%Prof	99%CI	Prof AYP (1)	SH	Prof AYP (2)
G3	51.0%	17	17	NA	NA	NA	15	2	NA	NA	NA	NA	NA	NA
G4	51.0%	26	26	NA	NA	NA	25	0	Okay	0.0%	29.7%	MISSED	MISSED SH	MISSED
G5	51.0%	16	16	NA	NA	NA	14	1	NA	NA	NA	NA	NA	NA
G6	51.0%	19	19	NA	NA	NA	19	1	NA	NA	NA	NA	NA	NA
G7	51.0%	21	20	NA	NA	NA	20	2	NA	NA	NA	NA	NA	NA
G8	51.0%	17	15	NA	NA	NA	13	2	NA	NA	NA	NA	NA	NA
HS	51.0%	11	11	NA	NA	NA	10	0	NA	NA	NA	NA	NA	NA
Totals	*51.0%*	*127*	*124*	*Okay*	*98%*	*MET*	*116*	*8*	*Okay*	*6.9%*	*40.4%*	*MISSED*	*MISSED SH*	*MISSED*

Reading

All Students (ALL)

	AMO	Participation Rates (Part)					N-FAY-10	N-Prof-10	N-Count (2)	Proficiency Rates (Prof)				
		N-Enroll-10	N-Tested-10	N-Count (1)	%Part	Part AYP				%Prof	99%CI	Prof AYP (1)	SH	Prof AYP (2)
G3	64.0%	17	17	NA	NA	NA	15	1	NA	NA	NA	NA	NA	NA
G4	64.0%	26	26	NA	NA	NA	25	4	Okay	16.0%	41.1%	MISSED	MET SH	MET
G5	64.0%	16	16	NA	NA	NA	14	2	NA	NA	NA	NA	NA	NA
G6	64.0%	19	19	NA	NA	NA	19	1	NA	NA	NA	NA	NA	NA
G7	64.0%	21	21	NA	NA	NA	21	1	NA	NA	NA	NA	NA	NA
G8	64.0%	17	15	NA	NA	NA	14	1	NA	NA	NA	NA	NA	NA
HS	64.0%	11	11	NA	NA	NA	10	0	NA	NA	NA	NA	NA	NA
Totals	*64.0%*	*127*	*125*	*Okay*	*98%*	*MET*	*118*	*10*	*Okay*	*8.5%*	*53.3%*	*MISSED*	*MET SH*	*MET*

Other Academic Indicators (OAI)
All Students (ALL)

Grade Range	Attn Rate-09	Attn Rate-10	09-10 Change	GR Rate-09	GR Rate-10	09-10 Change	OAI AYP
K-8	▮▮▮▮	90.3%	1.4%	▮▮▮▮			MET
HS					31.8%	3.9%	MET

Reference: NM Accountability Workbook (2008)
AMO: Principle 3.2b, pg. 18
Attendance rate: Principle 7.2, pg. 38
FAY: Principle 2.2, pg. 12
Graduation rate: Principle 7.1, pg. 35
LEP: Principle 5.4, pg. 31
N-count: Principle 5.5, pg. 32
Participation: Principle 10.1, pg. 44
SH: Principle 3.2, pg. 15
99% CI: Principle 9.2, pg. 42
SPED: Principle 5.3, pg. 28
Reference: NM Statewide Assessment Program (NMSAP) 2009-10 Procedures Manual (2010)
Proficiency: pg. 38

Mathematics

Special Education (SPED) Students

	AMO	Participation Rates (Part)					Proficiency Rates (Prof)							
		N-Enroll-10	N-Tested-10	N-Count (1)	%Part	Part AYP	N-FAY-10	N-Prof-10	N-Count (2)	%Prof	99%CI	Prof AYP (1)	SH	Prof AYP (2)
G3	51.0%	4	4	NA	NA	NA	4	0	NA	NA	NA	NA	NA	NA
G4	51.0%	4	4	NA	NA	NA	4	0	NA	NA	NA	NA	NA	NA
G5	51.0%	2	2	NA	NA	NA	1	1	NA	NA	NA	NA	NA	NA
G6	51.0%	2	2	NA	NA	NA	2	1	NA	NA	NA	NA	NA	NA
G7	51.0%	0	0	NA	NA	NA	0	0	NA	NA	NA	NA	NA	NA
G8	51.0%	3	3	NA	NA	NA	3	2	NA	NA	NA	NA	NA	NA
HS	51.0%	0	0	NA	NA	NA	0	0	NA	NA	NA	NA	NA	NA
Totals	51.0%	15	15	NA	NA	NA	14	4	NA	NA	NA	NA	NA	NA

Reading

Special Education (SPED) Students

	AMO	Participation Rates (Part)					Proficiency Rates							
		N-Enroll-10	N-Tested-10	N-Count (1)	%Part	Part AYP	N-FAY-10	N-Prof-10	N-Count (2)	%Prof	99%CI	Prof AYP (1)	SH	Prof AYP (2)
G3	64.0%	4	4	NA	NA	NA	4	0	NA	NA	NA	NA	NA	NA
G4	64.0%	4	4	NA	NA	NA	4	0	NA	NA	NA	NA	NA	NA
G5	64.0%	2	2	NA	NA	NA	1	1	NA	NA	NA	NA	NA	NA
G6	64.0%	2	2	NA	NA	NA	2	1	NA	NA	NA	NA	NA	NA
G7	64.0%	0	0	NA	NA	NA	0	0	NA	NA	NA	NA	NA	NA
G8	64.0%	3	3	NA	NA	NA	3	0	NA	NA	NA	NA	NA	NA
HS	64.0%	0	0	NA	NA	NA	0	0	NA	NA	NA	NA	NA	NA
Totals	64.0%	15	15	NA	NA	NA	14	2	NA	NA	NA	NA	NA	NA

Special Education (SPED) Students
Other Academic Indicators (OAI)

Grade Range	Attn Rate-09	Attn Rate-10	09-10 Change	GR Rate-09	GR Rate-10	09-10 Change	OAI AYP
K-8		88.9%	1.1%				MET
HS					50.0%	50.0%	MET

Reference: NM Accountability Workbook (2008)
AMO: Principle 3.2b, pg. 18
Attendance rate: Principle 7.2, pg. 38
FAY: Principle 2.2, pg. 12
Graduation rate: Principle 7.1, pg. 35
LEP: Principle 5.4, pg. 31
N-count: Principle 5.5, pg. 32
Participation: Principle 10.1, pg. 44
SH: Principle 3.2, pg. 15
99% CI: Principle 9.2, pg. 42
SPED: Principle 5.3, pg. 28

Reference: NM Statewide Assessment Program (NMSAP) 2009-10 Procedures Manual (2010)
Proficiency: pg. 38

Mathematics

Limited English Proficient (LEP) Students

	AMO	Participation Rates (Part)					Proficiency Rates (Prof)							
		N-Enroll-10	N-Tested-10	N-Count (1)	%Part	Part AYP	N-FAY-10	N-Prof-10	N-Count (2)	%Prof	99%CI	Prof AYP (1)	SH	Prof AYP (2)
G3	51.0%	14	14	NA	NA	NA	14	2	NA	NA	NA	NA	NA	NA
G4	51.0%	26	26	NA	NA	NA	25	0	Okay	0.0%	29.7%	MISSED	MISSED SH	MISSED
G5	51.0%	14	14	NA	NA	NA	13	1	NA	NA	NA	NA	NA	NA
G6	51.0%	17	17	NA	NA	NA	17	1	NA	NA	NA	NA	NA	NA
G7	51.0%	20	19	NA	NA	NA	19	1	NA	NA	NA	NA	NA	NA
G8	51.0%	13	12	NA	NA	NA	11	2	NA	NA	NA	NA	NA	NA
HS	51.0%	9	9	NA	NA	NA	8	0	NA	NA	NA	NA	NA	NA
Totals	51.0%	113	111	Okay	98%	MET	107	7	Okay	6.5%	40.0%	MISSED	MISSED SH	MISSED

Reading

Limited English Proficient (LEP) Students

	AMO	Participation Rates (Part)					Proficiency Rates (Prof)							
		N-Enroll-10	N-Tested-10	N-Count (1)	%Part	Part AYP	N-FAY-10	N-Prof-10	N-Count (2)	%Prof	99%CI	Prof AYP (1)	SH	Prof AYP (2)
G3	64.0%	14	14	NA	NA	NA	14	1	NA	NA	NA	NA	NA	NA
G4	64.0%	26	26	NA	NA	NA	25	4	Okay	16.0%	41.1%	MISSED	MISSED SH	MISSED
G5	64.0%	14	14	NA	NA	NA	13	1	NA	NA	NA	NA	NA	NA
G6	64.0%	17	17	NA	NA	NA	17	1	NA	NA	NA	NA	NA	NA
G7	64.0%	20	20	NA	NA	NA	20	0	NA	NA	NA	NA	NA	NA
G8	64.0%	13	12	NA	NA	NA	12	1	NA	NA	NA	NA	NA	NA
HS	64.0%	9	9	NA	NA	NA	8	0	NA	NA	NA	NA	NA	NA
Totals	64.0%	113	112	Okay	99%	MET	109	8	Okay	7.3%	52.9%	MISSED	MISSED SH	MISSED

Limited English Proficient (LEP) Students
Other Academic Indicators (OAI)

Grade Range	Attn Rate-09	Attn Rate-10	09-10 Change	GR Rate-09	GR Rate-10	09-10 Change	OAI AYP
K-8		90.4%	0.5%				MET
HS				33.4%	46.2%	12.8%	MET

Reference: NM Accountability Workbook (2008)
- AMO: Principle 3.2b, pg. 18
- Attendance rate: Principle 7.2, pg. 38
- FAY: Principle 2.2, pg. 12
- Graduation rate: Principle 7.1, pg. 35
- LEP: Principle 5.4, pg. 31
- N-count: Principle 5.5, pg. 32
- Participation: Principle 10.1, pg. 44
- SH: Principle 3.2, pg. 15
- 99% CI: Principle 9.2, pg. 42
- SPED: Principle 5.3, pg. 28

Reference: NM Statewide Assessment Program (NMSAP) 2009-10 Procedures Manual (2010)
- Proficiency: pg. 38

TIER I PROGRESS REPORT

1. Project Details

Date	4/15/2011
Project name Project location/site locations	Alamo Navajo Community School – Transformation

Contact Details

LEA/School Contact for the School Improvement Grant
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Position and Office: K-12 Principal
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Project website address (if applicable)

What are the main objectives of the School Improvement Strategy (s) that were to be implemented? (as listed in the Action Plan)? What is your Long Range Goal Statement?
The primary objectives are those listed below in the areas of reading and mathematics improvement. Responses to the Plan of Operation questions as required under the DOEd model are attached. Long Range Goal Statement: The long term goal of management is to focus on instructional excellence and academic rigor that will improve student achievement, student attendance, and transform the Alamo Navajo Community School in to a high performing school as well as sustain academic excellence through increased funded enrollment.

What were your annual measurable goals for Reading/Math? Were objectives developed to track the program implementation and movement toward these goals? To what extent have these objectives in the plan been achieved to date? What action steps in the schools action plan have been completed that support these goals?
Annual Measurable Goal for Reading/Language Arts: An additional 15% of students tested in the area of Reading, grades 3-8 & 11, will move from Basic to Proficient/Advanced on the New Mexico Standards Based Assessment each

year of the project. (Benchmark - Spring 2009 – 93.75% Basic, 6.25% Proficient/Advanced).

Spring 2010 results – 91.5% Basic, 8.5% Proficient/Advanced – Met AYP (safe harbor) in reading; complete results attached.

Objective 1: Seventy-five % of students in grades K-2 will improve DIBELS scores by one level from BOY to EOY testing (Intensive to Strategic or Benchmark, Strategic to Benchmark, or maintain Benchmark).

DIBELS BOY to MOY results indicates the following: Intensive students increased from 23% BOY to 28% MOY; Strategic students increased from 30% BOY to 37% MOY and: Benchmark students decreased from 47% BOY to 34% MOY.

Objective 2: Seventy-five % of students in grades 3-6 will improve DIBELS scores by one level from BOY to EOY testing (Intensive to Strategic or Benchmark, Strategic to Benchmark, or maintain Benchmark); or will, on the average, improve MAP RIT (Reading) scores 5 RIT points from BOY to EOY testing.

DIBELS BOY to MOY results indicates the following: Intensive students increased from 49% BOY to 65% MOY; Strategic students decreased from 22% BOY to 12% MOY and: Benchmark students decreased from 29% BOY to 23% MOY.
NWEA MAP Fall Benchmark to Winter Benchmark results indicates that students in grades 3-6 have improved an average of 10 points (based on an average of classroom median scores).

Objective 3: Students in grades 7-8 will, on the average, improve MAP RIT (Reading) scores, 5 RIT points from BOY to EOY testing.

NWEA MAP Fall Benchmark to Winter Benchmark results indicates that students in grades 7-8 have improved an average of 3 points (based on an average of classroom median scores).

Objective 4: Students in grades 9-12 will, on the average, improve MAP RIT scores 5 RIT points from BOY to EOY testing.

NWEA MAP Fall Benchmark to Winter Benchmark results indicates that students in grades 9-12 have lost an average of 3 points (based on an average of classroom median scores).

What was your annual measurable goal for Mathematics? Were quantifiable objectives developed to track the accomplishment of this goal? To what extent have these objectives in the plan been met to date? How much of the work is completed in your action plan that supports this goal? Please identify action items.

Annual Measurable Goal for Mathematics:

An additional 15% of students tested in the area of Mathematics, grades 3-8 & 11, will move from Basic to Proficient/Advanced on the New Mexico Standards Based Assessment each year of the project. (Benchmark - Spring 2009 – 97.62% Basic, 2.38% Proficient/Advanced).

Spring 2010 results – 93.1% Basic, 6.9% Proficient/Advanced – complete results attached.

Objective 1: Seventy-five % of students in grades K-2 will improve AIMSweb scores by one level from BOY to EOY testing (Intensive to Strategic or Benchmark, Strategic to Benchmark, or maintain Benchmark).

AIMSweb BOY to MOY results indicates the following: Intensive students decreased from 30% BOY to 10% MOY; Strategic students decreased from 29% BOY to 20% MOY; and students at Benchmark increased from 41% BOY to 70% MOY.(Kindergarten results based on Quantity Discrimination 1st & 2nd grade results based on Computation)

Objective 2: Seventy-five % of students in grades 3-6 will improve AIMSweb scores by one level from BOY to EOY testing (Intensive to Strategic or Benchmark, Strategic to Benchmark, or maintain Benchmark); or will, on the average, improve MAP RIT (Math) scores 5 RIT points from BOY to EOY testing.

AIMSweb BOY to MOY results indicates the following: Intensive students decreased from 27% BOY to 7% MOY; Strategic students decreased from 52% BOY to 30% MOY; and students at Benchmark increased from 21% BOY to 63% MOY.
NWEA MAP Fall Benchmark to Winter Benchmark results indicates that students in grades 3-6 have improved an average of 2 points (based on an average of classroom median scores).

Objective 3: Seventy-five % of students in grades 7-8 will improve AIMSweb scores by one level from BOY to EOY testing (Intensive to Strategic or Benchmark, Strategic to Benchmark, or maintain Benchmark); or will, on the average, improve MAP RIT (Math) scores 5 RIT points from BOY to EOY testing.

AIMSweb BOY to MOY results indicates the following: Intensive students decreased from 40% BOY to 2% MOY; Strategic students increased from 24% BOY to 29% MOY; and students at Benchmark increased from 36% BOY to 69% MOY.
NWEA MAP Fall Benchmark to Winter Benchmark results indicates that students in grades 7-8 have improved an average of 1 point (based on an average of classroom median scores).

Objective 4: Students in grades 9-12 will, on the average, improve MAP RIT (Math) scores by 5 RIT points from BOY to EOY testing.

NWEA MAP Fall Benchmark to Winter Benchmark results indicates that students in grades 9-12 have improved an average of 3 points (based on an average of classroom median scores).

What partnerships were necessary to implement your school's improvement plan for the SIG grant? What partnership issues if any have emerged during the period of this project implementation? How have the systems in place ensured that these relationships have been effective?

The key partnership to implementation of Alamo's SIG grant has been, and will continue to be the Upside Down Organization (UDO). UDO has worked with administration and the educational leaders of the school to assist in the implementation of evaluation and observation of classroom educational delivery, PBIS implementation, school environment, and communication. The overall goal of the partnership with UDO is to assist Alamo Navajo Community School Leadership Team (ATT) in fulfilling its vision:

"Our vision is to create and maintain a positive, unified and harmonious TEAM devoted to the success of students. Our TEAM is dedicated to designing a cohesive, clear vision for teaching and learning that aligns all aspects of the school-curriculum, instruction, assessment and culture-to student and adult learning."

The second key partnership supporting implementation has been Expeditionary Learning/Outward Bound – The onsite EL technical assistance has, and will continue to provide context and meaningful application for learning through long term, in-depth investigations. There has been training for staff in the improvement and application of instruction, based on best practices and educational research, all supporting the implementation of a model of education that focuses on the cognitive development, the character development, and the physical/emotional development of students.

Other partnerships that have supported implementation throughout the school year include: Mathematics technical assistance, Reading and Language Arts technical assistance, Data Team development and review and use of data (NWEA & Navajo Nation).

Local assistance to the school has been provided by the Alamo Health Services – Behavioral Health Department, who has provided support for students and staff in the school and during the regular school day. The Alamo Navajo Community Services Division assists the school in the implementation of dual enrollment, and post secondary enrollment.

What is the percentage (25%, 50%, and 75%) of completion of your first years Action Plan? What percentage of the plan needs to be completed by the end of the school year? What components of

the action plan are currently in progress? What problems or challenges have prevented full implementation of your school's SIG grant for the first year?
Approximately 75% of the action plan is completed or on track for completion by the end of the school year. The timeline with updated progress is attached. One of the challenges to full implementation has been the Superintendent and K-6 Principal leaving the school at midyear. This has left a huge burden on the 7-12 Principal to absorb the duties of two other persons and try to maintain the day-to-day operations of the school and expand the educational leadership to encompass the entire school.

If the Project has achieved full implementation, what strengths and weakness have been identified that will guide the next year's implementation?
Attached is the Native Star Indicator Report, which outlines the plans for the balance of the 2010-11 SY and for the 2011-12 SY. This will serve as the guide to move implementation forward through the next year.

Have there been any changes to the spending plan that requires a budget modification of the project since inception?
See the attached budget information.

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

# 1 - Increase teacher and school leadership effectiveness				
Activity	**Specific Steps**	**Person(s) Responsible**	**Timeframe**	**Status as of 4/15/2011**
Replace Principal	Develop a position description for two principals (K-6 & 7-12)	Exec. Director, Supt., ATT	Board approved on 5/27/10	Completed
	Open, advertise, recruit Principals	Human Resources	Recruitment began in April 2010 and is ongoing	Completed
		Superintendent	July 2010	Hired
	Principal orientation to include expectations for classroom walk-thrus, follow-up with teachers on expectations, weekly meetings with cadres, weekly meetings with ATT, and all aspects of the position descriptions developed to meet program objectives.	Supt., Principals, ATT	Calendar planning, professional development planning Began in April 2010, with specific scheduling to take place in June and July and on-going	In place
	Program planning for SY2010-11			
Develop, implement and refine Leadership Team (Alamo Transformation Team – ATT)	Recruit ATT members	Supt. & Principals	ATT was formed in February 2010 with additional member recruitment on-going	First meeting of new SY conducted 8/6/10, and meeting at lease monthly thereafter; sub-committee of

	Develop Action Plans for ATT	ATT		Native Star meets 2x/mo
			Walk-thru plans were developed and executed in March/April. Plans for SY2010-11 to be developed in May. ATT to develop additional action plans during Summer 2010	Updated walk through developed – utilized by principals; results presented to staff monthly

#2 - Evaluation Systems for teachers and principals & #3 - - Identify and reward school leaders, teachers, and other staff for school improvement success.				
Activity	**Steps to be taken**	**Person(s) Responsible**	**Timeframe**	**Status as of 4/15/2011**
Develop rigorous transparent & equitable evaluation systems for teachers and principals	Develop performance evaluation tool for Principals	Ex. Dir. & Supt.	June-July 2010	In process
	Review position description, performance evaluation tool, 1003g application, and other program expectations with Principals	Ex. Dir. & Supt	July 2010	
	Revise teacher performance evaluation tool for teachers and teacher assistants to include incentive based rubric	Supt. With collaboration of Principals (once on board) and ATT	July and August 2010	Teacher rubric in place
	Review performance tool and incentive rubric with teachers and teacher assistants	Principals	August 2010 orientation	TA rubric in place

#4 – Provide staff development				
Activity	**Steps to be taken**	**Person(s) Responsible**	**Timeframe**	**Status as of 4/15/2011**
Continued staff development for K-8 staff in Math	Schedule and calendar professional development sessions with Technical Assistance Providers for monthly sessions of 4 hours/session	Reading/Math Team	June 1, 2010	Conducted training 6/10; ongoing training. Math sessions scheduled

Continued staff development for K-6 staff in Reading	Schedule and calendar professional development sessions with Technical Assistance Providers for monthly sessions of 4 hours/session	Reading/Math Team	June 1, 2010	Began working with outside TA January 2011
Professional Development for 7-12 staff in Expeditionary Learning	Meet with EL Designer for orientation to the program and services available and cost	Program Development/Evaluation Coordinator	May 2010	Completed
	Schedule off-site training for Summer 2010	Superintendent	May 2010	4 staff attended 2 different trainings throughout summer
	Schedule and Calendar off-site training during SY 2010-2011	Superintendent	June 2010	Completed, training conducted 8/9-10/2010
Expeditionary Learning	National Conference, Portland, OR	4 Staff (7-12)	March 17-19, 2011	5 staff attended
	National Institute	4 Staff (7-12)	July 12-16; June 28-July 2	5 staff scheduled to attend
	3-day Institute	4 Staff (7-12)	Denver, June 21	4 staff scheduled to attend
	Learning Expeditions	4 Staff (7-12)	TBD for SY2010-11	Completed and 2011-12 schedule in place
BIE Leadership Training	2 trainings per year	Principals Coaches Technical Assistance Providers	Fall 2010 Winter 2011	Canceled by BIE
BIE Summer Institute	5 days	Superintendent K-8 Staff 21st Century Coord.	June 21-25, 2010	Six staff, Supt., & Prog Dev.

		Coaches Technical Assistance Providers		Participated.
PBIS	6 days with Technical Assistance Provider	K-12 Staff	TBD	Classroom management training conducted during inservice 8/10 – continued throughout the school year as scheduled
	46 hours (UDO)	All ANSBI staff	Schedule TBD	Training conducted 8/10

#5 – Implement strategies to recruit, place and retain staff				
Activity	**Steps to be taken**	**Person(s) Responsible**	**Timeframe**	**Status as of 4/15/2011**
Review salary schedule, moving incentives, tuition reimbursement, signing incentives	Increase Professional Educator Salary Scale by 5%	Human Resources	Board approved May 13, 2010	Completed
	Increase moving incentive from $300 to $500 for in-state and $500 to $750 for out-of-state	Human Resources	Board approved May 13, 2010	Completed
	Increase signing bonus for new teachers to $1000	Human Resources	Board approved May 13, 2010	Completed
	Implement performance based incentive pay (See #2 and 3)	Human Resources	August 2010	Teacher incentive in place
	Mentoring support for new staff	Mentor – lead	Fall 2010	In place

#6 – Adopt a new governance structure				
Activity	**Steps to be taken**	**Person(s) Responsible**	**Timeframe**	**Status as of 4/15/2011**
Work closely with the Turnaround Office	Establish communication with Turnaround Office and a schedule for meetings to include walk- thoughs, reporting requirements, and data review.	Superintendent	Immediately upon notification of contact person for the Turnaround Office.	Meeting scheduled 8/17/2010 No contact w/turnaround office between 11/2010 and 2/16/11; BIE on-site 2/16/11
Improve communication with all stakeholders	Set the protocol for SY2010-11 to Report progress on action plans as a standard agenda item for all meetings of stakeholders	Superintendent Principals ATT	August 2010 orientation	Orientation conducted 8/2-13/2010

#7 – Use data to identify and implement instructional program				
Activity	**Steps to be taken**	**Person(s) Responsible**	**Timeframe**	**Status as of 4/15/2011**
MAP Assessment	Schedule data review meetings with staff following receipt of assessment data and develop strategies with an action plan	Principals	3 times per year	Fall & Winter testing complete, spring testing 5/2-13/11
NMSBA	Schedule data review meetings with staff following receipt of assessment data	Principals	Fall 2010, 2011, 2012	Information presented to staff 8/5/10, Reading and math meet

				every 2 weeks; NMSBA review 2/10/11; NWEA training & throughout the school year
Annual Report Card	Review with staff at orientation	Program Evaluation & Development Coord.	Fall 2010, 2011, 2012	Update provided to staff 8/5/2010
DIBELS Assessment	Review data with teachers (K-6) in conjunction with program strategies	Reading TA Reading Coach K-6 Principal	Weekly & Continuously on-going	Fall & Winter benchmarks complete, Spring benchmark scheduled 5/10/11
AIMS Web	Review data with teachers (K-8) in conjunction with program strategies	Math TA Math Coach K-6 Principal 7-12 Principal	Weekly & Continuously on-going	Fall & Winter benchmarks complete, Spring benchmark scheduled 5/2-6/11
NMSBA (as it replaces NMHSCE)	Test results are used by HS staff to provide additional support through PLATO	Counselor	11th grade results utilized and commencing with SY2010-11	Ongoing
Track student placement upon leaving ANCS (drop out, transfer, graduation)	School liaisons, Student Records Clerk, Counselor, and Community Services staff develop an action plan for tracking students who leave ANCS	7-12 Principal	August 2010	Ongoing
Needs Assessment	Revise/review and update community needs assessment surveys, Staff surveys and indicator data	ATT	Spring/Summer Annually	

#8 – Promote continuous use of student data				
Activity	**Steps to be taken**	**Person(s) Responsible**	**Timeframe**	**Status as of 4/15/2011**
Maintain fidelity to the core curriculum - elementary reading and math.	Schedule Tech. Assistance providers for SY2010-11 and establish schedule for data review	Elementary Leadership Team	Preliminary schedule established on 5/13/10, final schedule - 6/15/10	Ongoing
Use student data (attendance, social, and performance) to plan and drive scheduling, program activities, and student support programs.	Data reports will be an agenda item at all meetings – cadre meetings, ATT meetings, general staff meetings, and board meetings.	Cadre Leaders ATT Leader Principals Superintendent	Weekly Weekly Weekly staff meetings. Monthly Board Meetings.	Part of regular agenda for each meeting
Establish baseline data for decision-making in the Expeditionary Learning Program in mid-school/high school And select criteria for on-going evaluation to direct instruction.	MS/HS meet to select criteria for assessment.	7-12 Principal	August 2010	Core practice benchmarks available provided to 7-12 Principal (8/10/10) and will be reviewed by staff Ongoing EL training
	Criteria assessment data is tabulated	7-12 Principal	Monthly	
	Data is presented to 7-12 staff	7-12 Principal	Monthly	

#9 – Increase learning time and create community-oriented schools				
Activity	**Steps to be taken**	**Person(s) Responsible**	**Timeframe**	**Status as of 4/15/2011**
Develop school calendar for 2011-12, 12-13	Research alternative schedules that would increase student learning time to include, but not limited to, year-round school models	Superintendent	October – March 2011	Tentative calendar for 2011-12 presented to staff on 2/11/11; presented to board for approval 4/27/11
	Review models with school stakeholders (ATT, Cadres, Parents)	Superintendent	March 2011	2/16/11
	Review models with ELO, Turnaround Office, and Board of Trustees	Superintendent Executive Director	April 2011	2/16/11
	Review attendance and performance results of Summer Academy 2010 and utilize data to begin planning for Summer 2011 and/or alternative school schedules	Superintendent	October 2010-March 2011	Calendar committee reviewed data

#10 – Provide on-going mechanisms for family and community engagement.				
Activity	**Steps to be taken**	**Person(s) Responsible**	**Timeframe**	**Status as of 4/15/2011**
Strengthen coordination and collaboration between ANCS and other ANSB Divisions	Attend ANSB Directors' meetings to coordinate with other divisions on activities and events that include parent inv.	Superintendent Principals	Monthly	Developed during Strategic planning, monitored quarterly beginning Oct 2010 by Exec. Dir. Presented to board in October 2010 – 2nd quarter submitted to ED

				2/11/11; presented status to board on 4/6/11; annual review scheduled 6/10-11/--
Establish an MOA with Behavioral Health Department under Health Services Division	Behavioral Health Coordinator is active member of ATT	Superintendent	March 2010 (already completed)	In place
	Develop MOA document with procedures	Superintendent	July 2011	
Increase collaboration between School and Early Childhood Program	Establish a schedule for Early Childhood staff and K-3 staff to meet on a regular basis	K-6 Principal Early Childhood Director	August 2010	Meet quarterly to assure better transition and other services are shared between divisions
	Schedule transition week	K-6 Principal Early Childhood Director	April 2011	Conducted July 2010; additional activities occurring during the SY, 2011 transition week scheduled 7/11
Sponsor monthly activities/training for parents	Develop a schedule with action plans to provide monthly activities	Superintendent Principals Community Liaisons	Annually in July	First PIT meeting 8/26/10; occurs monthly
Recruit parents for Parent Involvement Team (PIT)	Schedule and promote a organizational meeting	Community Liaisons	July 2010	Liaisons continue outreach to community via home visits & radio announcements, parent orientation 8/18/10. Grade level picnics begin 8/27/10
	Conduct PIT meetings	Community Liaisons	Monthly	Meeting scheduled

				8/26/10, continue on a monthly basis throughout school year
#11 – Give the school sufficient operational flexibility				
Activity	**Steps to be taken**	**Person(s) Responsible**	**Timeframe**	**Status as of 4/15/2011**
ANCS Administration will develop and maintain budget and resources.	ANCS Administration will be trained in budget development and the ANSB accounting system	ANSB Director of Administration Superintendent Principals	July 2010 and ongoing	Ongoing
ANCS Administration will be accountable for program resources including budgets.	Monthly financial statements will be reviewed and reconciled.	Superintendent Principals	Monthly	Ongoing
Annual budget will be developed by ANCS	Budget for ISEP and all supplemental programs will be planned and developed with ANSB Administration	Superintendent	April annually	Updated as of 4/29/11 for 2011-12 SY

#12 – Ensure that the school receives ongoing, intensive technical assistance and support from the ELO/ADD and SEA Turnaround Office.				
Activity	**Steps to be taken**	**Person(s) Responsible**	**Timeframe**	**Status as of 4/15/2011**
Communication and coordination with ELO and SEA Turnaround Office	Upon implementation of the 1003g grant, contact ELO and SEA Turnaround Office to begin communication and develop a schedule for visits.	Superintendent	June 2010 and on-going	Meeting scheduled 8/17/10. Visit 9/13-17/2010; Visit in October and November, meeting in February.

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

A) <u>Develop and increase teacher and school leader effectiveness</u>. The school <u>MUST</u>--

USDOE REQUIRED ACTION #1

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

1003g Plan (2010-11)

Transformation Education, "TranZed" for short, wants to change the focus and practice of child-serving organizations from segregated collections of experts intent on identifying pathology to integrated learning communities that provide holistic approaches to teaching children the values and behaviors necessary for a successful life. TranZed seeks to transform not only how child-serving organizations provide services, but how they teach children about the goals and purposes of a meaningful life.

TranZed is an organizational philosophy that harnesses the power of culture to transmit the values, beliefs and life skills required for success in life. The TranZed model teaches child-serving organizations how to redesign themselves to create cultures that build on existing strengths and individualize learning to the needs and abilities of each child. The TranZed culture is characterized by a community of learning rather than a collection of experts. It teaches that one's progression from being primarily self-centered to becoming primarily concerned about others is the goal of a fulfilling life.[1]

Implementing the TranZed Model (see George Washington University study in appendix) will facilitate improved management. The TranZed Management Principle is "The focus of

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[1] Ross, Andrew L., Gary Grenier, and Frank Kros. (2005). *Creating the Upside Down Organization: Transforming Staff to Safe Troubled Children*, Baltimore, MD. The Children's Guild, Inc.

management efforts is on transforming the disparate individual beliefs and values into alignment with the foundational beliefs and values of the organization".

The Alamo Transition Team (ATT) has been developed as the leadership team that will drive change for the school (Addresses Rapid Improvement School Indicator ID01 – ID08 Center on Innovation Improvement). ATT currently meets weekly for approximately an hour; they will be scheduled, additionally, (2010-11 SY) to meet monthly during the ½ day professional development time. Each instructional team will meet monthly for ½ day to review student progress and instructional programs beginning in the 2010-2011 SY (Addresses Rapid Improvement School Indicator ID13 - Center on Innovation Improvement).

The ATT represents school administration, ANSBI administration, school teaching and support staff, community members and parents, and behavioral health staff. The team has been charged with creating a transformative organization. To intentionally align and apply the cultural messages and practices for the purpose of changing the thinking and behavior of the program's staff. (Frank Kros, 2009)

The ATT has developed a vision that is as follows:

> *"Our vision is to create and maintain a positive, unified and harmonious TEAM devoted to the success of students. Our TEAM is dedicated to designing a cohesive, clear vision for teaching and learning that aligns all aspects of the school-curriculum, instruction, assessment and culture-to student and adult learning"*

Moving the superintendent out of the school to separate the administrative systems development tasks, and empower principals to lead instruction and student achievement. The superintendent will focus on the big picture of creating, analyzing, modifying and maintaining the cultural messages of the school to move toward improvement. He will be engaged in planning next steps, managing programs resources, and sustainability of staff. He will champion recognizing student and staff successes as they align with the characteristics of the transformation of the school and organization. His role will include the facilitation of

communication between the board, school administration, and ANSBI administration to assure understanding of and progress toward school improvement goals. The superintendent will report to the board on the status of goal implementation and instructional effectiveness at the school. He will oversee the planning and evaluation of curriculum implementation and instructional programs. He will also oversee the implementation and progress of the school/community involvement plans.

Principal(s) will oversee instructional implementation and guide teaching staff along the path of improvement. Both the elementary and the middle school/high school principals will monitor classroom instruction and progress monitoring data on a routine basis, with more than 50% of their time being spent in classrooms (Addresses Rapid Improvement School Indicator IE08 - Center on Innovation Improvement). The principals will meet with their respective grade level teams to guide student grouping and assist with training staff as needed in differentiation and other improvement strategies. The principals will meet with instructional coaches at a minimum, weekly to review data and student progress. Coaches will assist the principals in determining student and staff needs and plans for improvement. The principals will maintain data on file which will include all meetings, student academic data, staff development training, individual staff professional development plans and community involvement activities. Principals at both levels will be actively engaged in all professional development activities for their respective grade levels. They will assure and assist teachers with the implementation of lessons learned through staff training, both on and off site (Addresses Rapid Improvement School Indicator ID10 & IE13 - Center on Innovation Improvement), encourage and provide the venue for staff to share lessons learned from training and other experiences.

The UDO evaluation and Needs Assessment Instrument both indicate that instructional leadership would benefit by having two educational leaders; a K-6 Principal and a 7-12 Principal. The differentiation of instruction between elementary and secondary curriculums supports having two positions as well as the fact that it is difficult to recruit an individual who is experienced and knowledgeable in best practices for the wide range of grade levels (K-12).

While the minimum requirements and goals of the position description will remain the same, the two positions of Elementary and MS/HS Principal will be individualized to reflect those requirements and goals specific to the grade levels to be served. The interview/selection process for this position was revamped during SY 2009-10 to include a written examination, interview questions, and an oral presentation by the applicant. The process is much more rigorous for prospective applicants, but the interview committee that utilized the new process noted that the process improved the committee's ability to discern the knowledge, experience, and abilities of applicants. (Principal Interview Documents are included in the appendix).

The current administrative structure will be changed to better meet not only the academic needs, but the social, and emotional needs of students within the Alamo Navajo Community School. By transforming the organizational culture into the belief that changes in adult behavior will result in changes in student achievement; the changes will lead to staff valuing academic rigor and instructional excellence (see UDO recommendations in the appendix). Because Alamo is a K-12 system, it is important that the leadership have the ability to focus on the specific needs within the grade level groups at the school. The new system will maintain the superintendent position, and will incorporate two principal positions; one K-6 and one 7-12. The current principal, hired in November 2009, will not be contracted for the 2010-2011 school year. The principal search for the two positions has begun; a new position description for the two positions has been developed, with input from the Alamo Transformation Team (ATT – the Leadership Team) and emphasizes the leadership qualities necessary within the two systems. The 7-12 system will implement the Expeditionary Learning school model for their curriculum and in such will recruit specifically for an Expeditionary Learning trained principal. Both principals will need to have a strong background in Positive Behavior Intervention Systems (PBIS). A draft of the 7-12 Principal position description is attached to this application. The K-6 PD will be similar, and is currently being formulated.

2011-12 Action Steps:

During the 2010-11 School year, the K-6 Principal left unexpectedly in January 2011. The Superintendent was also dismissed from his position at that time. The board discussed and reviewed options for a "short-term fix" to assure the maintenance of educational leadership remained with the remaining principal (now a K-12 position) and that other administrative duties were addressed. The model approved by the board would move toward a Dean of Instruction and a Dean of Students (currently funded, but position was not filled). The position description for the Dean of Instruction is attached (Tab 7). The Dean of Instruction, will among other duties, have the responsibility for leading the implementation of Expeditionary Learning instructional model, and both the Reading and Mathematics programs. This position will assume the responsibility for coordination of testing and test preparation. They will work collaboratively with the principal to observe and guide classroom teachers and provide ongoing assistance to the instructional coaches.

The board is currently reviewing the span of authority to determine the need for filling the second principal (K-6) position, and will take action at their next regular board meeting to determine the continued need for that position.

USDOE REQUIRED ACTION #2

2. **Use rigorous, transparent, and equitable evaluation systems for teachers and principals that—**

a. **take into account data on student growth (as defined in the regulations) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and**

1003g Plan (2010-11):

A professional performance evaluation tool and rubric will be locally designed by teachers, administrators, para-educators, and parents. The instrument will cover some areas of the four

domains typically appraised by the Association of Supervision and Curriculum Development and will include an integration of other target-specific elements which are intended to measure student academic growth and to provide evidence of the degree of teacher-implemented Positive Behavior tools and Expeditionary Learning Techniques.

Specifically, the evaluative model will target specific growth, measures, and improvements in teaching.   The evaluation tool will include, but will not be limited to:

- Evidence of clear criteria for assessing student work;
- Proof of positive student expectations (behavior and academic) displayed and communicated;
- Indication of significant improvements in student achievement as measured by standardized tests and school-wide assessments such as NWEA/MAP and portfolios of student work including progress monitoring;
- Student record of attendance with target goal set no less than 95%
- Improved Employee Attendance;
- Confirmation of implementation of Positive Behavior Strategies employed in the classroom;
- Evidence that a teacher contributed to the changed instructional practices and school culture for the better;
- Substantiation of improving student attendance and parent participation;
- Indication of the reduction of the need for disciplinary actions.
- Confirmation that educators attend and complete an intensive, all-faculty program of professional development to effectuate the intended improvements in areas such as:
    a) Grading & Reporting
    b) Effective Differentiation in EL Classrooms
    c) Reading (Primary, Intermediate, and Secondary) Differentiated Instruction K-12
    d) Mathematics (Primary, Intermediate, and Secondary) Differentiated Instruction K-12
    e) Science K-12

f) Student-engaged Assessment

g) Learning Expeditions & Quality Assessments

h) Writing in Classrooms

i) Differentiation for Special Education and Exceptional Abilities

j) Using Data to Address Teaching and Learning

k) Expeditionary Learning School Leadership Teams

l) Instructional Coaching for Coaches, Mentors, and Administrators

The evaluation of the above will hold teacher and para-educators accountable for showing student growth, reducing disciplinary actions, and the maintenance of a positive behavior atmosphere in the school. Financial incentives and other rewards will be available for successful educators.

2011-12 Action Steps:

The evaluation system developed for teachers, para-professionals, and principals is attached (Tab 8) along with the matrix for incentives. The first year of implementation has not been completed, therefore full analysis of the process has not been conducted. It is anticipated that the system will be reviewed and updated for the 2011-12 SY, but basically remain the same.

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

1003g Plan (2010-2011):

The ATT will be engaged in the development of the evaluation system. The Team meets weekly and will add evaluation and instructional improvement as an action item. The draft of the evaluation framework and individual professional development plans for teachers will be reviewed by the ATT and their input will be considered in the final plan to be submitted to the board for final approval.

2011-12 Action Steps:

The ATT will review the results of the evaluations and incentive system (without specific teacher names) and make recommendations for adjustments necessary and or what is working

in the evaluation process. The plan is to continue this review and adjustments to the plan throughout the next year.

USDOE REQUIRED ACTION #3

3. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and/or high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have failed to do so;

1003g Plan (2010-2011):

The basic framework for an incentive system for classroom teachers has been discussed and is in the development stages.   Components of the incentive system will include:

Student Academic Achievement

Student Attendance

Staff Attendance

Staff Professional Development

Staff Performance Evaluation (based on rubric mentioned above)

PBIS Implementation

A rubric will be utilized to determine staff performance on each of the components and the components themselves will be weighted based on their impact on the whole evaluation. For example: Using the component of Student Attendance at 10% of the total for the individual staff member –

Grade level	Annual attendance	Points	Annual attendance	Points	Annual attendance	Points
K-6	>85%	1	86-95%	2	96%+	3

Staff <u>teaching</u> K-6 would receive points based upon their grade level attendance and those points would make up 10% of their entire score. Similar scoring guides will be developed for

each component, by grade level grouping. These will be defined and staff will receive training on the entire matrix at the beginning of the school year. Staff incentives will be based on the percentage score total at the end of the academic year. Based on a $5000 potential incentive – if a staff member scores 90% they will receive a $4500 incentive. Any staff member scoring 80% or above will be recontracted for the coming year. Staff scoring below 80% may be placed on an improvement plan or not contracted for the coming year. Staff progress utilizing the matrix will be reviewed throughout the year with staff having the opportunity to develop, with their principal, a plan for performance improvement.

Principal evaluation will also reflect a similar matrix based on student, staff and leadership performance within their respective purview.

2011-12 Action Steps:

As previously mentioned, the incentive system is in place along with resigning bonus structure, signing bonus and moving expenses. The incentive system information is attached (Tab 8). This structure will remain in place for the 2011-12SY.

USDOE REQUIRED ACTION #4

4. Provide staff on-going, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects deep understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and

1003g Plan (2010-2011):

Professional development must be intentionally and tangibly linked to student learning and institutional goals.

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1003g Plan (2010-2011):

Professional development must be intentionally and tangibly linked to student learning and institutional goals.

The active participation of a leader who shares power and decision-making opportunities; a shared vision based upon improving student learning; a commitment to ongoing learning on the part of the faculty; a collaborative culture that offers everyone opportunities to become what Donald Schon, formerly from the Massachusetts Institute of Technology, and Stephen Brookfield, from the University of St. Thomas, call "self-reflective practitioners"; and a physical environment that supports this collegial work. Although most schools embody these characteristics to some degree, they need to be norms in a school culture, rather than positive highlights dependent on individual innovation and initiative, in order for the deepest and broadest student learning to occur (Duffy, et al. 2006. A Culture of Learning).

A mentor/induction program for Alamo Navajo Community School has been designed to support teachers and special service providers, new to the profession or new to New Mexico, as they move from Tier 1 to Tier 2 Licensure. The New Mexico Educator Licensure policy requires this program to be in place in all schools. This requirement is based on the belief that the professional development of educators is not complete upon attainment of a Tier 1 License and that significant learning should continue to occur during the early years of practice (See Mentor Program attached). New principals and teachers will be expected to participate in the induction program (Addresses Rapid Improvement School Indicator IF03 - Center on Innovation Improvement).

Professional development for classroom teachers will include the enhancement of the current walk-throughs with the addition of a learning/feedback/reflection cycle (Spanoghe, 2010, UDO recommendation)(Addresses Rapid Improvement School Indicator IF08 – Center on Innovation Improvement).

2011-12 Action Steps:

The professional development plan for the 2011-12 SY is currently being finalized. The plan will include continuation of Expeditionary Learning to expand the efforts in grades 7-12 and to introduce the EL format with elementary grades (K-6).

Utilizing the framework outlined in Native Star, assessment results, and evaluating general progress to date, additional training for the 2011-12 SY will focus on improving the utilization of data and differentiation of instruction based on individual student needs.

Principal(s) will continue to provide ongoing feedback to individual teachers to assist them in improving lesson delivery. The Dean of Instruction will be critical in this area to coach and mentor staff in classroom practices. The Dean of Students will coach and mentor in the areas of classroom management and PBIS implementation.

Professional development will continue around PBIS implementation and in the specific areas of reading and mathematics instruction. The Upside Down organization will provide ongoing support and guidance to the administrative team as well as technical assistance to staff in making the organization a more student centered school.

Walk-throughs: School administration will be present in the classroom to accurately identify needs and align them with professional development. Through review of walk-through data, school administration will identify initiatives, outcomes and timelines for implementation of change.

- o Identify teaching methodologies
- o Identify behavioral interventions/strategies
- o Review data from walk-throughs
- o Align professional development with School Improvement Plan

2011-12 Action Steps:

Continue with the walk-through cycle. Data currently indicates the need for continued professional development in the areas of PBIS implementation and refining and consistently implementing common methodologies that meet the best practices thresholds for high quality instruction.

Learning/Feedback/Reflection Cycle: Staff will receive ongoing feedback regarding their teaching performance. Principals will provide ongoing observation, feedback and development for individual staff growth.

- Use current instructional practices as a baseline for pedagogy.
- Implement videotaping of teachers for feedback. Each teacher is videotaped. The administrator views the tape, the teacher views the tape and collaboratively they identify areas of strength and needs.
- Develop individual growth plans based on review/reflection of videotape.
- Align professional development around results of walk-throughs and videotaping.
- Introduce/train new strategies/initiatives/practices one at a time to ensure fidelity of implementation.

2011-12 Action Steps:

Video taping of lesson delivery is just beginning, however, it is working well to assist staff in developing a common cycle of feedback and improvement for staff to staff observations as well as principal to staff. This practice will continue and increase in frequency over the 2011-12SY. Staff will work to examine student work and think collaboratively about individual experiences. These efforts will be guided by experts (technical assistance providers) with focused discussion and structured protocols.

Professional Development: There will be a direct correlation to the School Improvement Plan, Walk-through data and Individual Growth Plans for professional development. Staff needs to understand the interconnectedness of these initiatives to better understand the vision of the school.

- Professional development will include active engagement for staff. New information will be shared and then staff has an opportunity to apply their new knowledge. Monitoring following the training to determine progress is essential.
  - Data analysis (PBIS)

- Practice refinement (PBIS)
- System development (PBIS)
  - Utilize various Baldrige tools during problem solving activities with staff.
  - Empower staff to facilitate, lead and co-lead trainings to create ownership of professional development for everyone.
  - Training will directly relate to outcomes derived from walk-throughs, observations, videotaping and ANSB quality improvement initiatives.
  - Teach and practice problem solving strategies, solution focused problem solving and collective force problem solving with staff.

Common professional development will focus on implementing the Expeditionary Learning instructional framework for grades 7-12; and improving classroom management techniques - further implementation of the Smart Classroom Management strategies; and improving study skills utilizing the Set goal, Organize, Ask questions, Record your progress (SOAR Study Skills) program.

2011-12 Action Steps:

Professional development will continue to expand and provide detail for individual instructor growth as outlined in the initial plan.

Navajo Nation Data Team will work to provide demonstration lessons based on data results; tools used will include:

  - Curriculum
  - Curriculum topic study
  - Case studies
  - Study groups

Study groups around other topics will be coherent and organized. They are planned and may vary in structure based on specific topical areas, but are driven by needs recognized by staff &/or administration and have full administrative support.

USDOE REQUIRED ACTION #5

5. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the transformation school.

a) Permissible Activities – A school implementing the transformation model may also implement other strategies to develop teachers' and school leaders' effectiveness, such as--

1. Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;

2. Institute a system for measuring changes in instructional practices resulting from professional development;

3. Ensure that the school is not required to accept a teacher without mutual consent of the teacher and principal, regardless Of the teacher's seniority;

1003g Plan (2010-2011):

Recruiting of staff is difficult for Alamo because of the isolation and limited access to mainstream amenities. Recruiting incentives include relocation (moving costs) support, signing bonus (and resigning), tuition reimbursement for masters level college credit, along with evaluation imbedded financial incentives as noted above for retention of staff.

Strategies to maintain staff include supportive leadership, which has been identified in a national survey conducted by the Gates Foundation and Scholastic (2009) as the number one strategy to maintain high quality staff. Opportunities for staff to build leadership skills include participation in the ATT, becoming a Mentor Teacher to new staff, assuming duties as a Cadre

(grade level group) leader, and/or assuming a leadership role in other initiatives (Addresses Rapid Improvement School Indicator IF10 - Center on Innovation Improvement).

Principal leadership will focus on:

> PD for individual teacher growth
>
> Lead by example
>
> Maintain data in the forefront of the decision making process
>> (Data Driven Decision Making)
>
> Maintain a consistent, transparent structure for meetings
>
> Improve communication with and among staff and leadership team
>
> Model and provide consistent behavioral expectations for students and staff
>
> Schedule and conduct progress monitoring walk through of classrooms – all staff participate, report and take action on results

2011-12 Action Steps:

Recruiting and retention activities outlined in the original plan will be continued for the 2011-12 SY.

USDOE REQUIRED ACTION #6

Adopt new governance structure

1003g Plan (2010-2011):

The BIE has structured a new governance framework with a Turnaround Office to oversee and provide assistance to School Improvement grantees. Alamo will work closely with the Turnaround Office under the new structure.

2011-12 Action Steps:

The BIE Turnaround Office has not materialized. Alamo will continue to meet required deadlines and conduct business as requested by BIE, assuming it is aligned with the Alamo Navajo School Board's vision of school improvement. There has been inconsistency in the support provided by the BIE. There have been no comments or feedback provided on the

Native Star indicators in the past several months. With the BIE requiring that this tool be utilized to help drive improvement, it would seem important that they review and provide feedback on the indicators and the progress being made by the school.

B) Comprehensive Instructional Reform Strategies – The school MUST –

USDOE REQUIRED ACTION #7

1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and

1003g Plan (2010-2011):

The direct instruction (DI) for grades K-6 (reading) K-8 (math) will remain in place. There is significant data and research that supports the DI model of instruction for struggling ESL students in both areas of mathematics and reading. Critical to the implementation of these models and the subsequent success of students is the use of the curriculum materials with fidelity to the program. Core curriculum in place for reading K-6 is Scott Foresman (Reading Streets, 2008); with Scott Foresman (My Sidewalks) intervention/replacement curriculum, or Reading Mastery II – depending on grade level. Grades K-6 also utilizes Read Naturally as a supplemental reading instructional program to increase fluency.

Mathematics instruction utilizes Houghton/Mifflin for grades K-6, and Holt for grades 7-8 as core curriculum and Distar (K-3) and Connecting Math Concepts (4-8) as intervention/replacement curricula.

The materials currently in use are aligned with the New Mexico state standards and benchmarks.

Staff K-12 will receive professional development in Expeditionary Learning (EL) strategies in order to integrate reading and math across the balance of the curriculum. Initial implementation will occur in grades 7-12 with a core group of staff. Expansion will occur over a

3 year period (7-12). Direct instruction will be maintained in grades K-6 with project based activities occurring during non direct instruction time periods and during the summer academy. EL has been recognized as a "best practice" by the National Clearinghouse for Comprehensive School Reform. The Center for Research on the Education of Students at Risk has recognized EL as one of the top four comprehensive school reform models to improve student achievement. The National Staff Development Council study (2002)What Works; Results Based Staff Development, indicates that EL's "heavy emphasis on teacher content development and the rigorous expectation of adult learning and collaboration for all teachers" increase the opportunity for student academic success.

Expeditionary Learning has documented results which indicate the changes in the same critical indicators Alamo has identified as needing improvement in order to improve students educational experiences.

1. Increase attendance rates
2. Increase instructional practices
3. Increase academic success
4. Decrease student discipline incidences

2011-12 Action Steps:

The instructional materials and methodologies for instruction will remain consistent for next year. The focus will be on refining staff skills and level of fidelity of implementation of existing programs. Currently the elementary staff is reviewing the updated Scott Foresman Reading Streets material and new materials may be purchased to maintain a current level of implementation within the elementary reading program.

USDOE REQUIRED ACTION #8

> **2. Promote the continuous use of student data (such as formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.**

1003g Plan(2010-2011):

The goal of continuous data utilization involves utilization of data by stakeholders, not only to make decisions about student performance, but to drive policy and programmatic decisions to improve organizational performance. Data collection will be purposeful – with an annual review of data collected, and ongoing assurance that the data collected is aligned with current needs and goals. Resource and support for data collection - considerations of time to administer and analyze data collected. Data will be communicated to all stakeholders – sharing of ongoing progress is an important part of the data-driven decision making process (Addresses Rapid Improvement School Indicator IID02, IID03 - Center on Innovation Improvement).

Alamo staff will utilize annual data retreats to review large scale summative data. Bi-weekly grade level group meetings will review and adjust instruction based on benchmark assessments and on-going progress monitoring.

2011-12 Action Steps:

Data review will continue as outlined in the original plan. Additionally, there has been training in the use of NWEA MAP data for the entire staff and a focus on the middle school in data utilization with NWEA. A Data Team has been formed and has participated in data team training with the Navajo Nation Office of Science Mathematics and Technology. This team has presented routinely to the entire staff and has developed a number of action plans and implemented changes in the use of data and refinement in the way staff looks at data to use in their classrooms on a daily basis.

> *a) Permissible Activities – A school implementing the transformation model may also implement comprehensive instructional reform strategies, such as--*
>> *1. Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;*

2. Implement a school-wide "response to intervention" model;

3. Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;

4. Use and integrate technology-based supports and interventions as part of the instructional program; and

1003g Plan (2010-2011):

In 2008 Alamo instituted the use of the PLATO learning system, as a self-directed software support to assist high school students who had not been able to score high enough on the New Mexico High School Competency Exam (NMHSCE), a required component of high school graduation. The component utilized by high school students has been very successful in providing students with test taking skills, as well as the additional content knowledge to assist them in taking the Exam. All but one of the students graduating in May 2010 that have received additional support via PLATO have successfully passed the NMHSCE.

The use of supervised technology based instruction for high school students in areas of credit recovery, test taking skills, reinforce or re-teach specific skills, and to engage advanced student in further learning opportunities will continue.

2011-12 Action Steps:

The guidelines for high school graduation as outlined by the New Mexico Public Education Department have changed. For the coming year, the NMSBA assessment results will be required in order for students to receive a regular high school diploma. The staff will continue to utilize PLATO to support and improve high school student skills and test taking strategies to assist them in passing the assessment.

Additional technology is available throughout the school via two portable labs that can be utilized as wireless systems to facilitate classroom instruction. These labs are widely used and software applications with ties to best practices and the current curriculum materials are utilized the enhance instruction and integrate technology use.

5. In secondary schools—

a. Increase rigor by offering opportunities for students to enroll in advanced coursework (such as advanced placement; International Baccalaureate, or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low achieving students can take advantage of these programs coursework; and

1003g Plan (2010-2011):

The transition to Expeditionary Learning in the high school will create a more engaging environment for students. The approach is based on best practices and focuses on the cognitive development, the character development, and the physical/emotional development of students. Expeditionary Learning is aligned with the focus of the Alamo Navajo organization to base programs and services on the goals of the organization and a positive culture for improvement.

The Community Services Division provides continuing education, employment and training assistance, and post secondary education opportunities serving Alamo Community members

with work experience programs, GED alternative education to drop outs, and a variety of continuing education programs to adults. This division works closely with the Education Division to provide tutoring services to high school students through its Youth Services programs, work experience, dual enrollment in college classes, and postsecondary counseling and support services. During the 2009-10 SY there have been 25 students enrolled in dual credit opportunities. In 2008-09 SY, 34 students completed dual enrollment classes.

2011-12 Action Steps:

The dual enrollment numbers for the 2010-11 SY has increased to 57 over the entire school year. Ongoing plans are currently being made to assure the continuation and expansion of dual credit offerings for the 2011-12 SY. The Director of Community Services will be asked to sit on the AT Team to assist in the transition from secondary to post secondary training opportunities. There will be an expansion in the area of Agriculture to the secondary curriculum for the 2011-12 SY; there is high interest by students and community to offer Agriculture classes. The opportunity exists to offer most of these classes for dual credit and the program to be implemented fits well into the Expeditionary Learning philosophy.

> *b. Improve student transition from middle to high school through summer transition programs or freshman academies;*

1003g Plan (2010-2011):

Freshman summer expedition, (boot camp) transition from middle school to high school will be held June 21-25, 2010. This opportunity will focus on student success by providing incoming freshman with the opportunity to focus on improving their study skills, orienting students to expectations of the high school and developing a collegial team of staff and students to help assure student success in high school.

2011-12 Action Steps:

A Freshman Academy will be implemented for the 2011-12 SY and is a mentoring program that assists incoming new 2011-2012, freshman students to succeed in their academic core program at Alamo Navajo Community School. The instructors that assist in the Freshman Academy will be responsible for setting up Expeditionary Learning experiences that engage the students in inquiry based learning. The result at the end of the year will be to have the Freshman students present out a portfolio of work representative of the course study that school year.

> *c. Increase graduation rates, through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or*

1003g Plan (2010-2011):

A significant issue in student high school graduation rates is the tracking of students that leave Alamo Navajo Community School. There will be an increased emphasis on tracking students who disenroll to determine if they transfer to another school, or drop out of school. If students drop out, the school liaison will conduct an exit meeting with the student and their parents/guardians to determine the best approach to assist the student in returning to an educational setting in order to complete their secondary education. Options for students to enroll in a GED Program through Alamo Community Services exist for students unwilling to return to the regular high school program.

As previously mentioned, Alamo Navajo Community School is utilizing PLATO Learning system to assist students with passing the NMHSCE and providing opportunities for credit recovery.

2011-12 Action Steps:

The guidelines for high school graduation as outlined by the New Mexico Public Education Department have changed. For the coming year, the NMSBA assessment results will be required in order for students to receive a regular high school diploma. The staff will continue

to utilize PLATO to support and improve high school student skills and test taking strategies to assist them in passing the assessment.

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

C) <u>Increase learning time and create community-oriented schools</u>. The schools implementing the transformation model <u>MUST</u> –

USDOE REQUIRED ACTION #9

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

1003g Plan (2010-2011):

The calendar for the 2010-2011 school-year has an additional 10% of classroom learning time (based on total minutes 2010-11 SY as compared to 2009-10 SY). Summer academy for students with intensive needs, as determined by MAP assessment and classroom indicators, will provide students with an additional 3200 minutes of instruction. It is well recognized by staff that the amount of time spent by students on task highly impacts the academic growth by students in classrooms.

2011-12 Action Steps:

The 2011-12 Calendar is scheduled to be presented to the board at the April 25th meeting, and is attached (Tab 9). The administration will begin initiating conversations around a year-around calendar for the 2012-13 SY. Year around school will allow for addressing, more immediately, intensive (Tier 3) students needs, along with offering enrichment classes and professional development opportunities without interrupting regular school instruction by utilizing intersession periods.

The 2011-12 calendar extends the learning time for students with a reduction in ½ days and a three day increase in the school year. There is an additional 3495 minutes of instruction in the 2011-12 SY over the 2010-11 SY.

USDOE REQUIRED ACTION #10

2. Provide ongoing mechanisms for family and community engagement

a) Permissible Activities – A school implementing the transformation model may also implement other strategies that extend learning time and create community-oriented schools such as --

1. Partner with parents and parent organizations, faith-and community-based organizations, health clinics, other State, tribal, or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;

1003g Plan (2010-2011):

The Alamo Navajo Health Division is an important resource and partner for the Alamo Navajo Community School, providing medical, dental, vision, EMS, and behavioral health services. The Behavioral Health Department is an important partner for the school as it is a resource for social workers, prevention specialists, and mental health professionals. The Behavioral Health Coordinator is an active partner in the Alamo Transformation Team.

The school will work collaboratively with the Behavioral Health Coordinator and the Child and Adolescent Behavioral Health Coordinator, to assure the provision of services in classrooms. Both positions are funded through the Alamo Health Services, and are critical to the success of this plan. The Child and Adolescent Behavioral Health Coordinator will focus on improving the interaction between students, staff and parents; improving positive behavior in classrooms by assisting both staff and students through mentoring and individual support. The Child and Adolescent Behavioral Health Coordinator, along with other behavioral health professionals will

increase the number of caring adults in classrooms able to address needs of children and help move the organization toward a more positive child centered service provider.

The Safety Committee, organized under a previously funded Safe Schools/Healthy Students grant has evolved into an organization wide Safety Committee, which sponsors training in a variety of safety areas, i.e. fire safety, OSHA, and ICS. The Health Advisory Committee has representatives from the Alamo School, Early Childhood Programs, Facilities, Health Services, Community Services and the Administration Divisions. These committees meet regularly and work collaboratively to assure the health and safety of students and staff.

The school also collaborates with the Early Childhood Division to sponsor transition activities for children moving from Early Childhood programs and entering Kindergarten.

2011-12 Action Steps:

The plan for the 2011-12 SY will continue as noted above, with critical partnerships being maintained and strengthened with the behavioral health staff and other health services staff.

2. Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;

1003g Plan(2010-2011):

The 7-12 school day has a 15 minute mentoring period from 7:45-8:00 each day. The mentoring period will be utilized to provide students with SOAR (study skills) instruction.

2011-12 Action Steps:

The SOAR time for the 2011-12 SY will be shifted and incorporated into the high school language arts block; the block will also incorporate the use of a "Cornerstone Novel" to provide a common novel to be read across the entire high school and the continued use of the *Language!* curriculum across the high school to improve reading comprehension. Additional

time will be given for staff and students to focus on EL projects and the coordination and collaboration between classes and across the curriculum. The final schedule is in the process of being developed.

> *3. Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or*

1003g Plan (2010-2011):

Smart Classroom Management, a tool for classroom teachers to support the implementation of Positive Behavior Interventions and Supports (PBIS), will be utilized to enhance classroom management. Staff currently has very divergent behavioral expectations of their students. The staff and leadership will continue to receive training with a focus on school climate and staff and student expectations not only in classrooms but all areas of the campus. Staff will receive training from the Upside Down Organization in Brain Based Education; Poverty and the Brain; Battling the B's: Responses to Bullying and Boredom; and Creating Enriched Academic Environments among others (see attached UDO professional development schedule).

2011-12 Action Steps:

Plans for the 2011-12 SY are to continue with additional training as noted above to add tools to teachers tool boxes and provide support for maintaining consistent expectations of all students by all staff. The "first six-weeks of school" will be the topic of the initial training for staff for the 2011-12SY, and will occur in June 2011, with follow-up scheduled in the fall.

4. Expanding the school program to offer full-day kindergarten or pre-kindergarten.

1003g Plan(2010-2011):

Alamo currently offers services to children and families through a variety of pre-school programs including; FACE, Early Head Start, Head Start and the provision of Early Intervention Services. Kindergarten is full day, with services offered through a transitional kindergarten classroom for children who are younger (September – December) and/or do not meet the kindergarten readiness criterion and a regular kindergarten classroom setting.

2011-12 Action Steps:

Transition services for children advancing from early childhood services to the "big school" have expanded to include library services and more frequent visits to the main school throughout the school year. The Early Childhood Division and the Community School staff meet regularly to review entrance expectations for students entering the kindergarten program. Both programs are working to align their accreditation requirements.

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

USDOE REQUIRED ACTION #11

1) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement a fully comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and

1003g Plan (2010-2011):

Alamo Navajo Community School is a BIE Grant Operated school and in such has maintained a great deal of flexibility in program development, staffing, time and budgeting. This opportunity will be approached with the intent of fully implementing strategies to improve outcomes for all students.

With the recruitment of two new principals, orientation and transition time will be needed. The Superintendent will provide the orientation necessary to assist the Principals as they transition into the leadership and coordination of day-to-day operations. Once that is accomplished, the Superintendent will focus on the long range planning, public relations, maintenance of effort and sustainability. In the past, the ANSB Administration Division has provided budgets based on historical costs with input from the school. However, with the Principals' presence as educational leaders within the school, the Superintendent will have the time necessary to manage the school budget along with the supplemental Title funds, SpEd IDEA funds, and the funding under 1003g. He will also have the ability to research and garner other resources (financial and programmatic) to provide sustainability to the initiative developed under this school improvement plan.

2011-12 Action Steps:

As noted previously, the Superintendent and K-6 principal are no longer in place and the final structure for implementation has not been agreed upon as of this reporting. The other budgeting and planning for the 2011-12 SY will be outlined as noted above.

USDOE REQUIRED ACTION #12

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

1003g Plan(2010-2011):

Alamo has, and will continue to actively participate in BIE training and support efforts when those efforts are in the best interests of the staff and students at ANCS.

2011-12 Action Steps:

Will continue as noted above.

a) Permissible Activities – A school implementing the transformation model may also implement other strategies for providing operational flexibility and intensive support, such as --

> *1. Allow the school to be run under a new governance arrangement, such as a turnaround office within the SEA. For BIE-operated schools, this will be a requirement.*
>
> *2. Implement a per-pupil school based budget formula that is weighted based on student needs.*

F. Tracking / Reporting Funds:

School Improvement 1003(g) funds may be used in combination with other Title funds, but must be tracked separately from the Title I Basic Grant and the Section 1003(a) School Improvement Grant. Local fiscal agents are to place improvement funds in a Title I account assigned specifically for school improvement. All reporting requirements associated with the ARRA requirements will need to be followed for the portion of each school's grant award that is funded by ARRA dollars.

The School Improvement 1003(g) funds will be used in combination with ISEP, Title, and Special Education funding. However, all funds are tracked separately. ANSB has a fund accounting system in which all funds received under separate CFDA numbers are accounted for in their own department. ANSB has received other ARRA funding dollars and is aware of the reporting requirements associated with ARRA funding. All quarterly reports required on other ARRA funds have been submitted on the *Federal Reporting* website within the required time specifications.

Alamo Navajo School Board Inc.,
Position Description

Title: Dean of Instruction K-12   **Employment:** 12 month
Division: Education   **Department:** Education
Exemption/Exempt: Exempt   **Funding Source:** ISEP/Title Funds

QUALIFICATIONS:

1. Master's Degree from an accredited College or University with a documented minimum of five (5) years classroom experience.
2. Must possess a professional educator's license and document application for a New Mexico educator's license within the first ninety days of employment if in possession of another state's educator's license.
3. Demonstrable Knowledge of ELL/TESOL strategies appropriate to American Indian students.
4. Excellent Oral and written communication skills that have been demonstrated through documentation examples or through pre-employment skill tests.
5. Documented experience in the role or position of a team leader, supervisor or manager that included job characteristics of program implementation, collaborative efforts with personnel from diverse disciplines and backgrounds.
6. Documented two previous years of employment of satisfactory or above job performance evaluations from previous employer(s).
7. Demonstrable computer proficiency in NASIS (student information management system), Excel, word, PowerPoint, adobe, Mimio board.
8. Experience in cognitive coaching, EL, and scripted curriculum.
9. Documented 1-2 years of experience in training staff on various topics including: integrated curriculum, differentiated instruction, lesson plan development, instructional practices, data decision making, brain-based learning, and staff engagement.
10. Demonstrable knowledge of NWEA-MAPS, DIBELS, AIMSWEB.
11. Documented 1-2 years experience in curriculum development, accommodations of special education students.
12. Documented 1-2 years experience in analysis of educational assessment results.
13. Demonstrable knowledge of the techniques and methodologies utilized in mentoring and training in the areas of special education, integrated curriculum, lesson plan development, character themes, instructional practices, classroom management, assessment tools, portfolio assessment and staff engagement.
14. Demonstrable knowledge of TranzED philosophy, experiential education, performance based instruction and integrated curriculum instructional delivery.

Indian Preference: Preferential consideration for employment will be given to persons of documented Navajo, American Indian, or Alaskan Native Tribal membership who meet the

qualifications above, in accordance with the requirements of P>L. 93-638 and Navajo Nation Tribal Code.

Additional Preference:
1. A Special Ed endorsement and/or background in Special Education serving students with emotional disabilities, autism and/or mental handicaps in addition to or in combination with Youth Development, Public Administration, Counseling, or Business Administration,
2. Working knowledge of ANSBI's organizational structure and functions of all Divisions and key staff responsible for each function.

SUPERVISED BY: K-12 Principal

SUPERVISES: None

PAY RANGE: Grade M on the ANSB General Salary Scale

WORKING HOURS: 40 hours a week as set or scheduled by the supervisor but exercises congruent and in recognition with ANSBI's needs with some discretion in scheduling work time to accommodate for recognized responsibilities. Must be willing to travel, and remain overnight, in performance of duties.

LUNCH HOUR: One hour (flexible; non-compensatory due to exempt position)

POSITION GOAL: The Dean of Instruction will assist the principal in promoting the educational development of each student by the use of leadership, supervisory, and administrative skills.

DUTIES AND RESPONSIBILITIES:

1. Displays the highest ethical and professional behavior at all times As well as when working when working with students, parents, school personnel, and agencies associated with the school.
2. Supports and efficiently carries out responsibilities in accordance with ANSB, Inc. Policies and Procedures as promulgated in its most recent revision.
3. Represents ANSB, Inc. in a manner reflecting professionalism and which enhances community understanding of the program.
4. Protects the confidentiality of student(s) & personnel regarding any and all information obtained, conveyed or related to occupying this position.
5. Demonstrate the foresight through communication utilizing various mediums, while examining issues and taking initiative(s) to improve the quality of education in the community.
6. Must embrace and participate in the philosophy and discourse regarding ANSBI's compass card.
7. Embrace and encourage a global perspective regarding the acceptance of diversity.
8. Use effective people skills to communicate identified and recognized through mediation techniques and interpersonal communication.

9. Demonstrate instructional leadership through collaboration on the development and implementation of integrated curriculum monthly and reviews curricular mapping with long term planning.
10. Effectively manage resources for which he/she is responsible including personnel, facilities, and programs.
11. Maintain a familiarity with current educational issues through a process of ongoing personal development.
12. Conduct and document (at least weekly) walk through to determine, program needs, staff needs and development and to improve the instructional processes of the school by providing feedback to instructional staff.
13. Become familiar and comply with ANSBI personnel, business and divisional policies to ensure compliance and appropriate adherence to guidelines.
14. Facilitate conversations with teachers that result in a common understanding of performance standards and benchmarks.
15. Ensure the development and implementation of short-cycle assessments in the core content areas of math, English, science, and social studies.
16. Design ongoing professional development opportunities to equip the staff members with knowledge around PBIS, and implementations of the identified characteristics of highly effective schools.
17. Ensure differentiated approach to learning is evident in the delivery of instruction and the assessment of student learning.
18. Provides for own professional growth through an ongoing program of reading, and as scheduled by the supervisor, accepts and actively participates in training related to the job. Makes use of knowledge and skills learned on the job by incorporating knowledge learned into the design and implementation of in-service training.
19. Demonstrates a working knowledge of the Individuals with Disabilities Education Act (IDEA) and collaborates with Special Education staff on mutually managing behavior problems from students with learning disabilities and attention deficit disorders by employing best practices of Response through Intervention (RTI).
20. Provide guidance to teachers in the accurate interpretation to use data to inform instruction, while collaborating in the development and management of student portfolios.
21. Assist all educators in the implementation of effective research-based strategies aimed at teaching and learning. By assisting with the development of lesson plans, IEP, report cards, instructional strategies, assessment tools, data interpretation, instructional technology, and behavior management strategies.
22. Performs other duties as may be assigned by the supervisor that are related to the aforementioned duties and responsibilities and are contemporaneous in their assignment.

SPECIAL CONDITIONS:

1. By law this position is subject to finger printing and a criminal/character background investigation.
2. The employee must provide, as condition of continued employment, documentation of immunity, or immunization against tetanus, diphtheria, and measles/rubella and or tuberculosis

status by skin test or X-ray with thirty (30) days of hiring, and as such additional intervals as may be determined by the immediate supervisor or the ASNSB executive director.

Evaluation: Will be evaluated in accordance to the ASNSBI policies and procedures.

BOARD APPROVED: 02/24/2011

CERTIFICATION

I have carefully reviewed the above description of the qualifications, duties and responsibilities of this position and certify the acceptance of this description as complete and accurate.

_____   _____

Employee   Date

_____   _____

Immediate Supervisor   Date

TEACHER INCENTIVE FRAMEWORK

2010-2011 School Year

General Guidelines

To move students toward the ultimate goal of making AYP we recognize that everyone must work as a team. *Success belongs to the many because the many support the one* (Alamo Navajo School Board, Inc. Compass Card, Wisdom Principle). As teachers your role is critical in supporting student success. Because of funds secured under the BIE 1003g grant, ANSBI is able to offer an Incentive program this school year for teaching staff. Incentive payments will be based on a number of categories with a final calculation determining the amount of the incentive award.

The Incentive percentage will be based on $5000 for full time, fully certified, teaching staff. Incentives will be paid to qualifying teachers, the second payroll period in June 2011.

Individual teacher scores

Score	Contract Status for 2011-2012	Required Professional Development	Incentive status
<70% (70 points or below)	Probable non-renewal	Professional Growth Plan (if renewed)	Does not qualify for incentive
71% - 80% (71-80 points)	Proposed renewal of contract	Professional Development Plan	Does not qualify for incentive
81%+ (81 points or more)	Proposed renewal of contract	Professional Development Plan	Incentive based on final score (i.e. 82% = .82 x $5000= $4100

With regard to Teacher Incentive calculations, teachers who, during the school year have received either a working or non-working suspension shall have a 10 point deduction from their total points. A second working or non-working suspension will result in an additional 20 point deduction (30 total points). This pertains to incentive policy only.

Category	% of total	Individual/Group	Tool for measurement
Individual End of Year Evaluation	50	Individual	Evaluation Rubric
PBIS Implementation	10	Individual	Walk-through classroom mgmt
Professional Development	10	Individual	Sign-in sheets & training documentation
Staff Attendance	10	Individual	Payroll leave reports
Student Attendance	10	Group (Cadre) – see list below	NASIS ADM
Student Assessment	10	Group (Cadre) – see list below	Test results – NWEA (MAP) (Fall – Spring)

Group/Cadre

1) K-3 Teachers
2) 4-6 Teachers
3) 7-8 Teachers
4) 9-12 Teachers,
5) Other Positions
    Guidance Counselor – 9-12
    Math Coach – 7-8
    Reading Coach – 4-6
    Literacy Coach – 9-12
    P.E. – 9-12
    Certified Librarian – K-3
    Language & Culture – 7-8
    Elementary Special Education – K-3
    4th-8th Overload Special Education – 4-6 (based on number of students)
    High School Special Education – 9-12

INDIVIDUAL END OF YEAR PERFORMANCE EVALUATION

The score for this category is the individual teachers' evaluation. All evaluations will be "opened" at the beginning of the school year by their respective principal &/or the superintendent, no later than August 31, 2010. Staff will receive copies of the Professional Performance Evaluation Rubric and the Employee Performance Evaluation Form. Teachers will be formally evaluated two (2) times during the school year. The principal or superintendent will conduct at least one (1) interim performance review with individual teachers by December 17, 2010 and final review by March 11, 2011. The evaluations will consider data and information collected by informal and formal evaluations conducted by the principal &/or superintendent throughout the school year, utilizing the Professional Performance Evaluation Rubric.

Performance Evaluation Point Matrix

Evaluation Score	Factor	Points	Evaluation Score	Factor	Points
<1.0		0	2.0	16.67	33.34
1.1	16.67	18.34	2.1	16.67	35
1.2	16.67	20	2.2	16.67	36.7
1.3	16.67	21.67	2.3	16.67	38.34
1.4	16.67	23.34	2.4	16.67	40.01
1.5	16.67	25.	2.5	16.67	41.67
1.6	16.67	26.67	2.6	16.67	43.34
1.7	16.67	28.34	2.7	16.67	45.01
1.8	16.67	30.01	2.8	16.67	46.68
1.9	16.67	31.67	2.9	16.67	48.34
			3.0	16.67	50

PBIS IMPLEMENTATION

See attached walk through document. PBIS implementation will be based on 10 elements of implementation highlighted on the *School Wide Walk Through Data Sheets* for your grade level (Elem or HS). Walk Through data for the purposes of PBIS implementation will be collected 2x/month and the total score averaged for points in this category.

For example as shown below: In August it was observed that the teacher had 6 and 7 items respectively, implemented on two different visits, etc. The point total for 20 visits was 197, with an average score of 9.85, rounded to the nearest whole number for 10 points total.

Visit	PBIS Items Implemented/observed
August	6, 7
September	8, 7
October	8, 8
November	8, 8
December	10, 9
January	10, 10
February	10, 10
March	10, 10
April	10, 10
May	10, 9
June	9, 10
Total	197/20 visits=10 points (9.85 – rounded to the nearest whole #)

PROFESSIONAL DEVELOPMENT

Professional Development activities are designed to help you, as an educational professional, help students learn and grow in the most positive way possible. Although educators will have a number of opportunities for professional growth and training, as a part (10%) of the Teacher Incentive Program, the trainings noted below will be required, no substitutions are allowed to obtain the full 10 points in this category. The professional development activities are as follows:

Date(s)	Professional Development Activity
August 2-6 & August 9-13, 2010	Staff Orientation
Wednesday 1/2 day trainings	Cadre Data Meeting (1xmonth – 10 total) staff will meet in identified grade groups (as noted above)to review data.
Wednesday 1/2 day trainings	Reading specific training (1xmonth – 10 total)
Wednesday 1/2 day trainings	Math specific training (1xmonth – 10 total)
September 15-16, 2010	UDO
October 20-21, 2010	TBA
November 3-5, 2010	TBA
February 9-10, 2010	UDO
	32 days

Points

Performance level	Points
Attends <90% of required training(s)	0
Attends 90% + of required training(s)	5
Attends 90% + and has developed training	10

Training that may be developed throughout the school year by an individual teacher or group of teachers, must be proposed and preapproved by the principal &/or superintendant, in writing, to qualify an individual teacher for 10 points.

For example:

If a teacher attends 30 days of the aforementioned training (94%) they would receive 5 points in this category.

STUDENT AND STAFF ATTENDANCE

In order for students to succeed in school they **MUST BE** in school. In order for students to succeed their teachers **MUST BE** in the classroom teaching! Points earned in the area of student attendance will be based on the average attendance of the group the teacher is assigned to. Staff attendance will be based on individual teacher attendance.

> *"Regular attendance at school is fundamental to student learning. Students who attend school regularly are more likely to achieve educational success, and increase their career and life options.*
>
> *Promoting the benefits of regular attendance to students, teachers, early childhood centre staff, parents, and community groups will help create a culture where regular school attendance is the norm.*
>
> *It is not only students who benefit from regular attendance. Teachers, parents and caregivers, and the wider community all benefit when students are attending school and achieving. These benefits include greater student safety, community well-being, and a sense of connectedness for all.*
>
> *Schools, families, and communities can work together to send a strong collective message about the importance of going to school." (The Parent Institute, 2003)*

Points in the area of attendance will be determined by student records from the NASIS system (Average Daily Membership –ADM) and staff payroll leave reports maintained through the payroll system.

Staff attendance will be calculated based on individual staff contracts and the utilization of earned leave during the contract year. If an individual teacher <u>does not</u> utilize more leave than they have earned they will receive 10 points. If an individual teacher uses leave beyond what they have earned, they will receive no (0) points and may be subject to sanctions as a result of policy violation(s). (For more information refer to ANSBI Personnel Policy)

Student attendance will be based NASIS ADM reports for the previously mentioned grade level groups. The following scale will be utilized to calculate points for student attendance.

For example: If student ADM for grades 4-6 for the school year is 94.5; staff in that cadre/group will each receive 8 points.

Performance	Points
<90	0
90.1-91	1
91.1-92	2
92.1-93	4
93.1-94	6
94.1-95	8
95.1+	10

STUDENT ASSESSMENT

Scores from Fall 2009 to Spring 2010 – Average growth points per grade (RIT scores) NWEA (MAP).

Cadre Grade levels	K-3 MAP Reading - Actual	K-3 MAP Reading - Expected	K-3 MAP Math - Actual	K-3 MAP Math - Expected
K-3	10.75 avg	13.5	14.5	13.75
4-6	7.67	5	9.33	7.33
7-8	(3.5)	3	4	5.5
9-12	(2.25)	1.25	2	2

Reading and Math (5 pts possible each)

Improvement - Rdg	Points	Improvement - Math	Points
<Expected	0	<Expected	0
Expected	3	Expected	3
Expected+	5	Expected+	5

All students who were enrolled in school during the first MAP administration in the fall and remained enrolled through the spring testing shall be included in their respective grade level groups for the purposes of determining RIT point gains. Only students with IEP's that specifically exempt them from the MAP assessment will not be included in the gain calculation.

For example:

If students in grades 4-6 gain an average of 7.67 points in reading (expected 5pts) and 9.33 points in math (above expected 7.33 pts), teachers in that group will receive 10 points.

TEACHER ASSISTANT INCENTIVE FRAMEWORK

2010-2011 School Year

<u>General Guidelines</u>*

To move students toward the ultimate goal of making AYP we recognize that everyone must work as a team. *Success belongs to the many because the many support the one* (Alamo Navajo School Board, Inc. Compass Card, Wisdom Principle). As teacher assistant's (TA's) your role is critical in supporting student success. Because of funds secured under the BIE <u>1003g grant</u>, ANSBI is able to offer an Incentive program this school year for Teacher Assistant's. Incentive payments will be based on a number of categories with a final calculation determining the amount of the incentive award.

The Incentive percentage will be based on $1000 for full time, fully certified, teacher assistants. Incentives will be paid to qualifying Teacher Assistant's, the second payroll period in June 2011.

Individual teacher assistant scores

Score	Contract Status for 2011-2012	Required Professional Development	Incentive status
<70% (70 points or below)	Probable non-renewal	Professional Growth Plan (if renewed)	Does not qualify for incentive
71% - 80% (71-80 points)	Proposed renewal of contract	Professional Development Plan	Does not qualify for incentive
81%+ (81 points or more)	Proposed renewal of contract	Professional Development Plan	Incentive based on final score (i.e. 82% = .82 x $1000= $820

With regard to Teacher Assistant Incentive calculations, TA's who, during the school year have received either a working or non-working suspension shall have a 10 point deduction from their total points. A second working or non-working suspension will result in an additional 20 point deduction (30 total points). This pertains to incentive policy only.

* "This is an incentive program and as such does not negate any other performance or contractual requirements such as acquiring the necessary post secondary credit hours for contract renewal."

Category	% of total	Individual/Group	Tool for measurement
PBIS Implementation	10	Individual	Walk-through classroom mgmt
Professional Development	10	Individual	Sign-in sheets & training documentation
Staff Attendance	60	Individual	Payroll leave reports
Student Attendance	10	Group (Cadre) – see list below	NASIS ADM
Individual End of Year Evaluation	10	Individual	Evaluation Rubric

TEACHER ASSISTANT INCENTIVE FRAMEWORK

2010-2011 School Year

Group/Cadre

K-3 Assistants
Library Assistant – K-3
ISS – high school
Special Education same group as collaborating teacher

INDIVIDUAL END OF YEAR PERFORMANCE EVALUATION

The score for this category is the individual teachers assistants' evaluation. All evaluations will be "opened" at the beginning of the school year by their respective classroom (supervising) teacher, no later than August 31, 2010. Staff will receive copies of the Professional Performance Evaluation Rubric and the Employee Performance Evaluation Form. Teacher Assistant's will be formally evaluated two (2) times during the school year. The supervising teacher will conduct at least one (1) interim performance review with individual Teacher Assistant's by December 17, 2010 and final review by March 11, 2011. The evaluations will consider data and information collected by informal and formal evaluations conducted by the supervising teacher throughout the school year, utilizing the Professional Performance Evaluation Rubric.

Performance Evaluation Point Matrix

Evaluation Score	Factor	Points	Evaluation Score	Factor	Points
<1.0		0	2.0	3.33	6.6
1.1	3.33	3.63	2.1	3.33	6.93
1.2	3.33	3.96	2.2	3.33	7.26
1.3	3.33	4.29	2.3	3.33	7.59
1.4	3.33	4.62	2.4	3.33	7.92
1.5	3.33	4.95	2.5	3.33	8.25
1.6	3.33	5.28	2.6	3.33	8.58
1.7	3.33	5.61	2.7	3.33	8.91
1.8	3.33	5.94	2.8	3.33	9.24
1.9	3.33	6.27	2.9	3.33	9.57
			3.0	3.33	10

PBIS IMPLEMENTATION

See attached walk through document. PBIS implementation will be based on 10 elements of implementation highlighted on the *School Wide Walk Through Data Sheets* for your grade level (Elem or HS). Walk Through data for the purposes of PBIS implementation will be collected 2x/month and the total score averaged for points in this category.

For example as shown below: In September it was observed that the Teacher Assistant had 6 and 7 items respectively, implemented on two different visits, etc. The point total for 20 visits was 182, with an average score of 9.1, rounded to the nearest whole number for 9 points total.

Visit	PBIS Items Implemented/observed
September	6, 7
October	8, 8
November	8, 8
December	10, 9
January	10, 10
February	10, 10
March	10, 10
April	10, 10
May	10, 9
June	9, 10
Total	182/20 visits=9 points (9.1 – rounded to the nearest whole #)

PROFESSIONAL DEVELOPMENT

Professional Development activities are designed to help you, as an educational professional, help students learn and grow in the most positive way possible. Although educators will have a number of opportunities for professional growth and training, as a part (10%) of the Teacher Assistant Incentive Program, the trainings noted below will be required, no substitutions are allowed to obtain the full 10 points in this category. The professional development activities are as follows:

Date(s)	Professional Development Activity
August 2-6 & August 9-13, 2010	Staff Orientation
Wednesday 1/2 day trainings	Cadre Data Meeting (1xmonth – 10 total) staff will meet in identified grade groups (as noted above)to review data.
Wednesday 1/2 day trainings	Reading specific training (1xmonth – 10 total)
Wednesday 1/2 day trainings	Math specific training (1xmonth – 10 total)
September 15-16, 2010	UDO
October 20-21, 2010	TBA
November 3-5, 2010	TBA
February 9-10, 2010	UDO
	32 days

Points

Performance level	Points
Attends <80% of required training(s)	0
Attends 81% - 90% of required training(s)	5
Attends 91% + of required training(s)	10

For example:

If a Teacher Assistant attends 30 days of the aforementioned training (94%) they would receive 10 points in this category.

STUDENT AND STAFF ATTENDANCE

In order for students to succeed in school they **MUST BE** in school. In order for students to succeed their Teacher Assistant's **MUST BE** in the classroom supporting classroom activities! Points earned in the area of student attendance will be based on the average attendance of the group the Teacher Assistant is assigned to.

> *"Regular attendance at school is fundamental to student learning. Students who attend school regularly are more likely to achieve educational success, and increase their career and life options.*
>
> *Promoting the benefits of regular attendance to students, teachers, early childhood centre staff, parents, and community groups will help create a culture where regular school attendance is the norm.*
>
> *It is not only students who benefit from regular attendance. Teachers, parents and caregivers, and the wider community all benefit when students are attending school and achieving. These benefits include greater student safety, community well-being, and a sense of connectedness for all.*
>
> *Schools, families, and communities can work together to send a strong collective message about the importance of going to school." (The Parent Institute, 2003)*

Points in the area of attendance will be determined by student records from the NASIS system (Average Daily Membership –ADM) and staff payroll leave reports maintained through the payroll system.

Staff attendance will be calculated based on individual staff contracts and the utilization of accrued and earned leave during the contract year. If an individual Teacher Assistant <u>does not</u> utilize more leave than they have earned they will receive 60 points. If an individual Teacher Assistant uses leave beyond

what they have earned, they will receive no (0) points and may be subject to sanctions as a result of policy violation(s). (For more information refer to ANSBI Personnel Policy)

Student attendance will be based NASIS ADM reports for the previously mentioned grade level groups. The following scale will be utilized to calculate points for student attendance.

For example: If student ADM for grades 4-6 for the school year is 94.5; staff in that cadre/group will each receive 8 points.

Performance	Points
<90	0
90.1-91	1
91.1-92	2
92.1-93	4
93.1-94	6
94.1-95	8
95.1+	10

PRINCIPAL INCENTIVE FRAMEWORK

2010-2011 School Year

General Guidelines

To move students toward the ultimate goal of making AYP we recognize that everyone must work as a team. *Success belongs to the many because the many support the one* (Alamo Navajo School Board, Inc. Compass Card, Wisdom Principle). As principals your role is critical in supporting student success. Because of funds secured under the BIE 1003g grant, ANSBI is able to offer an Incentive program this school year for principals. Incentive payments will be based on a number of categories with a final calculation determining the amount of the incentive award.

The Incentive percentage will be based on $5000 for principals. Incentives will be paid to qualifying principals, the second payroll period in June 2011.

Individual principal scores

Score	Contract Status for 2011-2012	Required Professional Development	Incentive status
<70% (70 points or below)	Probable non-renewal	Professional Growth Plan (if renewed)	Does not qualify for incentive
71% - 80% (71-80 points)	Proposed renewal of contract	Professional Development Plan	Does not qualify for incentive
81%+ (81 points or more)	Proposed renewal of contract	Professional Development Plan	Incentive based on final score (i.e. 82% = .82 x $5000= $4100

Category	% of total	Individual/Group	Tool for measurement
Individual End of Year Evaluation	60	Individual	Evaluation Rubric
Professional Development	10	Individual	Sign-in sheets & training documentation
Staff Attendance	10	Individual	Payroll leave reports
Student Attendance	10	Group K-6, 7-12 per assigned areas	NASIS ADM
Student Assessment	10	Group K-6, 7-12 per assigned areas	Test results – NWEA (MAP) (Fall – Spring)

INDIVIDUAL END OF YEAR PERFORMANCE EVALUATION

The score for this category is the individual principal's evaluation. All evaluations will be "opened" at the beginning of the school year by the superintendent, no later than August 31, 2010. Principals will receive copies of the Professional Performance Evaluation Rubric and the Employee Performance Evaluation Form. The superintendent will conduct at least one (1) interim performance review with individual principals by December 17, 2010 and final review by March 11, 2011. The evaluations will consider data and information collected by informal and formal evaluations conducted by the superintendent throughout the school year, utilizing the Professional Performance Evaluation Rubric.

Performance Evaluation Point Matrix

Evaluation Score	Factor	Points	Evaluation Score	Factor	Points
<1.0		0	2.0	20.0	40
1.1	20.0	22	2.1	20.0	42
1.2	20.0	24	2.2	20.0	44
1.3	20.0	26	2.3	20.0	46
1.4	20.0	28	2.4	20.0	48
1.5	20.0	30	2.5	20.0	50
1.6	20.0	32	2.6	20.0	52
1.7	20.0	34	2.7	20.0	54
1.8	20.0	36	2.8	20.0	56
1.9	20.0	38	2.9	20.0	58
			3.0	20.0	60

PROFESSIONAL DEVELOPMENT

Professional Development activities are designed to help you, as an educational professional, help staff and students learn and grow in the most positive way possible. Although educators will have a number of opportunities for professional growth and training, as a part (10%) of the Incentive Program, the trainings noted below will be required, no substitutions are allowed to obtain the full 10 points in this category. The professional development activities are as follows:

Date(s)	Professional Development Activity
October & March	BIE Leadership meetings (3 days each)
Wednesday 1/2 day trainings	Reading specific training (1xmonth – 10 total)
Wednesday 1/2 day trainings	Math specific training (1xmonth – 10 total)

September 15-16, 2010	UDO
Date(s)	Professional Development Activity
October 20-21, 2010	TBA
November 3-5, 2010	TBA
February 9-10, 2010	UDO
	35 days total

Points

Performance level	Points
Attends <90% of required training(s)	0
Attends 90% + of required training(s)	10

For example:

If a principal attends 32 days of the aforementioned training (91%) they would receive 10 points in this category.

STUDENT AND STAFF ATTENDANCE

In order for students to succeed in school they **MUST BE** in school. In order for students to succeed their teachers **MUST BE** in the classroom teaching and school leadership need to monitor and model success! Points earned in the area of student attendance will be based on the average attendance of the group the principal is assigned to.

> *"Regular attendance at school is fundamental to student learning. Students who attend school regularly are more likely to achieve educational success, and increase their career and life options.*
>
> *Promoting the benefits of regular attendance to students, teachers, early childhood centre staff, parents, and community groups will help create a culture where regular school attendance is the norm.*
>
> *It is not only students who benefit from regular attendance. Teachers, parents and caregivers, and the wider community all benefit when students are attending school*

and achieving. These benefits include greater student safety, community well-being, and a sense of connectedness for all.

Schools, families, and communities can work together to send a strong collective message about the importance of going to school." (The Parent Institute, 2003)

Points in the area of attendance will be determined by student records from the NASIS system (Average Daily Membership –ADM) and staff payroll leave reports maintained through the payroll system.

Principal attendance will be calculated based on individual contracts and the utilization of earned leave during the contract year. If the principal <u>does not</u> utilize more leave than they have earned they will receive 10 points. If the principal uses leave beyond what they have earned, they will receive no (0) points and may be subject to sanctions as a result of policy violation(s). (For more information refer to ANSBI Personnel Policy)

Student attendance will be based NASIS ADM reports for grade level groups (Elementary Principal (K-6 ADM and High School Principal 9-12 ADM). The following scale will be utilized to calculate points for student attendance.

For example: If student ADM for grades K-6 for the school year is 94.5; the Elementary Principal will each receive 8 points.

Performance	Points
<90	0
90.1-91	1
91.1-92	2
92.1-93	4
93.1-94	6
94.1-95	8
95.1+	10

STUDENT ASSESSMENT

Scores from Fall 2009 to Spring 2010 – Average growth points per grade (RIT scores) NWEA (MAP).

Cadre Grade levels	K-3 MAP Reading - Actual	K-3 MAP Reading - Expected	K-3 MAP Math - Actual	K-3 MAP Math - Expected
K-6	9.43avg	10	12.28	10.86
7-12	(2.67)	2	2.67	3.2

Reading and Math (5 pts possible each)

Improvement - Rdg	Points	Improvement - Math	Points
<Expected	0	<Expected	0
Expected	3	Expected	3
Expected+	5	Expected+	5

All students who were enrolled in school during the first MAP administration in the fall and remained enrolled through the spring testing shall be included in their respective grade level groups for the purposes of determining RIT point gains. Only students with IEP's that specifically exempt them from the MAP assessment will not be included in the gain calculation.

For example:

If students in grades 6-12 gain an average of 3.67 points in reading (above expected 2 pts) and 4.33 points in math (above expected 3.2 pts), the High School Principal will receive 10 points.

ALAMO NAVAJO SCHOOL

PROFESSIONAL PERFORMANCE EVALUATION

Name: _____

Assignment: _____

Evaluator: _____   Date: _____

DOMAIN I: Planning and Preparation

Standard/Competency	NOT EVIDENT 0	RARELY 1	BASIC 2	ADVANCED 3	DISTINGUISHED 4
Utilizes and enhances the approved curriculum.	No evidence of familiarity with the adopted curricula or of planning in collaboration with adopted guides. In addition, there is little or no adherence to curriculum guides.	Teacher has obtained several fragmented curricula guides with minimal or no evidence indicating guide content is used in conjunction with planning or teaching.	Teacher has acquired assigned guides and utilized approved curricula in planning and teaching.	Curricula guides are implemented for planning and teaching. Teacher has developed a specific curricula framework for his/her program or discipline.	Teacher has implemented curricula for in depth lesson planning and instruction that is also utilized by the school for programs, classes or various disciplines.
Lesson plans are written to give clear explanations relating to lesson content and procedures that adhere to a prescribed format.	Lesson plans are non-existent, disordered and difficult to read and follow. The plans have no structure and appear to be chaotic.	Lesson plans have no clear structure, are frequently non-sequential and fail to relate to the appropriate lesson content or standards.	Lesson plans are reasonably easy to read, follow a prescribed format, and provide clear explanations to lesson content. However, the structure is not recognizable or consistent.	Lesson plans are organized, easy to read, and provide clear explanations to lesson content. The plans have a clearly defined structure, are neatly organized and written. These plans are utilized as instructional instruments.	Lesson plans are exceptionally prepared and serve as a model. Teacher has conducted intensive training on lesson planning based on standards to include specialized content areas.

Standard/Competency	NOT EVIDENT 0	RARELY 1	BASIC 2	ADVANCED 3	DISTINGUISHED 4
Creates long-range quarterly plans.	No quarterly plans exist. If plans do exist, they lack evidence of sequential teaching of content.	Quarterly plans do not show sequential planning nor provide consistent themes.	Quarterly plans show sequential planning and themes. Plans adhere to the prescribed format.	Quarterly plans reflect themes that encompass all content or disciplines.	Quarterly plans provide evidence that content standards will be taught in a consecutive and consistent manner. Teacher provides training on writing quarterly plans.
Plans are based upon the written standards and benchmarks.	Teacher is unaware of content standards/benchmarks.	Teacher is aware of standards and occasionally creates plans based on those standards/benchmarks.	Plans are frequently based on standards/benchmarks and can be identified in the plans.	Lesson plans show evidence teacher consulted and utilized the standards/benchmarks.	Planning is based on standards/benchmarks and evidence is apparent. Teacher provides training on implementing standards/benchmarks in lesson plans.
Uses BRI, STAR and/or DIBELS as a screening tool throughout the year	Teacher is unaware of these assessment tools.	Teacher has been exposed to tools but has to be continuously introduced to the procedures for administering those tools.	Teacher knows the tools and shows evidence of how to organize their use, administer, and interpret results.	Teacher is proficient in the screening tools and has evidence of on-going usage. Teacher maintains records of results and communicates data to parents.	Teacher has mastered the administration of tools and provides overwhelming evidence of use and analysis. Teacher trains others through workshops.
Has materials and media ready for use.	Teacher is not prepared and lacks the necessary materials for instruction.	Teacher is rarely prepared for instruction.	Teacher is generally prepared for instruction and provides pertinent materials and media.	Teacher is prepared for instruction and has a written plan for needed materials and media for the upcoming weeks.	Teacher is prepared and implements a variety of multi-media material. Implements relevant and supporting resources in supporting student learning.

| Standard/Competency | NOT EVIDENT | RARELY | BASIC | ADVANCED | DISTINGUISHED |
	0	1	2	3	4
Implements adopted instructional programs.	Teacher cannot identify school's adopted programs.	Teacher is aware of some adopted programs but provides little evidence of use.	Teacher can identify most of the adopted programs and uses many of the materials available.	Teacher knows all of the adopted programs and makes use of the adopted instructional materials in the classroom.	Teacher identifies all the adopted programs (including the adoption cycle), uses the adopted materials daily, and provides training for other teachers.

DOMAIN II: Instruction

| Standard/Competency | NOT EVIDENT | RARELY | BASIC | ADVANCED | DISTINGUISHED |
	0	1	2	3	4
Provides opportunities for students to work independently, in small groups, and in large groups.	No evidence of grouping.	Minimal evidence of grouping exists. No established grouping criteria evident.	Teacher frequently provides independent work and group work, according to collective needs. The criterion for group membership is clearly stated and documented.	Group tasks are planned, organized and determined by the students' diverse needs. The criterion for group membership is well documented and a plan for movement between groups is available.	Teacher is highly skilled in organizing independent work and manages multiple groups simultaneously with students productively engaged. Teacher provides training on grouping.
Uses a variety of methods addressing student growth and development, including demonstrations, project-based learning, lectures, and student initiated work, group work, questioning, and independent practice.	Teacher is limited to one modality	Teacher is aware of other methods but little evidence of implementation.	Teacher uses a variety of methods to carry out instruction.	Teacher uses a variety of methods to carry out instruction; provides opportunities to apply, practice and demonstrate knowledge supporting their individual needs.	Teacher's use of project-based learning is evident and student initiated work is visible. Conducts teacher training in project-based learning.

3

| Standard/Competency | NOT EVIDENT | RARELY | BASIC | ADVANCED | DISTINGUISHED |
	0	1	2	3	4
Implements necessary modifications and adaptations in instruction and curriculum so that students with learning difficulties have access to the general education curriculum in the least restrictive environment.	Neither modification or adaptation is evident.	Teacher has attempted some modification and adaptation but not readily evident in lesson plans. Not consistent or continuous.	Modification and adaptation evident with some lapses. Generally documented on lesson plans but not all the time.	Modification and adaptation evident in all lesson plans. Consistently applied. Consults with Special Education Teacher.	Modifies all instruction for all students. Abundant evidence in all lesson plans. Consults and advises Special Education Teacher. Instruction is consistent and continuous. Mentors with other regular education teachers on how to modify and adapt.
Cultural diversity is recognized and promoted.	No evidence of culture or cultural differences being taught.	Occasional evidence can be found in lesson plan book and classroom.	Adequate evidence noted by classroom displays and lesson plans.	Abundant evidence noted by periodic changes in classroom displays and student activities. Lesson plans reflect a high degree of cultural richness.	Classroom serves as a cultural learning center. Many surface areas used for cultural displays; and hands-on activities, performances and presentations promoting cultural awareness.
Establishes and maintains active learning centers.	No learning centers established.	Attempts to conduct instruction through a learning center. Its use is sporadic. Not fully understood by students.	One or two learning centers exist in different content areas. Operate most of the time. Students know the routine. Centers change periodically.	Four or more learning centers in use in various content areas. All activities are listed on the lesson plan. Students engage in activities with guided independence.	Four or more learning centers in use in various content areas. All activities are listed on lesson plans. Students engage independently in centers. Teacher conducts teacher training in use of learning centers.

Standard/Competency	NOT EVIDENT 0	RARELY 1	BASIC 2	ADVANCED 3	DISTINGUISHED 4
Establishes and states expectations for student performance.	No evidence of expectations available or visible.	Expectations stated. Not all students are aware of expectations.	Expectations stated and communicated to students and parents in writing.	Expectations stated and communicated to students and parents in writing. Student performance levels consistently monitored and discussed with students, and communicated to parents. Teacher consults colleagues on individual student performance levels.	Teacher involved students in establishing performance expectations. All students know what is expected. Parents informed by phone and in writing of student performance according to the expectations. Teacher addresses student performance levels and problems effectively.
Teacher develops and produces his/her own instructional materials for class.	No evidence of "teacher created" instructional materials used in class. All materials are taken directly from purchased materials, textbooks, or workbooks without being modified by teacher.	Little evidence of teacher created instructional materials.	Evidence that teacher creates or modifies some instructional materials for students.	Majority of instructional materials used in class are either created by the teacher or carefully checked to make sure that they aid the learner.	All instructional materials used in class are either created by the teacher or carefully checked to make sure that they aid the learner. Teacher conducts workshops on creating instructional materials.
Teaching clearly shows Reading-Across-the-Curriculum (RAC)	Teacher does not provide evidence that RAC occurs in the content area/discipline on a regular basis.	Some evidence that RAC occurs in the content area/discipline on a regular basis.	Evidence that teacher makes an effort to teach RAC through other content areas/discipline areas.	RAC regularly implemented in the content area/discipline. Written plan reflects ways and means of teaching RAC.	RAC fully implemented. Written plan reflects integration. Teacher conducts workshops.

Standard/Competency	NOT EVIDENT	RARELY	BASIC	ADVANCED	DISTINGUISHED
	0	1	2	3	4
Class Record Book adheres to prescribed format.	No class record book or electronic record exists or is maintained.	Teacher has partially formatted Class Record Book and Electronic Record to prescribed style. Some grades are entered. Frequency of entered grades is sporadic.	Class Record Book and Electronic Record is formatted to prescribed style. Grades are recorded in accordance with standards but with occasional lapses. Grading is weighted within units/projects to reflect learning outcome goals. BRI and STAR numbers are evident on Progress and Grade Reports.	Teacher has designed Class Record Book and Electronic Record as prescribed. Grading is weighted within units/projects to reflect learning outcome goals. Grades are recorded as they are earned, and distributed to students and parents via Progress Reports in accordance with school policy. BRI and STAR numbers are evident on Progress and Grade Reports.	Class Record Book and Electronic Record show continuous recording of grades. Unit/project weighting is evident. Grades are recorded as they are earned. Grades on Progress Reports distributed to students focus on student weaknesses and strengths. Parents receive Progress Reports often, and with appropriate comments. Teacher has conducted teacher training in Class Record Book and Electronic Record maintenance.

DOMAIN III Learning Environment

Standard/Competency	NOT EVIDENT	RARELY	BASIC	ADVANCED	DISTINGUISHED
	0	1	2	3	4
Classroom or working space is clean, orderly, and visually stimulating.	Room is drab, sterile, uninteresting. No displays evident. Room is disordered and unkempt in appearance.	Room is somewhat organized. Limited visuals to stimulate interest. Little or no student work displayed.	Room is neat and orderly. Many posters, charts, displays and student work to reflect what is being studied in the content area.	Room is organized and attractive. Visually stimulating with a variety of posters and students' work from different student projects.	Attractive, colorful, inviting displays that reflect current learning themes. Abundance of students' work displayed in the content area taught. Classroom serves as a model.

Standard/Competency	NOT EVIDENT 0	RARELY 1	BASIC 2	ADVANCED 3	DISTINGUISHED 4
Evidence exists that students know and follow classroom procedures.	No management plan is evident. No routines seem to be established. Procedures are not evident.	A management plan has been implemented but not always followed. Teacher frequently has to remind students of routines and procedures.	A management plan is followed and students know and generally follow routines and procedures with some lapses.	A management plan was implemented that communicates all classroom routines, procedures, and expectations. All students know expectations and follow procedures with little or no lapses.	Teacher's management plan has served as a model for others. Classroom routines and procedures are followed without teacher direction. Teacher has provided training to colleagues in classroom management.
An effective Student Discipline Plan that promotes positive student behavior has been communicated to students, and is implemented.	No plan exists or is not evident; students do not know what is expected.	Created plan but not followed by teacher or students; many students do not know what is expected; plan is not posted or difficult to find or to see.	Plan is followed by teacher and students; rules and consequences are posted; students know what is expected.	Plan designed with student input; communicated and posted; all students know expectations and positive behavior is the result.	Plan designed with student input; communicated and posted; all students know expectations. Teacher provides guidance and mentoring to help other teachers develop skills in the area; classroom plan serves as a model for others.
Teacher manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.	Transitions from one event to the other are chaotic, disorganized, and reflect a large loss of time; distractions and disruptions are evident.	Rarely handles transitions effectively; some loss of time to move into the next lesson; frequent distractions and disruptions occur.	Transitions are efficient; distractions and disruptions occur sometimes but are quickly under the control of the teacher.	Maintains smoothness during classroom transitions; limited loss of instructional time; very few distractions and disruptions are evident.	Maintains smoothness and momentum during instructional transitions; no loss of time or disruption; provides coaching to other teachers to help them develop skills in the area; efficiency of classroom serves as a model for others.

DOMAIN IV Professional Responsibilities

Standard/Competency	NOT EVIDENT 0	RARELY 1	BASIC 2	ADVANCED 3	DISTINGUISHED 4
Appropriate dress and appearance.	Unkempt appearance; inappropriate clothing.	Appearance is adequate; may appear too casual; does not reflect professionalism; cannot be distinguished from students' dress.	Dress and appearance reflect professionalism.	Dress and grooming reflects professionalism; serve as a positive role model for students.	Appearance is undeniably professional; a positive role model for students; teacher demonstrates pride and professionalism in appearance.
Executes routine tasks effectively and in a prompt and timely manner.	Teacher misses deadlines.	Teacher frequently fails to meet deadlines.	Teacher meets deadlines with occasional lapses.	Teacher meets all deadlines.	Teacher completes tasks ahead of schedule; provides guidance to other teachers in time management.
Teacher understands, enforces, and carries out school rules, policies, and procedures.	Fails to enforce school rules, policies, and procedures. Teacher needs to be reminded of responsibilities.	Demonstrates a general understanding of and attempts enforcement of school rules, policies, procedures, and expectations. Needs to be reminded of responsibilities.	Demonstrates an understanding of and shows an attempt to regularly enforce school rules, policies, procedures, and expectations. Rarely any need to remind teacher of responsibility in this area.	Exhibits a clear understanding of, and enforces all school rules, policies, procedures, and expectations. No need to be reminded of responsibilities.	Demonstrates an understanding of, and enforcement of, all school rules, policies, procedures, and expectations. Regularly works with other staff and administrators to improve, clarify, or aid in the enforcement of school rules, policies, or expectations.
Teacher works productively with colleagues, parents and community members.	No evidence of regular communications.	Communicates periodically. Limited evidence exists.	Utilizes the prescribed system for interactive communication supported by evidence.	Abundant evidence of regular communication using multi-media resources.	Abundant evidence of regular communication using multi-media resources. Coaches other teachers on ways to communicate with parents, colleagues and community members.

Standard/Competency	NOT EVIDENT 0	RARELY 1	BASIC 2	ADVANCED 3	DISTINGUISHED 4
Participates in, and provides, on-going professional development training activities.	No evidence of on-going professional development.	Limited evidence of on-going professional development; attends in-house workshops but does not actively participate.	Teacher occasionally takes an active role in professional development activities.	Teacher seeks appropriate opportunities for professional development. Shares content with teachers.	Teacher seeks appropriate opportunities for professional development. Shares content with teachers. Teacher researches and arranges for importation of professional development for the school; Provides in-house teacher training.
Teacher contributes to the school through committees, task forces, teacher training and recruitment.	Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher's contribution to the school is minimal.	Teacher participates actively in assisting other educators; visibly contributes to the CADRE; occasionally makes valuable contributions to the team effort	Teacher demonstrates leadership skills; takes an active role in committees and task forces; significantly contributes to achieving goals; volunteers assistance to colleagues.	Teacher is a leader and teacher trainer; volunteers and recruits others to contribute to the school; serves as a Chairperson in committees and task forces; provides organization, communication, mentorship and coordination.
Teacher demonstrates problem-solving and decision-making skills.	Teacher presents problems to others for solution; makes decisions only based on self-serving interests.	Teacher solves some problems on own, but passes many to others for solution.	Teacher is skilled at problem-solving; decisions based on limited, though genuine considerations; Generally relies on others to carry out the task, solution, or proposal.	Teacher handles all problems; participates in team decision-making and provides effective and efficient solutions that she/he implements on an individual basis or with a team.	Teacher takes a leadership role in individual or team problem-solving and decision-making and helps to ensure that such decisions are based on the highest professional standards.

Standard/Competency	NOT EVIDENT	RARELY	BASIC	ADVANCED	DISTINGUISHED
	0	1	2	3	4
Teacher is aware of and utilizes school resources.	Teacher is unaware of resources available in the school; makes no effort to investigate.	Teacher displays a limited awareness of available resources in the school.	Teacher has a general knowledge of school resources and how to use them.	Teacher is fully aware of all resources in the school and how to utilize them; evidence of this is found in the classroom environment.	Teacher is fully aware of all resources in the school and how to utilize them; evidence of this is found in the classroom environment. Provides other teachers assistance in obtaining and utilizing school resources; seeks out new resources for the school to enhance the current programs.
Teacher appropriately utilizes and supervises classroom assistant.	Teacher fails to utilize the classroom assistant. Provides no evidence of documentation or verification of assistant's productivity or completion of responsibilities; fails to communicate expectations.	Teacher does not use classroom assistant as intended. Rarely has planned tasks for assistant to complete and provides limited evidence of productivity; rarely communicates expectations.	Teacher demonstrates basic knowledge of utilizing a classroom assistant. Usually has both daily and weekly tasks assigned to assistant with occasional lapses. Provides some evidence of productivity; and usually communicates expectations.	Teacher demonstrates clear understanding of utilizing a classroom assistant. Assigns daily, weekly, and monthly tasks for completion and monitors progress of completion as needed. Provides compelling evidence of assistant's productivity and of frequent and on-going communication.	Teacher demonstrates an excellent understanding of utilizing a classroom assistant. Assigns daily, weekly, and monthly tasks for completion and monitors progress as needed. Provides compelling evidence of assistant's productivity and of frequent communication; provides training to teacher assistants on job expectations and provides training to other teachers on how to effectively manage and utilize classroom assistants.

TEACHER ASSISTANT PERFORMANCE RUBRIC

DOMAIN I: Planning and preparation

Standard	0	1	2	3	4
Prepares supplementary instructional materials, displays, and resources for use by the teacher and students as assigned.	Never helps with the preparation supplementary instructional materials, displays, or resources for the classroom.	Seldom prepares supplementary instructional materials, displays, or resources. Supervising teacher must give several reminders and closely supervise work until it is done.	Most of the time prepares supplementary instructional materials, displays, and resources when asked but must be given directions.	Consistently performs duties without being asked and with little supervision.	Always takes the initiative to perform duties and never needs to be told what to do. Plans and implements own ideas for displays and resources.
Participates in planning classroom work and other projects.	Never is a part of the planning.	Seldom takes part in planning unless directed by the teacher. Completion of tasks must be closely supervised.	Most of the time plans events but needs some occasional reminders with some directions.	Consistently takes part in classroom planning with enthusiasm. Communicates ideas with the teacher and implements them with no supervision.	Always takes initiative to plan special events. Knows the calendar and when special events are near. Plans and implements with no supervision.

DOMAIN II: Instruction

	0	1	2	3	4
Supervises, supports, and instructs students assigned to learning activities enabling the teacher to teach other students simultaneously.	Never supervises students while the teacher works with small groups. Is out of the room, has to be found, and has frequent interruptions while in the room.	Seldom monitors students and does not offer support. Is stationary with a few students rather than moving around among groups. Does little to prevent disruptions.	Most of the time focuses on a few students unless given a directive to move among working groups. Prevents disruptions but needs to be reminded.	Consistently moves among groups of students providing necessary assistance. Limits as well as prevents disruptions that occur in the classroom.	Always moves among groups, providing the level of supervision and support needed. Instructs students that are struggling and re-teaches as necessary. Prevents all interruptions allowing the teacher an uninterrupted block of time.
Provides personal assistance to individual students who are having difficulty understanding concepts.	Never offers students assistance.	Seldom provides assistance to students unless directed by the teacher to do so. Shows little initiative to help.	Most of the time provides assistance to individual students who are having difficulty with assignments, without a directive from the teacher.	Consistently provides assistance as needed to students. Knows what to do without being told.	Always independently assesses which students need individual assistance and immediately provides it without being asked. Not only re-teaches as needed but also thinks of new ways to help the student understand the

Criteria	Never	Seldom	Most of the time	Consistently	Always
					concept.
Encourages students to actively participate in assignments and activities.	Never encourages students. Allows students to be inactive and uninvolved in activities, with no consequences.	Seldom is concerned by uninvolved and inactive learners. Gives them orders if told, but does not follow up or provide assistance to get students involved.	Most of the time demonstrates concern by alerting the teacher and asking for suggestions on how to get students involved in learning activities. After being given ideas, tries to implement them.	Consistently encourages students to be active and take part in learning. Draws students in and participates along with them.	Always models enthusiasm in learning. Makes activities fun with own involvement. Encourages and models active learning.
Takes charge of the classroom in the absence of the teacher.	Never is reliable and cannot be counted on to take over the classroom in the absence of the teacher. Exhibits an attendance problem and when at work is difficult to find.	Seldom understands the lesson plans when taking charge of the classroom in the absence of the teacher. Picks and chooses what to do rather than strictly following the lesson plan. Exhibits a casual attitude about normal routines and schedules, not enforcing them to provide consistency for students.	Most of the time takes over and follows the lesson plans. Is relaxed with the work and the schedule, not following it strictly. Sometimes does not protect instructional time from interruptions.	Consistently maintains the normal classroom schedule and follows the lesson plans with no problem. Students know what to expect as does the teacher and assistant.	Always follows the lesson plans and daily routine with excellent and consistent classroom management. Uses professional judgment in re-teaching lessons as needed, based on the students' needs.
Helps facilitate independent learning.	Never allows students time to think for themselves. Often provides the answers for students.	Seldom allows the student independence in learning. Frequently provides answers for the students and does their work for them.	Most of the time helps facilitate independent learning.	Consistently provides the necessary assistance students need without hindering their ability to be independent learners. Consults professionals for assistance.	Always knows how to use questioning and supports to give students the support they need in order to learn and to become independent learners. Students know they are expected to do the work themselves, but feel comfortable getting clarification.

DOMAIN III: Learning Environment

	Never	Seldom	Most of the time	Consistently	Always
Establishes and maintains the classrooms physical environment, organization, and clean-up as required by the teacher.	Never helps with the organization or clean-up of the classroom.	Seldom helps with the organization or clean-up of the classroom.	Most of the time makes an effort to keep room organized and clean with few reminders from the teacher.	Consistently keeps room organized and clean and keeps supplies replenished, material in its place; makes sure the student papers and projects are hung and stored in a neat order; keeps the bulletin board bright and cheery; looks around for what needs to be done and takes initiative to do it. If he/she can't get it done, will look for someone who can.	Always keeps room organized and clean and keeps supplies replenished, material in its place; makes sure the student papers and projects are hung and stored in a neat order; keeps the bulletin board bright and cheery; looks around for what needs to be done and takes initiative to do it. If he/she can't get it done, will look for someone who can.
Shares attention with all students as needed.	Never shows affection to students. Acts as if he/she would rather not be there. Displays favoritism to some students.	Seldom shows affection to students. Shows favoritism unless reminded by the teacher.	Most of the time shows affection to students; shows attention equally to all children, making them feel wanted and welcome.	Consistently treats all students with respect and affection, not showing any preferential treatment. Makes each child feel special, wanted, and welcome.	Always treats all students with respect and affection, not showing any preferential treatment. Makes each child feel special, wanted, and welcome.
Requires correct student behavior at all times.	Never helps the teacher correct the students' behavior.	Seldom corrects students' behavior.	Most of the time requires all students to behave and follow the rules.	Consistently helps the teacher keep the class on task, especially when the teacher is working with groups; is acquainted with disciplinary procedures and follows through with them.	Always gets the students to be on their best behavior.
Relates to students in a careful, professional manner appropriate to age and grade level.	Never is kind to the students. Always yells and scolds students no matter the age or grade level.	Seldom is kind to the students. Sometimes yells and scolds the students, no matter the age or grade level.	Most of the time addresses students in a caring and professional manner. Makes children feel good about themselves.	Consistently speaks to students with a calm voice, never yelling; hitting or grabbing them; speaks to them in a positive and caring manner, never belitting them.	Always speaks to students in a calm voice; never raises her voice; speaks to them in a positive and caring manner making the students feel important and good about themselves; always gives positive feedback.

Criterion	Never	Seldom	Most of the time	Consistently	Always
Supervises students while at meals, during free or recess periods, boarding and arriving on the school bus, in the library, gym, computer lab, and during special activities.	Never supervises students. Ignores children in order to pursue private conversations.	Seldom on time to supervise students. Often ignores students in order to pursue private conversations.	Most of the time is on time for duty, pays attention to the children and sees to their supervision.	Consistently on time for duty; is always ready to help out other teachers when possible and goes the extra mile without complaints; is ready to help out when she can without waiting to be asked.	Always on time or early for duty; is always ready to help out other teachers when possible and goes the extra mile without complaints; is ready to help out when she can without waiting to be asked; volunteers when needed.
Supports and participates in the administration of established classroom disciplinary procedures.	Never shows support in administering any classroom disciplinary procedures. Ignores children.	Seldom shows support in administering classroom disciplinary procedures. Often ignores children.	Most of the time supports the administering of any classroom disciplinary procedures and keeps children on task.	Consistently helps the teacher keep the class on task, especially when the teacher is working with groups; is acquainted with disciplinary procedures and follows through with them.	Always supports the teacher and the administering of any classroom disciplinary procedures in a non-threatening manner; keeps the children on task and doing their best at all times.
Takes responsibility for the health and safety of the students at all times while in charge.	Never takes responsibility for the health and safety of the students. Fails to help students feel safe in school.	Seldom takes responsibility to make students feel safe at school.	Most of the time is caring of and helpful to the children. Makes them feel safe in school.	Consistently shows that he/she knows the health and safety of the student is of the utmost importance; makes the students feel safe at school no matter what; helps the students with hygiene without making the child feel belittled.	Always shows that he/she knows the health and safety of the student is of the utmost importance; makes the students feel safe at school no matter what; helps the students with hygiene without making the child feel belittled.
Assures that classroom material, equipment, and records are kept secure and free from unwarranted wear and tear, and vandalism.	Never secures classroom material, equipment, and records. Exhibits the attitude that the school can just buy more.	Seldom makes sure classroom equipment and materials are taken care of.	Most of the time makes sure the classroom equipment and materials are taken care of. Makes sure the students take care of things.	Consistently makes sure the students respect and take care of classroom material and books; takes care of clean up and simple repairs; makes sure all materials are maintained and ready for use, then put away properly.	Always makes sure the students respect and take care of classroom material and books; takes care of clean up and simple repairs; makes sure all materials are maintained and ready for use, then put away properly.

DOMAIN IV: Professional Responsibility

Criterion	Never	Seldom	Most of the time	Consistently	Always
Supports and efficiently carries out responsibilities in accordance with ANSB, Inc., policies and procedures.	Never complies with the policies, operating procedures, or legal requirements. Does not comply with all verbal and non-verbal directives.	Seldom complies with the policies, operating procedures, or legal requirements. Frequently does not comply with all verbal and non-verbal directives.	Most of the time complies with the policies, operating procedures, or legal requirements. Occasionally does not comply with all verbal and non-verbal directives.	Consistently complies with the policies, operating procedures, or legal requirements. Complies with all verbal and non-verbal directives. Any lack of compliance is rare.	Always complies with the policies, operating procedures, or legal requirements. Participates in the development of operating procedures and offers suggestions for improvement. Complies with all verbal and non-verbal directives.
Represents ANSB, Inc., in a manner reflecting professionalism which enhances community understanding of the program.	Never supports the various ANSB programs.	Seldom supports the various ANSB programs.	Most of the time supports the various ANSB programs.	Consistently supports the various ANSB programs.	Always supports the various ANSB programs and promotes them within the school and community
Maintains a high personal standard of professional and ethical conduct. Accepts professional responsibility for knowing and implementing the goals, objectives, methods, and activities incorporated in current funding documents.	Never adheres to the following code of ethics: Honesty in the use of ANSB resources, protecting them from waste, loss, damage, or theft; truthfulness in all dealings with and on behalf of the employer, and supports the efforts of fellow employees.	Seldom adheres to the following code of ethics: Honesty in the use of ANSB resources, protecting them from waste, loss, damage, or theft; truthfulness in all dealings with and on behalf of the employer, and supports the efforts of fellow employees.	Most of the time adheres to the following code of ethics: Honesty in the use of ANSB resources, protecting them from waste, loss, damage, or theft; truthfulness in all dealings with and on behalf of the employer, and supports the efforts of fellow employees.	Consistently adheres to the following code of ethics: Honesty in the use of ANSB resources, protecting them from waste, loss, damage, or theft; truthfulness in all dealings with and on behalf of the employer, and supports the efforts of fellow employees.	Always adheres to the following code of ethics: Honesty in the use of ANSB resources, protecting them from waste, loss, damage, or theft; truthfulness in all dealings with and on behalf of the employer, and supports the efforts of fellow employees.
Protects the confidentiality of students.	Never protects the confidentiality of students. Constant reminders needed.	Seldom protects the confidentiality of students. Frequent reminders needed.	Most of the time protects the confidentiality of students but may need a few reminders.	Consistently protects the confidentiality of students with no reminders.	Always protects the confidentiality of students. Reminds other employees to do the same.
Performs assigned duties with the primary intent and purpose of carrying out the commitments of ANSB, Inc.	Never strives to effectively carry out duties and commitments.	Seldom strives to effectively carry out duties and commitments.	Most of the time strives to effectively carry out duties and commitments.	Consistently strives to effectively carry out duties and commitments.	Always strives to effectively carry out duties and commitments. Is involved in the development of effective performance and offers suggestions for improvement.

	Never	Seldom	Most of the time	Consistently	Always
Makes effective use of his/her knowledge of the community and the background of individual students to enable school officials to find effective approaches to resolving student educational problems.	Never provides the appropriate knowledge and the background information of the student to proper authorities to resolve student educational problems.	Seldom provides the appropriate knowledge and the background information of the student to proper authorities to resolve student educational problems.	Most of the time provides the appropriate knowledge and the background information of the student to proper authorities to resolve student educational problems.	Consistently provides the appropriate knowledge and the background information of the student to proper authorities to resolve student educational problems.	Always provides the appropriate knowledge and the background information of the student to proper authorities to resolve student educational problems. Participates actively in the development of effective approaches and offers suggestions to the solution of the problem.
Presents an appropriate model of adult behavior in speech, manners, and dress, for students to imitate and learn from.	Never dresses in a manner appropriate to his/her position and job responsibilities. Fails to use appropriate and accurate verbal and non-verbal communication with parents, staff, community members, and other professionals.	Seldom dresses in a manner appropriate to his/her position and job responsibilities. Frequently fails to use appropriate and accurate verbal and non-verbal communication with parents, staff, community members, and other professionals.	Most of the time dresses in a manner appropriate to his/her position and job responsibilities. Occasionally does not use appropriate and accurate verbal and non-verbal communication with parents, staff, community members, and other professionals.	Consistently dresses in a manner appropriate to his/her position and job responsibilities. Consistently uses appropriate and accurate verbal and non-verbal communication with parents, staff, community members, and other professionals.	Always dresses in a manner appropriate to his/her position and job responsibilities. Always uses appropriate and accurate verbal and non-verbal communication with parents, staff, community members, and other professionals.
Works as a member of a team, accepting his/her own share of work and responsibility as assigned by the leader.	Never works as a member of a team; never accepts his/her own share of work and responsibility as assigned by the leader.	Seldom works as a member of a team; seldom accepts his/her own share of work and responsibility as assigned by the leader.	Most of the time works as a member of a team, accepting his/her own share of work and responsibility as assigned by the leader.	Consistently works as a member of a team, accepting his/her own share of work and responsibility as assigned by the leader.	Always works as a member of a team, accepting his/her own share of work and responsibility as assigned by the leader.
Follows established rules and procedures and accepts training, direction, and instructions from supervisor.	Never follows established rules and procedures. Does not attend training nor accept directions and instruction from supervisor.	Seldom follows established rules and procedures. Attends training occasionally with no participation. Decides which instruction and direction to follow from supervisor.	Most of the time follows established rules and procedures. Usually attends training, and participates a little. Will accept direction and instruction from supervisor.	Consistently follows the rules and procedures. Attends training and contributes to subject when able. Accepts direction and instruction from supervisor immediately and willingly.	Always attends and participates in training. Provides training for other employees. Is a wonderful example for all other employees.

Criteria	Never	Seldom	Most of the time	Consistently	Always
Identifies and seeks solutions to workplace problems in a straightforward manner, using mechanisms provided by ANSB, Inc., for this purpose. Avoids attacking or blaming others for the existence of problems. Takes complaints to the appropriate level (person).	Never follows the ANSB, procedures for complaints. Does not seek productive solutions to problems. Always blame others and never assumes personal responsibility.	Seldom follows the ANSB procedures for complaints. Seldom seeks productive solutions to problems. Frequently places blame on others and infrequently assumes personal responsibility.	Most of the time follows the ANSB procedures for complaints. Attempts to seek productive solutions to problems. Periodically claims that others are to blame. Sometimes accepts responsibility.	Consistently follows the ANSB procedures for complaints. Seeks productive solutions to problems in the workplace. Rarely blames others and usually always accepts responsibility.	Always follows the ANSB procedures for complaints. Helps other employees with procedures. Works with employees to find productive solutions to their complaints. Never blames others and always is fully responsible.
Pursues his/her own professional or paraprofessional career development plan; takes training workshops and college course, furthering his/her own knowledge, skills, and abilities as an assistant in education.	Never carries out or engages in professional development	Seldom carries out or engages in professional development.	Carries out and engages in professional development most of the time.	Consistently carries out and engages in professional development. Participates fully and actively in such events.	Always carries out and engages in professional development. Participates fully and actively in such events. Seeks and suggests future training that would be beneficial. Also provides training for other employees.
Makes reports and prepares such written plans and documents as required by school administration.	Never shows evidence of written reports.	Seldom has a general understanding of written reports and needs supervision for writing.	Most of the time meets the facilities/accommodations. Has written some reports on accidents, leave slips, and career plans.	Consistently has written plans for career development. Makes reports on student progress.	Always had a clear written statement and organized plans that are based on school administration. Shows and trains other assistants.
Adheres to the Alamo Navajo School Board, Inc. Personnel Policy Manual and official administrative procedures.	Never enforces school rules, policies, and procedures.	Seldom demonstrates a general understanding of, or makes an attempt to enforce school rules and policies.	Most of the time demonstrates a good understanding of policies and tries to enforce the rules.	Consistently demonstrates an understanding of policies and rules. Consistently follows the rules and enforces the rules.	Always demonstrates a clear understanding of policies and rules. Always follows the rules and procedures as well as enforces them. Reminds and trains others on the rules and procedures.

A- Planning and Preparation

The Principal:

3= Exceeds Expectations

a. Develops the skills and commitment-level of a strong instructional and leadership teams;

b. Meets with the leadership and instructional team at least twice a month or more for an hour each meeting to student performance data, curriculum, instruction, and professional development;

c. Maintains a file of agendas, work products, and minutes of all teams;

d. Provides evidence of spending 80% of her time working directly with teachers to improve instruction including monitoring curriculum and classrooms regularly;

e. Guides the teachers in a comprehensive diagnosis of the school's strengths and weaknesses;

f. Presents teachers with current student data and provides a clear vision for the success of the students;

g. Crafts succinct, inspiring, results-oriented performance standards for the Secondary School students and faculty that becomes known by all;

h. Gets strong commitment from teachers on bold, ambitious, and achievable student achievement targets;

i. Wins staff ownership for improving quality teaching and student learning;

j. Leads the Instructional Team in setting results-oriented annual learning goals using student data;

k. Monitors all teachers' weekly lesson plans checked for content and alignment of instruction with educational standards;

l. Examines weekly lesson plans, dates the inspection, and writes comments;

m. Ensures that all teachers maintain a record of each student's mastery of specific learning objectives;

n. Provides evidence of regular communication to parents about learning standards, their children's progress, and the parents' role in their children's school success.

2= Meets Expectations

a. Develops an Instructional Team with a balance of educational skills;

b. Meets with the leadership and instructional team at least twice a month to discuss student growth, curriculum, instruction, and professional development;

c. Maintains a file of agendas, work products, and minutes of all teams;

d. Provides evidence of spending at least 50% of her time working directly with teachers to improve instruction including monitoring curriculum and classrooms regularly;

e. Carefully works with teachers on a quarterly basis to assess the school's strengths and areas for improvement;

f. Writes results-oriented performance standards for students and teachers and shares it widely;

g. Builds staff support for a long-range student achievement targets;

h. Gets input and writes a measurable strategic plan for the current year;

i. Builds ownership and support among stakeholders for student achievement;

j. Monitors most teachers as they develop weekly lesson plans based with some attention to educational standards;

k. Dates the inspection of the plans;

l. Check with most teachers to make sure that they keep a record of students' learning objectives;

m. Keeps a record of parent communications about learning standards and children's progress and how parents can help children be successful.

1= Below Expectations

a. Enlists one or two like-minded educators to provide advice and support;

b. Makes a quick assessment of the school's strengths and weaknesses;

c. Meets with the leadership and instructional teams sporadically about professional development, nuts and bolts items, some curriculum and student growth;

d. Maintains some agendas, some work products, and some minutes of all teams;

e. Has difficulty in showing how much time is spent each day in working directly with teachers to improve instruction including monitoring curriculum and classrooms regularly;

f. Lectures staff on how much better students need to do to be successful;

g. Distributes a wordy, vague, uninspiring, impossible-to-remember statement of standards;

h. Accepts teachers' current notions of how student achievement is improved;

i. Writes a cumbersome, non-accountable plan;

j. Presents plan to stakeholders and asks them to support it;

k. Periodically checks weekly plans but not every week; no documentation of inspection;

l. Has evidence sporadic communication to parents but with limited information about learning standards, their children's progress, and the parents' role.

0= Unsatisfactory

a. Is a Lone Ranger working with little or no support from colleagues or staff;

b. Is unable to gather much information on the school's strong and weak points;

c. Bemoans students' low achievement and shows fatalism about bringing about significant change;

d. Does not know the school's mission statement;

e. Cannot provide evidence of regular meetings with the leadership and instructional team and limited documentation of performance data, student growth, and professional development;

f. Maintains a file of agendas, work products, and minutes of all teams;

g. Provides evidence of spending at least 50% of her time working directly with teachers to improve instruction including monitoring curriculum and classrooms regularly;

h. Takes one year at a time, urging teachers to improve their students' achievement;

i. Says that hard work improves achievement- but communicates doubts that progress can be made;

j. Cannot provide compelling evidence of on-going communication to parents about standards, student growth, or how parents can help;

k. Recycles the previous year's plan;

l. Rarely checks on lesson plans; no documentation of inspection.

Comments:

B – Priority Management and Communication

The Principal:

3= Exceeds Expectations

a. Plans for the year, month, week, and day, relentlessly gets tasks and activities done;

b. Makes sure everyone understands the school's mission statement, goals (short and long term), and the teachers' roles in meeting the goals;

c. Frequently solicits and uses feedback and help from staff, students, parents, and external partners;

d. Captures key information, remembers, prioritizes, and follows up;

e. Ensures that all staff know exactly what is expected for management procedures and discipline;

f. Delegates maximum responsibility to key people;

g. Ensures that all teams (e.g., instructional, CADRE, etc.) are meet on a regularly scheduled basis;

h. Takes the initiative so that time-wasting activities and crisis are almost prevented or defected;

i. Deals quickly and decisively with the highest-priority e-mail and paperwork;

j. Ensures that all teachers maintain a file of communication with parents;

k. Has abundant evidence of checking Weekly Lesson Plans, Attendance Data, and Classroom Grade Books;

l. Makes sure that all teachers regularly assign and check homework (4 or more days a week).

2= Meets Expectations

a. Plans for the year, month, week, and day, keeping the highest-priorities at the front and center;

b. Tells the faculty about the mission of the school it's goals, and what they need to do to meet the goals;

c. Uses a variety of means (e.g., face-to-face, newsletters, KABR Radio) to communicate goals to others;

d. Regularly reaches out to staff, students, parents, and external partners for feedback and help;

e. Writes down important information, remembers, prioritizes, and almost always follows up;

f. Makes sure staff knows what is expected for school procedures and student management;

g. Delegates appropriate tasks to competent staff members then checks on progress;

h. Ensures that key teams (e.g., instruction, CADRE, etc.) meet;

i. Checks on teachers to make sure they have a file of communication with parents;

j. Can show that she is checking Weekly Lesson Plans, Attendance Data, and Classroom Grade Books;

k. Makes sure that most teachers regularly assign and check homework (4 or more days a week).

1= Below Expectation

a. Comes to work with a list of what needs to be accomplished that day but is often distracted from them;

b. Some faculty members are not aware of the school goals or their roles in achieving them;

c. Has a limited communication repertoire and some key stakeholders are not aware of school goals;

d. Sometimes checks on teachers to see their file of communication with parents;

e. Has weak evidence of checking Weekly Lesson Plans, Attendance Data, and Classroom Grade Books;

f. Supervises teachers who do not regularly assign and check homework (4 or more days a week);

g. Occasionally asks staff, students, parents, or external partners for feedback;

h. Writes things down but is swamped by events and sometimes doesn't follow up;

i. Often has to remind teachers of policies, procedures, classroom management, and student discipline;

j. Hesitates to delegate some tasks because she either wants to be in control or some key staffers are not that competent or trustworthy;

k. Needs to call key team meetings frequently or on the fly because scheduled meetings have not been put on people's calendars;

l. Tries to prevent them, but crises and time-wasters sometime eat up large chunks of time;

m. Attempts to stay on top of e-mail, paperwork, and administrative chores but is often behind.

0= Unsatisfactory

a. Has a list (in her head?) of what needs to be accomplished each day, but often loses track;

b. Doesn't know the school's mission statement nor cannot articulate the goals of the school;

c. Is not an effective communicator and others are often left guessing about plans and direction;

d. Rarely ever reaches out to others for feedback or help;

e. Supervises teachers but only a few have a file of communication with parents;

f. Cannot produce written evidence of checking Weekly Lesson Plans, Attendance Data, and Classroom Grade Books;

g. Doesn't check to ensure that assign and check homework;

h. Trusts his or her memory to retain important information, but often forgets and drops the ball;

i. Is constantly reminding staff as to what they should be doing in management and discipline;

j. Must do almost everything for herself because she thinks the school staff is not competent and can't be trusted;

k. Convenes CADRE, instructional, and other teams only when there is a crisis or an immediate need;

l. Finds that large portions of each day are consumed by crisis and time-wasting activities;

m. Is way behind on e-mail, voice mail, paperwork, and administrative chores and they eat up large parts of the day.

Comments:

C- Curriculum and Data Analysis

The Principal:

3= Exceeds Expectations

a. Provides clear, manageable, standards – aligned grade level goals with exemplars of proficient work;

b. Ensures that all teams use previous – year summative data and fresh diagnostic data to plan instruction;

c. Gets each grade – level/subject team invested in reaching measureable, results – oriented annual goals;

d. Ensures that all teachers have top – notch curriculum materials – and training on how to use them;

e. Ensures that highly – quality, aligned, common interim assessments are given by all teacher teams;

f. Orchestrates high – quality, low – stakes data/action planning meetings after each round of assessments;

g. Gets data meetings engaged in a no – blame search for root causes and constant hypothesis – testing;

h. Gets teams invested in following up assessments with reattaching, enhancements, and remediation;

i. Uses data in all key strategic areas to monitor and drive continuous improvement toward goals;

j. Fosters morale and a sense of efficacy by getting colleagues to celebrate measurable student gains.

2= Meets Expectations

a. Tells teachers exactly what students should know and be able to do by the end of each grade level;

b. Provides teacher teams with previous – year test data and asks them to assess students' current level;

c. Works with grade – level and subject – area teams to set measurable student goals for the current year;

d. Gets the best possible literacy and math curriculum materials into teachers' hands;

e. Orchestrates common interim assessments to monitor student learning at least four times a year;

f. Schedules time for teacher teams to score and analyze assessments and formulate action plans;

g. Ensures that data meetings go beyond what students got wrong and delve into why – the root causes;

h. After assessments, coordinates and supports improvements in teaching and effective remediation;

i. Gathers data on grades, attendance, behavior, and other variables to inform improvement efforts;

j. Celebrates student, classroom, and school – wide.

1= Below Expectations

a. Refers teachers to district or national scope – and – sequence documents for curriculum direction;

b. Refers teachers to previous – year test data as a baseline for current – year instruction;

c. Urges grade – level/subject teams to set measureable students learning goals for the current year;

D. Works to procure good curriculum materials in literacy and math;

e. Suggests that teacher teams give common interim assessments to check on students learning;

f. Gives teachers common planning time to look at interim assessment results;

g. Urges teacher teams to focus on the areas in which students had the most difficulty;

h. Pushes teacher teams to use interim assessments data to help struggling students;

i. Monitors attendance and discipline data to inform decisions;

j. Congratulates staff on "small wins" and other successes.

0= Unsatisfactory

a. Leaves teacher without clear direction on student learning outcomes for each grade level;

b. Does not provide historical test data to teachers;

c. Urges teachers to improve student achievement, but without measureable outcome goals;

d. Urges teachers to make the best possible use of current curriculum materials;

e. Allows teachers to use their own classroom assessments to check on student learning;

f. Suggests that teachers use their own classroom assessments results to modify and improve instructions;

g. Tells teachers to implement "data – driven instruction" to improve test scores;

h. Urges teachers to use test data to improve the performance of "bubble" (almost – proficient) students;

i. Keeps an eye on attendance and suspension rates;

j. Takes credit for improvements in school performance.

Comments:

D- Supervision and Professional Development for Faculty and Staff

The Principal:

3= Exceeds Expectations

a. In all-staff meetings, has teachers discuss teaching results and learn best strategies;

b. Provides his/her classroom observation summary reports to the teams and takes them into account in planning professional development;

c. Ensures that the whole staff is current on student assessment analysis and reporting and exploring best teaching practices;

d. Orchestrates high-quality professional training, instructional coaching, and in-service trainings;

e. Empowers teams to be engines of improvement, using data to drive constant refinements of teaching;

f. Gives teams the training, support, and resources needed to make their teaching efforts work;

g. Ensures that teachers design high-quality, aligned units and discusses them within teams;

h. Visits classrooms every day and gives helpful, face-to-face feedback to each teacher within 24 hours;

i. Engages in difficult conversations with ineffective teachers, helping them improve;

j. Counsels out or dismisses all ineffective teachers;

k. Supports highly effective teachers who share the school's vision;

l. Compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement;

m. Guides the Leadership Team to review the principal's summary reports of classroom observations and takes them into account in planning professional development;

n. The classroom observations guide the creation of professional development for teachers in effective teaching and classroom management;

o. Ensures that teachers make individual Professional Development Plans based on classroom observations.

2= Meet Expectations

a. Uses all-staff meetings to get teachers sharing strategies and becoming more cohesive;

b. Has classroom observation summary reports and shares them with the team to plan on professional development;

c. Shares research and fosters an on-going, school wide discussion of best practices;

d. Organizes on-going coaching and training that build skills and a common language;

e. Orchestrates regular teacher team meetings as the prime focus for professional learning;

f. Provides teacher teams with facilitators so meetings are focused and substantive;

g. Has teacher teams cooperatively plan aligned curriculum units, reviews them, and gives feedback;

h. Makes unannounced visits to classroom every day and gives helpful feedback to teachers;

i. Provides redirection and support to teachers who are not effective in classrooms;

j. Dismisses ineffective teachers;

k. Works with effective teachers who share the schools' mission;

l. Reflects on previous reports from classroom observations that show teachers' strengths and weaknesses;

m. Instructs the Leadership Team to use the principal's summary reports of classroom observations in making plans for professional development;

n. Classroom observations occasionally guide the creation of professional development for teachers in effective teaching and classroom management;

o. Tells the teachers to make individual Professional Development Plans sometimes based on classroom observations.

1= Below Expectations

a. Uses staff meetings primarily to announce decisions, clarify policies and listen to staff concerns;

b. Occasionally passes along interesting articles and ideas to colleagues;

c. Has not shared her classroom observation summary reports to the teams and little or no evidence exists that the observations were taken into account in Planning professional development;

d. Strives to make professional development workshops relevant and interactive;

e. Has teacher teams appoint a team leader to run meetings and file reports;

f. Reviews teachers' lesson plans with an eye to quality instruction and alignment with standards.

g. No evidence of reviewing to get into classrooms but is often distracted by other events; rarely gives teachers feedback;

h. Criticizes ineffective teacher but does not give them much help improving their performance;

i.   Wants to dismiss ineffective teachers, but hesitates to take action;

j.   Makes little use of classroom observations to generate a report that shows aggregate areas of strength and areas that need improvement;

k.   Rarely uses the Leadership Team in reviewing classroom observations and planning in-service training;

l.   The classroom observations are probably used in the creation of professional development for teachers but it is difficult to see the connection;

m.   Some teachers make individual Professional Development Plans based on classroom observations; others do not

0= Unsatisfactory

a.   Rarely convenes staff members and uses those meetings for one-way lectures on policies;

b.   Rarely reads professional literature or discusses best practices;

c.   Organizes occasional professional development workshops at which teachers are passive listeners;

d.   Cannot produce evidence of classroom observation summary reports or that classroom visits were used to plan professional development;

e.   Urges teacher to share ideas, but does not give them workable ideas for improvement;

f.   Leaves teacher teams to fend for themselves in terms of leadership and direction;

g.   Has teacher hand in lesson plans for inspection;

h.   Only observes teachers in formal observation visits;

i.   Hesitates in giving honest feedback and redirection to teachers who are not performing well;

j.   Does not initiate dismissal procedures, despite evidence that some teachers are ineffective;

k.   Makes last-minute appointments to teaching vacancies based on candidates who are available;

l.   No evidence of any reports generated from classroom observations, doesn't seem to know what aggregate areas of strength and areas are;

m.   Makes no use of the Leadership Team regarding classroom observations and in planning teacher training;

n.   There is no evidence of any relationship between the classroom observations and the creation of professional development for teachers;

o. Little or no individual Professional Development Plans are written much less based on classroom observations.

Comments:

The Principal:

4- Exceeds Expectations

a. Gets staff buy-in for clear, schoolwide student-behavior standards, routines, and consequences.
b. Deals effectively with anything that interferes with learning, and actively prevents recurrences.
c. Publicly celebrates kindness, effort, and improvement and build students' pride in their school.
d. Ensures that staff are masters of positive discipline and sensitive handling of student issues.
e. Leads a proactive effort to get counseling, mentoring, and other supports for all high-risk students.
f. Makes families feel welcome and respected, responds to concerns, and maximized their contributions.
g. Ensures that parents know weekly learning goals and involves them in helping their children learn.
h. Makes sure that parents get frequent, user-friendly progress reports with ideas for improvement
i. Maximizes productive parent-teacher communication, especially on children's academic progress.
j. Provides effective safety-net programs for all students with inadequate home support.

2- Meets Expectations

a. Sets expectations for student behavior and establishes schoolwide routines and consequences.
b. Deals effectively with disruptions to learning and looks for underlying causes.
c. Praises students who behave well and achieve at high levels, and works to build school spirit.
d. Uses a variety of approaches to build staff skills in discipline and handing student issues.
e. Identifies struggling students and organizes support services to meet their needs.
f. Makes parents feel welcome, listens to their concerns, and ask them to contribute to school goals.
g. Informs parents of monthly curriculum goals and ways they can support their children's learning.
h. Has teachers send home regular reports on students progress and area for improvement.
i. Works to improve parent-teacher communication and the quality of report card conferences.
j. Provides safety-net programs for most students whose parents do not provide adequate support.

1- Below Expectations

a. Urges staff to demand good student behavior, but allow different standards in different classrooms.
b. Deals firmly with students who are disruptive in classrooms, but doesn't get to the root causes.
c. Reinforces good behavior and academic achievement and provides cheerleading for the school
d. Organizes workshop and suggests articles and books on classroom management.
e. Tires to get crisis counseling for highly disruptive and troubled students.
f. Reaches out to parents, asks for their help, and tries to understand when they are critical.
g. Sends home information on the school's curriculum and general ideas on ways to help at home.
h. Makes sure that report cards are filled out correctly and correctly and given to all parents.
i. Schedules time for parents to speak to teachers about report cards.
j. Provides ad hoc, occasional support for students who are not adequately supported at home.

0- Unsatisfactory

a. Often tolerates discipline violations and enforces the rules inconsistently.
b. Tries to deal with disruptive students but is swamped by the number of problems.
c. Rarely praises students and fails to build school pride.
d. Urges teachers to get better at classroom management.
e. Works to expel or transfer out highly disruptive and troubled students
f. Makes little effort to reach out to families and is defensive when parents express concerns.
g. Sends home an annual list of grade – level learning expectations.
h. Monitors the quality of report cards.
i. Allows report cards to be sent home with little opportunity for parent/teacher communication.
j. Is unable to provide assistance for students with inadequate home support.

Comments:

ALAMO NAVAJO COMMUNITY SCHOOL CALENDAR
2011 - 2012 School Year

Revision date: April 13, 2011

KEY

No School ◯
Professional Day (no school for students) ▢
Quad Ends ▢
Half day of school for students ╱
△

JULY 2011

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

25. New Staff Report
28. Veteran Teacher & TA's report

AUGUST 2011

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

11. 1st day of school K-12

15 days

SEPTEMBER 2011

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

5.Labor Day
9.Professional Day
23.Professional Day

21 days

OCTOBER 2011

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

10.(Columbus Day)
National Indian Day
6-7.Professional Day
21.Professional Day
14.Quad A ends(43 days)

18 days

NOVEMBER 2011

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

11.Veterans Day
14.Harvest Day
23.Early release
24-25. Thanksgiving

18 days

DECEMBER 2011

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

2.Professional Day
16.Professional Day
16.Quad B ends(41 days)
19-31.Winter break

12 days

JANUARY 2012

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

2.School Resumes
16.MLK,Jr. Day
13.Professional Day
27.Professional Day

21 days

FEBRUARY 2012

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			

20.Presidents day
10.Professional Day
24.Professional Day

20 days

MARCH 2012

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

9.Quad C ends(48 days)
9.Professional Day
23.Professional Day
12-16.Spring break

17 days

APRIL 2012

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

6.Professional Day
13.Professional Day
27.Professional Day

20 days

MAY 2012

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

11.Professional Day
25.Professional Day
28.Memorial Day
30. Last day of school
30. Graduation
30.Quad D ends(51 days)
31.Professional Day

21 days

JUNE 2012

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

1.Professional Day

Steve Guerro, President, ANSB

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)**

Level of Development:	Full Implementation
Evidence:	Lesson plans identify objectives. Individual student data files identify level of student mastery in varrious subject areas. Classroom instruction is individualized based on student data.

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

Level of Development:	Limited Development	
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:	Elementary Team constructed Essential Standards in 2009 - Need to do the same for all grades in all subjects, plan to work toward alingment of additional untits summer 2010.	

Plan

Assigned to:	Tamarah Pfeiffer
How it will look when fully met:	The curriculum document based on the NM Standards will be a collaborative effort K-12 incorporating: math, reading, writing, science, social studies, and the arts through the lens of Navajo language, culture and history. The emphasis will be on Expeditionary Learning,

Teachers from the Alamo K-12 program will then be expected to carry out specific units per QUAD relevant to their age and grade level appropriateness. Instruction and Learning will be assessed using benchmarks identified by: rubrics, portfolios, presentations, and daily observations of the work of students and teachers engaged in learning.

It is the idea of organized preparation of what should be taught to students at a given time in a given year. This is then adopted into certified documents, as guides to teachers, and

made mandatory.

Work Cited:
"Problem Solving and Critical Thinking in Mathematics" by Claudette Rasmussen and Cathy Cook, June 1990.
Instructional Design; A plan for Unit and Course Development. Jerrold E. Kemp.
"Inquiry-Oriented Instruction in Science: Who Teaches that Way? By: Thomas M. Smith (Vanderbilt University) Educational Evaluation and Policy Analysis, September 2010.

Target Date: 08/15/2011

Tasks:

1. Develop entry and exit skills for K-12 by subject area (Reading, Math, Science)

    Assigned to: Cadre Leaders

    Target Completion Date: 02/28/2011

    Comments:

2. Add EL and assessment components to entry & exit skills.

    Assigned to: Cadre Leaders

    Target Completion Date: 05/30/2011

    Comments:

3. Add Navajo History and Language to entry and exit skills list

    Assigned to: Jackson Pino

    Target Completion Date: 07/30/2011

    Comments:

4. Utilize Power standards and use summer to upgrade curriculum in Reading, Math and Science

    Assigned to: Cadre Leaders

    Target Completion Date: 09/15/2011

    Comments:

5. Provide ongoing professional development in the areas of: instruction; lesson planning and delivery; mathematics; reading; and EL.

    Assigned to: Cadre leaders and coaches

    Target Completion Date: 06/01/2011

    Comments:

Implement Percent Task Complete: 0%

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

Level of Development: Full Implementation

Evidence: Lesson plans reflect standards and are cross-referenced with

School Leadership and Decision Making

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

Indicator   **ID01 - A team structure is officially incorporated into the school improvement plan and school governance policy. (36)**

Level of Development:	Full Implementation
Evidence:	The leadership team (ATT) was formulated in the spring of 2010. The team meets regularly and has assigned subcommittees to tackle specific issues. Native Star sub-committee is one of the ATT sub-committee's. In as such it handles all Native Star issues, reviews indicator implementation, plan development and follow up. The sub-committee meets weekly to review progress.

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

Level of Development:	Full Implementation
Evidence:	Teams all have specific purposes, but by-laws are not appropriate at this time. Teams have operational norms.

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

Level of Development:	Limited Development	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	2	(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)
Describe current level of development:	Most teams have goals for the year and activity plans, however not all.	

Plan

Assigned to:	Barbara Gordon
How it will look when fully met:	All teams will have Action Plans to guide their work for the school year. Plans will be reviewed annually.
Target Date:	03/15/2011
Tasks:	

    1. Identify teams

Assigned to:	Barbara Gordon

Target Completion Date: 02/01/2011

Comments: Create a list of teams identified with contact person/chair:
SAT - Aaron Duree
IEP - Tamarah Pfeiffer
DATA - Karrie Tobeler
NCA - Steve Mills
Native Team - Jackson Pino
Native Star - Gail Campbell
Mentoring - Steve Mills

Task Completed: 01/10/2011

2. Teams create and submit to ATT their work plan/Action Plan for the balance of the school year.

Assigned to: Committee Chair

Target Completion Date: 03/15/2011

Comments:

3. ATT & Leadership team review plans, provide feedback as necessary.

Assigned to: Barbara Gordon

Target Completion Date: 04/01/2011

Comments:

4. Teams submit updated Action Plan and suggestions for next years plan to ATT

Assigned to: Committee Chairs

Target Completion Date: 06/15/2011

Comments:

Implement Percent Task Complete: 25%

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

Level of Development: Full Implementation

Evidence: Agenda, sign-in sheets, and minutes are kept

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

Level of Development: Full Implementation

Evidence: Agenda, sign-in sheets, and minutes are kept

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

Level of Development: Full Implementation

Evidence: Principals keep copies of CADRE agendas and sign-in sheets

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)**

Level of Development: Full Implementation

Evidence: ATT implemented since early Spring 2010 and meets monthly as a total membership body with sub-committees and task forces meeting throughout the month on special projects

Meetings appear on school Detail Calendar
Agenda for all meetings
Minutes taken
Sign-in sheets maintained
Project Action Sheets maintained

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

Level of Development: No development or Implementation

Will include in plan

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: At ATT meetings concerns and issues are presented from the building

Plan Assigned to: Barbara Gordon

How it will look when fully met: Assigned members of the ATT (Leadership Team) report back monthly to their respective committees and teams.

Target Date: 01/30/2011

Tasks:

1. ATT secretary will forward all minutes to ANSBI division directors to facilitate their supporting activities for the school.

Assigned to:	Kathleen Betone
Target Completion Date:	01/30/2011
Comments:	Is being done as of December 2010
Task Completed:	12/15/2010

2. Each team member that sits on another team or committee will report back on a monthly basis, to the other committees,

	Assigned to:	Barbara Gordon
	Target Completion Date:	01/31/2011
	Comments:	ATT updates are an agenda item on all other committees.
	Task Completed:	01/10/2011
Implement	Percent Task Complete:	100%
	Objective Met:	1/26/2011 1/1/0001
	Experience:	1/26/2011 A matter of continuing to schedule and communicate across all areas of the school
	Sustain:	1/26/2011 Continue to communicate with other committees to assure everyone is moving in the same direction.
	Evidence:	1/26/2011 ATT updates are on committee agendas and minutes are submitted to division directors on a monthly basis.

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

	Level of Development:	Limited Development
	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:	Topics are discussed; agenda shows partial items. Will continue to build substantive items into agendas.
Plan	Assigned to:	Tamarah Pfeiffer
	How it will look when fully met:	The Leadership Team at Alamo Community School is also known as the "Alamo Transformation Team" (ATT). The "ATT" collaboratively generated its goal, which is to promulgate a vision to create and to maintain a positive, unified and harmonious Team devoted to the success of students. The Team is dedicated to designing a cohesive, clear vision for teaching and learning and will oversee the alignment of all aspects of the school – curriculum, instruction, assessment, and culture. Each month, the "ATT" meets to discuss issues pertaining to teaching and learning. Beginning with the November 2010 meeting, the "ATT" will focus more on the task of aligning curriculum, instruction, and assessment. The Alamo Transformation Team will consistently and continuously promote the vision of the school and move progressively forward in making decisions of practical worth that focus on teaching and learning. Agendas, minutes of meetings, and reports, will reflect that 75% of shared

decisions pertain to curriculum, instruction, and professional development.

Target Date: 11/15/2010

Tasks:

1. ATT leadership will be elected in November 2010.

Assigned to:	Alfonso Garcia
Target Completion Date:	11/11/2010
Comments:	Elections were conducted and chair is Barbara Gordon; Secretary is Kathleen Betone.
Task Completed:	11/22/2010

2. 2. Elected chairperson will select sub-committees dedicated to focus on and to address the ways and means the school faculty and staff will improve curriculum, classroom teaching, and professional development

Assigned to:	ATT Chair
Target Completion Date:	11/15/2010
Comments:	Sub committee's are in place
Task Completed:	01/19/2011

3. 3. The sub-committees will focus on existing and on anticipated obstacles that will hinder progress and will develop problem-solving strategies that will lead to positive results in alignment of all key elements;

Assigned to:	ATT Chair
Target Completion Date:	11/15/2010
Comments:	Obstacles are reviewed at each meeting with ATT and during any subcommittee meetings. To date any obstacles have been addressed and no further action has been required.
Task Completed:	01/19/2011

4. The sub-committees will develop monitoring techniques in order to constantly check on progress for each of their assigned fields.

Assigned to:	ATT Chair
Target Completion Date:	01/15/2011
Comments:	Sub committees to date: 1. Film task force - to be utilized for PD and individual staff improvement 2. School vision task force - update meeting held with input from students and parents will present to staff and ATT in the next two months 3. Native Star - updated with meetings each month - team is subcommittee of ATT
Task Completed:	01/19/2011
mplement Percent Task Complete:	100%
Objective Met:	1/20/2011 1/1/0001

	Experience:	1/20/2011 This objective was met through a series of meetings and assignments within the Leadership team of ATT
	Sustain:	1/20/2011 Revisit annually, subcommittees and their roles and resonpsibilities.
	Evidence:	1/20/2011 Minutes of ATT meetings available.

Indicator   **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)**

Level of Development:	Limited Development	
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:	Data has occasionally been presented on data with some discussion and decision	

Plan

Assigned to:	Barbara Gordon
How it will look when fully met:	Data review will be on the agenda for each team meeting, with results critically reviewed and suggestions and follow up time frames established.
Target Date:	03/01/2011

Tasks:

1. Establish data review as agenda item for ATT

Assigned to:	Barbara Gordon
Target Completion Date:	02/01/2011
Comments:	Data review is standard agenda item on ATT agenda
Task Completed:	01/15/2011

2. Review and follow-up on action plans for data presented

Assigned to:	Gail Campbell
Target Completion Date:	01/30/2011
Comments:	Cadre teams to collaborate on action plan
Task Completed:	01/15/2011

Implement Percent Task Complete: 100%

Indicator   **ID11 - Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams. (46)**

Level of Development:	Full Implementation
Evidence:	Cadre 1 (grades K-6) and Cadre 2 (grades 7-12) meet weekly. Discussions focus on walk through observations, reading/literacy strategies, NCA accreditation, PBIS implementation, and calendar of events. Action plans are developed by each Cadre. Agendas, sign in sheets and Minutes are kept

Indicator 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)

Level of Development:	Full Implementation
Evidence:	Sign in sheets; Agendas, Minutes, Technical Assistance, and training documents maintained on file.

School Leadership and Decision Making

Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction

Indicator 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)

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)
Describe current level of development:	Goals and mission has been developing; goals, vision, and mission needs to be refined. Mission Statement, Vision Statement, and Goals exist in writing but not everyone knows them or can explain them.	

Plan	Assigned to:	Tamarah Pfeiffer
	How it will look when fully met:	The two Principals will collaboratively plan the methods and materials in which they will communicate the mission, goals, and roles of all stakeholders and in simple, easy-to-understand, language;
		Both administrators will design, organize, schedule, and conduct the in-house training so that faculty, general staff, students, and parents are not only knowledgeable of the

mission, goals, and roles, but can reiterate and explain them in their own words;

The Principals will ensure that training sessions provide an elevated awareness of the mission and goals but will also be responsible for disseminating printed materials explaining these concepts including the creating and posting of posters throughout the campus.

Target Date: 02/28/2011

Tasks:

1. 2. Design and develop a time line for training, meetings, presentations, and materials;

    Assigned to: Tamarah Pfeiffer

    Target Completion Date: 02/28/2011

    Comments: As of January 2011 only one administrator is available at the school. The administrator is continuing the process of sharing and updating the vision and mission of the school with staff, community, and students.

    Task Completed: 02/01/2011

2. 3. Present plan and time line to the Alamo Transformation Team;

    Assigned to: Tamarah Pfeiffer

    Target Completion Date: 02/28/2011

    Comments: Timeline presented to ATT at 1/19/11 meeting. Alignment with Goal presentation from each Division within ANSB. Aligns with NCA process and includes Compass Card framework.

    Task Completed: 01/19/2011

3. 4. Schedule time line and tasks on school calendar

    Assigned to: Tamarah Pfeiffer

    Target Completion Date: 02/28/2011

    Comments: Meeting has been held to discuss and review Vision and Mission with Parents and Students.

    Task Completed: 12/15/2010

4. 5. Conduct teacher training, make student presentations, provide teachers with sample lesson plans, and meet with community to elevate their awareness

    Assigned to: Tamarah Pfeiffer

    Target Completion Date: 02/28/2011

    Comments:

Implement Percent Task Complete: 75%

Indicator   **IE04 - The principal models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of sound practices. (55)**

Level of Development:	Full Implementation	
Evidence:	Discipline referrals on NASIS; daily walk-through documents and weekly data; documentation of teacher conferences	

Indicator   **IE05 - The principal participates actively with the school's teams. (56)**

Level of Development:	Full Implementation	
Evidence:	Visible everyday; setting up agenda items; planning professional development	

Indicator   **IE06 - The principal keeps a focus on instructional improvement and student learning outcomes. (57)**

Level of Development:	Full Implementation	
Evidence:	Visible everyday; setting up agenda items; planning professional development	

Indicator   **IE07 - The principal monitors curriculum and classroom instruction regularly. (58)**

Level of Development:	Limited Development	
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:	K-12 Principals distracted with student discipline, parent conferences, and other non-instructional clutter	

Plan	Assigned to:	Tamarah Pfeiffer
	How it will look when fully met:	Principal wil spend 50% of time involved in classrooms - monitoring, observing, guiding, modeling and evaluating instruction
	Target Date:	06/01/2011
	Tasks:	

    1. Principal will extablish schedule for classroom visits

	Assigned to:	Tamarah Pfeiffer
	Target Completion Date:	02/01/2011
	Comments:	Schedule has been established and distributed - is being followed with weekly reports to staff

| | Task Completed: | 12/17/2010 |

2. Feedback will be provided on classroom walk through observations

	Assigned to:	Tamarah Pfeiffer
	Target Completion Date:	02/15/2011
	Comments:	Weekly reports go out to all staff along with principal observations.
	Task Completed:	01/15/2011
Implement	Percent Task Complete:	100%
	Objective Met:	1/27/2011 1/1/0001
	Experience:	1/27/2011 Completed assigned tasks and all elements are in place with continuious monitoring.
	Sustain:	1/27/2011 Continue with plan to review and present data to cadres and ATT.
	Evidence:	1/27/2011 Weekly summaries of walk through observations are compiled and distributed to all staff.

Indicator **IE08 - The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations. (59)**

| Level of Development: | Full Implementation |
| Evidence: | K-12
Principals distracted with student discipline, parent conferences, and other non-instructional clutter
Daily walk-through documents and weekly data; documentation of teacher conferences, on the average 50% of time is spent in classrooms and/or working with staff to improve instruction |

Indicator **IE09 - The principal challenges, supports and monitors the correction of unsound teaching practices. (60)**

Level of Development:	Limited Development	
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:	Currently only one administrator is available to assure classroom instruction is occuring in an acceptable fashion. Time does not allow for full implementation at this time due to constricted manpower issues.	

Plan   Assigned to: Tamarah Pfeiffer

How it will look when fully met: A routine will be established whereby classroom teachers
                                        receive weekly feedback from both the principal walk through
                                        observation and peer walk through observations. The
                                        individual staff professional development plan will reflect
                                        activities for each individual teacher with timelines and review
                                        dates for implementation.

Target Date: 08/01/2011

Tasks:

1. Create principal walk through schedule - include feedback and coaching comments time frame.

   Assigned to: Tamarah Pfeiffer

   Target Completion Date: 01/01/2011

   Comments:

2. Create semester by semester schedule for peer walk throughs

   Assigned to: Tamarah Pfeiffer

   Target Completion Date: 01/01/2011

   Comments: Schedule and observation points for the week will be posted in
                                        the front office.

3. Conduct formal meetings with each staff member to review staff progress (3x/yr)

   Assigned to: Tamarah Pfeiffer

   Target Completion Date: 05/30/2011

   Comments:

Implement Percent Task Complete: 0%

Indicator   **IE10 - The principal celebrates individual, team, and school successes, especially related to student learning outcomes. (61)**

Level of Development: Limited Development

Index: 6   (Priority Score x Opportunity Score)

Priority Score: 2   (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)

Describe current level of   Common review of testing results will occur, with successes
development: celebrated on a routine basis.

Plan   Assigned to: Chee Apachito

How it will look when fully met: Routine celebration processes will be in place recognizing
                                        individual staff and student successes.

Target Date: 01/01/2012

Tasks:

1. Determine progress levels to be celebrated

     Assigned to: Cadre Leaders

     Target Completion Date: 01/01/2012

     Comments: Determine DIBELS, MAP, AimsWeb, NMSBA growth levels to be celebrated.

2. Establish guidelines for celebrating growth

     Assigned to: Cadre Leaders

     Target Completion Date: 01/31/2013

     Comments:

3. CELEBRATE as scheduled

     Assigned to: Cadre Leaders

     Target Completion Date: 01/31/2012

     Comments:

Implement Percent Task Complete: 0%

Indicator   **IE13 - The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement. (64)**

     Level of Development: Full Implementation

     Evidence: Parent involvement groups take on a variety of formats and input is collected routinely from parents at meetings and forums. Staff meet weekly to share concerns and ideas for improvement.

School Leadership and Decision Making

Aligning classroom observations with evaluation criteria and professional development

Indicator   **IF01 - The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers. (65)**

     Level of Development: Full Implementation

     Evidence: Principal maintains records of individual classroom progress, walk through observations and discepline reports to determine growth and areas in need of improvement for each teacher/classroom.

Indicator   **IF02 - The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development. (66)**

     Level of Development: Full Implementation

| | Evidence: | Data review is a regular item on the agenda of the ATTeam. There is an ongiong focus on individual needs for teachers with Math and Reading coaches working with the Principal to address needs. |

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

| Level of Development: | Full Implementation |
| Evidence: | Observations are conducted by the principal on a daily basis with feedback provided after each visit. Feedback is related to effective teaching and classroom management. |

Indicator **IF04 - Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management. (68)**

| Level of Development: | Full Implementation |
| Evidence: | A schedule has been established for staff to conduct peer walk-through observations. Forms are compiled and reports are provided as feedback to staff on a weekly basis. Staff make suggestions and recommendations to improve problem areas based on best practices and researched strategies. |

Indicator **IF05 - Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management. (69)**

| Level of Development: | Full Implementation |
| Evidence: | Self-assessment is in place and professional development/growth plans are developed and routinely reviewed by each teacher with their respective administrator. |

Indicator **IF06 - Teachers are required to make individual professional development plans based on classroom observations. (70)**

| Level of Development: | Full Implementation |
| Evidence: | Each teacher has a plan in place. It is reviewed with their administrator and necessary pieces of information for improvememnt or additional training are made available for staff. |

Indicator **IF07 - Professional development of individual teachers includes an emphasis on indicators of effective teaching. (71)**

| Level of Development: | Full Implementation |

Evidence: The primary focus for all staff PD is on effective teaching.

Indicator   **IF08 - Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. (72)**

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)
Describe current level of development:	Results from classroom observations are compiled and regularly reported to staff. The staff is in the begining stages of utilizing this information to improve teaching.	

Plan   Assigned to: Gail Campbell

How it will look when fully met: Fully coordinated professional development that is reflective of focus areas of reading, math, behavior, and assessment/data use. Builds on individual staff strengths and supports those needing additional assistance. Reviewed 2x/year

Target Date: 05/30/2011

Tasks:

1. Leadership team determines focus for professional development

   Assigned to: Barbara Gordon

   Target Completion Date: 05/31/2011

   Comments: Include staff, coaches and leadership to summarize needs of staff for the coming 6 months

2. Define schedule for training and PD

   Assigned to: Barbara Gordon

   Target Completion Date: 05/31/2011

   Comments: Collaborate with all providers to determine availability for training and support

3. Review all training schedules every 6 months with leadership team

   Assigned to: Barbara Gordon

   Target Completion Date: 05/31/2011

   Comments:

Implement Percent Task Complete: 0%

Indicator   **IF10 - The principal plans opportunities for teachers to share their strengths with other teachers. (74)**

Level of Development:	Full Implementation
Evidence:	At weekly staff meetings the principal takes the opportunity to focus on an area of strength in instruction and has staff who are exemplary model practices or strategies.

School Leadership and Decision Making

Helping parents to help their children meet standards

Indicator   IG02 - Parents receive regular communication (absent jargon) about learning standards, their children's progress, and the parents' role in their children's school success. (76)

Level of Development:	Full Implementation
Evidence:	KABR weekly radio announcement; school flyers; Parent Involvement Team monthly meetings; monthly Dream Team

School Community

Policies and Practices

Indicator   IG10 - Parent involvement policy, classroom visit policy, and homework policy are clear, constructive, and include a plan for communicating the policies to parents and teachers. (84)

Level of Development:	Limited Development	
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:	Needs to be updated and reviewed for the coming year.	

Plan

Assigned to:	Tamarah Pfeiffer
How it will look when fully met:	Monthly PIT meetings w/agendas and sign in sheets. Collaboration with 21st Century program for homework help and assistance for parents. Local radio station outreach (PSA's) to familiarize parents with policies and procedures. Review of parent/student handbook to update policies and procedures. Final approval by ANSB.
Target Date:	08/01/2011

Tasks:

1. KABR will calendar of topical forums for the year (monthly basis). Parent rep is on this committee.

Assigned to:	KABR station mgr

Target Completion Date: 08/01/2011

Comments:

2. Review and update handbook. Input from staff, parents, board members, students, administration.

Assigned to: Tamarah Pfeiffer

Target Completion Date: 08/01/2011

Comments:

3. Schedule monthly PIT meetings - will be calendared for the entire school year.

Assigned to: Pamela Betone

Target Completion Date: 08/01/2011

Comments:

4. Access for parents to 21st Century program to provide assistance in helping students with homework.

Assigned to: 21st Century Coordinator

Target Completion Date: 09/01/2011

Comments:

Implement Percent Task Complete: 0%

Indicator **IVA09 - The school's Compact outlines the responsibilities/expectations of teachers, parents, and students. (202)**

Level of Development: Full Implementation

Evidence: Student/Teacher(school)/Parent roles and responsibilities are outlined and clearly stated in the school compact.

Curriculum, Assessment, and Instructional Planning

Engaging teachers in assessing and monitoring student mastery

Indicator **IIB01 - Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives. (91)**

Level of Development: Limited Development

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: In place in Reading and Mathematics, but needs to be expanded in all other core subjects.

Plan	Assigned to:	Tamarah Pfeiffer
	How it will look when fully met:	Teachers will have pre and post tests for all units of current curriculum guides, including Navajo studies. Assessments will be based on standards.
	Target Date:	01/01/2012
	Tasks:	

1. Instructors will develop pre and post tests for all units on a quarterly basis.

	Assigned to:	Individual classroom teachers
	Target Completion Date:	01/12/2012
	Comments:	
Implement	Percent Task Complete:	0%

Indicator   **IIB02 - Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction. (92)**

	Level of Development:	Limited Development	
	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:	Are administered in Mathematics, Reading and areas with well documented curriculum. Curriculum development will be a summer planning project.	
Plan	Assigned to:	Tamarah Pfeiffer	
	How it will look when fully met:	Teachers will administer pre and post tests for all units.	
	Target Date:	08/01/2011	
	Tasks:		

1. Grades for both tests will be posted in teachers grade book for each class.

	Assigned to:	classroom teachers
	Target Completion Date:	08/01/2011
	Comments:	
Implement	Percent Task Complete:	0%

Indicator   **IIB03 - Unit pre-test and post-test results are reviewed by the Instructional Team. (93)**

	Level of Development:	Limited Development	
	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:		Established in some areas of the curriculum, but not consistent across all core subject areas. Will be developed durring summer planning.
Plan	Assigned to:		Tamarah Pfeiffer
	How it will look when fully met:		Teachers will review assessment results monthly at instructional meetings.
	Target Date:		08/01/2011

Tasks:

1. Teachers bring updated data notebooks for review to instructional team meetings

	Assigned to:	Classroom teachers
	Target Completion Date:	08/01/2011
	Comments:	

2. Graph for each classroom/subject - classroom progress recorded by subject & teacher.

	Assigned to:	Classroom teachers
	Target Completion Date:	08/01/2011
	Comments:	

Implement	Percent Task Complete:	0%

Indicator **IIB04 - Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others. (94)**

	Level of Development:	Limited Development	
	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:		Not all subject areas have pre-tests in place to support instruction.
Plan	Assigned to:		Tamarah Pfeiffer
	How it will look when fully met:		Differentiated Instruction is developed based on pre-test. Activities will be developed based on individual learning targets.
	Target Date:		08/01/2011

Tasks:

1. Teachers demonstrate an activity/example of differentiated instruction at cadre every week.

	Assigned to:	Cadre Leaders

Target Completion Date: 09/01/2011

Comments:

2. Specific differentiation is incorporated in lesson plans.

Assigned to: Classroom Teachers

Target Completion Date: 08/01/2011

Comments:

Implement Percent Task Complete: 0%

Indicator   IIB05 - Teachers re-teach based on post-test results. (95)

Level of Development:	Limited Development	
Index:	3	(Priority Score x Opportunity Score)
Priority Score:	1	(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)
Describe current level of development:	In place in the elementary with consistency, but not all secondary.	

Plan

Assigned to:	Tamarah Pfeiffer
How it will look when fully met:	Teachers will re-teach based on assessments. Differentiate teaching by changing activities or methods of presentation from previous lessons.
Target Date:	08/01/2011

Tasks:

1. Lesson plans will reflect explicit differentiated instruction, using various learning styles that stimulate all senses.

Assigned to: Classroom teachers

Target Completion Date: 08/01/2011

Comments:

Implement Percent Task Complete: 0%

Curriculum, Assessment, and Instructional Planning

Engaging teachers in differentiating and aligning learning activities

Indicator   IIC01 - Units of instruction include specific learning activities aligned to objectives. (96)

Level of Development:	Full Implementation
Evidence:	All lesson plans are aligned to specific learning activities and reflect the continuium of learning identified within the

curriculum.

Indicator   **IIC02 - Instructional Teams develop materials for their standards-aligned learning activities and share the materials among themselves. (97)**

Level of Development:	Limited Development	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	2	(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)
Describe current level of development:	Currently in place but not consistent across all subject areas.	

Plan
Assigned to:	Tamarah Pfeiffer
How it will look when fully met:	Materials will be in place for every class based on standards, for all activities. All teachers will be asked to share best practices.
Target Date:	08/01/2011

Tasks:

1. Standards based activities will be shared at weekly cadre meetings

Assigned to:	Classroom teachers
Target Completion Date:	08/01/2011
Comments:	

Implement Percent Task Complete: 0%

Indicator   **IIC03 - Materials for standards-aligned learning activities are well-organized, labeled, and stored for convenient use by teachers. (98)**

Level of Development:	Limited Development	
Index:	3	(Priority Score x Opportunity Score)
Priority Score:	1	(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)
Describe current level of development:	Some limitations based on organizational structure within classrooms - space limitations for storage. Most classrooms have structure in place.	

Plan
Assigned to:	Tamarah Pfeiffer
How it will look when fully met:	All materials and activities will be labeled and organized for storage in the library.

Target Date: 08/01/2011

Tasks:

1. Teachers supply all materials to librarian. Checking materials in and out routinely based on need.

Assigned to: Michael Torres

Target Completion Date: 08/01/2011

Comments:

Implement Percent Task Complete: 0%

Curriculum, Assessment, and Instructional Planning

Assessing student learning frequently with standards-based assessments

Indicator **IID02 - The school tests each student at least 3 times each year to determine progress toward standards-based objectives. (100)**

Level of Development: Full Implementation

Evidence: NWEA-MAP assessment is conducted in the Fall, Winter, and Spring of each year. Staff receive reports on student progress immediately and the entire staff is updated routinely regarding progress toward profeciency.

Indicator **IID03 - Teachers receive timely reports of results from standardized and objectives-based tests. (101)**

Level of Development: Full Implementation

Evidence: Test resulte from DIBELS and AIMSWeb are ready and available for teachers within a few hours. MAP/NWEA assessments are available the next business day. All test results are accessable by staff on an unlimited bases.

Indicator **IID04 - The school maintains a central database that includes each student's test scores, placement information, demographic information, attendance, behavior indicators, and other variables useful to teachers. (102)**

Level of Development: Full Implementation

Evidence: NASIS/Infinite Campus, school files, and Program Development & Evaluation Coordinator

Indicator **IID06 - Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data. (104)**

Level of Development: Full Implementation

Evidence: All staff have been a part of the ongoing conversation that
                             identifies yearly goals.

Indicator   **IID07 - The Leadership Team monitors school-level student learning data. (105)**

Level of Development: Full Implementation

Evidence: Data is routinely reviewed by the Alamo Transformation Team.
                             Coahces and building level administration present data and
                             discussions are focused on areas needing improvement.

Indicator   **IID08 - Instructional Teams use student learning data to assess strengths and
                 weaknesses of the curriculum and instructional strategies. (106)**

Level of Development:	Limited Development	
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   Data teams are in place to review and identify areas of
development: weakness within the curriculum. Expansion of EL will
                                   encompass the upper level curriculum.

Plan Assigned to: Tamarah Pfeiffer

How it will look when fully met: Data will be used to assess the curriculum and address
                                   missing/weak standards.

Target Date: 10/30/2011

Tasks:

1. Schedule time for data review

   Assigned to: Coaches

   Target Completion Date: 08/20/2011

   Comments:

2. Review data and identify weaknesses

   Assigned to: Classroom teachers

   Target Completion Date: 08/30/2011

   Comments:

3. Develop plans and activities based on standards and targeted skills

   Assigned to: Classroom teachers

   Target Completion Date: 08/01/2011

   Comments:

Implement Percent Task Complete: 0%

Indicator   **IID09 - Instructional Teams use student learning data to plan instruction. (107)**

Level of Development:	Limited Development	
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:	Aligned within the elementary team, but limited development in MS/HS teams.	
Plan Assigned to:	Tamarah Pfeiffer	
How it will look when fully met:	Data will be used to plan instruction. Lessons will be developed based on differentiated instruction to meet the needs of all students.	
Target Date:	08/01/2011	

Tasks:

1. Allow 45 min. (at a minimum) every two weeks to meet and review data.

Assigned to:	Cadre leader
Target Completion Date:	08/20/2011
Comments:	

2. Meet 1x/month for additional review and planning

Assigned to:	Coaches
Target Completion Date:	08/01/2011
Comments:	

Implement Percent Task Complete: 0%

Indicator   **IID10 - Instructional Teams use student learning data to identify students in need of instructional support or enhancement. (108)**

Level of Development:	Limited Development	
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:	Aligned within the elementary team, but limited development in MS/HS teams.

Plan

Assigned to:	Tamarah Pfeiffer
How it will look when fully met:	Student data will be used to identify those who need additional support for tier II (strategic students)
Target Date:	08/01/2011

Tasks:

1. Schedule time weekly to review and plan lessons based on Des Cartes targeted skills

Assigned to:	Coaches
Target Completion Date:	08/01/2011
Comments:	

2. Develop lessons and activities specific to student needs

Assigned to:	Coaches
Target Completion Date:	08/01/2011
Comments:	

Implement Percent Task Complete: 0%

Indicator **IID11 - Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (109)**

Level of Development:	Limited Development	
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:	Aligned within the elementary team, but limited development in MS/HS teams.	

Plan

Assigned to:	Tamarah Pfeiffer
How it will look when fully met:	Review pre/post tests to ID students in G/T as wess as those in Tier III and develop differentiated lessons and activities
Target Date:	08/20/2011

Tasks:

1. Schedule time bi-weekly for review and planning

Assigned to:	Cadre Leaders
Target Completion Date:	08/20/2011
Comments:	

2. Develop lessons based on differentiation

Assigned to:	Classroom teachers

Target Completion Date: 08/20/2011

Comments:

Implement Percent Task Complete: 0%

Classroom Instruction

Expecting and monitoring sound instruction in a variety of modes

Indicator IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. (110)

Level of Development:	Limited Development
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:

Elementary Team constructed Essential Standards in 2009 - Need to do the same for all grades in all subjects. Does not exist in Secondary Level at all subjects.

Plan Assigned to:

Tamarah Pfeiffer

How it will look when fully met:

A "curriculum document" will be created which provides a user-friendly road map that aligns New Mexico Educational Standards with student learning objectives as shown by the publishers of the various adopted instructional materials used by the school. "The document" will be an easy-to-use reference tool for all teachers as they plan and prepare their weekly lesson and a comprehensive monitoring tool for administrators to provide checks and balances in their task of ensuring that teachers are planning what is required and teaching what they plan.

Target Date: 08/30/2012

Tasks:

1. 1. The Alamo Transformation Team will explore the most effective and efficient way to produce a document that aligns standards, curriculum, instruction and assessment;

Assigned to: Tamarah Pfeiffer

Target Completion Date: 08/30/2012

Comments:

2. 2. To be considered are whether the Team selects representative teachers, assistants, students, and parents, to work collaboratively in creating the document OR if the Team will search and employ a Curriculum Specialist to provide the research and word-processing for the task;

Assigned to: Tamarah Pfeiffer

Target Completion Date: 08/30/2012

Comments:

3. 3. By January, the Team should have a decisive plan for creating the document

Assigned to: Tamarah Pfeiffer

Target Completion Date: 01/15/2011

Comments:

4. 4. Either an in-house/school community Task Force begins their work by the beginning of QUAD "C" of 2011 or arrangements are beginning with a Curriculum Specialist.

Assigned to: Tamarah Pfeiffer

Target Completion Date: 03/30/2011

Comments:

Implement Percent Task Complete: 0%

Indicator IIIA02 - All teachers develop weekly lesson plans based on aligned units of instruction. (111)

Level of Development: Full Implementation

Evidence: Web-Based Lesson Planner as recommended by B.I.E.

Indicator IIIA05 - All teachers maintain a record of each student's mastery of specific learning objectives. (114)

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)

Describe current level of development: Limited sturcture to accomplish indicator. Some reports available to teachers through DIBELS, AimsWeb, and MAP, but not all teachers maintain consistently.

Plan Assigned to: Tamarah Pfeiffer

How it will look when fully met: There will be a list of essential standards, exit skills, industry checklist will be in place for each student in each classroom.

Target Date: 09/15/2012

Tasks:

1. Each cadre and discipline will be responsible for determining essential standards and exit outcomes.

Assigned to: Cadre Leaders

Target Completion Date: 06/30/2011

Comments:

Comments:

3. 3. By January, the Team should have a decisive plan for creating the document

    Assigned to: Tamarah Pfeiffer

    Target Completion Date: 01/15/2011

    Comments:

4. 4. Either an in-house/school community Task Force begins their work by the beginning of QUAD "C" of 2011 or arrangements are beginning with a Curriculum Specialist.

    Assigned to: Tamarah Pfeiffer

    Target Completion Date: 03/30/2011

    Comments:

Implement Percent Task Complete: 0%

Indicator   **IIIA02 - All teachers develop weekly lesson plans based on aligned units of instruction. (111)**

Level of Development: Full Implementation

Evidence: Web-Based Lesson Planner as recommended by B.I.E.

Indicator   **IIIA05 - All teachers maintain a record of each student's mastery of specific learning objectives. (114)**

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)
Describe current level of development:	Limited sturcture to accomplish indicator. Some reports available to teachers through DIBELS, AimsWeb, and MAP, but not all teachers maintain consistently.	

Plan   Assigned to: Tamarah Pfeiffer

How it will look when fully met: There will be a list of essential standards, exit skills, industry checklist will be in place for each student in each classroom.

Target Date: 09/15/2012

Tasks:

1. Each cadre and discipline will be responsible for determining essential standards and exit outcomes.

    Assigned to: Cadre Leaders

    Target Completion Date: 06/30/2011

    Comments:

2. Staff will become familiar with NWEA DesCartes to assist in establishing growth goals for students.

Assigned to:	Gail Campbell
Target Completion Date:	03/01/2011
Comments:	MS staff is pilot group to use DesCartes and other goal setting tools within NWEA. Will have 3 phone conferences in Jan/Feb 2011 to develop staff skills and confidence. Provided training for HS 1/11/2011

3. Student data charts will be in place for all students.

Assigned to:	Cadre leaders
Target Completion Date:	03/15/2011
Comments:	Sample data charts have been provided to both hs and elem staff as of 1/12/2011

Implement Percent Task Complete: 0%

Indicator IIIA06 - All teachers test frequently using a variety of evaluation methods and maintain a record of the results. (115)

Level of Development:	Limited Development	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	2	(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)
Describe current level of development:	Teacher-decided unit tests, plus K-8 AIMS Web, DIBELS, and MAPS assessment	

Plan

Assigned to:	Tamarah Pfeiffer
How it will look when fully met:	Individual student data files in each classroom reflect data supporting educational decisions for each student in each subject area.
Target Date:	03/30/2011

Tasks:

1. Provide training in the use of data folders and development of same, for all staff.

Assigned to:	Cadre Leaders
Target Completion Date:	02/20/2011
Comments:	Sample folders developed for secondary and presented 1/11/2011

2. Gather materials and supplies to create folders.

Assigned to:	Cadre Leaders
Target Completion Date:	02/15/2011
Comments:	

3. Review data folders at data team meetings utilizing results to guide grouping and instruction.

    Assigned to: Cadre Leaders

    Target Completion Date: 03/01/2011

    Comments:

Implement Percent Task Complete: 0%

Indicator   **IIIA07 - All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (116)**

Level of Development:	Limited Development
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:	Small group instruction occuring in some areas, grouping done on limited basis. New staff need training in differentiation.

Plan   Assigned to: Tamarah Pfeiffer

How it will look when fully met: Learning activities are targeted to each student based on that students level of mastery. A variety of ways for student to acheive mastery are in place.

Target Date: 03/15/2011

Tasks:

1. Determine level of mastery within each subject and at each grade level.

    Assigned to: Cadre leaders

    Target Completion Date: 08/15/2011

    Comments:

2. Review data regularly (every 2-weeks) to determine student progress.

    Assigned to: Coaches & Cadre Leaders

    Target Completion Date: 02/15/2011

    Comments: Data teams meet regularly to determine student progress toward their goals.

    Task Completed: 01/31/2011

3. Teachers work in grade level groups to brainstorm and implement varrious ways to assist students in achieving mastery of particular subject areas.

    Assigned to: Cadre Leaders & Coaches

    Target Completion Date: 03/15/2011

    Comments:

Implement Percent Task Complete: 33%

Indicator   **IIIA08 - All teachers review the previous lesson. (117)**

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:	K-12 walk-through have not observed all teachers reviewing previous lessons
Assigned to:	Tamarah Pfeiffer
How it will look when fully met:	Prior knowledge indicated by a review of previous days lesson; scaffolding obvious in lesson and an awareness within the classroom
Target Date:	05/30/2011

Tasks:

1. Cadres provide sample lesson plans that include review of previous knowledge and evidence of scaffolding techniques.

     Assigned to: Cadre Leaders

     Target Completion Date: 05/01/2011

     Comments:

2. Videos available for staff to review strategies. See it, know it, implement it.

     Assigned to: Cadre Leaders

     Target Completion Date: 05/15/2011

     Comments:

Implement   Percent Task Complete: 0%

Indicator   **IIIA09 - All teachers clearly state the lesson's topic, theme, and objectives. (118)**

Level of Development:	Limited Development	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	2	(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)
Describe current level of development:	Secondary has learning targets; Elementary has "student friendly objectives" Evident through Walk-Through; stated on board prior to lesson, as a learning target.

Plan

Assigned to:	Tamarah Pfeiffer
How it will look when fully met:	Lesson topic, theme and objectives clearly identified in weekly lesson plans and reflected in the daily instruction.
Target Date:	02/15/2011

Tasks:

1. Lesson plans received weekly by administrator.

Assigned to:	Tamarah Pfeiffer
Target Completion Date:	01/31/2011
Comments:	All lesson plans are provided to administrator each Friday.
Task Completed:	01/17/2011

2. Lesson plans reviewed for content and adherence to structure that includes topic, theme, and objectives.

Assigned to:	Tamarah Pfeiffer
Target Completion Date:	02/15/2011
Comments:	Lesson plans are reviewed weekly.
Task Completed:	01/31/2011

3. Walk through's routinely conducted to assure what is outlined in lesson plan is in fact occuring in instruction in the classroom.

Assigned to:	Tamarah Pfeiffer & ATT
Target Completion Date:	03/01/2011
Comments:	Walk through's conducted by all staff on a weekly basis

4. Navajo Language and Culture activities are included in lesson planning.

Assigned to:	Jackson Pino
Target Completion Date:	06/01/2011
Comments:	

Implement Percent Task Complete: 50%

Indicator   **IIIA10 - All teachers stimulate interest in the topics. (119)**

Level of Development:	Limited Development	
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:	Misbehavior occurs in many classrooms; walk-through data show little engagement	
'lan Assigned to:	Tamarah Pfeiffer	

| How it will look when fully met: | Teachers will use explicit language in guiding student instruction to accomplish learning tasks. Active engagement strategies will be used to capture student interest to commit into long-term memory. Teachers use a variety of instruction methods to enhance the learning opportunities, such as building upon prior knowledge of the student and advanced graphic organizers. |

Target Date: 08/01/2011

Tasks:

1. Professional development for K-12 staff on EL practices; strategies for actively engaging and motivating students; and scaffolding instruction based on program and normative data.

Assigned to: Coaches

Target Completion Date: 08/01/2011

Comments:

2. Modeling and monitoring of explicit instruction during walk throughs and by coaches

Assigned to: Coaches

Target Completion Date: 08/01/2011

Comments:

3. Review and implement lesson plan examples to enhance presentation of whole group direct instruction.

Assigned to: Coaches

Target Completion Date: 06/30/2011

Comments:

Implement Percent Task Complete: 0%

Indicator **IIIA11 - All teachers use modeling, demonstration, and graphics. (120)**

Level of Development: Limited Development

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: Walk-through show a lot of seat work and little "hands-on"

Plan Assigned to: Tamarah Pfeiffer

How it will look when fully met: All teachers are modeling and demonstrating skills and concepts to be learned in order to facilitate acquisition of content. Lessons will include an anticipatory set and closure that articulates the goals and expectation to be and have been presented. Students will be able to infer meaning from analyzing visual images, such as graphic sources and charts.

Target Date: 08/01/2011

Tasks:

  1. Professional Development of Effective "Cues" that activates students' prior knowledge in order
  to meet lesson objectives.

    Assigned to: Coaches

    Target Completion Date: 08/01/2011

    Comments:

  2. Professional Development around the implementation of advanced organizers around the four
  general types: expository, narrative, skimming, and illustrated

    Assigned to: Coaches

    Target Completion Date: 09/30/2011

    Comments:

Implement Percent Task Complete: 0%

Indicator   **IIIA13 - All teachers explain directly and thoroughly. (122)**

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)

Describe current level of   Teaching practices in place - expectation is that all staff use
development: good teaching practices that reflect best practices in
                                     instruction. Ongoing training for staff to continue
                                     development and refining skills for staff.

Plan   Assigned to: Tamarah Pfeiffer

How it will look when fully met: Teachers provide intentional instruction with clear goals and
                                     outcomes for student achievement. Transitions between
                                     content and physical spaces by students will be visible and
                                     immediate.

Target Date: 08/01/2011

Tasks:

  1. Professional Development around the implementation of advanced organizers around the four
  general types: expository, narrative, skimming, and illustrated

    Assigned to: Coaches

    Target Completion Date: 08/01/2011

    Comments:

  2. Modeling and monitoring of explicit instruction

    Assigned to: Coaches

	Target Completion Date:	08/01/2011
	Comments:	
Implement Percent Task Complete:		0%

Indicator **IIIA15 - All teachers speak with expression and use a variety of vocal tones. (124)**

	Level of Development:	Limited Development	
	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:	Teaching practices in place - expectation is that all staff use good teaching practices that reflect best practices in instruction. Ongoing training for staff to continue development and refining skills for staff.	
Plan	Assigned to:	Tamarah Pfeiffer	
	How it will look when fully met:	Teachers will use a variety of interest stimulators, enthusiasm for the content, and verbalized modeling of the thinking processes. Students will be encouraged to formulate and ask questions to enhance the learning experience.	
	Target Date:	08/01/2011	
	Tasks:		

     1. Mosaic of Thought Literature Study emphasizing Think-Aloud Strategies

	Assigned to:	Tamarah Pfeiffer
	Target Completion Date:	08/30/2011
	Comments:	
Implement Percent Task Complete:		0%

Indicator **IIIA16 - All teachers use prompting/cueing. (125)**

	Level of Development:	Limited Development	
	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:	Teaching practices in place - expectation is that all staff use good teaching practices that reflect best practices in instruction. Ongoing training for staff to continue	

development and refining skills for staff.

Plan   Assigned to: Barbara Gordon

How it will look when fully met: Teacher-directed instruction that uses a variety of instructional approaches with clearly articulated goals so students can meet performance objectives. Teacher's review data regularly to inform instruction based on student needs.

Target Date: 08/01/2011

Tasks:

1. Regularly scheduled meetings between teachers and coaches to review data and discuss individual student learning goals.

Assigned to: Coaches

Target Completion Date: 06/30/2011

Comments:

Implement Percent Task Complete: 0%

Indicator   **IIIA17 - All teachers re-teach when necessary. (126)**

Level of Development: Full Implementation

Evidence: Teaching practices in place - expectation is that all staff use good teaching practices that reflect best practices in instruction. Ongoing training for staff to continue development and refining skills for staff.

Indicator   **IIIA19 - All teachers review with questioning. (128)**

Level of Development: Limited Development

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: Teaching practices in place - expectation is that all staff use good teaching practices that reflect best practices in instruction. Ongoing training for staff to continue development and refining skills for staff.

Plan   Assigned to: Tamarah Pfeiffer

How it will look when fully met: Teachers provide re-teaching and reinforcement of skills and objectives as needed based upon student assessments—formal and informal. Teacher provides specific and direct corrective feedback immediately. Students will be able to demonstrate high-order thinking skills through question and answers.

Target Date: 08/01/2011

Tasks:

1. Mosaic of Thought Literature Study emphasizing Methods of Effective Questioning

> Assigned to: Coaches
>
> Target Completion Date: 12/30/2011
>
> Comments:

2. Professional Development around Bloom's Taxonomy on developing questions

> Assigned to: Coaches
>
> Target Completion Date: 06/30/2011
>
> Comments:

Implement Percent Task Complete: 0%

Indicator **IIIA20 - All teachers summarize key concepts. (129)**

Level of Development: Full Implementation

Evidence: Summarizing key concepts is typical procedure in each classroom.

Indicator **IIIA21 - All teachers re-teach following questioning. (130)**

Level of Development:	Limited Development	
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:	Teaching practices in place - expectation is that all staff use good teaching practices that reflect best practices in instruction. Ongoing training for staff to continue development and refining skills for staff.	

Plan Assigned to: Tamarah Pfeiffer

How it will look when fully met: Teachers will explicitly, using direct instruction, have identified in lessons, higher order questioning based on the core curriculum in reading and math. There is mastery learning with time and behavioral elements of teaching. This will be documented by daily walk throughs.

Target Date: 08/01/2011

Tasks:

1. Inservice on reading and math core program and specific HOT skills, appropriate to grade level

> Assigned to: Coaches

Target Completion Date: 06/30/2011

Comments:

2. On-going professional development in Scott Foresman, Reading Streets, and Connecting Math

Assigned to: Coaches

Target Completion Date: 12/01/2012

Comments:

3. Conduct one-on-one coaching in math and reading put in place for new teachers. Weekly meetings regarding program fidelity.

Assigned to: Coaches

Target Completion Date: 06/30/2012

Comments:

Implement Percent Task Complete: 0%

Indicator   **IIIA22 - All teachers use open-ended questioning and encourage elaboration. (131)**

Level of Development:	Limited Development
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:	Teaching practices in place - expectation is that all staff use good teaching practices that reflect best practices in instruction. Ongoing training for staff to continue development and refining skills for staff.

Plan   Assigned to: Tamarah Pfeiffer

How it will look when fully met: There is direct and explicit teaching and mastery learning to encourage open ended questions and elaboration in reading and mathematics. This will be documented by lesson plans and daily walk throughs

Target Date: 08/01/2011

Tasks:

1. Learning targets are phrased in an open ended questioning format.

Assigned to: Classroom teachers

Target Completion Date: 08/01/2011

Comments: Example - in 1st grade would be - Why is the sound "C" as in cat, different than "K" in kite?

Implement Percent Task Complete: 0%

Indicator   **IIIA25 - All teachers encourage students to paraphrase, summarize, and relate. (134)**

	Level of Development:	Limited Development
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	2 (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)
	Describe current level of development:	Teaching practices in place - expectation is that all staff use good teaching practices that reflect best practices in instruction. Ongoing training for staff to continue development and refining skills for staff.
Plan	Assigned to:	Tamarah Pfeiffer
	How it will look when fully met:	All teachers will identify lesson strategies used to paraphrase, summarize and relate within daily lesson plans
	Target Date:	08/01/2011

Tasks:

1. In daily walk through the teacher is paraphrasing, summarizing and elaborating

	Assigned to:	Tamarah Pfeiffer
	Target Completion Date:	08/01/2011
	Comments:	

2. Weekly lesson plans are turned in and reviewed by principal, and feedback on lessons given bi-weekly.

	Assigned to:	Tamarah Pfeiffer
	Target Completion Date:	08/01/2011
	Comments:	

Implement Percent Task Complete: 0%

Indicator   **IIIA26 - All teachers encourage students to check their own comprehension. (135)**

	Level of Development:	Limited Development
	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:	Teaching practices in place - expectation is that all staff use good teaching practices that reflect best practices in instruction. Ongoing training for staff to continue development and refining skills for staff.
Plan	Assigned to:	Tamarah Pfeiffer

	How it will look when fully met:	Teachers are checking oral and written understanding; and ask probing questions. The questions are sequenced and teacher gives feedback to students daily. This is captured through lesson plans and direct observation.
	Target Date:	12/01/2011
	Tasks:	

1. Teachers identify, on lesson plans, comprehension questions and factual recall, this is then checked and assessed by principals and through weekly walk through observations.

	Assigned to:	Classroom teachers
	Target Completion Date:	08/01/2011
	Comments:	
Implement	Percent Task Complete:	0%

Indicator   **IIIA27 - All teachers verbally praise students. (136)**

	Level of Development:	Full Implementation
	Evidence:	All teachers recognize student efforts in positive ways, which include verbally praising student efforts and successes.

Indicator   **IIIA28 - All teachers travel to all areas in which students are working. (137)**

	Level of Development:	Full Implementation
	Evidence:	There is an expectation that all staff move around the room to assist students in need of help.

Indicator   **IIIA31 - All teachers interact instructionally with students (explaining, checking, giving feedback). (140)**

	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)
	Describe current level of development:	Teaching practices in place - expectation is that all staff use good teaching practices that reflect best practices in instruction. Ongoing training for staff to continue development and refining skills for staff.	
Plan	Assigned to:	Tamarah Pfeiffer	
	How it will look when fully met:	In the observation and enviornmental set-up scanning the classroom in groups or by individuals is done consistently by the teacher and the teacher assistant.	

Target Date: 08/01/2011

Tasks:

1. In walk through observations and lesson development teachers are monitoring and checking for understanding - working one-on-one.

Assigned to: Classroom teachers

Target Completion Date: 12/01/2011

Comments:

Implement Percent Task Complete: 0%

Indicator   **IIIA32 - All teachers interact managerially with students (reinforcing rules, procedures). (141)**

Level of Development: Full Implementation

Evidence: Routine procedures and practices are tought by classroom teachers. Reinforcement of those practices and procedures is repeated on a daily basis with all students.

Indicator   **IIIA33 - All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family). (142)**

Level of Development: Full Implementation

Evidence: It is expected that all staff interact socially with their students. Improving instruction begins with building positive relationships with students.

Indicator   **IIIA35 - Students are engaged and on task. (144)**

Level of Development:	Limited Development	
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:	It is the expectation that all students are engaged and on task. Extended work with EL continues to refine skills for staff.	

Plan   Assigned to: Tamarah Pfeiffer

How it will look when fully met: Teachers will have set up procedures for PBIS. Teachers puts into daily lessons specific times for feedback.

Target Date: 08/20/2011

Tasks:

1. There are procedural and behavioral checks that can be observed daily in walk-thrus by teachers and administrators.

Assigned to:	Classroom teachers
Target Completion Date:	08/20/2011
Comments:	Cues: engagement, corrective feedback and reinforcement

Implement Percent Task Complete: 0%

Indicator **IIIA37 - All teachers travel about the room to assist students. (146)**

Level of Development: Full Implementation

Evidence: It is expected that all staff are moving around the room to assist students with a variety of tasks.

Indicator **IIIA38 - All teachers have documentation of the computer program's alignment with standards-based objectives. (147)**

Level of Development: Full Implementation

Evidence: All staff have access to NM PED aligned standards and outcome expectations. New core standards from the state are in the process and should be in place by fall 2011.

Indicator **IIIA40 - All teachers assess student mastery in ways other than those provided by the computer program. (149)**

Level of Development: Full Implementation

Evidence: A wide variety of assessment and mastery indicators are available for use by teachers.

Classroom Instruction

Expecting and monitoring sound homework practices and communication with parents

Indicator **IIIB01 - All teachers maintain a file of communication with parents. (150)**

Level of Development: Full Implementation

Evidence: It is the expectation that all staff maintain complete documentation of contact with parents.

Indicator **IIIB02 - All teachers regularly assign homework (4 or more days a week). (151)**

Level of Development: Full Implementation

Evidence: | Homework is used for practice and is assigned as necessary. Much of the project based work completed in the upper grade levels is completed within the classroom and is not appropriate for "homework' assignments.

Indicator   **IIIB03 - All teachers check, mark, and return homework. (152)**

Level of Development: Full Implementation

Evidence: It is current policy that all teachers mark and return assignments in a timly fashion.

Indicator   **IIIB06 - All teachers systematically report to parents the student's mastery of specific standards-based objectives. (155)**

Level of Development: Full Implementation

Evidence: It is the expectation that all staff maintain regular communication with parents regarding student progress.

Classroom Instruction

Expecting and monitoring sound classroom management

Indicator   **IIIC01 - When waiting for assistance from the teacher, students are occupied with curriculum-related activities provided by the teacher. (156)**

Level of Development: Full Implementation

Evidence: Students are expected to be self motivated. It is the expectation that students have work they know needs to be completed and are not "waiting for assistance".

Indicator   **IIIC05 - All teachers use a variety of instructional modes. (160)**

Level of Development: Full Implementation

Evidence: Staff recognize and have received training in a variety of approaches to instruction.

Indicator   **IIIC06 - All teachers maintain well-organized student learning materials in the classroom. (161)**

Level of Development: Limited Development

Index: 6   (Priority Score x Opportunity Score)

Priority Score: 2   (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) |

| | Describe current level of development: | Principal, BIE, SOS, DODE and DINE and Observations |

Plan

Assigned to: Tamarah Pfeiffer

How it will look when fully met: There is a set place in the classroom for classroom materials

Target Date: 08/01/2011

Indicator   **IIIC08 - All teachers display classroom rules and procedures in the classroom. (163)**

Level of Development: Full Implementation

Evidence: Posters are visible in all classrooms

Indicator   **IIIC09 - All teachers correct students who do not follow classroom rules and procedures. (164)**

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)

Describe current level of development: Not consistently implemented by all staff; training in this area is continuing throughout the year.

Plan

Assigned to: Steve Mills

How it will look when fully met: Positive reinforcement options will be utilized by all staff in correcting students for all classroom rules and procedure compliance and non-compliance.

Target Date: 04/15/2011

Tasks:

1. Common classroom rules and procedures for all classrooms are posted.

   Assigned to: Cadre Leaders

   Target Completion Date: 04/15/2011

   Comments: All classrooms have rules and procedures posted.

   Task Completed: 01/15/2011

2. Staff receive training in the implementation and utilization of PBIS methods for classroom management.

   Assigned to: Cadre Leaders

| Target Completion Date: | 06/01/2011 |
| Comments: | Monthly training is occuring and will continue throughout the school year. |

3. Staff at K-6; 7/8; and 9-12 develop matrix for descipline issues

Assigned to:	cadre leaders
Target Completion Date:	05/01/2011
Comments:	

Implement Percent Task Complete: 33%

Indicator   **IIIC10 - All teachers reinforce classroom rules and procedures by positively teaching them. (165)**

Level of Development:	Limited Development	
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:	Extensive PBIS training and principal guidance has not produced compliance. Training will continue.
Assigned to:	Tamarah Pfeiffer
How it will look when fully met:	Rules and procedures are posted in each classroom. There is evidence that teachers provide instruction, routinely around procedures, processes, and classroom rules. Students are engaged in activities that show routines are in place - i.e. transitions between activities occurs with little disruption and quickly; students "know what to do next".
Target Date:	05/30/2011

'lan

Tasks:

1. All classrooms have rules and procedures posted

Assigned to:	classroom teachers
Target Completion Date:	03/15/2011
Comments:	All posted
Task Completed:	01/15/2011

2. All common areas have rules posted (library, hallways, cafeteria, gym, etc.)

Assigned to:	Chee Apachito
Target Completion Date:	03/15/2011
Comments:	

3. Staff receive ongoing training to develop skills and strategies to teach and positively reinforce classroom rules and procedures.

Assigned to:	Tamarah Pfeiffer
Target Completion Date:	05/15/2011
Comments:	Training is being conducted on a monthly basis.
mplement Percent Task Complete:	33%

Indicator **IIIC12 - All teachers engage all students (e.g., encourage silent students to participate). (167)**

| Level of Development: | Full Implementation |
| Evidence: | It is the expectation that all students are fully engaged in classroom activities. |

School Community

Communication

Indicator **IVA06 - The school regularly and clearly communicates with parents about its expectations of them and the importance of the "curriculum of the home." (184)**

| Level of Development: | Full Implementation |
| Evidence: | Parent Involvement Team, Radio Station, Dream Team, open houses, parent-teacher events, athletic events - all are expamples of activities where information and outreach is accomplished. |

Indicator **IVA11 - The school's Compact is annually distributed to teachers, school personnel, parents, and students. (204)**

| Level of Development: | Full Implementation |
| Evidence: | As a part of the annual enrollment packet, all students/parents receive the school compact. |

Indicator **IVB04 - The "ongoing conversation" between school personnel and parents is candid, supportive, and flows in both directions. (185)**

| Level of Development: | Full Implementation |
| Evidence: | It is well documented that parents in the community are vocal regarding their children. All staff are available to communicate with students/parents. |

School Community

ducation

Indicator   **IVC02 - Professional development programs for teachers include assistance in working effectively with parents. (192)**

Level of Development:	Limited Development	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	2	(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)
Describe current level of development:	Will schedule within the 2011-12 PD Calendar.	

Plan

Assigned to:	Tamarah Pfeiffer
How it will look when fully met:	Professional Development will be a collaborative expectation of what works best for Alamo Navajo Community School Parents.
Target Date:	08/01/2011

Tasks:

1. On going PIT meetings with agenda items specific to parenting skills.

Assigned to:	Chee Apachito
Target Completion Date:	08/01/2011
Comments:	

Implement Percent Task Complete: 0%

April 08, 2011

Budget Request for Unexpended Funds

1. Update Technology

Mimeo smart boards	6	$ 3,000.00	$18,000.00	Complete smart board installation in remaining classrooms
Total Technology			**$ 18,000.00**	

2. Update K-6 Reading Materials:

Teacher materials	16	$ 578.00	$ 9,248.00	Costs include teacher edition materials for Special Education, reading coach and principal.
Student materials	100	$100.00	$10,000.00	K-3 materials to provide each classroom with necessary materials for use by individual students.
Student materials	100	$80.00	$8,000.00	4-6 materials to provide each classroom with necessary materials for use by individual students.
Support materials	13	$1,000.00	$13,000.00	Additional support materials for ELL based on per classroom costs
Assessment pack	13	$750.00	$9,750.00	Assessment materials, for both students and teachers
Decodable readers	13	$325.00	$4,225.00	Classroom sets of decodable readers
Vocabulary & spelling	13	$396.00	$5,148.00	Classroom sets of vocabulary and spelling instructional materials
Teacher resources	16	$295.00	$4,720.00	Additional resources for classroom teachers on CD-ROM
Total Reading			**$ 64,091.00**	

3. Environmental Improvement

Description	Quantity	Rate	Budget	Comment/Justification
Paint	10	$ 28.00	$ 280.00	Paint the cafeteria with a color (yellow) to brighten the cafeteria setting conducive to student nutrition and social skills
Painting	40	$ 23.36	$ 934.40	Cost includes fringe rates
Veneer			$ 700.00	Replace chipped formica on window sills with a copper veneer that will be aesthecally pleasing while at the same time being a more durable surface that reduces wear and tear.
Carpentry	40	$ 23.36	$ 934.40	Cost includes fringe rates
Window Tinting	80.5	$ 11.74	$ 945.00	Install window tinting (copper) to reduce glare and heat in the cafeteria and enhance the outside appearance of the school front. Blinds have been installed and need replacement almost every year at a high cost.
Wall Décor	10	$ 250.00	$ 2,500.00	Decorative Suns (i.e. Sunday Morning - CBS)
Tables	25	$ 500.00	$ 12,500.00	Transform the cafeteria area from an institutional setting to a dining room setting where social skills and table manners can be modeled and encouraged.
Chairs	150	$ 150.00	$ 22,500.00	Transform the cafeteria area from an institutional setting to a dining room setting where social skills and table manners can be modeled and encouraged.
Food Carts	2	$ 335.00	$ 670.00	Display fruits, vegetables during meals and distribute healthy snacks in the afterschool program.
Total Cafeteria			**$ 41,963.80**	

Total Unexpended funds (projected)	$ 141,994.00
Total realocation request	$ 124,054.80
	$ 17,939.20

Based on projections for the remainder of the 2010-11SY it is anticipated that there will be approximately $141,994 of unexpended funds. Please consider this as a formal request to reallocate those funds to meet current needs in the school. Although not originally budgeted, the activities described below address issues within the USDOE Required Actions, as outlined in the original plan.

There are three areas to be addressed with these funds and all funds will be obligated by July 1, 2011, to reduce the impact on the 2011-12 funding request. The areas to be addressed are as follows:

1. Improve Technology

    Addresses **USDOE Required Action #8 a) 4. Use and integrate technology-based supports and interventions as part of the instructional program**

    Utilizing other funding sources, there were 20 *Mimio Smartboards* installed in classrooms during the summer of 2010. The technology has proven to be a useful tool for students and staff and has increased the ease with which staff can provide technology based instruction. Ongoing training has been provided and staff unanimously indicates that the technology has increased their instructional capacity and student interest in the use of technology. The proposed expenditure of $18,000 will complete the installation so that all classrooms have access to this technology.

2. Update Reading Material

    Addresses **USDOE Required Action #7 1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards**

    Currently the school is utilizing the Scott Foresman (K-6) Reading Streets (Edition 2008). This edition was purchased just prior to Alamo beginning Reading First. There is a more current version (2011) that is more complete in its intervention activities, ELL strategies, and that has a stronger focus on vocabulary and comprehension skills. The proposed expenditure of $64,091 in this area will allow for purchase of the most recent version of the materials for grades K-6. Training in the use of the new materials will be scheduled prior to the beginning of the 2011-12SY.

3. Environmental Improvement

    Addresses **USDOE Required Action #10 2. a) 1. Partner with parents and parent organizations, faith and community based organizations, health clinics, other State, tribal, or local agenciew, and others to create safe school environments that meet students' social, emotional, and health needs; and 3. Implement approaches to improve school climate and discipline, such as**

implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment.

Over the past three years, and in particular the last 18 months the Alamo Navajo School Board, Inc. has worked with the Upside Down Organization to change the climate of the organization to a more client/student focused service organization. More detail regarding these efforts can be found in the original 1003g proposal.

One of the changes focused on improving the physical environment of the facilities, including the school campus and buildings.

> "Environments with quality facilities and equipment, inviting atmospheres, high learner expectations and small-group interaction strengthen neural connections and aid in long-term memory, planning and motivation."(Ross, et. al: 2005)

The Alamo Navajo School Board, recognizing the need to change the physical environment, has funded a number of changes to date, including the main entrance to the school, the library, kiosks in the hallways for each classroom, the foyer, and gymnasium. All of these changes have been designed with student and community input and students have been engaged in the installation. There has been a great deal of student and community pride in the changes as recognized by the maintenance of the changes. Based on a student survey conducted in the Spring of 2010, students responded with a 4.4 on a 5 point scale that they liked the changes and would like to see more environmental improvements in the school. There has been an increase in total enrollment this year of about 50 students (maintained) and a decrease in discipline issues throughout the school. Although there is no way to directly connect the environmental changes to these results, research indicates that there is a correlation. This request will support the transformation of another critical common area – the school cafeteria. The board will continue to utilize other funds and work toward an environment that is visually stimulating, and student focused.

00 - NORMAL FY

Account Code	Account Title	Current Period Budget	YTD Actual	YTD Encumbrance	YTD Budget $ Variance Original	Projections through 6/30	Balance
010	BUREAU OF INDIANS AFFAIRS						
050	TITLE PROGRAMS						
301	TITLE SUPPLEMENTAL						
04550	GRANT/CONTRACT REVENUES	187,144.00	0.00	0.00	187,144.00	187,144.00	
23000	**CONSULTANTS-ADVISORY**	119,000.00	29,876.20	54,623.80	34,500.00	34,500.00	
	Math 12 days @ 750 +1000 travel				0.00	10,000.00	(10,000.00)
	UDO (5 days @ $3000/day)				0.00	15,000.00	(15,000.00)
	Outside Evaluation				0.00	25,000.00	(25,000.00)
	Reading (6 days @$2,500+ travel -$1,600)				0.00	16,600.00	(16,600.00)
85000	**Summer School**	68,144.00	0.00	0.00	68,144.00	68,144.00	
	June 27-30 (4 days * 6*20 staff *30/hr					14,400.00	(14,400.00)
	Fringe @ 25%					3,600.00	(3,600.00)
	Driver @ 4 days x 4 hours x 15					240.00	(240.00)
	Fringe @ 25%					60.00	(60.00)
	Supplies					1,000.00	(1,000.00)
	TITLE SUPPLEMENTAL	187,144.00	29,876.20	54,623.80	102,644.00	85,900.00	16,744.00
	Total 301	187,144.00	29,876.20	54,623.80	102,644.00	85,900.00	16,744.00

Account Code	Account Title	Current Period Budget	YTD Actual	YTD Encumbrance	YTD Budget $ Variance - Original	Projections to 6/30/11 7.4 PP for 12 mo 6 or 7 for Academic
010	BUREAU OF INDIANS AFFAIRS					
050	TITLE PROGRAMS					
321	10 03 G ARRA FUNDS					
04550	GRANT/CONTRACT REVENUES	852,544.00	852,544.00	0.00	0.00	0.00
11140	Substitutes	0.00	1,082.84	0.00	(1,082.84)	0.00 (1,082.84)
11530	7-12 PRINCIPAL	80,850.00	60,679.64	0.00	20,170.36	26,021.36 (5,851.00)
12000	PROFESSIONAL	269,961.00	61,238.37	0.00	208,722.63	208,722.63
	June 13-14 - All Staff (4 T.A.s and 20 Teachers)					7,183.44 (7,183.44)
	June 15-16 - Secondary(7 Teachers)					2,245.04 (2,245.04)
	June 20-24 - BIE Institute (9 Teachers)					7,216.20 (7,216.20)
	June 23-25 - EL Leadership (5 staff)					3,207.20 (3,207.20)
	June 24-25 - HS Literacy (5 staff)					3,207.20 (3,207.20)
	Teacher Incentives (5 Teachers @ $5000)					25,000.00 (25,000.00)
	TA Incentives (2 Tax @ $1000)					2,000.00 (2,000.00)
	ATT Stipend (10 staff @ $2000)					20,000.00 (20,000.00)
	10 Staff In-Service Days (August 1-13, 2010)					62,532.90 (62,532.90)
12500	PARA-PROF (December COLA Adjustment)	0.00	9,745.56	0.00	(9,745.56)	0.00 (9,745.56)
15050	TEACHER 3RD	36,128.00	23,121.92	0.00	13,006.08	10,115.84 2,890.24
15070	TEACHER 4TH	45,424.00	44,700.94	0.00	723.06	16,665.60 (15,942.54)
15080	TEACHER 1ST	52,352.00	38,694.89	0.00	13,657.11	15,933.19 (2,276.08)
15090	TEACHER 2ND	36,406.00	23,299.52	0.00	13,106.48	10,193.54 2,912.94
15110	SPEC.ED.HS.	0.00	750.00	0.00	(750.00)	750.00 (750.00)
15300	Coach	161,761.00	65,708.85	0.00	96,052.15	20,082.29 75,969.86
15500	TEACHER SPEC.ED.MS	0.00	750.00	0.00	(750.00)	(750.00)
16000	FICA	52,240.00	25,227.61	0.00	27,012.39	17,717.69 9,294.70
16010	SUTA	1,664.00	2,298.78	0.00	(634.78)	1,852.83 (2,487.61)
16020	WORKERS' COMP	3,892.00	1,736.79	0.00	2,155.21	1,320.14 835.07
16050	GROUP INS.	40,752.00	24,611.51	0.00	16,140.49	9,000.00 7,140.49
16110	RETIREMENT BENEFITS	20,906.00	3,187.38	0.00	17,718.62	9,006.12 8,712.50
23000	CONSULTANTS-ADVISORY	25,000.00	23,750.00	0.00	1,250.00	1,250.00 0.00
31100	TRAVEL-BUSINESS	0.00	6,100.72	0.00	(6,100.72)	(6,100.72)
31110	TRAVEL-TRAINING	25,208.00	17,171.38	0.00	8,036.62	1,935.90 6,100.72
	BIE Institute June 20-24 (14 staff)					
	Airfare ($400, Lodging 400, Meals 200,Mileage $70, taxi 30 = $1,100/staff					15,400.00 (15,400.00)
	EL Leadership June 23-25 (5 Staff)					
	Airfare ($400, Lodging 200, Meals 160,Mileage $70, taxi 30 = $870/staff					4,350.00 (4,350.00)
Total 321	10 03 G ARRA FUNDS	852,544.00	433,856.70	0.00	418,687.30	273,686.48 125,250.82

#1 - Increase teacher and school leadership effectiveness

Activity	Specific Steps	Person(s) Responsible	Timeframe	Status as of 4/15/2011	Budgeted	Expended
Develop, implement and refine Leadership Team (Alamo Transformation Team – ATT)	Recruit ATT members	Supt. & Principals	ATT was formed in February 2010 with additional member recruitment on-going	First meeting of new SY conducted 8/6/10, and meeting at lease monthly thereafter; sub-committee of Native Star meets 2x/mo	$37,000	$20,000

Several ATT members will not be awarded a stipend due to inconsistency in attendance at meetings. |
| | Develop Action Plans for ATT | ATT | Walk-thru plans were developed and executed in March/April. Plans for SY2010-11 to be developed in May. ATT to develop additional action plans during Summer 2010 | Updated walk through developed – utilized by principals; results presented to staff monthly | | |

#2 - Evaluation Systems for teachers and principals & #3 - - Identify and reward school leaders, teachers, and other staff for school improvement success.

Activity	Steps to be taken	Person(s) Responsible	Timeframe	Status as of 4/15/2011	Budgeted	Expended
Develop rigorous transparent & equitable evaluation systems for teachers and principals	Develop performance evaluation tool for Principals	Ex. Dir. & Supt.	June-July 2010	In process	$95,000	Will be determined at the end of SY2010-11
	Review position description, performance evaluation tool, 1003g application, and other program expectations with Principals	Ex. Dir. & Supt	July 2010			
	Revise teacher performance evaluation tool for teachers and teacher assistants to include incentive based rubric	Supt. With collaboration of Principals (once on board) and ATT	July and August 2010	Teacher rubric in place		
	Review performance tool and incentive rubric with teachers and teacher assistants	Principals	August 2010 orientation	TA rubric in place		

#4 – Provide staff development

Activity	Steps to be taken	Person(s) Responsible	Timeframe	Status as of 4/15/2011	Budgeted	Expended
Continued staff development for K-8 staff in Math	Schedule and calendar professional development sessions with Technical Assistance Providers for monthly sessions of 4 hours/session	Reading/Math Team	June 1, 2010	Conducted training 6/10; ongoing training. Math sessions scheduled	$30,000	24,200
Continued staff development for K-6 staff in Reading	Schedule and calendar professional development sessions with Technical Assistance Providers for monthly sessions of 4 hours/session	Reading/Math Team	June 1, 2010	Began working with outside TA January 2011	$40,000	22,600
Professional Development for 7-12 staff in Expeditionary Learning	Meet with EL Designer for orientation to the program and services available and cost	Program Development/Evaluation Coordinator	May 2010	Completed	$20,000	$20,000
	Schedule off-site training for Summer 2010	Superintendent	May 2010	4 staff attended 2 different trainings	$25,208	$25,,208

Program	Activity	Participants	Date	Status	Budgeted	Spent
	Schedule and Calendar off-site training during SY 2010-2011	Superintendent	June 2010	throughout summer / Completed, training conducted 8/9-10/2010		
Expeditionary Learning	National Conference, Portland, OR	4 Staff (7-12)	March 17-19, 2011	5 staff attended		
	National Institute	4 Staff (7-12)	July 12-16; June 28-July 2	5 staff scheduled to attend		
	3-day Institute	4 Staff (7-12)	Denver, June 21	4 staff scheduled to attend		
	Learning Expeditions	4 Staff (7-12)	TBD for SY2010-11	Completed and 2011-12 schedule in place		
BIE Leadership Training	2 trainings per year	Principals, Coaches, Technical Assistance Providers	Fall 2010 Winter 2011	Canceled by BIE		
BIE Summer Institute	5 days	Superintendent, K-8 Staff, 21st Century Coord., Coaches, Technical Assistance Providers	June 21-25, 2010	Six staff, Supt., & Prog Dev. Participated.	Budgeted in SOS carryforward funding	Spent in SOS carryforward funding
PBIS	6 days with Technical Assistance Provider	K-12 Staff	TBD	Classroom management training conducted during	$9000	$9,000

				inservice 8/10 – continued throughout the school year as scheduled		$20,000
	46 hours (UDO)	All ANSBI staff	Schedule TBD	Training conducted 8/10	$20,000	$20,000

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

Activity	Steps to be taken	Person(s) Responsible	Timeframe	Status as of 4/15/2011	Budgeted	Expended
Review salary schedule, moving incentives, tuition reimbursement, signing incentives	Increase Professional Educator Salary Scale by 5%	Human Resources	Board approved May 13, 2010	Completed	5% increase budgeted into all educational budgets (BIE grant programs, Title VII, and JOM	5% increase was incorporated into the SY2010-11 Professional Teacher Salary Scale.
	Increase moving incentive from $300 to $500 for in-state and $500 to $750 for out-of-state	Human Resources	Board approved May 13, 2010	Completed	$10,000	$5,943.88
	Increase signing bonus for new teachers to $1000	Human Resources	Board approved May 13, 2010	Completed	$34,000	$32,000
	Implement performance based incentive pay (See #2 and 3)	Human Resources	August 2010	Teacher incentive in place	$92,000	TBD at EOY

	Mentoring support for new staff	Mentor – lead	Fall 2010	In place	Title II – Staff Development funds

#6 – Adopt a new governance structure

Activity	Steps to be taken	Person(s) Responsible	Timeframe	Status as of 4/15/2011	Budgeted	Expended
Work closely with the Turnaround Office	Establish communication with Turnaround Office and a schedule for meetings to include walk-throughs, reporting requirements, and data review.	Superintendent	Immediately upon notification of contact person for the Turnaround Office.	Meeting scheduled 8/17/2010 No contact w/turnaround office between 11/2010 and 2/16/11; BIE on-site 2/16/11	N/A	
Improve communication with all stakeholders	Set the protocol for SY2010-11 to Report progress on action plans as a standard agenda item for all meetings of stakeholders	Superintendent Principals ATT	August 2010 orientation	Orientation conducted 8/2-13/2010	$70,000 10 day contract extension for Teachers & Teacher Assistants	$67,306.27 (includes fringe)

#7 – Use data to identify and implement instructional program

Activity	Steps to be taken	Person(s) Responsible	Timeframe	Status as of 4/15/2011	Budgeted	Expended
MAP Assessment	Schedule data review meetings	Principals	3 times per year	Fall & Winter testing complete,	All assessment materials are budgeted in ISEP and Title funds.	

	with staff following receipt of assessment data and develop strategies with an action plan			spring testing 5/2-13/11
NMSBA	Schedule data review meetings with staff following receipt of assessment data	Principals	Fall 2010, 2011, 2012	Information presented to staff 8/5/10, Reading and math meet every 2 weeks; NMSBA review 2/10/11; NWEA training & throughout the school year
Annual Report Card	Review with staff at orientation	Program Evaluation & Development Coord.	Fall 2010, 2011, 2012	Update provided to staff 8/5/2010
DIBELS Assessment	Review data with teachers (K-6) in conjunction with program strategies	Reading TA, Reading Coach, K-6 Principal	Weekly & Continuously on-going	Fall & Winter benchmarks complete, Spring benchmark scheduled 5/10/11
AIMS Web	Review data with teachers (K-8) in conjunction with program strategies	Math TA, Math Coach, K-6 Principal, 7-12 Principal	Weekly & Continuously on-going	Fall & Winter benchmarks complete, Spring benchmark scheduled 5/2-6/11
NMSBA (as it replaces NMHSCE)	Test results are used by HS staff to provide additional	Counselor	11th grade results utilized and commencing with	Ongoing

Activity	Steps to be taken	Person(s) Responsible	Timeframe	Status	Budgeted	Expended
	support through PLATO		SY2010-11		$37,000	$20,000
Track student placement upon leaving ANCS (drop out, transfer, graduation)	School liaisons, Student Records Clerk, Counselor, and Community Services staff develop an action plan for tracking students who leave ANCS	7-12 Principal	August 2010	Ongoing		
Needs Assessment	Revise/review and update community needs assessment surveys, Staff surveys and indicator data	ATT	Spring/Summer Annually			

#8 – Promote continuous use of student data

Activity	Steps to be taken	Person(s) Responsible	Timeframe	Status as of 4/15/2011	Budgeted	Expended
Maintain fidelity to the core curriculum - elementary reading and math.	Schedule Tech. Assistance providers for SY2010-11 and establish schedule for data review	Elementary Leadership Team	Preliminary schedule established on 5/13/10, final schedule - 6/15/10	Ongoing		
Use student data (attendance, social, and performance) to plan and drive scheduling, program activities,	Data reports will be an agenda item at all meetings – cadre meetings, ATT meetings, general	Cadre Leaders ATT Leader Principals Superintendent	Weekly Weekly Weekly staff meetings. Monthly Board Meetings.	Part of regular agenda for each meeting		

and student support programs.	staff meetings, and board meetings.					
Establish baseline data for decision-making in the Expeditionary Learning Program in mid-school/high school And select criteria for on-going evaluation to direct instruction.	MS/HS meet to select criteria for assessment.	7-12 Principal	August 2010	Core practice benchmarks available provided to 7-12 Principal (8/10/10) and will be reviewed by staff Ongoing EL training		
	Criteria assessment data is tabulated	7-12 Principal	Monthly			
	Data is presented to 7-12 staff	7-12 Principal	Monthly			

#9 – Increase learning time and create community-oriented schools

Activity	Steps to be taken	Person(s) Responsible	Timeframe	Status as of 4/15/2011	Budgeted	Expended
Develop school calendar for 2011-12, 12-13	Research alternative schedules that would increase student learning time to include, but not limited to, year-round school models	Superintendent	October – March 2011	Tentative calendar for 2011-12 presented to staff on 2/11/11; presented to board for approval 4/27/11		
	Review models with school stakeholders	Superintendent	March 2011	2/16/11		

	(ATT, Cadres, Parents)				
	Review models with ELO, Turnaround Office, and Board of Trustees	Superintendent Executive Director	April 2011	2/16/11	
	Review attendance and performance results of Summer Academy 2010 and utilize data to begin planning for Summer 2011 and/or alternative school schedules	Superintendent	October 2010-March 2011	Calendar committee reviewed data Summer Academy scheduled for June 27 – July 8, 2011 (2 weeks)	$68,144	$19,300 (Reduced due to a reduction from 4 weeks to two weeks of summer academy)

#10 – Provide on-going mechanisms for family and community engagement.

Activity	Steps to be taken	Person(s) Responsible	Timeframe	Status as of 4/15/2011	Budgeted	Expended
Strengthen coordination and collaboration between ANCS and other ANSB Divisions	Attend ANSB Directors' meetings to coordinate with other divisions on activities and events that include parent inv.	Superintendent Principals	Monthly	Developed during Strategic planning, monitored quarterly beginning Oct 2010 by Exec. Dir. Presented to board in October 2010 – 2nd quarter submitted to ED 2/11/11; presented status	-0-	ANSB Divisions contribute time and resources to supporting the school in its efforts to improve academically, socially, physically, and mentally.

Establish an MOA with Behavioral Health Department under Health Services Division	Behavioral Health Coordinator is active member of ATT	Superintendent	March 2010 (already completed)	to board on 4/6/11; annual review scheduled 6/10-11/-- In place	
	Develop MOA document with procedures	Superintendent	July 2011		
Increase collaboration between School and Early Childhood Program	Establish a schedule for Early Childhood staff and K-3 staff to meet on a regular basis	K-6 Principal Early Childhood Director	August 2010	Meet quarterly to assure better transition and other services are shared between divisions	
	Schedule transition week	K-6 Principal Early Childhood Director	April 2011	Conducted July 2010; additional activities occurring during the SY, 2011 transition week scheduled 7/11	
Sponsor monthly activities/training for parents	Develop a schedule with action plans to provide monthly activities	Superintendent Principals Community Liaisons	Annually in July	First PIT meeting 8/26/10; occurs monthly	$22,000 - PIT activity costs are budgeted in Title and SpEd funds. $22,000
Recruit parents for Parent Involvement Team (PIT)	Schedule and promote a organizational meeting	Community Liaisons	July 2010	Liaisons continue outreach to community via home visits &	

	Conduct PIT meetings	Community Liaisons	Monthly	radio announcements, parent orientation 8/18/10. Grade level picnics begin 8/27/10		
				Meeting scheduled 8/26/10, continue on a monthly basis throughout school year		

#11 – Give the school sufficient operational flexibility

Activity	Steps to be taken	Person(s) Responsible	Timeframe	Status as of 4/15/2011	Budgeted	Expended
ANCS Administration will develop and maintain budget and resources.	ANCS Administration will be trained in budget development and the ANSB accounting system	ANSB Director of Administration Superintendent Principals	July 2010 and ongoing	Ongoing		
ANCS Administration will be accountable for program resources including budgets.	Monthly financial statements will be reviewed and reconciled.	Superintendent Principals	Monthly	Ongoing		
Annual budget will be developed by ANCS	Budget for ISEP and all supplemental programs will be planned and	Superintendent	April annually	Updated as of 4/29/11 for 2011-12 SY		

	developed with ANSB Administration			

#12 – Ensure that the school receives ongoing, intensive technical assistance and support from the ELO/ADD and SEA Turnaround Office.

Activity	Steps to be taken	Person(s) Responsible	Timeframe	Status as of 4/15/2011	Budgeted	Expended
Communication and coordination with ELO and SEA Turnaround Office	Upon implementation of the 1003g grant, contact ELO and SEA Turnaround Office to begin communication and develop a schedule for visits.	Superintendent	June 2010 and on-going	Meeting scheduled 8/17/10. Visit 9/13-17/2010; Visit in October and November, meeting in February.		

SIG 1003(g) Budget Template
2011-2012 Application

Agency:

Prepared By:

School/Organization:

Expenditure Classification	Pre-Implementation	2011-2012	2012-2013	2013-2014	Total Budget
DIRECT INSTRUCTION					
PERSONNEL SERVICES					
Teachers – Grades K-12		$ 151,200	$ 151,200		$ 302,400
Teachers – Special Education					$ -
Instructional Assistants – K-12					$ -
Instructional Assistants – K-12					$ -
Substitutes					$ -
Extended Contracts		$ 70,000	$ 70,000		$ 140,000
Stipends/Incentives		$ 182,900	$ 189,700		$ 372,600
Other (Identify)					$ -
Other (Identify)					$ -
EMPLOYEE BENEFITS					
Health & Other Insurances		$ 30,000	$ 30,000		$ 60,000
FICA Taxes		$ 3,091	$ 3,143		$ 6,234
Retirement		$ 16,164	$ 16,436		$ 32,600
TSP Match					$ -
Other (Identify) Benefits:		$ 5,536	$ 5,629		$ 11,165
SUPPLIES & MATERIALS					
Textbooks/Curriculum Materials					$ -
Instructional Software					$ -
General Supplies & Materials					$ -
Other (Identify)					$ -
Other (Identify)					$ -

Expenditure Classification	Pre-Implementation	2011-2012	2012-2013	2013-2014	Total Budget
PROFESSIONAL DEVELOPMENT / TRAVEL					
Employee Travel					$ -
Employee Professional Development					$ -
Other P.D./Travel					$ -
EQUIPMENT					
Direct Instruction Equipment					$ -
Other Equipment					$ -
PURCHASED SERVICES					
Contracts					$ -
Other Charges					$ -
Vehicle Rents /Leases					$ -
TOTAL DIRECT INSTRUCTION	$ -	$ 458,891	$ 466,108	$ -	$ 924,999

Expenditure Classification	Pre-Implementation	2011-2012	2012-2013	2013-2014	Total Budget
INSTRUCTIONAL SUPPORT					
PERSONNEL SERVICES					
Principal		$ 78,750	$ 82,688		$ 161,438
Instructional Supervisor					$ -
Subject Matter Specialist					$ -
Instructional Coach		$ 209,937	$ 219,933		$ 429,870
Social Worker					$ -
Parent-Community Liaison					$ -
Counselor					$ -
Other (Identify)		$ 28,392	$ 29,812		$ 58,204
Other (Identify)					$ -
EMPLOYEE BENEFITS					
Health & Other Insurances		$ 36,000	$ 36,000		$ 72,000
FICA Taxes		$ 23,492	$ 24,666		$ 48,158
Retirement		$ 12,283	$ 12,897		$ 25,180
TSP Match					$ -
Other Benefits		$ 4,207	$ 4,417		$ 8,624
PURCHASED SERVICES (CONTRACTED SERVICES)					
Education Management Organization					$ -
Charter Management Organization					$ -
On-Site Consultants		$ 155,250	$ 155,250		$ 310,500
Other					$ -
SUPPLIES & MATERIALS					
Assessments /Evaluations					$ -
Assessment Software					$ -
General Supplies & Materials					$ -
Other (Identify)					$ -

Expenditure Classification	Pre-Implementation	2011-2012	2012-2013	2013-2014	Total Budget
PROFESSIONAL DEVELOPMENT / TRAVEL					
Employee Professional Development		$ 20,200	$ 20,200		$ 40,400
Employee Travel		$ 12,000	$ 12,000		$ 24,000
Parent Professional Development					$ -
Parent Travel					$ -
Student Travel					$ -
Other (Identify)					$ -
EQUIPMENT					
Instructional Support Equipment					$ -
Other (Identify)					$ -
Other (Identify)					$ -
TOTAL INSTRUCTIONAL SUPPORT	$ -	$ 580,511	$ 597,863	$ -	$ 1,178,374

Expenditure Classification	Pre-Implementation	2011-2012	2012-2013	2013-2014	Total Budget
OTHER INTERVENTION MODEL REQUIREMENTS/NEEDS					
Extended Learning Time		$ 50,000	$ 50,000		$ 100,000
Displacement Costs					$ -
School Closure Costs					$ -
Extended Professional Development (Career Growth)					$ -
Other (Identify)					$ -
Other (Identify)					$ -
Other (Identify)					$ -
TOTAL INTERVENTION MODEL REQUIREMENT/NEEDS	$ -	$ 50,000	$ 50,000	$ -	$ 100,000
GRAND TOTAL PROGRAMS	$ -	$ 1,089,402	$ 1,113,971	$ -	$ 2,203,373

Budget Narrative

Direct Instruction

The proposed budget requests continued funding for five elementary teachers (K-6) in addition to the current 5 elementary teachers (K-6) to reduce the student:teacher ratio to better address the intensive needs of students at the lower grade levels, extended contracts for Educators and Education Assistants for 10 days to accommodate the professional development days required for implementation of the plans, recruitment/retention incentive pay for highly qualified teachers, performance based incentives for Educators and Education Assistants, moving expenses for recruitment incentives, and a stipend for extra duty provided by staff who participate on the Alamo Transformation Team. Applicable fringe costs are applied at the rates given.

All other costs of supplies & materials, equipment and purchased services will be provided by ISEP grant, Title, and Special Education funding.

Instructional Support

The proposed budget requests continued funding for one (1) additional administrative leader, a Principal (7-12), as recommended for instructional differentiation for the respective age/skill groups (an Elementary Principal is budgeted in ISEP), funding for the Math and Reading Coaches to maintain the direct instructional models developed under Reading First and Math Counts, funding for a Behavior Coach (Dean of Students) to further implement and capacity build the PBIS model , funding for .50 FTE of an Instructional Coach (Dean of Instruction) for grades 7-12 to drive the RTI model begun in SY2008-09 (.50 FTE will be funded under Title VII), and salary for the 21st Century/GATE Coordinator to sustain learning activities afterschool in the 21st Century Learning Communities program and the Summer Academy (.50 FTE will be funded by GATE funding). Tutors for the after-school program are paid through Title I funds as well as after-school transportation of students. Summer Academy staff for special education students is provided under IDEA for Extended School Year activities.

Purchased services are budgeted for Technical Assistance providers for Math (K-8) and Reading (K-3) previously funded under BIE Reads and Math Counts as well as PBIS previously funded by BIE. Technical assistance for implementation of the Expeditionary Learning curriculum is budgeted for an Expeditionary Learning School Designer to provide on-site technical assistance for 15 days per school year. Ten professional development workshops will be provided by the Upside Down Organization.

Professional development travel budgeted is for registration for Expeditionary Learning Institutes and conferences and the costs of staff to travel to the institutes and conferences. Consultant travel is for 24 trips by the Math, Reading and PBIS technical assistance providers to come to Alamo for on-site technical assistance. The UDO and EL technical assistance provider costs have travel built into their cost. All other travel costs for professional development that is not related to the implementation of the above referenced initiatives is budgeted in Title funds (professional development).

Extended Learning Time is the Summer Academy budget (see separate budget sheet) which will add 20 instructional days to each school year. This was previously funded under the 21st Century Learning Communities grant, but continued funding has been terminated for 2011-2012.

Other funds and resources:

Under the umbrella of the Alamo Navajo School Board organization, there are five divisions – Education, Early Childhood, Health, Community Services, and Administration.

Early Childhood provides coordinated pre-school programs funded under FACE, Early Head Start, Head Start, Navajo Nation Office of Special Education & Rehab. Services, and an USDOE - Indian Education Demonstration Literacy Grant. The Early Childhood Division collaborates with the Education Division (Alamo Navajo Community School) to provide transition for graduates of the ECD entering into Kindergarten.

The Health Division will specifically collaborate with the school through its Behavioral Health Department. Although the position of Child and Adolescent Behavioral Health Coordinator was just vacated, the position has been opened and advertised and is currently under recruitment. This position is dedicated to working within the ANCS school setting and is an integral part of the transformation initiative. The Behavior Health Coordinator, Sharyl Trail, is on the Alamo Transformation Team and is committed to the partnership of her department with the school's efforts in this transformation model .

The Community Services Department provides post secondary opportunities and support, employment and training, and work experience to youth and adults. This program coordinates with the school in providing dual enrollment opportunities through post secondary institutions with whom there are articulation agreements. CSD also provides paid tutoring opportunities as well as work experience funding for the school's "school to career" program. The "school to career" program is also jointly funded from the "Improving High School Opportunities" funding from the BIE.

The Administration Division provides the administrative functions of personnel, payroll, purchasing, inventory control, governance, financial management, and audit. These functions will be in-kind to this project as no indirect costs are allowed. Under the Administration Division is the radio station, KABR-AM/FM which provides dissemination services . The radio station is the main source of communication with parents and the Alamo Community, providing community news, announcements, and educational programming and is a strong partner in this project as it maintains communication between the school program and the community.

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STRATEGIES	Base Instructional ISEP	Special Education Part B (Intervention)	Title IA Improving Basic Programs	Title IIA Improving Teacher Quality	Title IID Enhancing Ed through Technology	Title IVB 21st CCLC	SIG 10
Allocation	$ 2,011,727	$ 778,105	$ 652,700	$ 90,500	$ 1,500	$ -	
Strategy 1							
Personnel	$ 1,601,927	$ 418,653	$ 424,769	$ 18,500			
Materials and Supplies	$ 139,100	$ 40,759	$ 94,331		$ 1,500		
Equipment	$ 204,200	$ -	$ 50,000				
Professional Development	$ 6,700	$ 34,383	$ 35,000	$ 47,000			
CAU	-	$ 256,310					
Employee Recruitment	$ 5,500	$ -	$ -				
Telephone & Utilities	$ 8,800	$ -	$ -				
Student Activities	$ 27,500	$ 6,000	$ 25,000				
Travel	$ 18,000	$ 13,000	$ 5,000	$ 25,000			
Parental Involvement	$ -	$ 9,000	$ 18,600				
Sub-Total	$ 2,011,727	$ 778,105	$ 652,700	$ 90,500	$ 1,500	$ -	$
Strategy 2							
Personnel							
Materials and Supplies							
Equipment							

Fall-Winter RIT Scores by Grade Level Reading

Legend:
- Fall 2010
- Winter 2011

X-axis: Grade level (K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12)

Y-axis: RIT Score (0, 50, 100, 150, 200, 250)
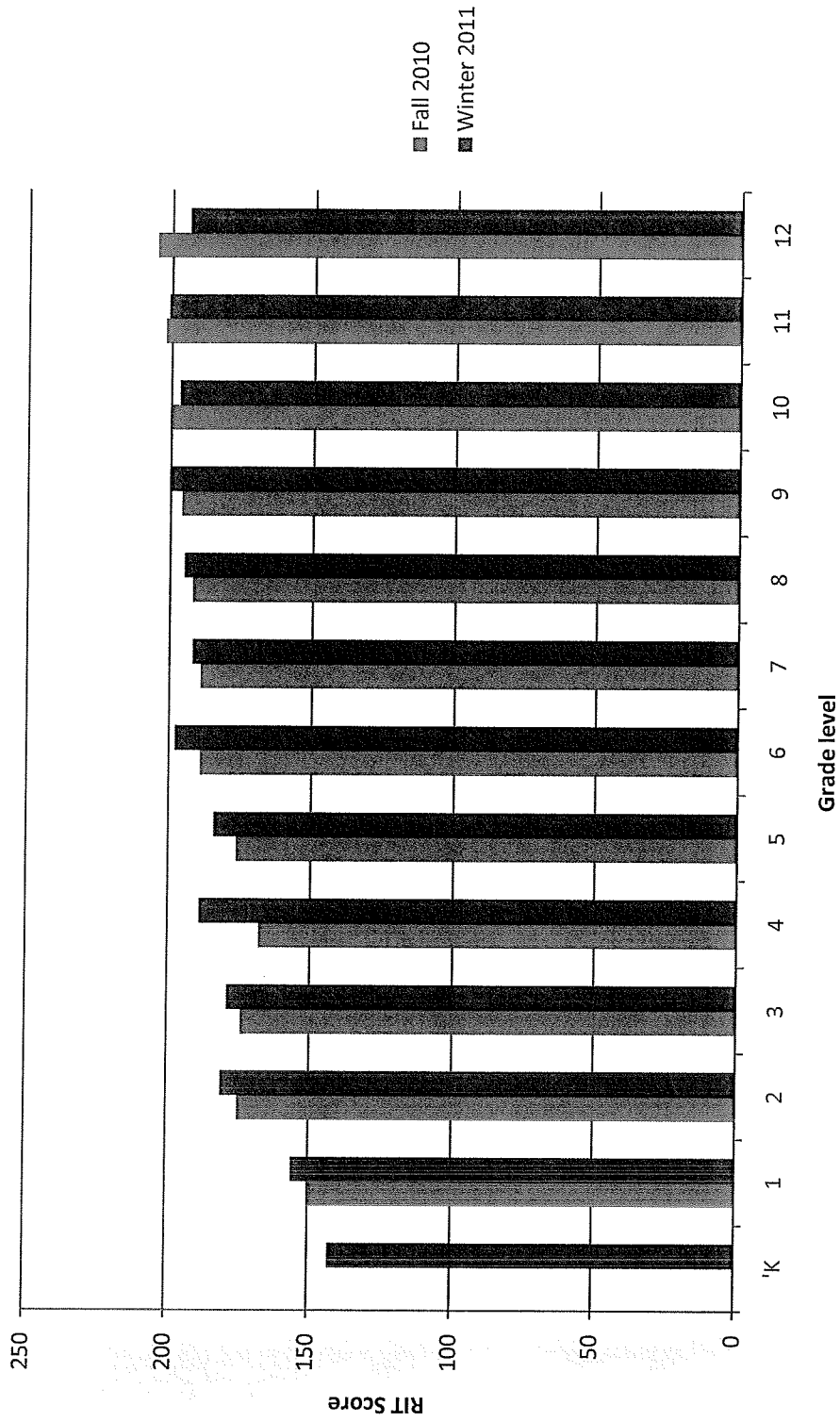
RIT Growth - Reading 2011 1st grade
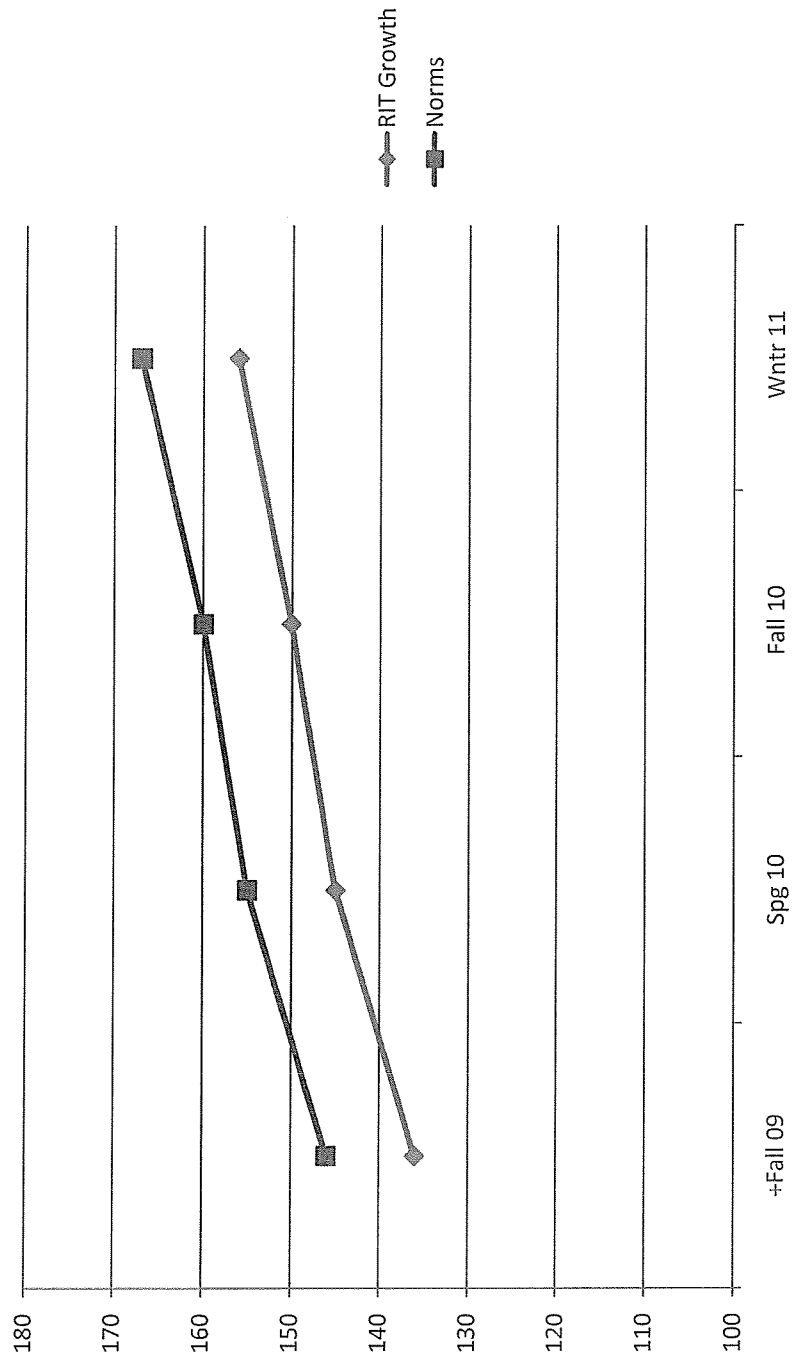
RIT Growth - Reading 2011 2nd grade

Legend: RIT Growth, Norms

X-axis: Fall 09, Spg 10, Fall 10, Wntr 11

Y-axis: 100, 110, 120, 130, 140, 150, 160, 170, 180, 190, 200
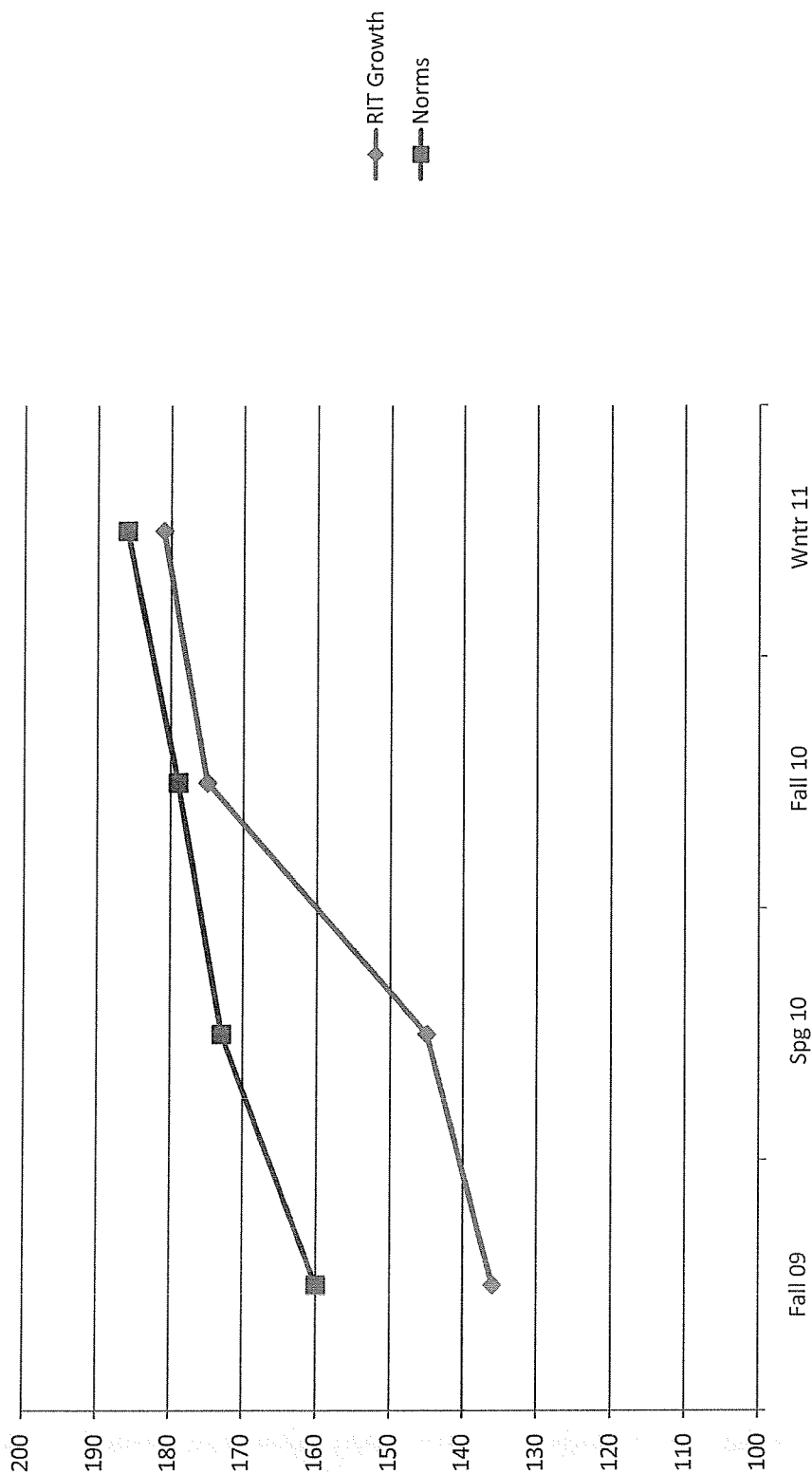
RIT Growth - Reading 2011 3rd grade

Legend: RIT Growth, Norms

Y-axis: 220, 200, 180, 160, 140, 120, 100

X-axis: Fall 09, Spg 10, Fall 10, Wntr 11
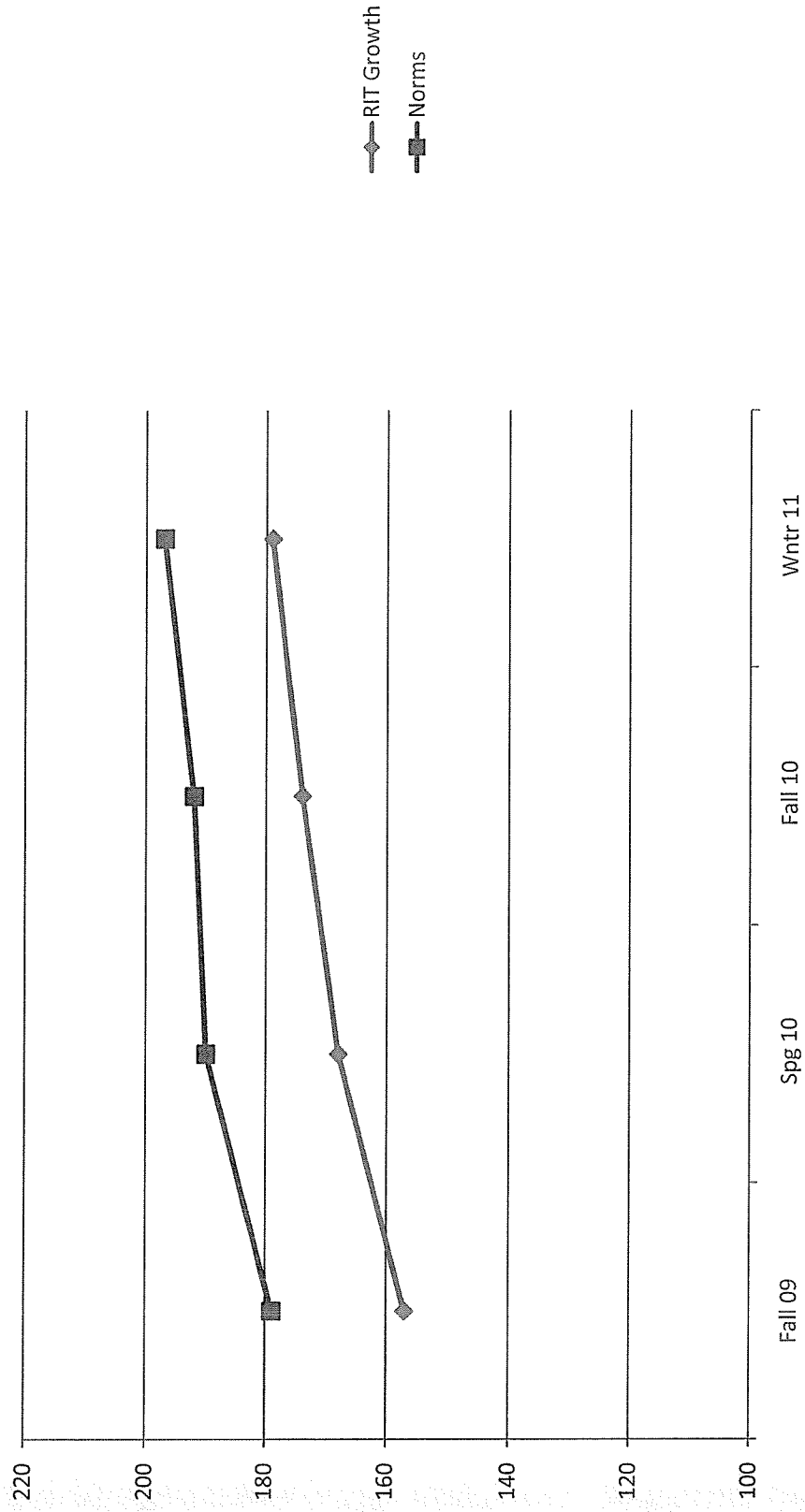
RIT Growth - Reading 2011 4th Grade

Legend:
- RIT Growth
- Norms

Y-axis: 220, 200, 180, 160, 140, 120, 100

X-axis: +Fall 09, Spg 10, Fall 10, Wntr 11
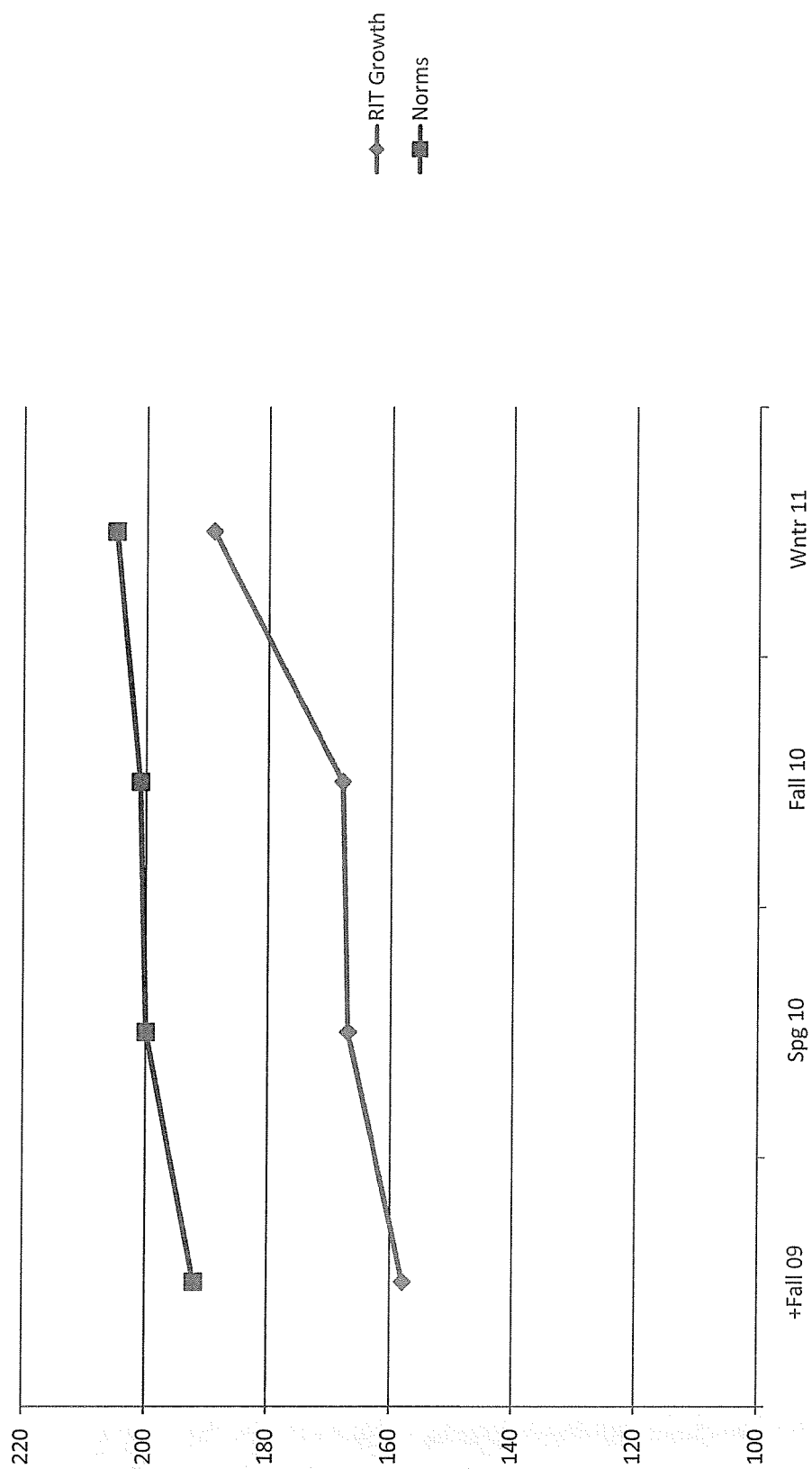
RIT Growth - Reading 2011 5th Grade

Legend:
- RIT Growth
- Norms

X-axis: +Fall 09, Spg 10, Fall 10, Wntr 11

Y-axis: 100, 120, 140, 160, 180, 200, 220
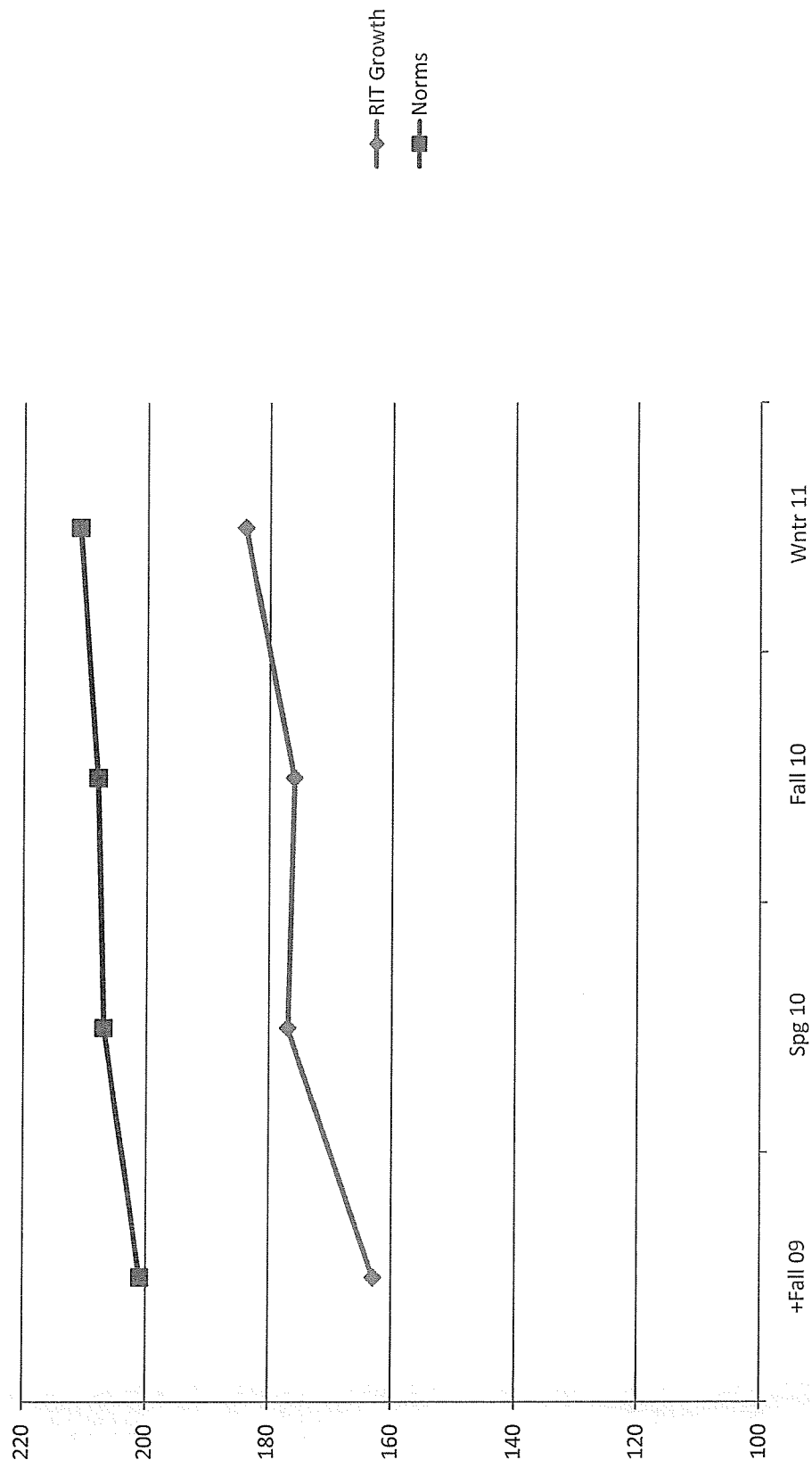
RIT Growth - Reading 2011 6th Grade

Legend: RIT Growth, Norms

X-axis: +Fall 09, Spg 10, Fall 10, Wntr 11

Y-axis: 100, 120, 140, 160, 180, 200, 220
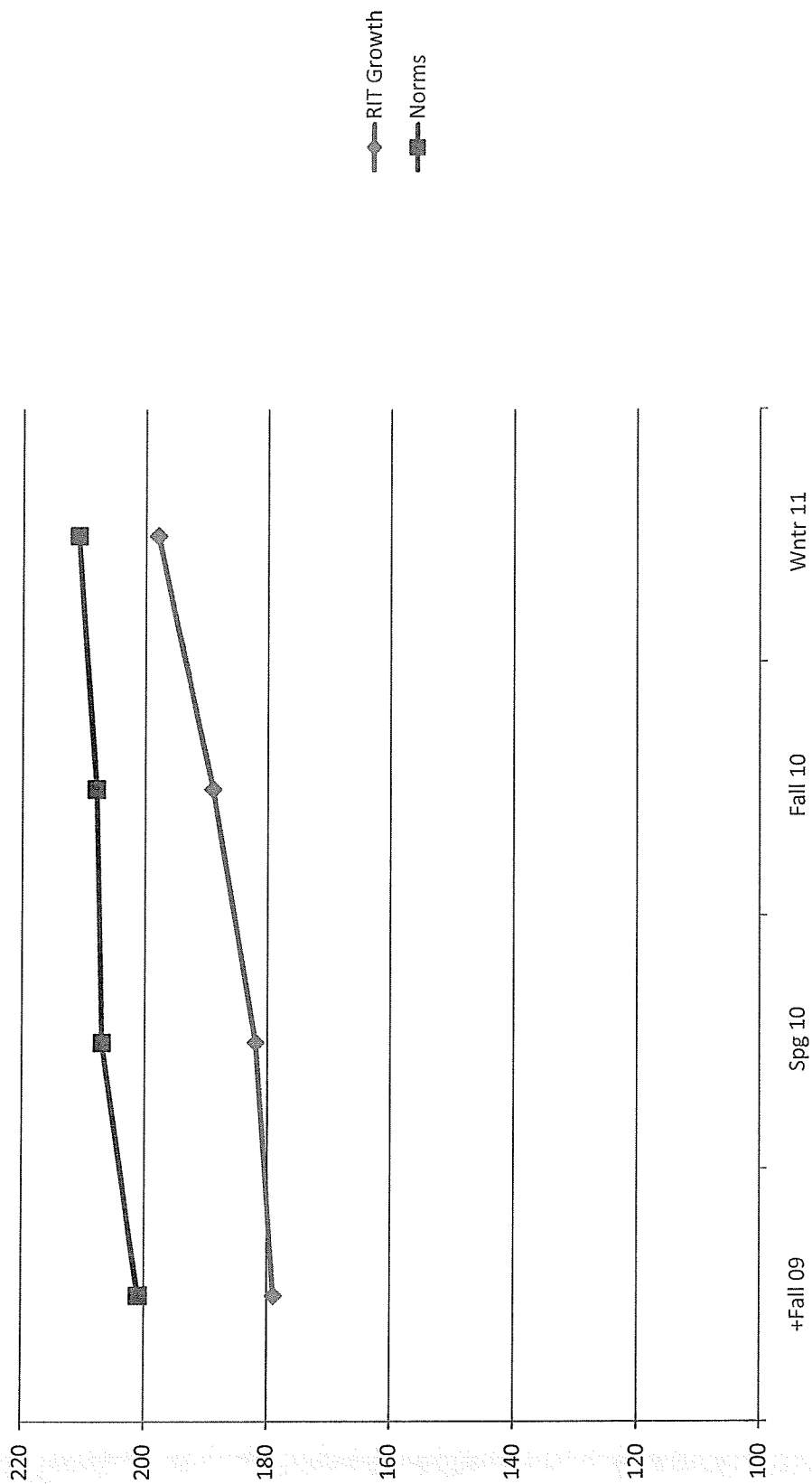
RIT Growth - Reading 2011 7th Grade

Legend:
- RIT Growth
- Norms

Y-axis: 240, 220, 200, 180, 160, 140, 120, 100

X-axis: +Fall 09, Spg 10, Fall 10, Wntr 11
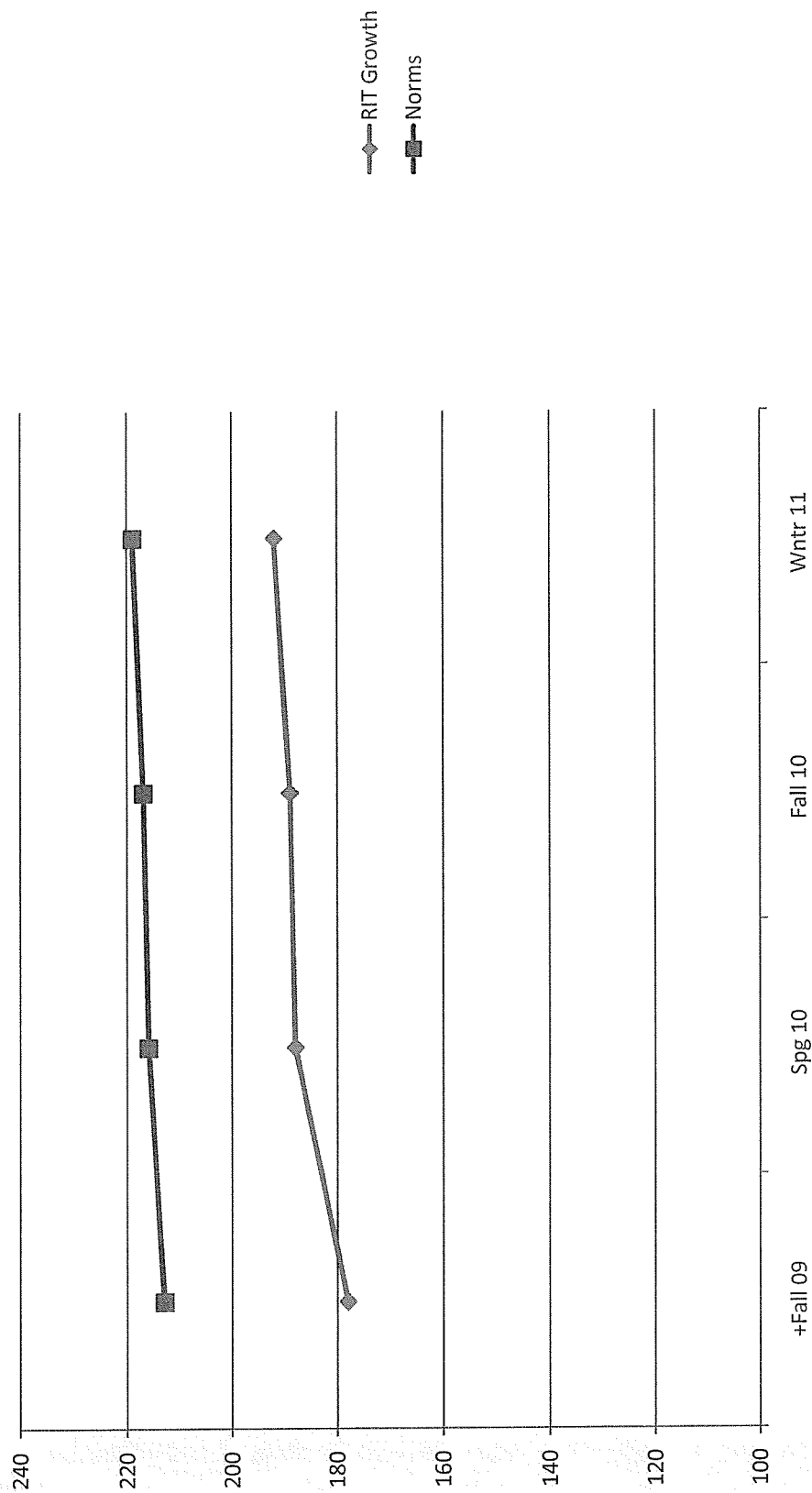
RIT Growth - Reading 2011 8th Grade

Legend: RIT Growth, Norms

Y-axis: 240, 220, 200, 180, 160, 140, 120, 100

X-axis: +Fall 09, Spg 10, Fall 10, Wntr 11
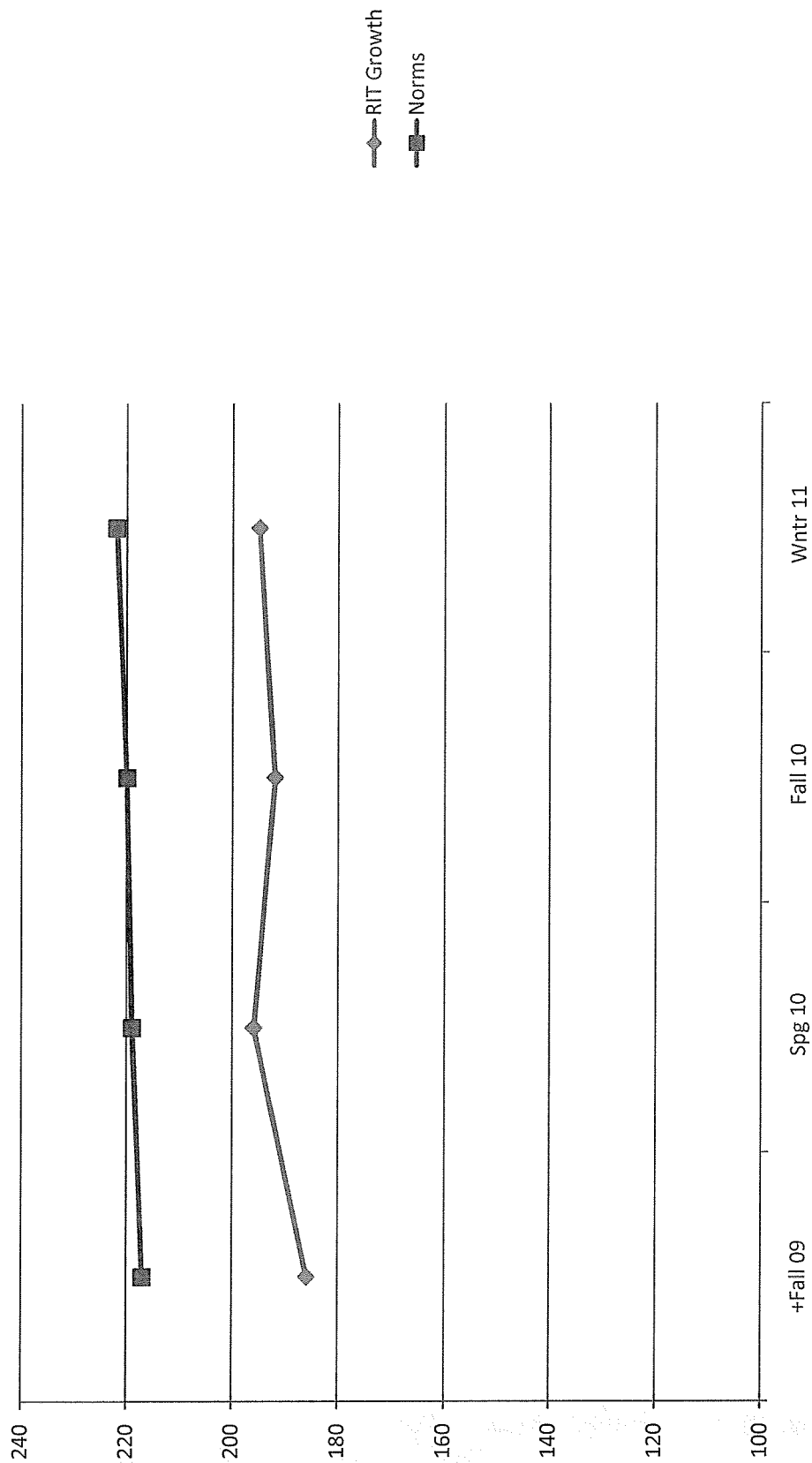
RIT Growth - Reading 2011 9th Grade

Legend:
- RIT Growth
- Norms

X-axis: +Fall 09, Spg 10, Fall 10, Wntr 11

Y-axis: 100, 120, 140, 160, 180, 200, 220, 240
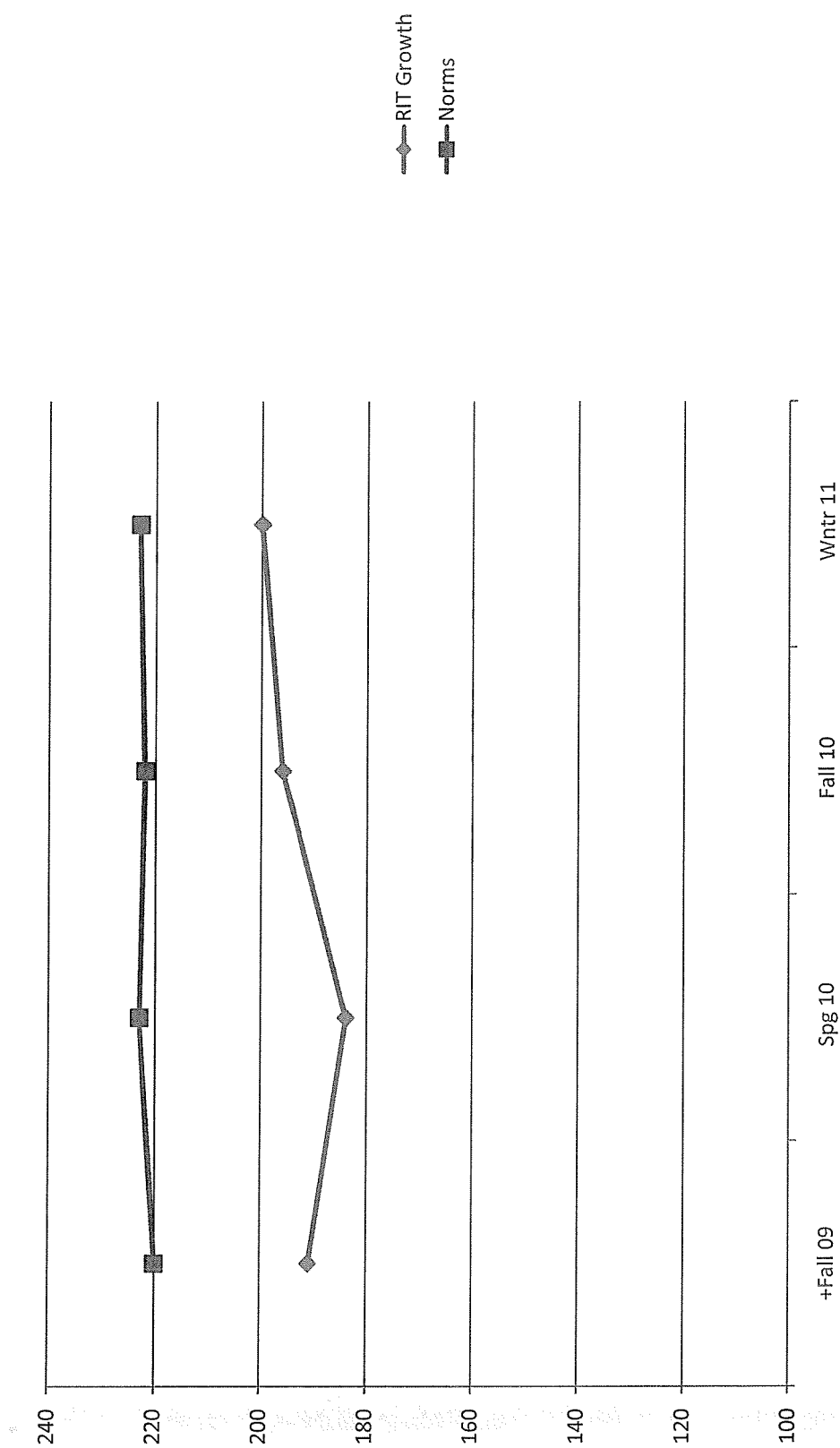
RIT Growth - Reading 2011 10th Grade

Legend: RIT Growth, Norms

X-axis: +Fall 09, Spg 10, Fall 10, Wntr 11

Y-axis: 100, 120, 140, 160, 180, 200, 220, 240
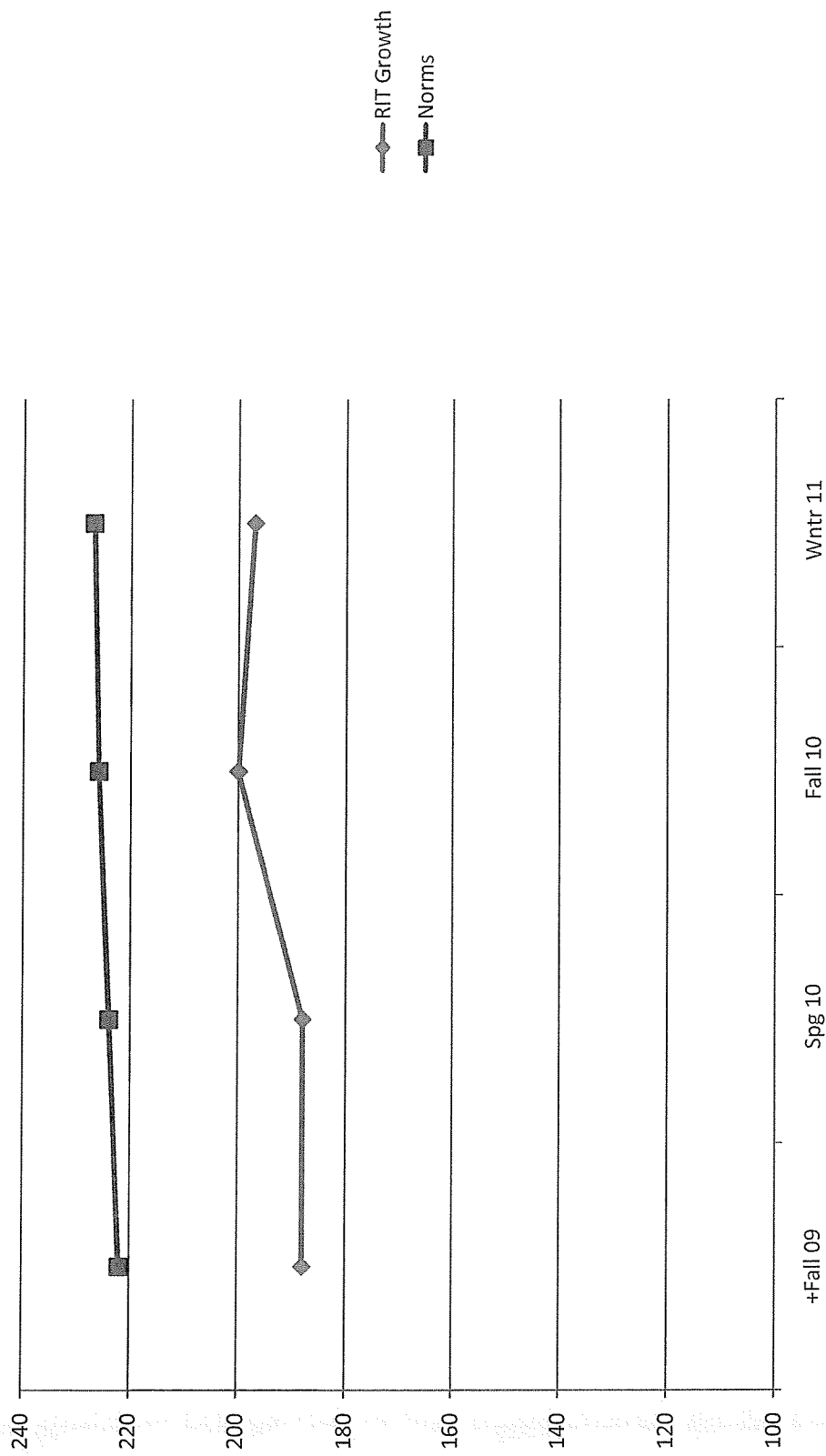
RIT Growth - Reading 2011 11th Grade

Legend: RIT Growth, Norms

X-axis: +Fall 09, Spg 10, Fall 10, Wntr 11

Y-axis: 100, 120, 140, 160, 180, 200, 220, 240
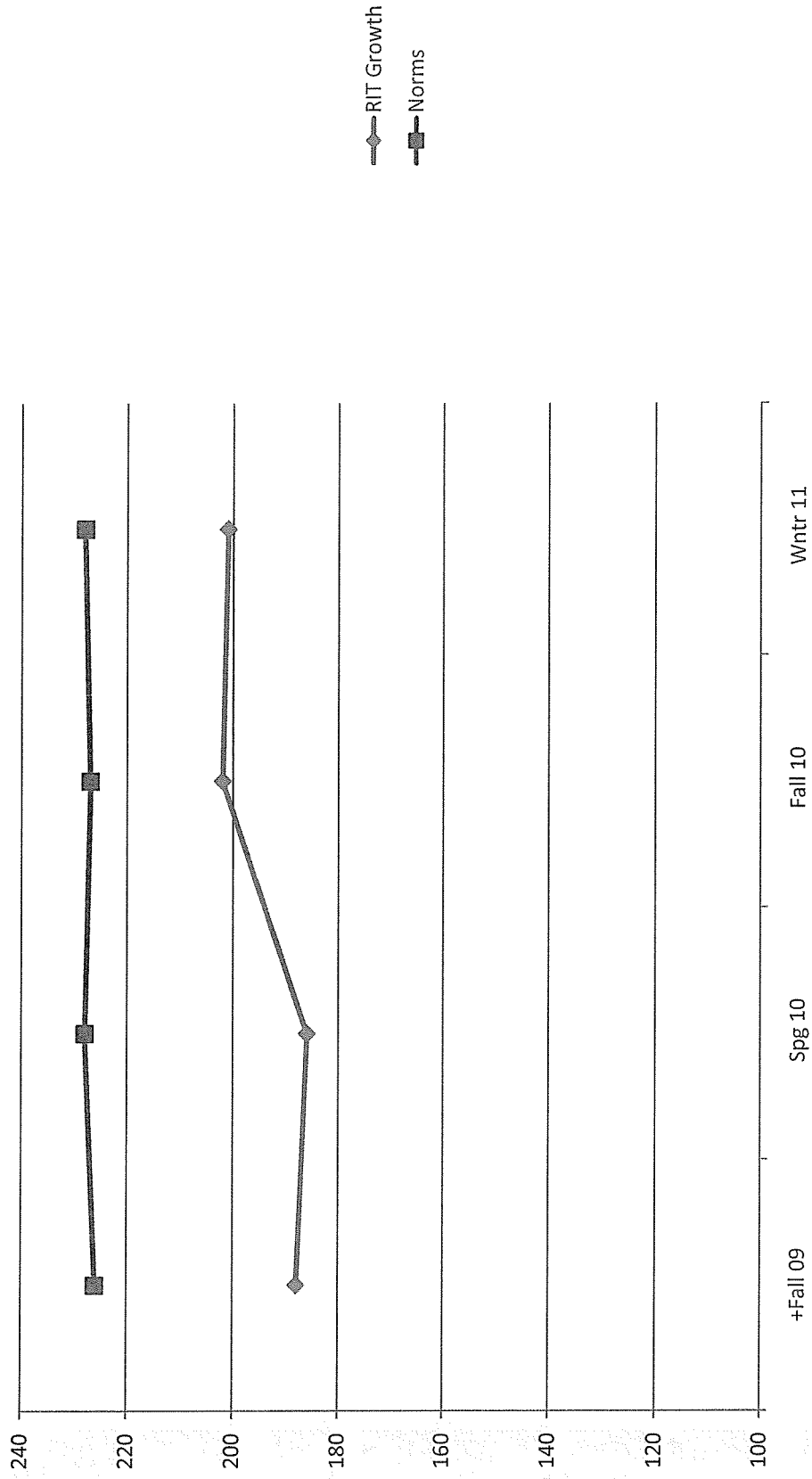
Fall-Winter RIT Scores by Grade Level Mathematics
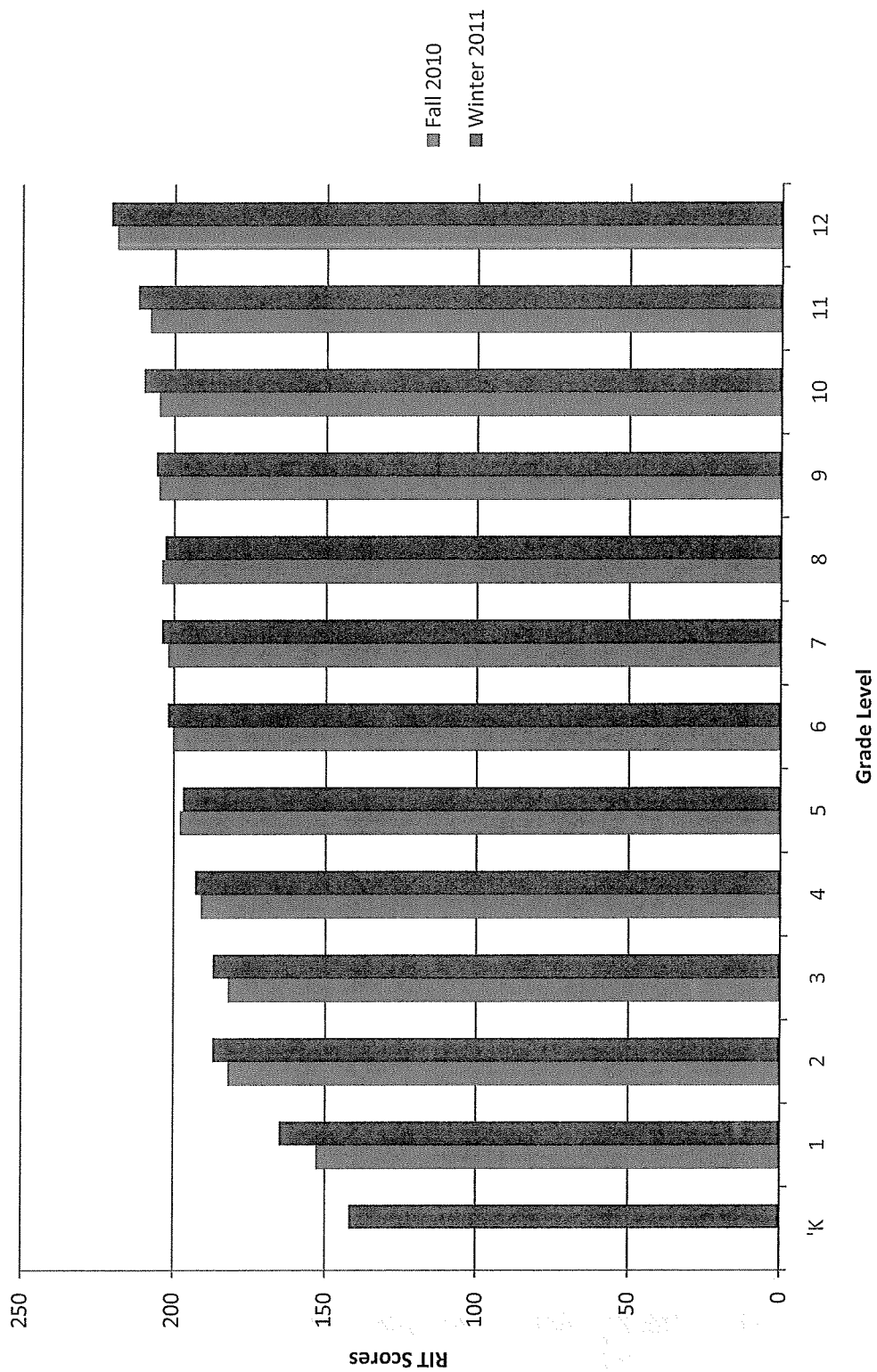
RIT Growth - Math 2011 - 1st Grade

Legend: RIT Growth, Norms

X-axis: +Fall 09, Spg 10, Fall 10, Wntr 11

Y-axis: 100, 110, 120, 130, 140, 150, 160, 170, 180
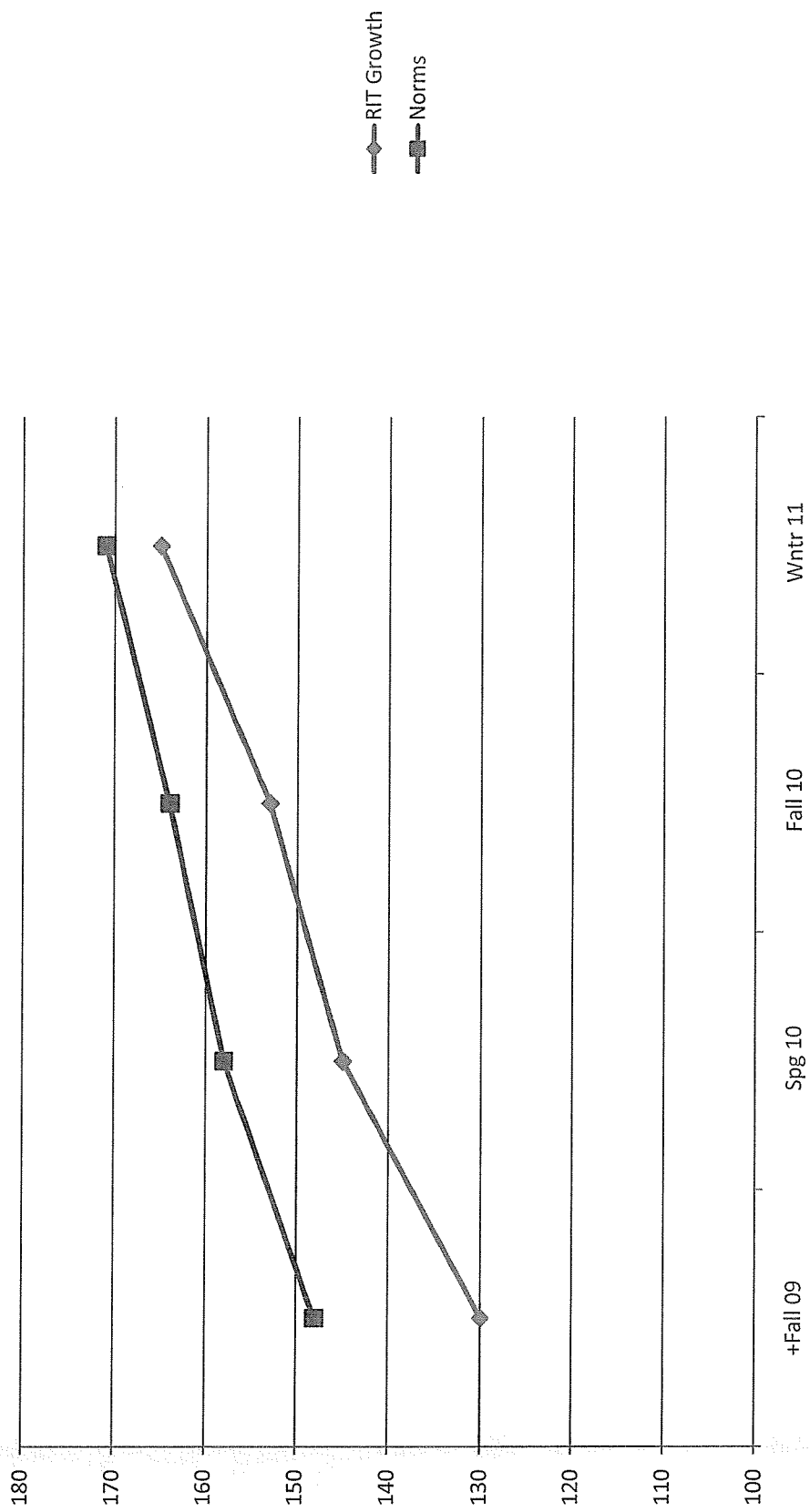
RIT Growth - Math 2011 - 2nd Grade

Legend:
- RIT Growth
- Norms

X-axis: +Fall 09, Spg 10, Fall 10, Wntr 11

Y-axis: 100, 110, 120, 130, 140, 150, 160, 170, 180, 190, 200
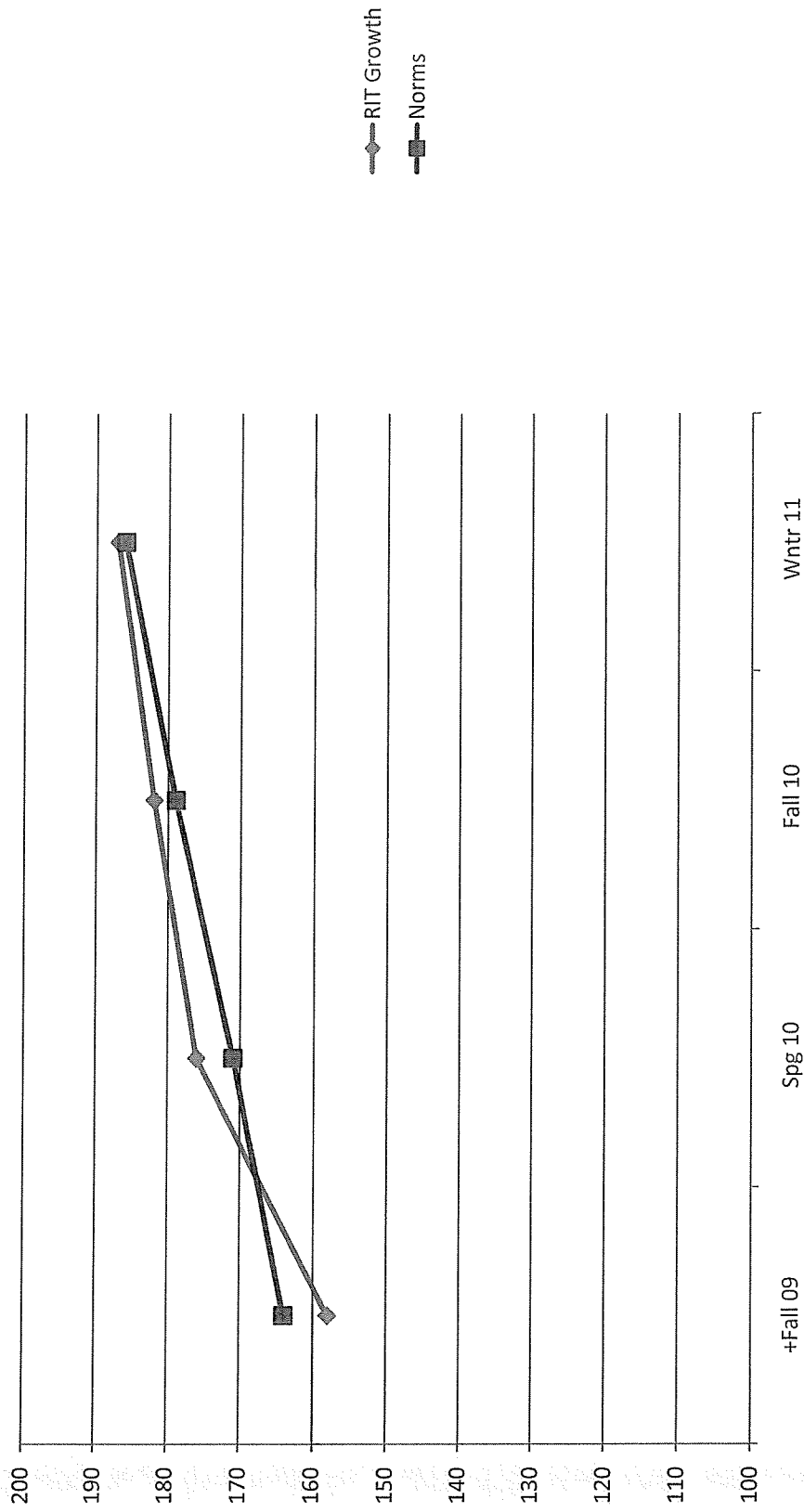
RIT Growth - Math 2011 - 3rd Grade

RIT Growth
Norms

220
200
180
160
140
120
100

+Fall 09
Spg 10
Fall 10
Wntr 11
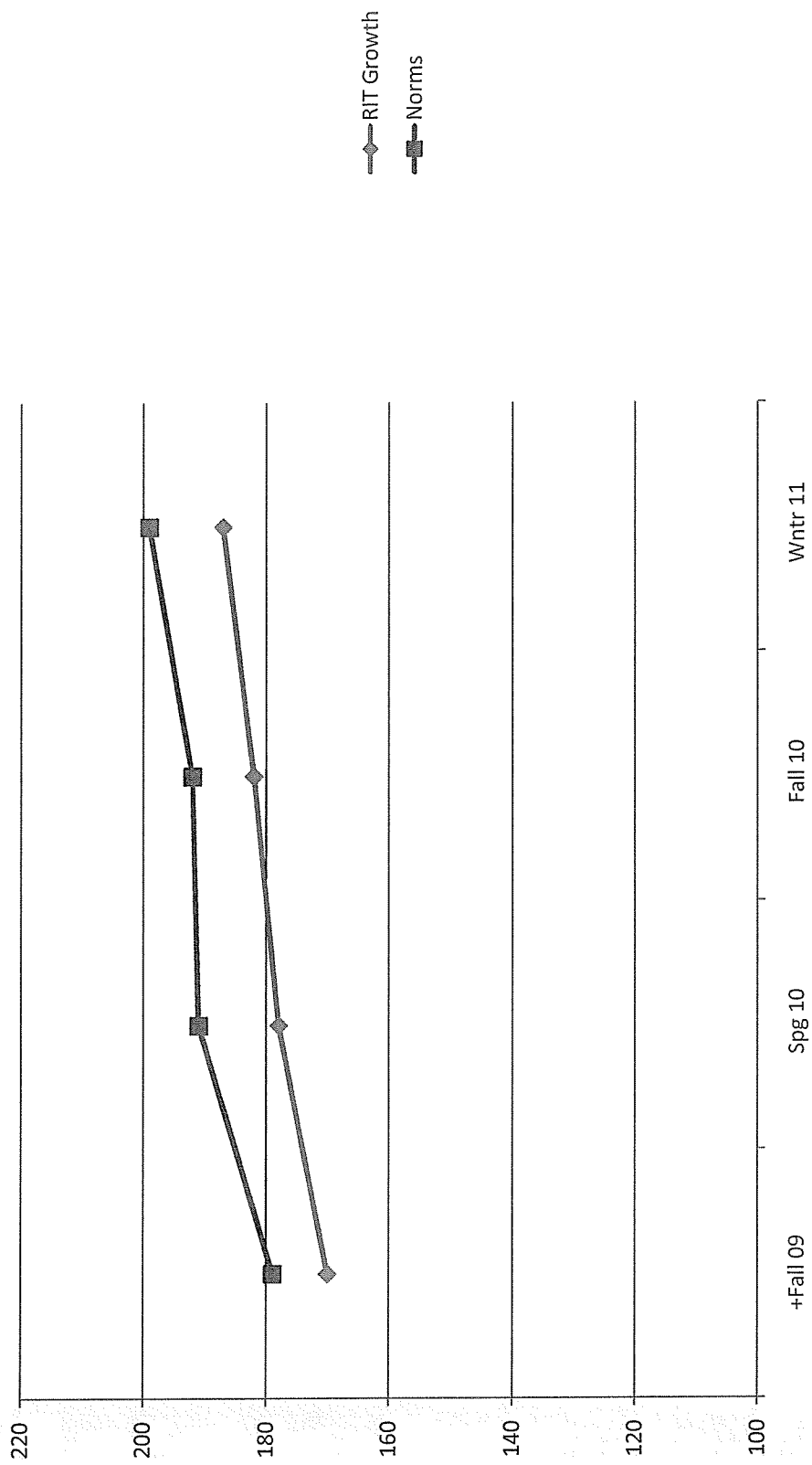
RIT Growth - Math 2011 - 4th Grade

Legend: RIT Growth, Norms

Y-axis: 220, 200, 180, 160, 140, 120, 100

X-axis: +Fall 09, Spg 10, Fall 10, Wntr 11
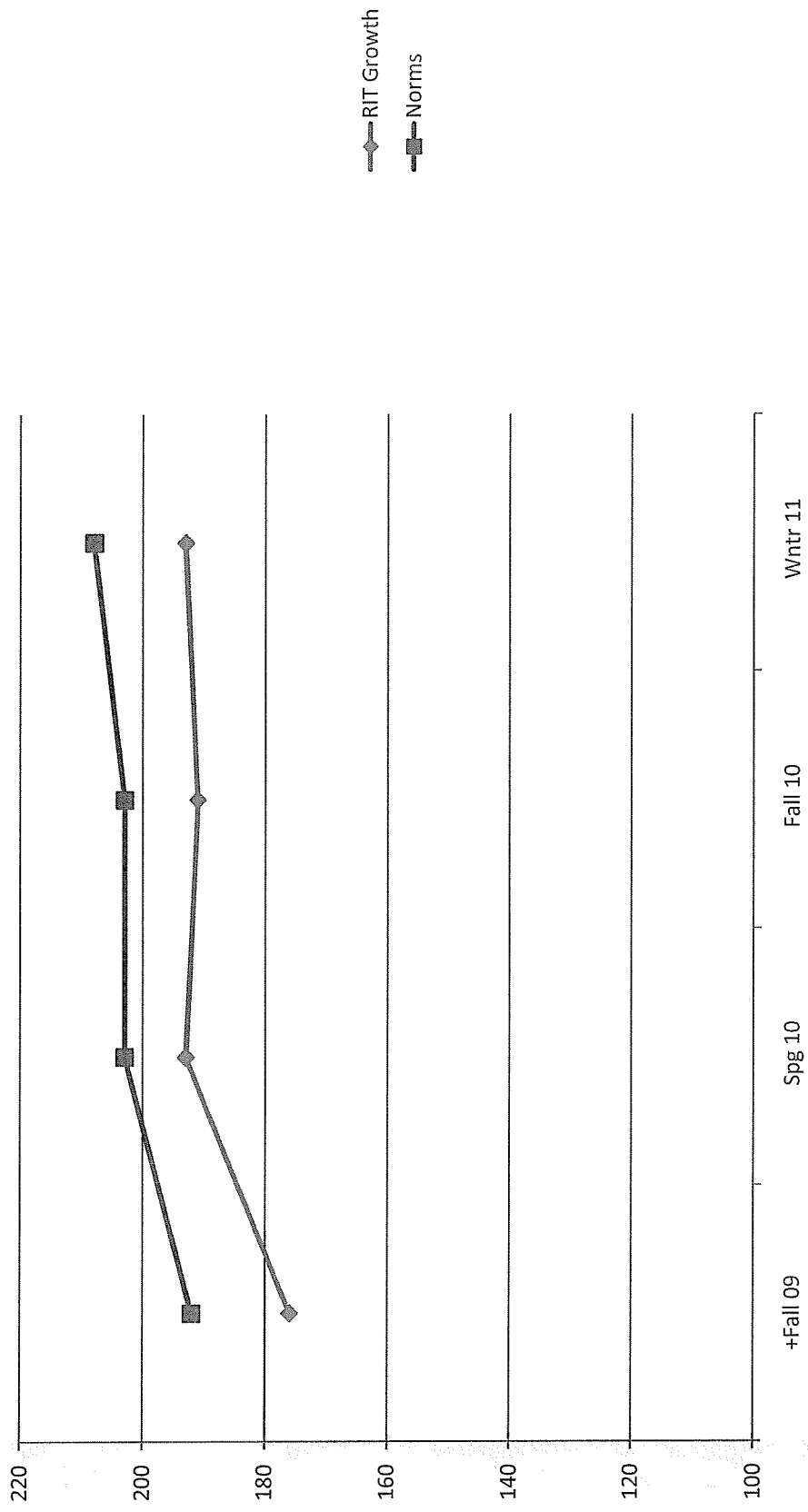
RIT Growth - Math 2011 - 5th Grade

Legend:
- RIT Growth
- Norms

X-axis: +Fall 09, Spg 10, Fall 10, Wntr 11

Y-axis: 100, 120, 140, 160, 180, 200, 220, 240
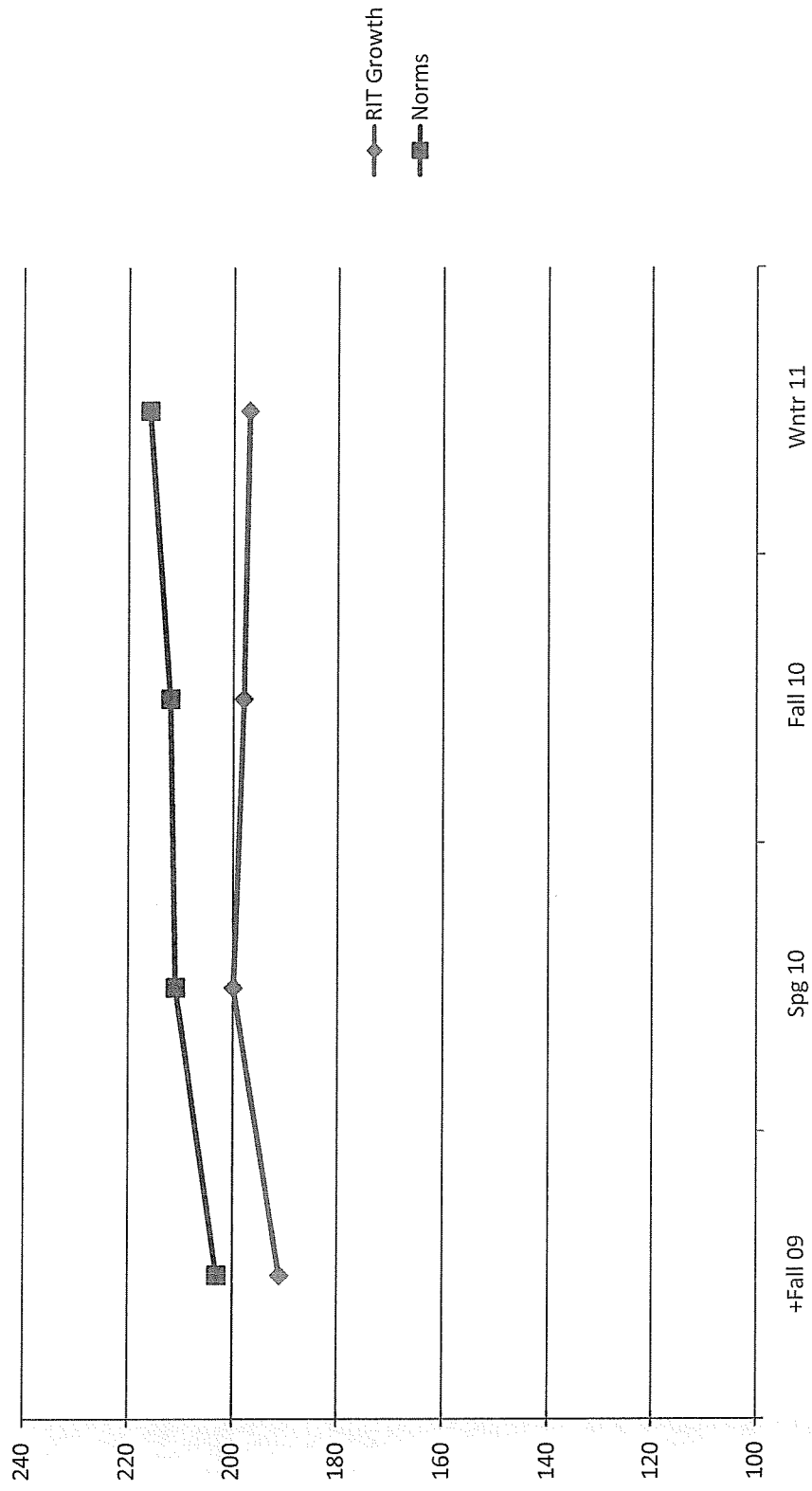
RIT Growth - Math 2011 - 6th Grade

Legend:
- RIT Growth
- Norms

X-axis: +Fall 09, Spg 10, Fall 10, Wntr 11

Y-axis: 100, 120, 140, 160, 180, 200, 220, 240
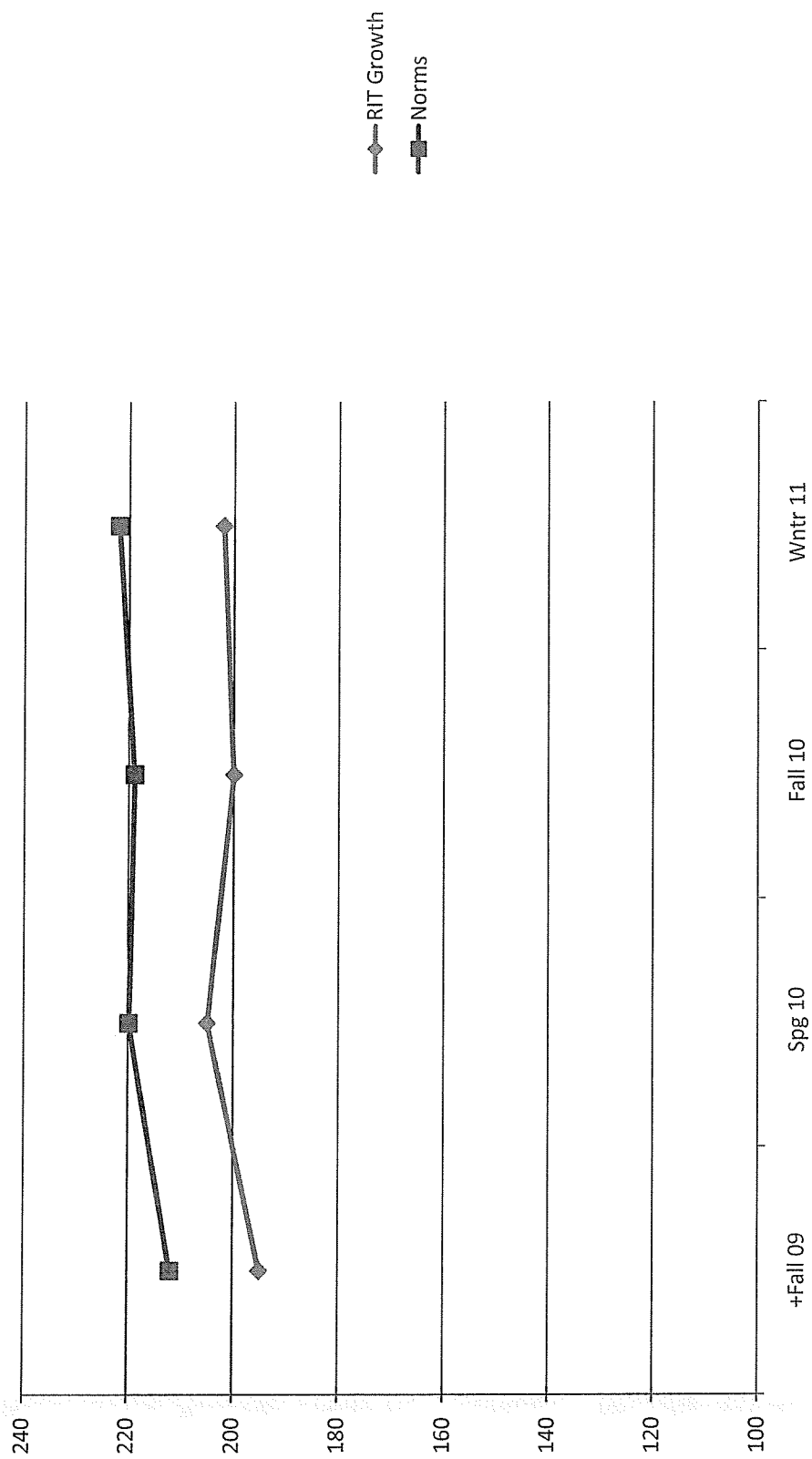
RIT Growth - Math 2011 - 7th Grade

Legend: RIT Growth, Norms

Y-axis: 100, 120, 140, 160, 180, 200, 220, 240

X-axis: Fall 09, Spg 10, Fall 10, Wntr 11
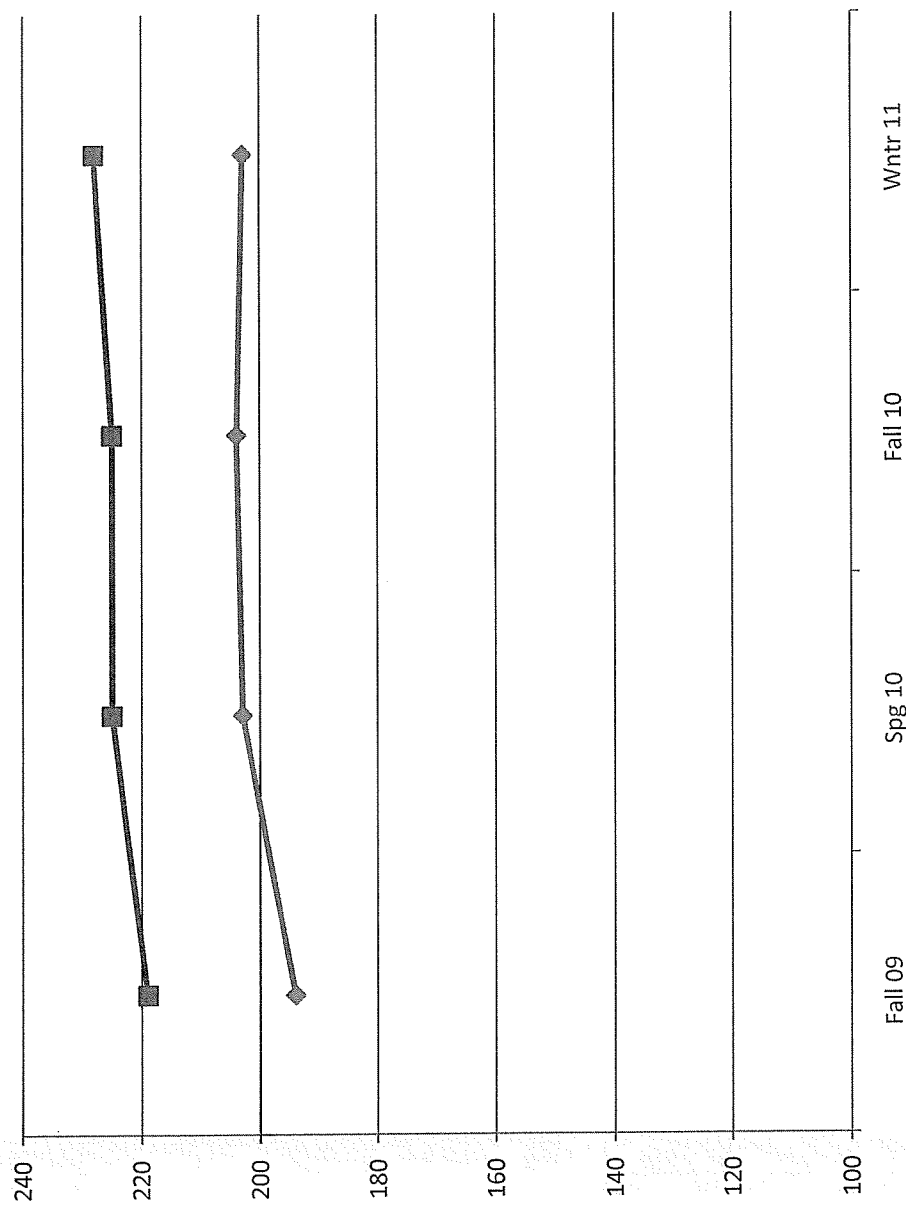
RIT Growth - Math 2011 - 8th Grade

RIT Growth
Norms

240

220

200

180

160

140

120

100

Fall 09   Spg 10   Fall 10   Wntr 11
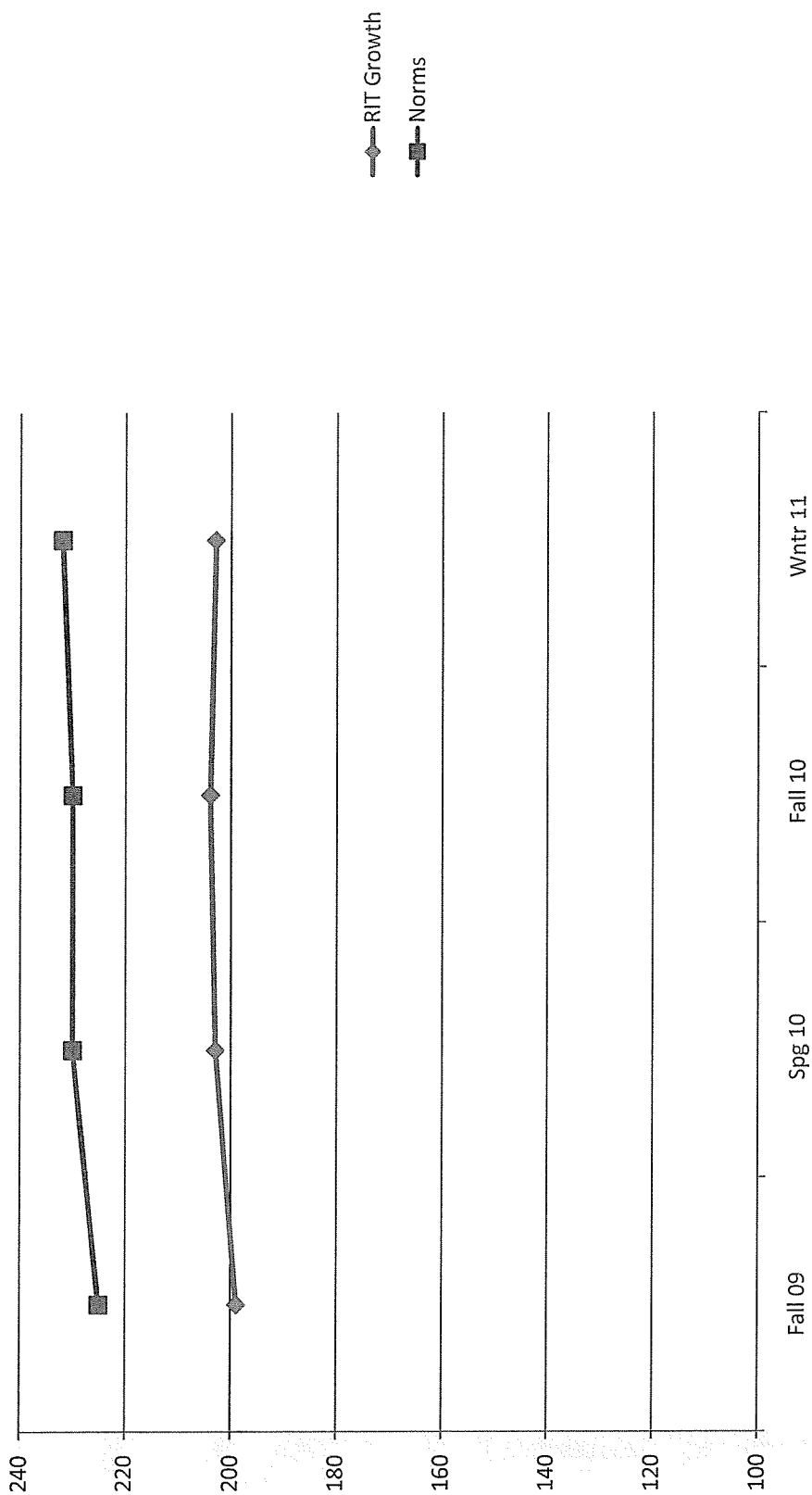
RIT Growth - Math 2011 - 9th Grade

Legend:
- RIT Growth
- Norms

X-axis: Fall 09, Spg 10, Fall 10, Wntr 11

Y-axis: 100, 120, 140, 160, 180, 200, 220, 240, 260
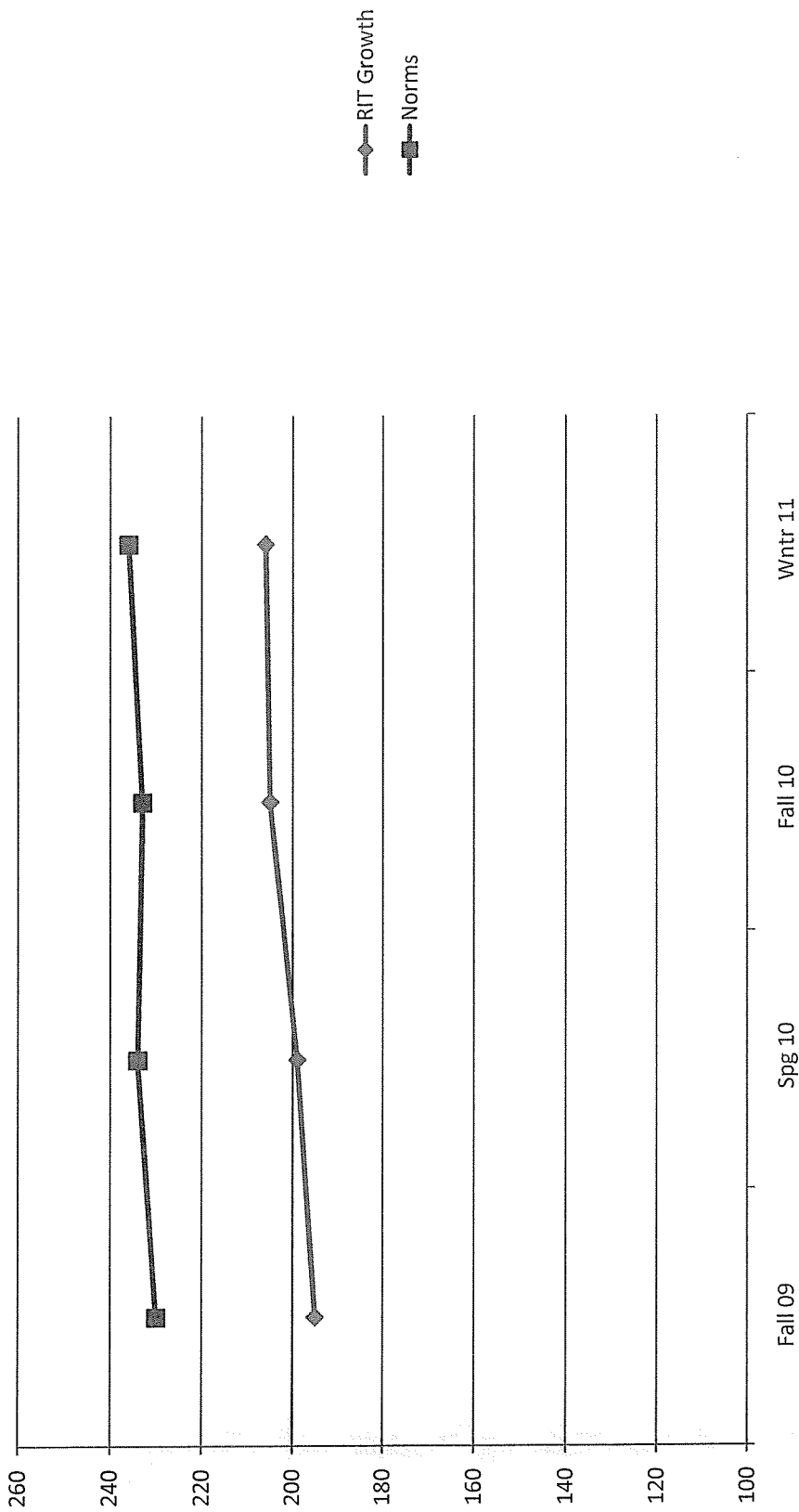
RIT Growth - Math 2011 - 10th Grade

Legend:
- RIT Growth
- Norms

X-axis: Fall 09, Spg 10, Fall 10, Wntr 11
Y-axis: 100, 120, 140, 160, 180, 200, 220, 240, 260
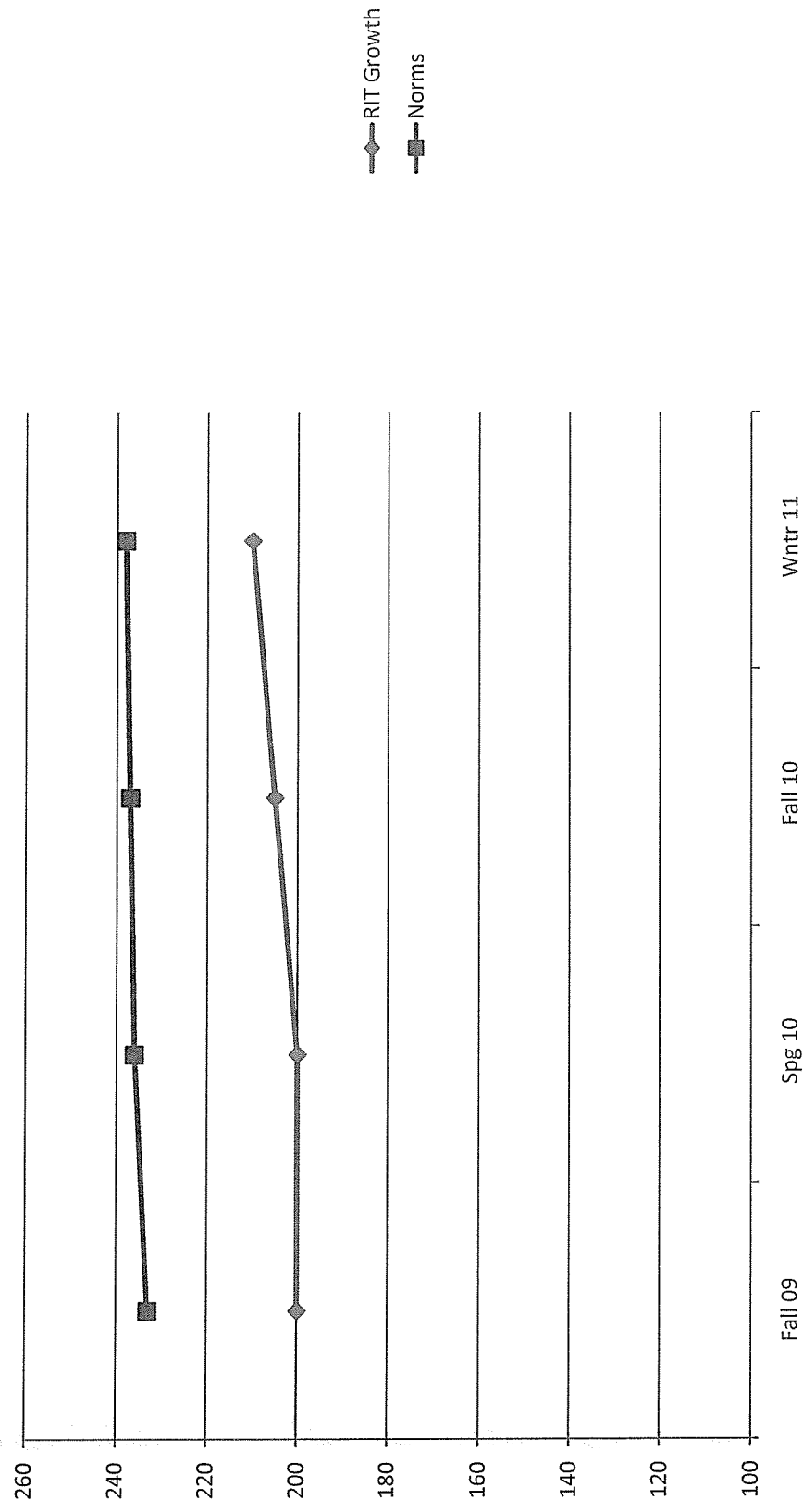
RIT Growth - Math 2011 - 11th Grade
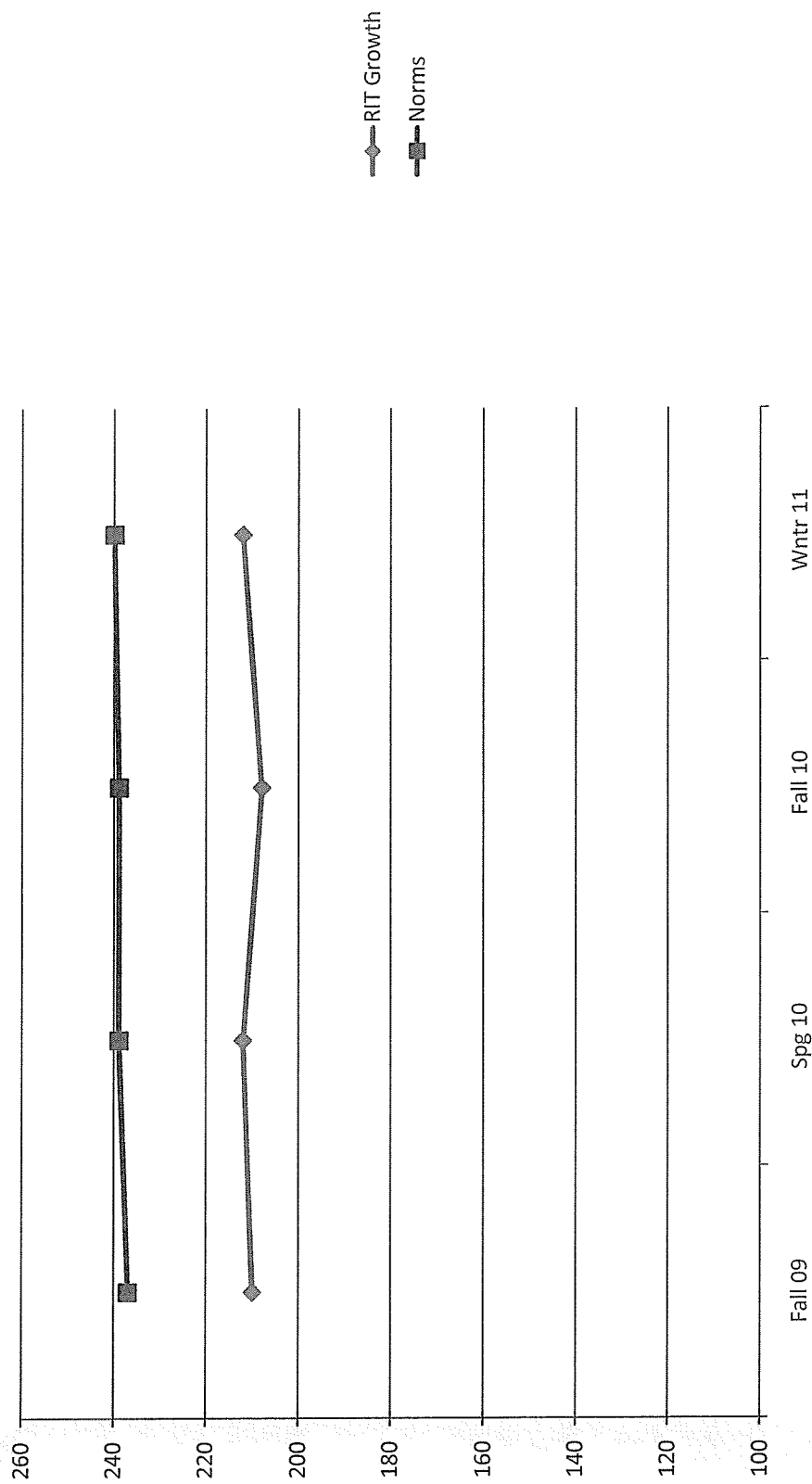
Legend:
- RIT Growth
- Norms

X-axis: Fall 09, Spg 10, Fall 10, Wntr 11

Y-axis: 100, 120, 140, 160, 180, 200, 220, 240, 260

AIMSweb

FILTER:
Demographics: Not filtering on demographics
Reporting Method: BIE Math Counts Oral Counting 2008-2009 - Criterion Referenced

Tier Transition Report
BIE District - BIE-Alamo Navajo School
Oral Counting
Grade K - (Castor, Allison - Homeroom) : 2010-2011 School Year

Legend:
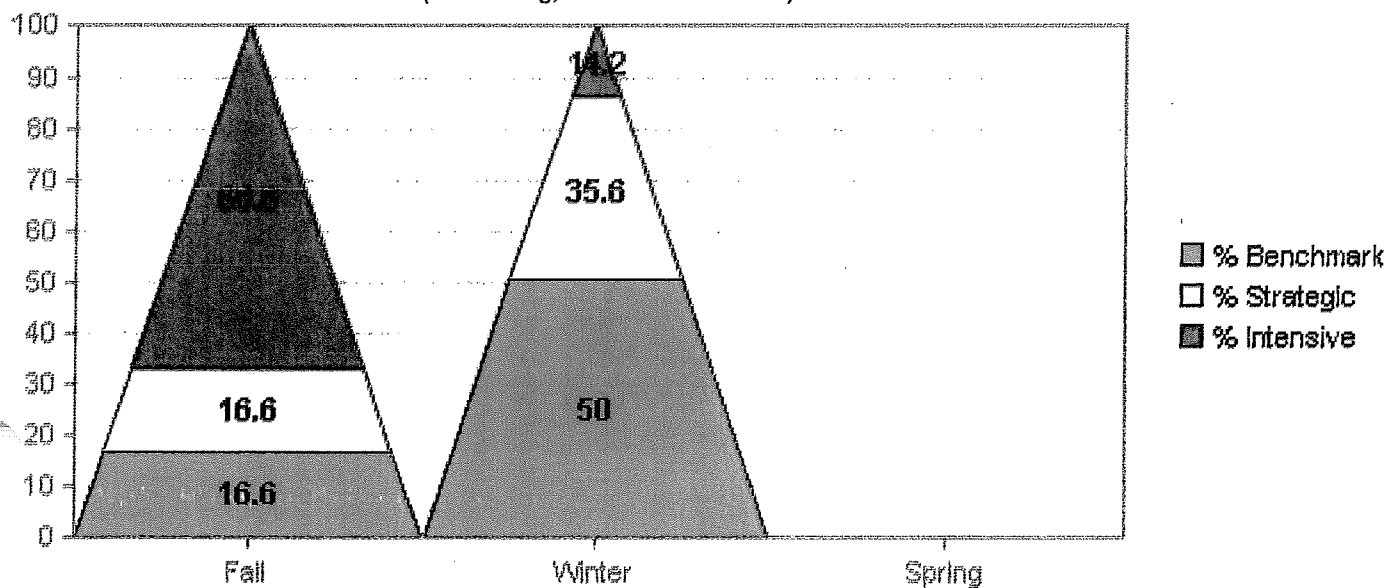- ▨ % Benchmark
- ☐ % Strategic
- ▦ % Intensive
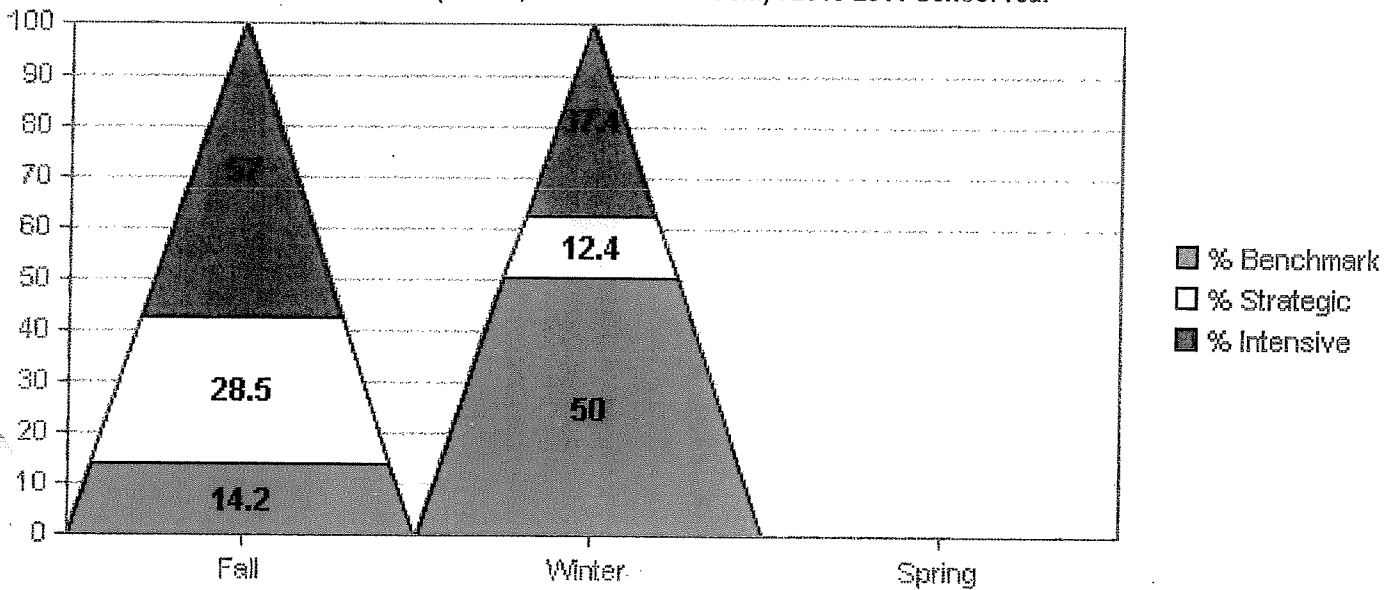
	Fall	Transition	Winter	Transition	Spring
Intensive	4 (57%)	2 / 0 / 1	3 (37.4%)	0 / 0 / 0	0 (0%)
Strategic	2 (28.5%)	0 / 0 / 2	1 (12.4%)	0 / 0 / 0	0 (0%)
Benchmark	1 (14.2%)	0 / 0 / 1	4 (50.0%)	0 / 0 / 0	0 (0%)
New Student		2		0	
Unscored		1		0	
Total Students	7		8		0

Note: Unscored also includes any students who may have been transferred.

AIMSweb®

FILTER:
Demographics: Not filtering on demographics
Reporting Method: BIE Math Counts Number Identification 2008-2009 - Criterion Referenced

Tier Transition Report
BIE District - BIE-Alamo Navajo School
Number Identification
Grade K - (Castor, Allison - Homeroom) : 2010-2011 School Year

	Fall	Transition	Winter	Transition	Spring
Intensive	6 (85.6%)	3 / 1 / 1	5 (62.4%)	0 / 0 / 0	0 (0%)
Strategic	1 (14.2%)	0 / 0 / 1	1 (12.4%)	0 / 0 / 0	0 (0%)
Benchmark	0 (0%)	0 / 0 / 0	2 (25.0%)	0 / 0 / 0	0 (0%)
New Student		2		0	
Unscored		1		0	
Total Students	7		8		0

Note: Unscored also includes any students who may have been transferred.

AIMSweb®

FILTER:
Demographics: Not filtering on demographics
Reporting Method: BIE Math Counts Quantity Discrimination 2008-2009 - Criterion Referenced

Tier Transition Report
BIE District - BIE-Alamo Navajo School
Quantity Discrimination
### Grade K - (Castor, Allison - Homeroom) : 2010-2011 School Year

Legend:
■ % Benchmark
□ % Strategic
■ % Intensive

	Fall	Transition	Winter	Transition	Spring
Intensive	6 (85.6%)	3 / 1 / 1	5 (62.4%)	0 / 0 / 0	0 (0%)
Strategic	1 (14.2%)	0 / 0 / 1	1 (12.4%)	0 / 0 / 0	0 (0%)
Benchmark	0 (0%)	0 / 0 / 0	2 (25.0%)	0 / 0 / 0	0 (0%)
New Student		2		0	
Unscored		1		0	
Total Students	7		8		0

Note: Unscored also includes any students who may have been transferred.

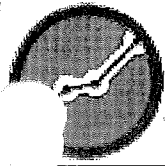**FILTER:**
Demographics: Not filtering on demographics
Reporting Method: BIE Math Counts Missing Number 2008-2009 - Criterion Referenced

Tier Transition Report
BIE District - BIE-Alamo Navajo School
Missing Number
Grade K - (Castor, Allison - Homeroom) : 2010-2011 School Year

Legend: ▨ % Benchmark   ☐ % Strategic   ▨ % Intensive
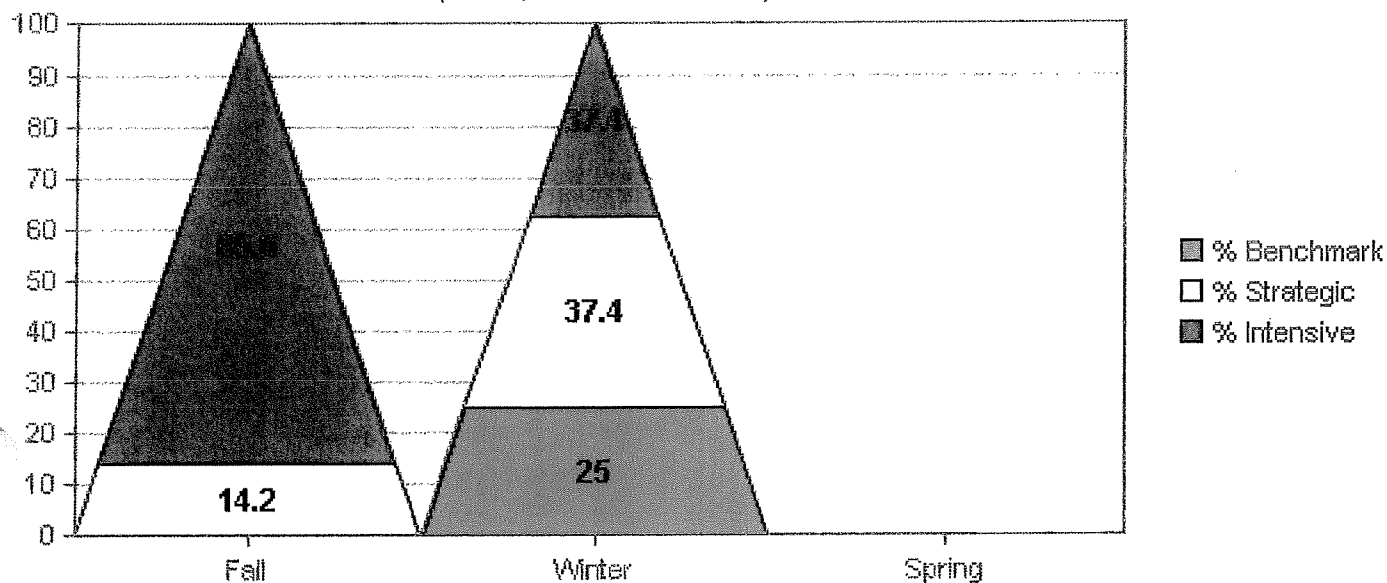
	Fall	Transition	Winter	Transition	Spring
Intensive	6 (85.6%)	2 / 3 / 0	3 (37.4%)	0 / 0 / 0	0 (0%)
Strategic	1 (14.2%)	0 / 0 / 1	3 (37.4%)	0 / 0 / 0	0 (0%)
Benchmark	0 (0%)	0 / 0 / 0	2 (25.0%)	0 / 0 / 0	0 (0%)
New Student		2		0	
Unscored		1		0	
Total Students	7		8		0

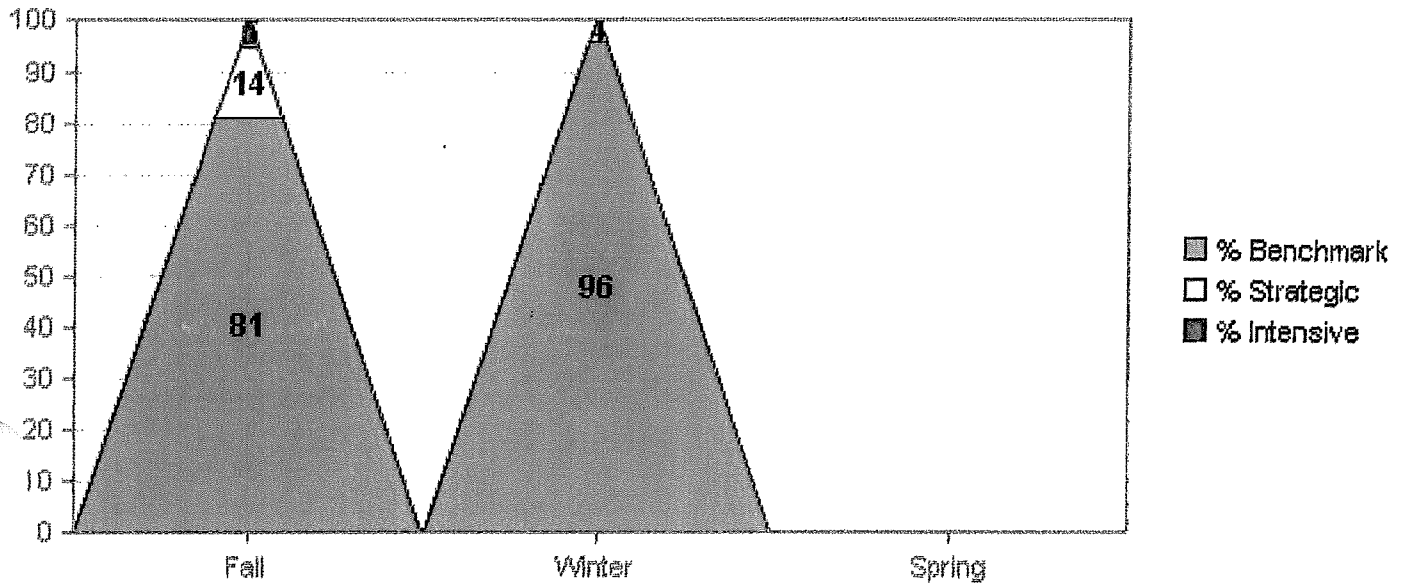**Note:** Unscored also includes any students who may have been transferred.

FILTER:
Demographics: Not filtering on demographics
Reporting Method: BIE Math Counts Oral Counting 2008-2009 - Criterion Referenced

Tier Transition Report
BIE District - BIE-Alamo Navajo School
Oral Counting
Grade K - (Armstrong, Susan - Homeroom) : 2010-2011 School Year

- ☐ % Benchmark
- ☐ % Strategic
- ☐ % Intensive
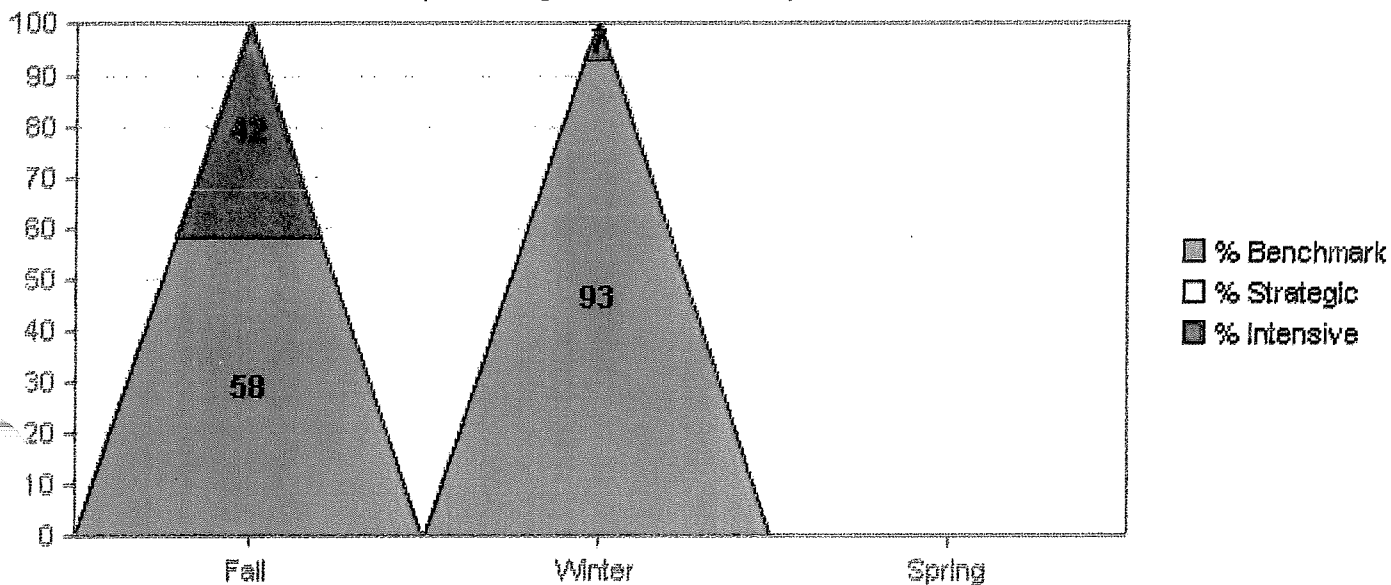
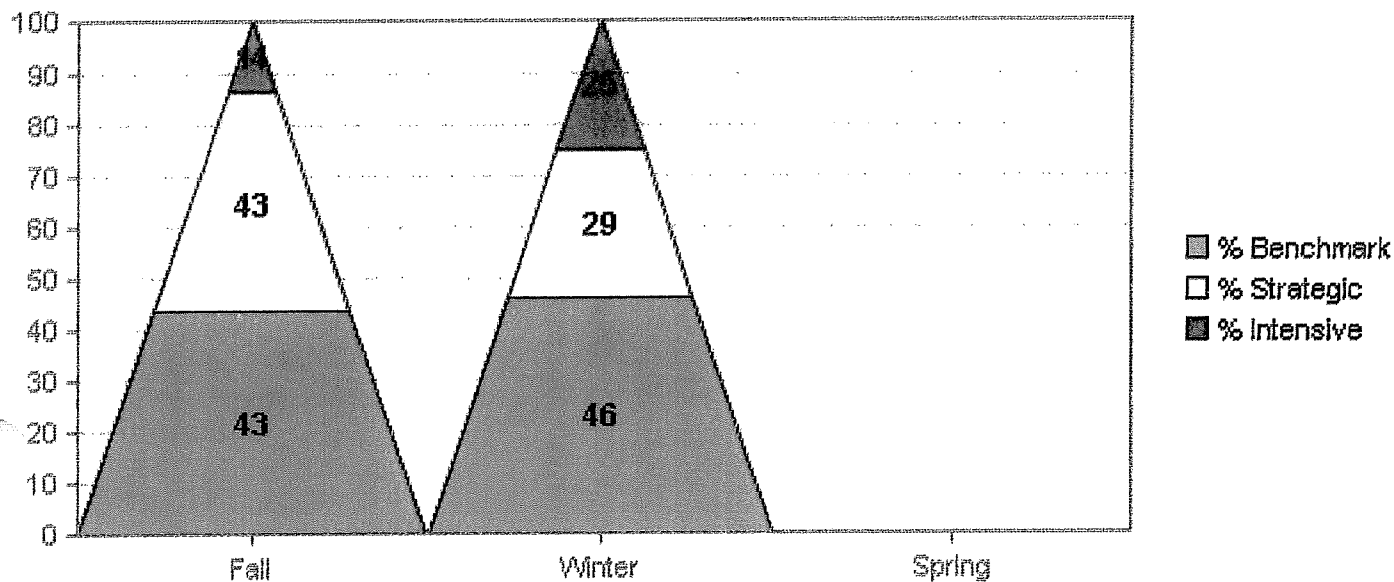|	Fall	Transition	Winter	Transition	Spring
Intensive	5 (42%)	1 0 4	1 (7%)	0 0 0	0 (0%)
Strategic	0 (0%)	0 0 0	0 (0%)	0 0 0	0 (0%)
Benchmark	7 (58%)	0 0 7	13 (93%)	0 0 0	0 (0%)
New Student		2		0	
Unscored		0		0	
Total Students	12		14		0

Note: Unscored also includes any students who may have been transferred.

FILTER:
Demographics: Not filtering on demographics
Reporting Method: BIE Math Counts Number Identification 2008-2009 - Criterion Referenced

Tier Transition Report
BIE District - BIE-Alamo Navajo School
Number Identification
Grade K - (Armstrong, Susan - Homeroom) : 2010-2011 School Year

☐ % Benchmark
☐ % Strategic
☐ % Intensive

	Fall	Transition	Winter	Transition	Spring
Intensive	5 (42%)		4 (29%)		0 (0%)
		4		0	
		1		0	
		0		0	
Strategic	4 (33%)		1 (7%)		0 (0%)
		0		0	
		0		0	
		4		0	
Benchmark	3 (25%)		9 (64%)		0 (0%)
		0		0	
		0		0	
		3		0	
New Student		2		0	
Unscored		0		0	
Total Students	12		14		0

Note: Unscored also includes any students who may have been transferred.

AIMSweb®

FILTER:
Demographics: Not filtering on demographics
Reporting Method: BIE Math Counts Quantity Discrimination 2008-2009 - Criterion Referenced

Tier Transition Report
BIE District - BIE-Alamo Navajo School
Quantity Discrimination
Grade K - (Armstrong, Susan - Homeroom) : 2010-2011 School Year

Legend:
- ▨ % Benchmark
- ☐ % Strategic
- ▨ % Intensive

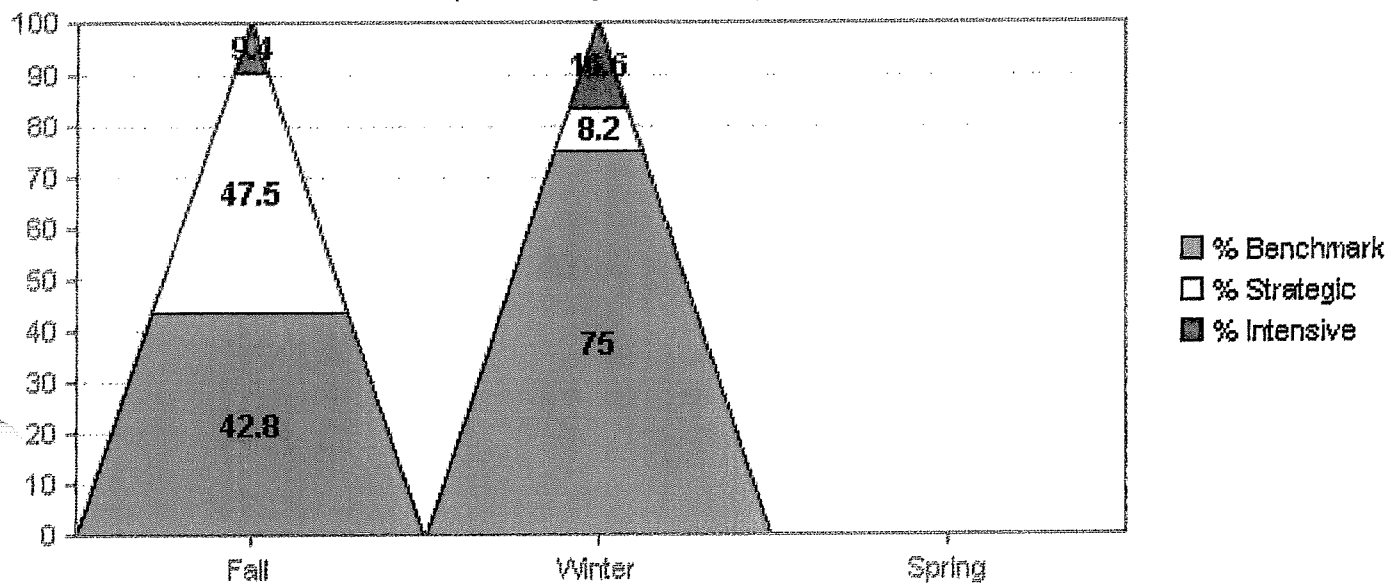|	Fall	Transition	Winter	Transition	Spring
Intensive	8 (66.6%)		2 (14.2%)		0 (0%)
		2		0	
		2		0	
		4		0	
Strategic	2 (16.6%)		5 (35.6%)		0 (0%)
		0		0	
		0		0	
		2		0	
Benchmark	2 (16.6%)		7 (50.0%)		0 (0%)
		0		0	
		2		0	
		0		0	
New Student		2		0	
Unscored		0		0	
Total Students	12		14		0

Note: Unscored also includes any students who may have been transferred.

AIMSweb

FILTER:
Demographics: Not filtering on demographics
Reporting Method: BIE Math Counts Missing Number 2008-2009 - Criterion Referenced

Tier Transition Report
BIE District - BIE-Alamo Navajo School
Missing Number
Grade K - (Armstrong, Susan - Homeroom) : 2010-2011 School Year

- ▨ % Benchmark
- ☐ % Strategic
- ▦ % Intensive
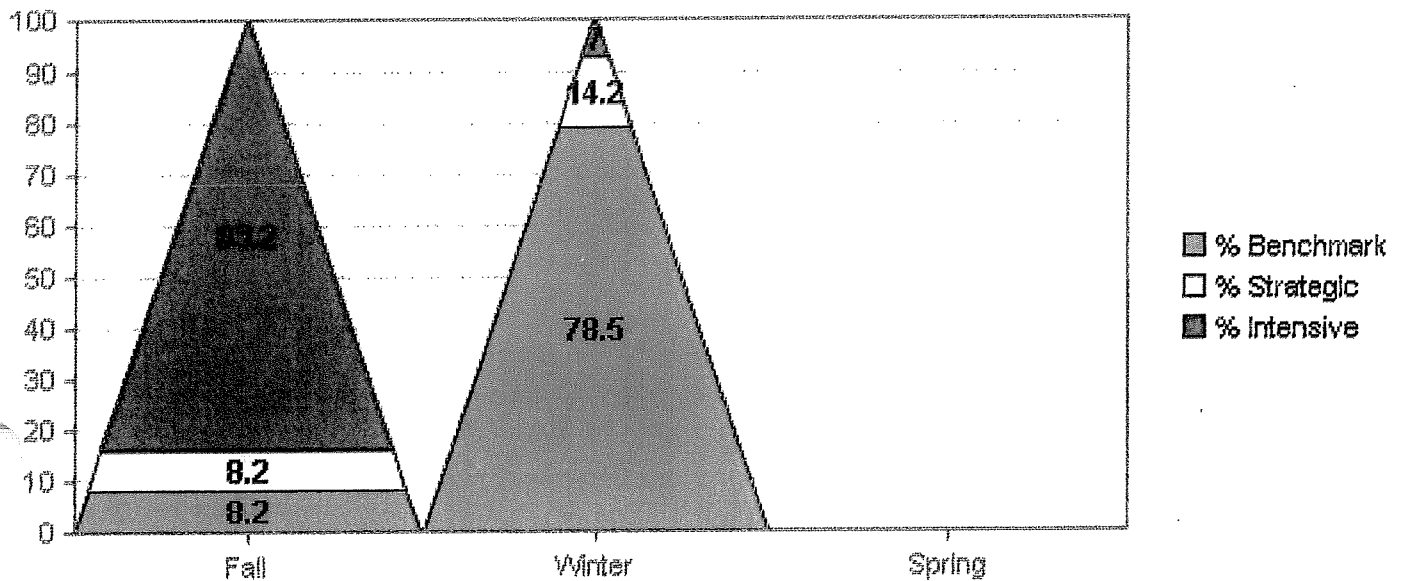
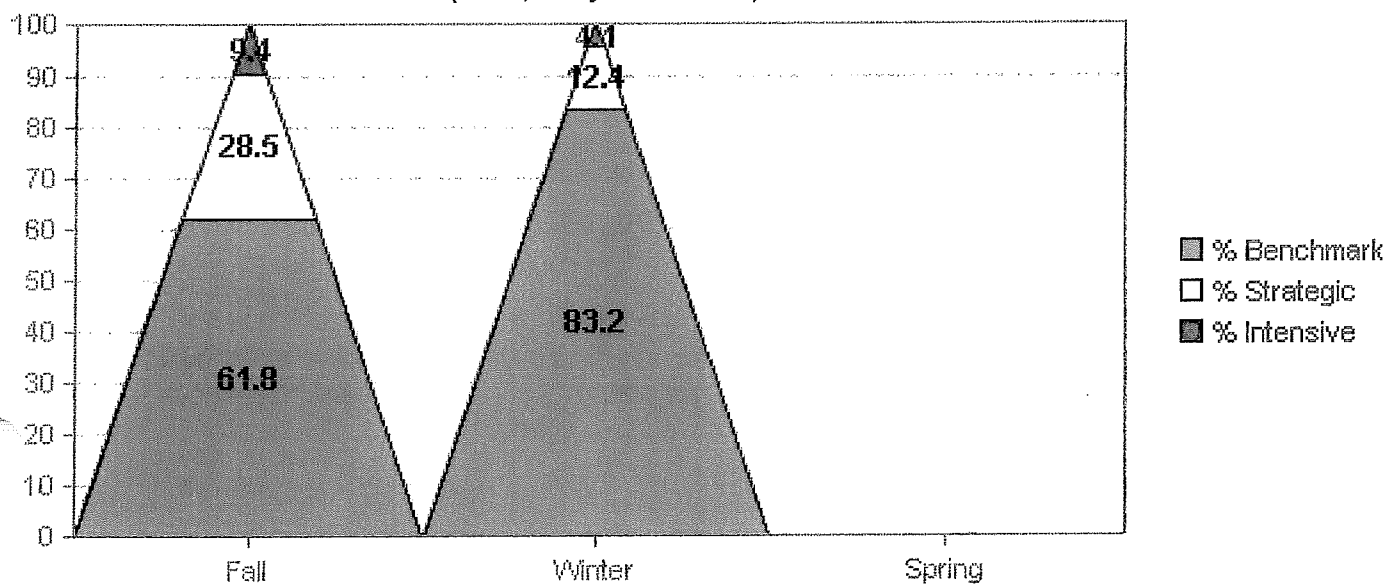|	Fall	Transition	Winter	Transition	Spring
Intensive	10 (83.2%)	1 2 7	1 (7%)	0 0 0	0 (0%)
Strategic	1 (8.2%)	0 0 1	2 (14.2%)	0 0 0	0 (0%)
Benchmark	1 (8.2%)	0 0 1	11 (78.5%)	0 0 0	0 (0%)
New Student		2		0	
Unscored		0		0	
Total Students	12		14		0

Note: Unscored also includes any students who may have been transferred.

AIMSweb

FILTER:
Demographics: Not filtering on demographics
Reporting Method: BIE Math Counts Oral Counting 2008-2009 - Criterion Referenced

Tier Transition Report
BIE District - BIE-Alamo Navajo School
Oral Counting
Grade 1 - (White, Kathy - Homeroom) : 2010-2011 School Year

Legend:
☒ % Benchmark
☐ % Strategic
■ % Intensive

	Fall	Transition	Winter	Transition	Spring
Intensive	1 (5%)	0 / 1 / 0	0 (0%)	0 / 0 / 0	0 (0%)
Strategic	3 (14%)	0 / 0 / 3	1 (4%)	0 / 0 / 0	0 (0%)
Benchmark	17 (81%)	0 / 0 / 17	23 (96%)	0 / 0 / 0	0 (0%)
New Student		3		0	
Unscored		0		0	
Total Students	21		24		0

Note: Unscored also includes any students who may have been transferred.

AIMSweb

FILTER:
Demographics: Not filtering on demographics
Reporting Method: BIE Math Counts Number Identification 2008-2009 - Criterion Referenced

Tier Transition Report
BIE District - BIE-Alamo Navajo School
Number Identification
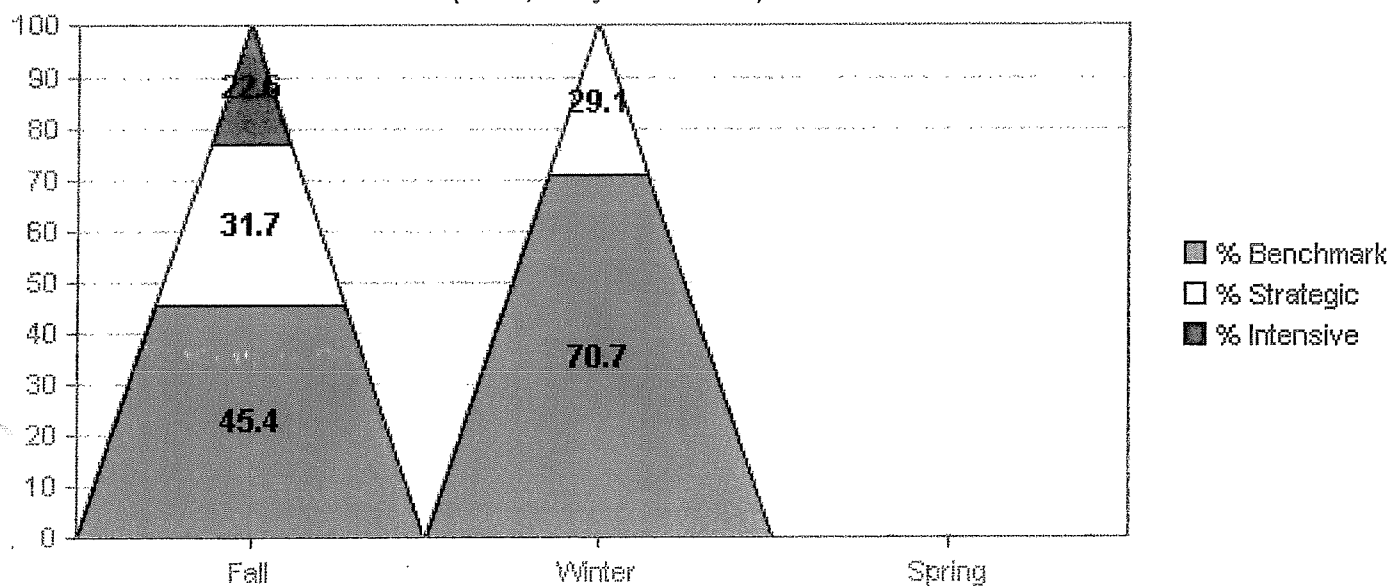**Grade 1 - (White, Kathy - Homeroom) : 2010-2011 School Year**

Legend:
- ☐ % Benchmark
- ☐ % Strategic
- ☐ % Intensive

	Fall	Transition	Winter	Transition	Spring
Intensive	3 (14%)	2 / 1 / 0	6 (25%)	0 / 0 / 0	0 (0%)
Strategic	9 (43%)	4 / 1 / 4	7 (29%)	0 / 0 / 0	0 (0%)
Benchmark	9 (43%)	0 / 4 / 5	11 (46%)	0 / 0 / 0	0 (0%)
New Student		3		0	
Unscored		0		0	
Total Students	21		24		0

Note: Unscored also includes any students who may have been transferred.

AIMSweb

FILTER:
Demographics: Not filtering on demographics
Reporting Method: BIE Math Counts Quantity Discrimination 2008-2009 - Criterion Referenced

Tier Transition Report
BIE District - BIE-Alamo Navajo School
Quantity Discrimination
Grade 1 - (White, Kathy - Homeroom) : 2010-2011 School Year

- ■ % Benchmark
- □ % Strategic
- ■ % Intensive

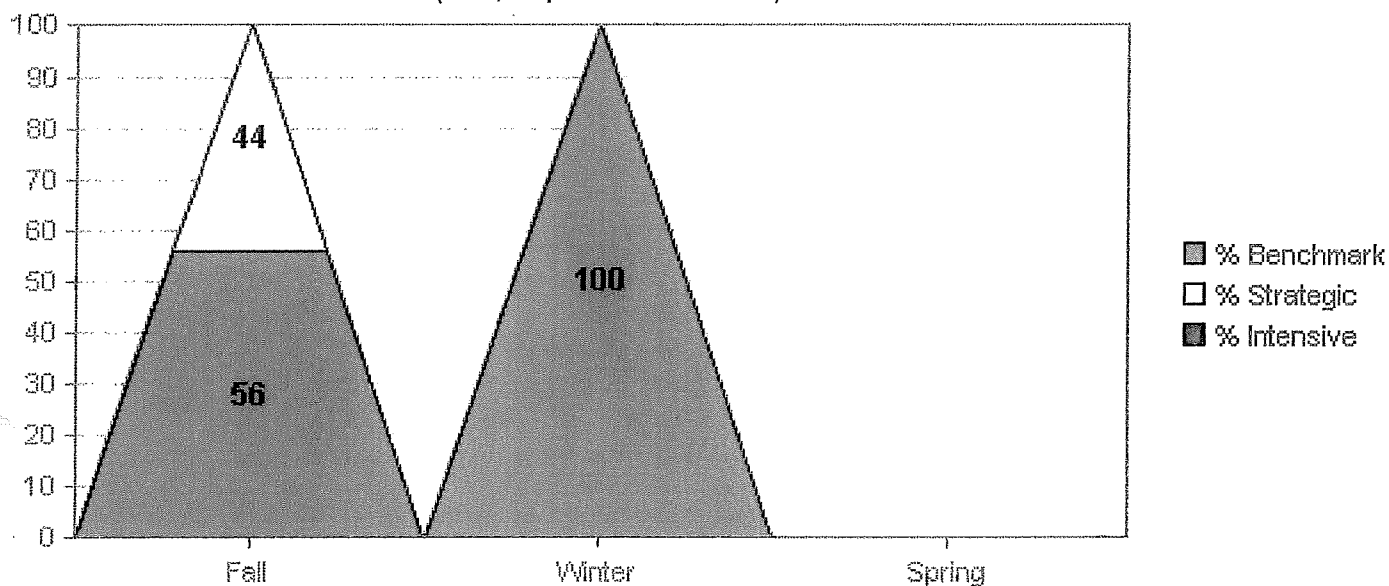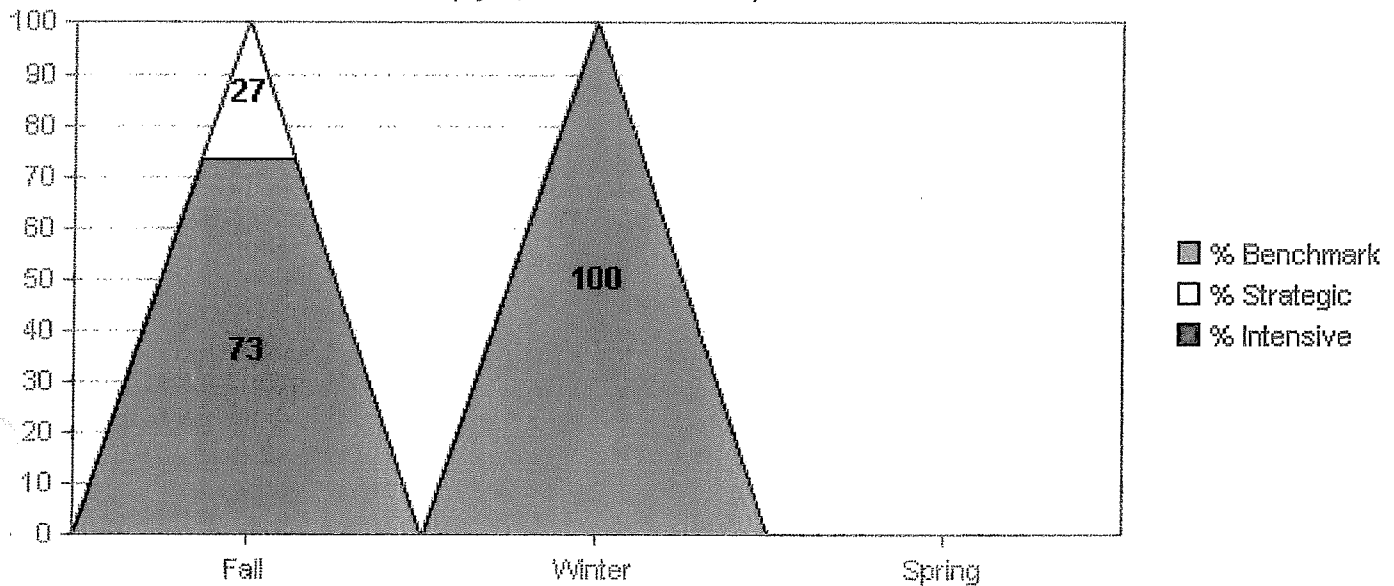|	Fall	Transition	Winter	Transition	Spring
Intensive	2 (9.4%)	1 / 0 / 1	4 (16.6%)	0 / 0 / 0	0 (0%)
Strategic	10 (47.5%)	2 / 1 / 7	2 (8.2%)	0 / 0 / 0	0 (0%)
Benchmark	9 (42.8%)	0 / 1 / 8	18 (75.0%)	0 / 0 / 0	0 (0%)
New Student		3		0	
Unscored		0		0	
Total Students	21		24		0

Note: Unscored also includes any students who may have been transferred.

AIMSweb

FILTER:
Demographics: Not filtering on demographics
Reporting Method: BIE Math Counts Missing Number 2008-2009 - Criterion Referenced

Tier Transition Report
BIE District - BIE-Alamo Navajo School
Missing Number
Grade 1 - (White, Kathy - Homeroom) : 2010-2011 School Year

	Fall	Transition	Winter	Transition	Spring
Intensive	2 (9.4%)		1 (4.1%)		0 (0%)
		1		0	
		1		0	
		0		0	
Strategic	6 (28.5%)		3 (12.4%)		0 (0%)
		0		0	
		1		0	
		5		0	
Benchmark	13 (61.8%)		20 (83.2%)		0 (0%)
		0		0	
		0		0	
		13		0	
New Student		3		0	
Unscored		0		0	
Total Students	21		24		0

Note: Unscored also includes any students who may have been transferred.

Tier Transition Report
BIE District - BIE-Alamo Navajo School
Mathematics Computation
Grade 1 - (White, Kathy - Homeroom) : 2010-2011 School Year

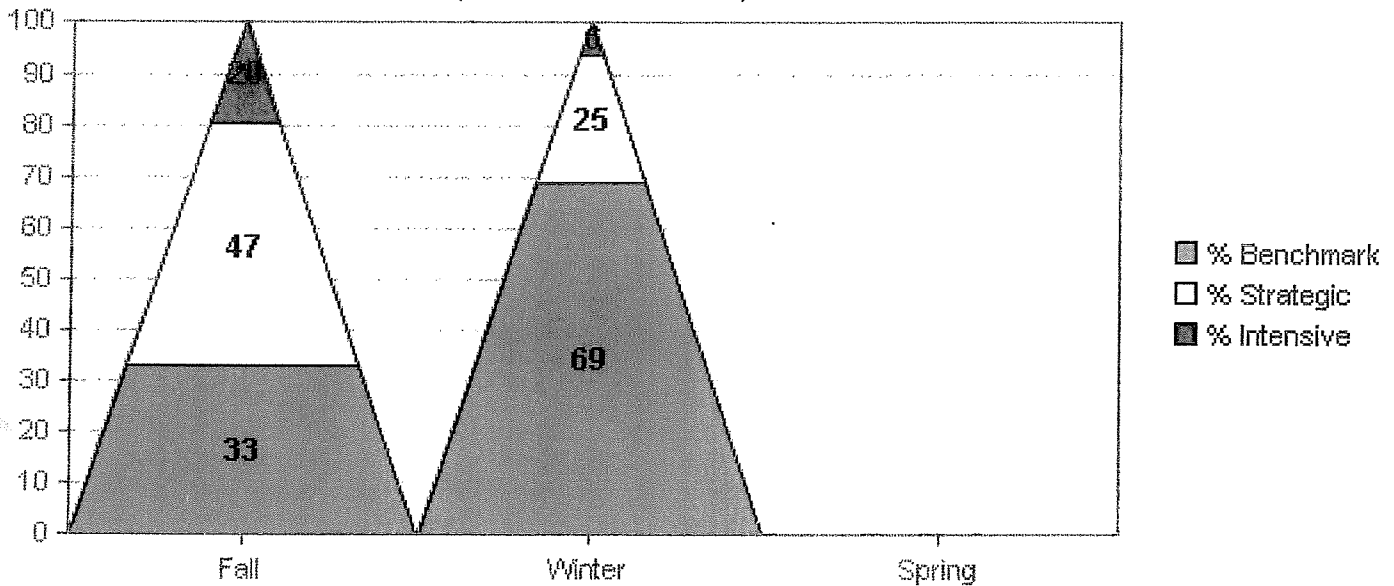|	Fall	Transition	Winter	Transition	Spring
Intensive	5 (22.6%)	0 / 3 / 2	0 (0%)	0 / 0 / 0	0 (0%)
Strategic	7 (31.7%)	0 / 3 / 4	7 (29.1%)	0 / 0 / 0	0 (0%)
Benchmark	10 (45.4%)	0 / 0 / 10	17 (70.7%)	0 / 0 / 0	0 (0%)
New Student		2		0	
Unscored		0		0	
Total Students	22		24		0

Note: Unscored also includes any students who may have been transferred.

FILTER:
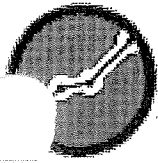**Demographics:** Not filtering on demographics
Reporting Method: BIE Math Counts MCBM 2010-11 - Criterion Referenced

Tier Transition Report
BIE District - BIE-Alamo Navajo School
Mathematics Computation
Grade 2 - (Bain, Stephanie - Homeroom) : 2010-2011 School Year

Legend:
■ % Benchmark
☐ % Strategic
■ % Intensive

	Fall	Transition	Winter	Transition	Spring
Intensive	0 (0%)	0 0 0	0 (0%)	0 0 0	0 (0%)
Strategic	4 (44%)	0 0 4	0 (0%)	0 0 0	0 (0%)
Benchmark	5 (56%)	0 0 5	9 (100%)	0 0 0	0 (0%)
New Student		0		0	
Unscored		0		0	
Total Students	9		9		0

Note: Unscored also includes any students who may have been transferred.

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FILTER:
Demographics: Not filtering on demographics
Reporting Method: BIE Math Counts MCBM 2010-11 - Criterion Referenced

Tier Transition Report
BIE District - BIE-Alamo Navajo School
Mathematics Computation
Grade 2 - (Ryan, Alison - Homeroom) : 2010-2011 School Year

Legend:
- % Benchmark
- % Strategic
- % Intensive

	Fall	Transition	Winter	Transition	Spring
Intensive	0 (0%)	0 / 0 / 0	0 (0%)	0 / 0 / 0	0 (0%)
Strategic	3 (27%)	0 / 0 / 3	0 (0%)	0 / 0 / 0	0 (0%)
Benchmark	8 (73%)	0 / 0 / 8	11 (100%)	0 / 0 / 0	0 (0%)
New Student		0		0	
Unscored		0		0	
Total Students	11		11		0

Note: Unscored also includes any students who may have been transferred.
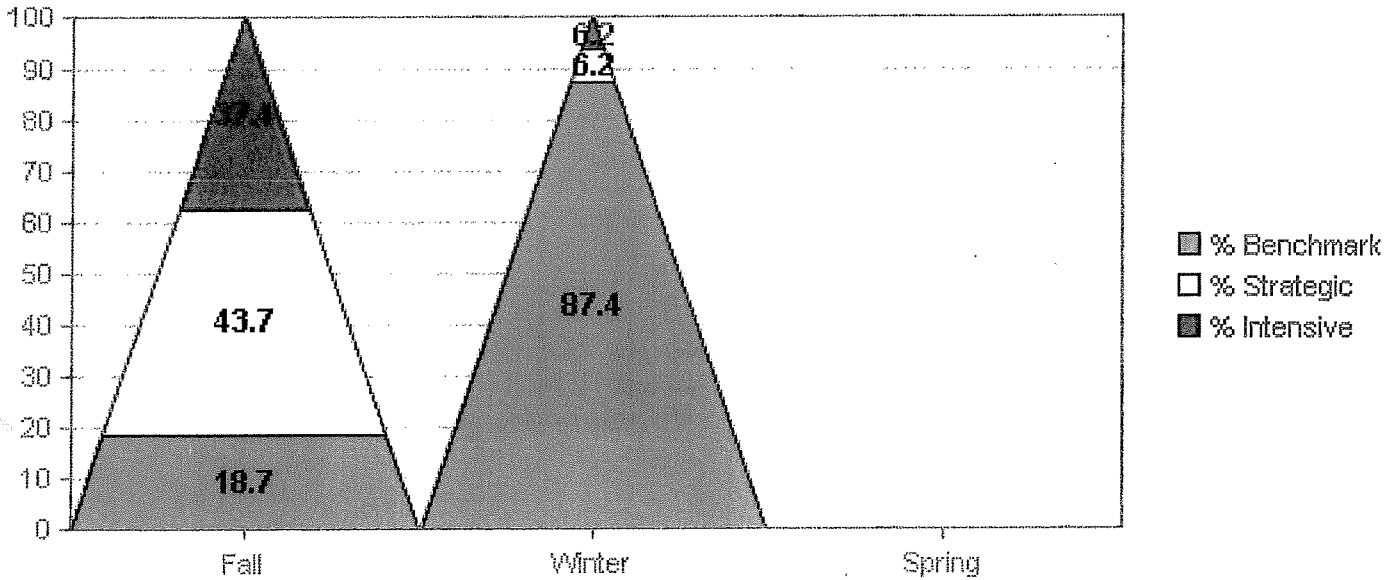
FILTER:
Demographics: Not filtering on demographics
Reporting Method: BIE Math Counts MCBM 2010-11 - Criterion Referenced

Tier Transition Report
BIE District - BIE-Alamo Navajo School
Mathematics Computation
Grade 3 - (Pino, Marie - Homeroom) : 2010-2011 School Year

Legend:
- ■ % Benchmark
- □ % Strategic
- ■ % Intensive

	Fall	Transition	Winter	Transition	Spring
Intensive	3 (20%)		1 (6%)		0 (0%)
		1		0	
		1		0	
		1		0	
Strategic	7 (47%)		4 (25%)		0 (0%)
		0		0	
		2		0	
		5		0	
Benchmark	5 (33%)		11 (69%)		0 (0%)
		0		0	
		1		0	
		4		0	
New Student		1		0	
Unscored		0		0	
Total Students	15		16		0

Note: Unscored also includes any students who may have been transferred.

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Tier Transition Report
BIE District - BIE-Alamo Navajo School
Mathematics Computation
Grade 3 - (Ramirez, Edward - Homeroom) : 2010-2011 School Year

Legend:
- % Benchmark
- % Strategic
- % Intensive

	Fall	Transition	Winter	Transition	Spring
Intensive	6 (37.4%)	1	1 (6.2%)	0	0 (0%)
		1		0	
		4		0	
Strategic	7 (43.7%)	0	1 (6.2%)	0	0 (0%)
		0		0	
		7		0	
Benchmark	3 (18.7%)	0	14 (87.4%)	0	0 (0%)
		0		0	
		3		0	
New Student		0		0	
Unscored		0		0	
Total Students	16		16		0

Note: Unscored also includes any students who may have been transferred.

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FILTER:
Demographics: Not filtering on demographics
Reporting Method: BIE Math Counts MCBM 2010-11 - Criterion Referenced

Tier Transition Report
BIE District - BIE-Alamo Navajo School
Mathematics Computation
Grade 4 - (Walsh, Kevin - Homeroom) : 2010-2011 School Year
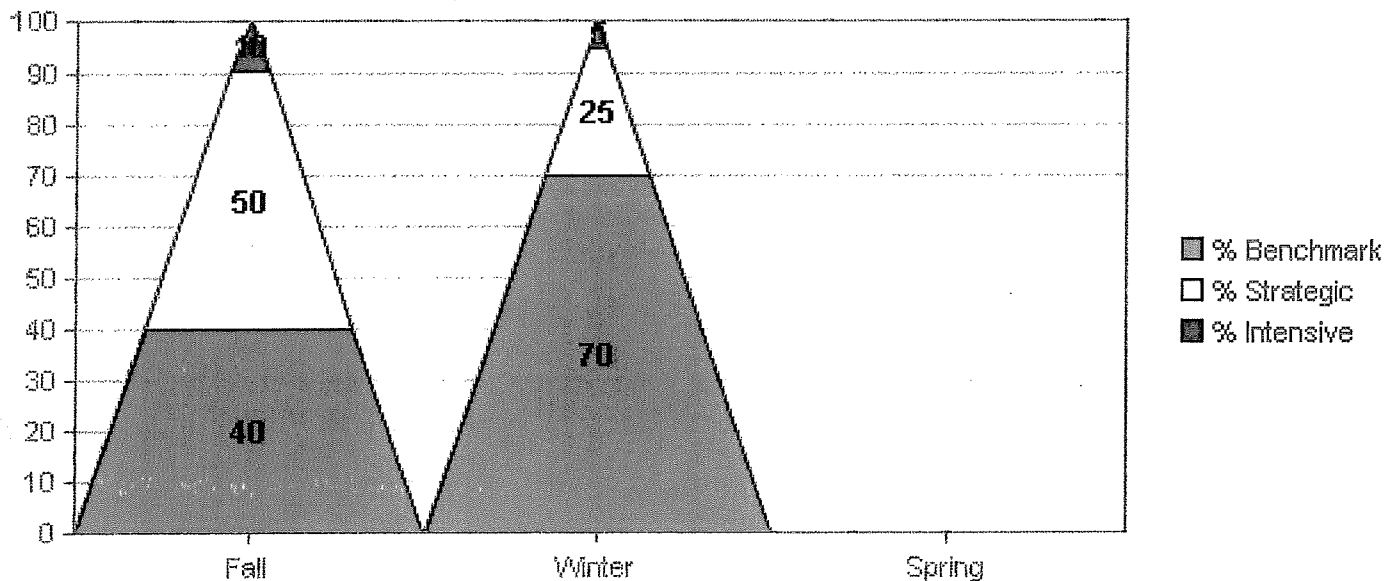
	Fall	Transition	Winter	Transition	Spring
Intensive	2 (10%)	0 / 1 / 1	1 (5%)	0 / 0 / 0	0 (0%)
Strategic	10 (50%)	1 / 4 / 5	5 (25%)	0 / 0 / 0	0 (0%)
Benchmark	8 (40%)	0 / 0 / 8	14 (70%)	0 / 0 / 0	0 (0%)
New Student		0		0	
Unscored		0		0	
Total Students	20		20		0

Note: Unscored also includes any students who may have been transferred.

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FILTER:
Demographics: Not filtering on demographics
Reporting Method: BIE Math Counts MCBM 2010-11 - Criterion Referenced

Tier Transition Report
BIE District - BIE-Alamo Navajo School
Mathematics Computation
**Grade 5 - (Guerro, Laura - Homeroom) : 2010-2011 School Year**

Legend:
- ▨ % Benchmark
- ☐ % Strategic
- ▨ % Intensive
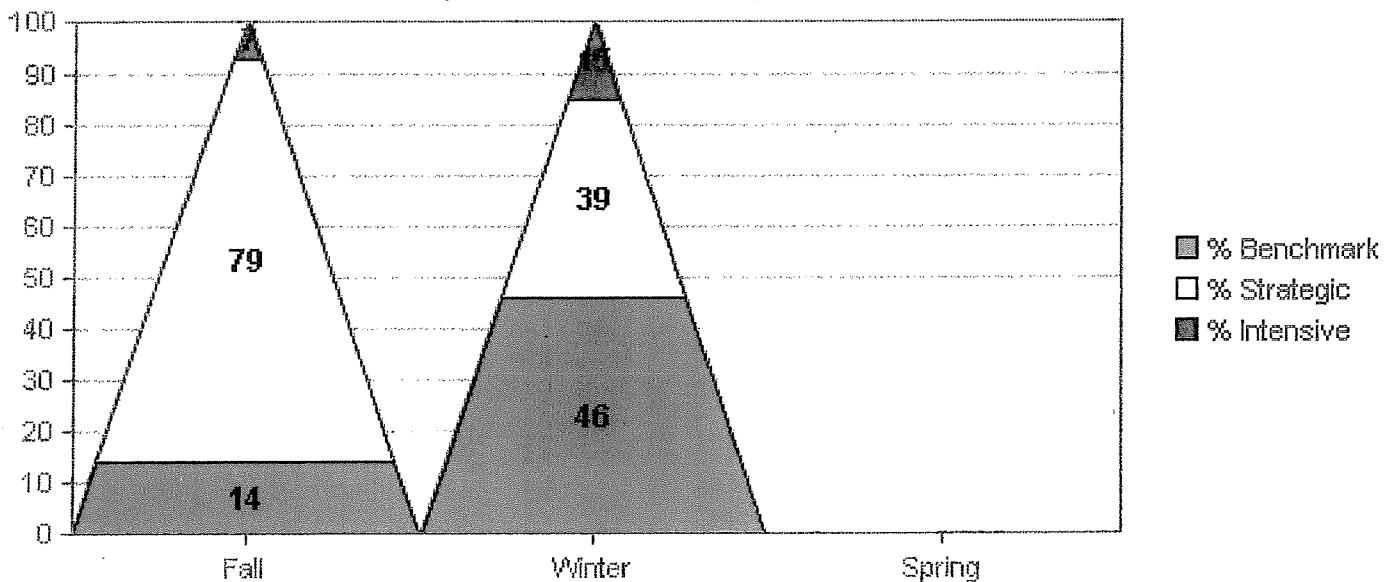
	Fall	Transition	Winter	Transition	Spring
Intensive	1 (7%)	1 / 0 / 0	2 (15%)	0 / 0 / 0	0 (0%)
Strategic	11 (79%)	1 / 5 / 4	5 (39%)	0 / 0 / 0	0 (0%)
Benchmark	2 (14%)	0 / 0 / 2	6 (46%)	0 / 0 / 0	0 (0%)
New Student		0		0	
Unscored		1		0	
Total Students	14		13		0

Note: Unscored also includes any students who may have been transferred.

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FILTER:
Demographics: Not filtering on demographics
Reporting Method: BIE Math Counts MCBM 2010-11 - Criterion Referenced

Tier Transition Report
BIE District - BIE-Alamo Navajo School
Mathematics Computation
Grade 5 - (Solomon, Jeane - Homeroom) : 2010-2011 School Year

■ % Benchmark
□ % Strategic
■ % Intensive
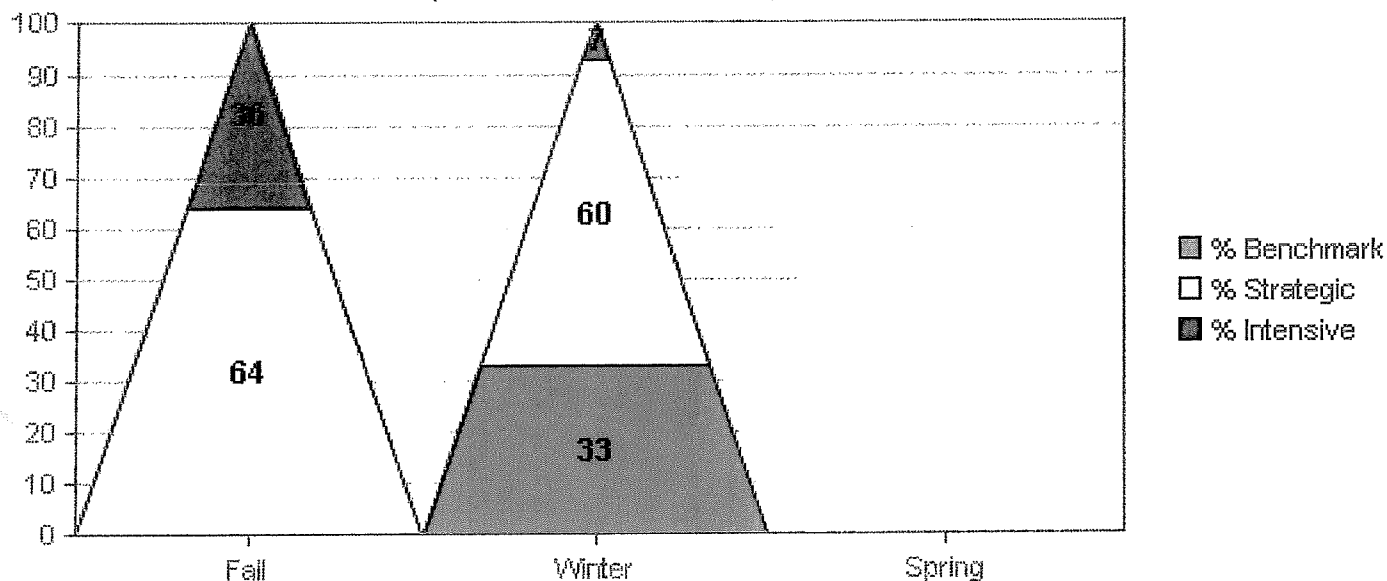
	Fall	Transition	Winter	Transition	Spring
Intensive	5 (36%)	1 4 0	1 (7%)	0 0 0	0 (0%)
Strategic	9 (64%)	0 5 4	9 (60%)	0 0 0	0 (0%)
Benchmark	0 (0%)	0 0 0	5 (33%)	0 0 0	0 (0%)
New Student		1		0	
Unscored		0		0	
Total Students	14		15		0

Note: Unscored also includes any students who may have been transferred.

AIMSweb

FILTER:
Demographics: Not filtering on demographics
Reporting Method: BIE Math Counts MCBM 2010-11 - Criterion Referenced

Tier Transition Report
BIE District - BIE-Alamo Navajo School
Mathematics Computation
Grade 6 - (Baca, Rosie - Homeroom) : 2010-2011 School Year

Legend:
- ■ % Benchmark
- □ % Strategic
- ■ % Intensive
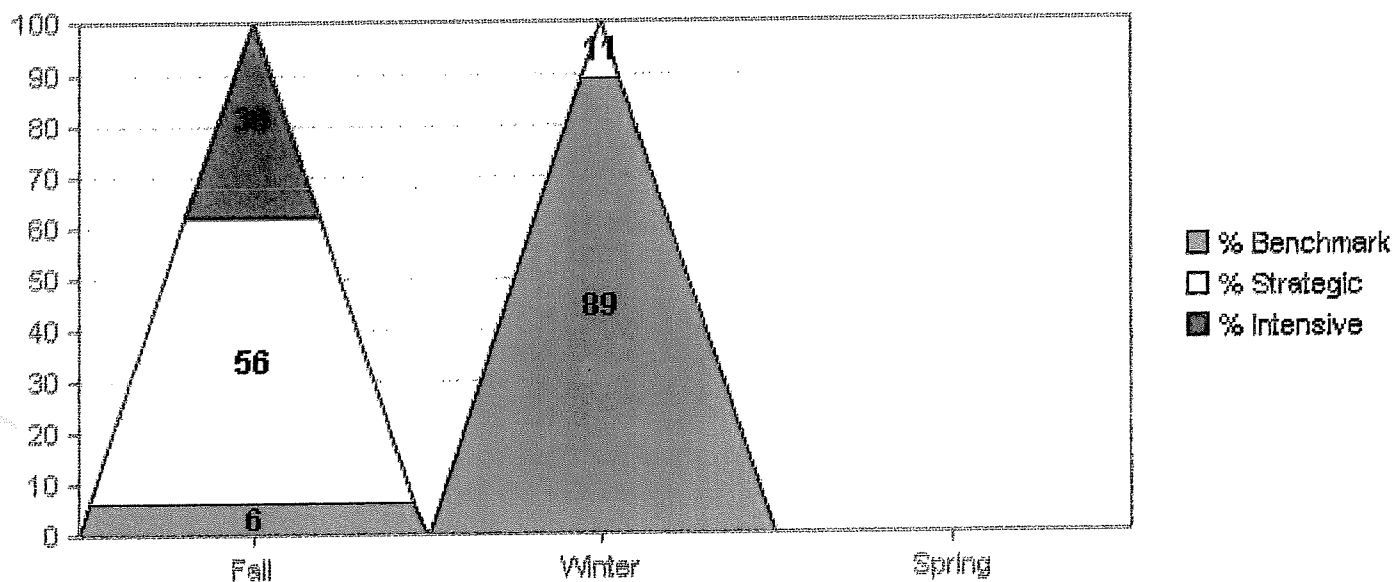
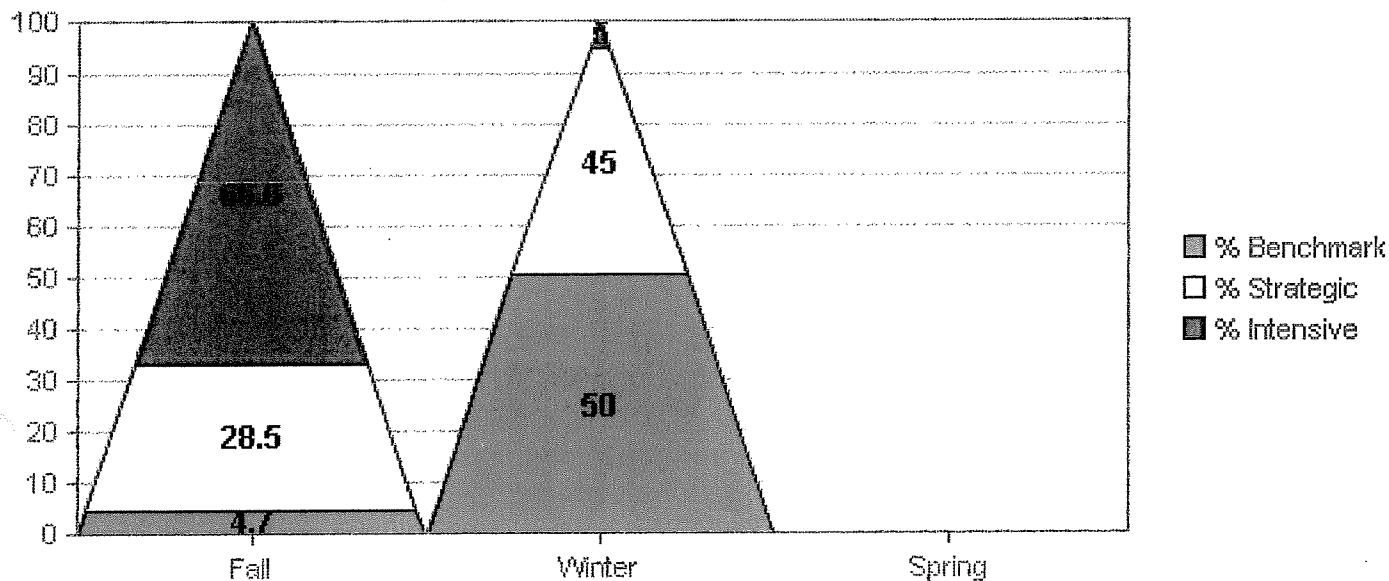|	Fall	Transition	Winter	Transition	Spring
Intensive	6 (38%)	0 / 1 / 5	0 (0%)	0 / 0 / 0	0 (0%)
Strategic	9 (56%)	0 / 0 / 9	2 (11%)	0 / 0 / 0	0 (0%)
Benchmark	1 (6%)	0 / 0 / 1	16 (89%)	0 / 0 / 0	0 (0%)
New Student		2		0	
Unscored		0		0	
Total Students	16		18		0

Note: Unscored also includes any students who may have been transferred.

FILTER:
Demographics: Not filtering on demographics
Reporting Method: BIE Math Counts MCBM2 2008-2009 – Criterion Referenced

Tier Transition Report
BIE District - BIE-Alamo Navajo School
Mathematics Computation 2
### Grade 7 - (Tobeler, Karrie - Homeroom) : 2010-2011 School Year

Legend:
- ▣ % Benchmark
- ☐ % Strategic
- ▨ % Intensive

	Fall	Transition	Winter	Transition	Spring
Intensive	14 (66.6%)	1 / 6 / 5	1 (5.0%)	0 / 0 / 0	0 (0%)
Strategic	6 (28.5%)	0 / 3 / 3	9 (45.0%)	0 / 0 / 0	0 (0%)
Benchmark	1 (4.7%)	0 / 0 / 1	10 (50.0%)	0 / 0 / 0	0 (0%)
New Student	1		0		
Unscored	2		0		
Total Students	21		20		0

Note: Unscored also includes any students who may have been transferred.

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FILTER:
Demographics: Not filtering on demographics
Reporting Method: BIE Math Counts MCBM2 2008-2009 - Criterion Referenced

Tier Transition Report
BIE District - BIE-Alamo Navajo School
Mathematics Computation 2
Grade 8 - (Tobeler, Karrie - Homeroom) : 2010-2011 School Year
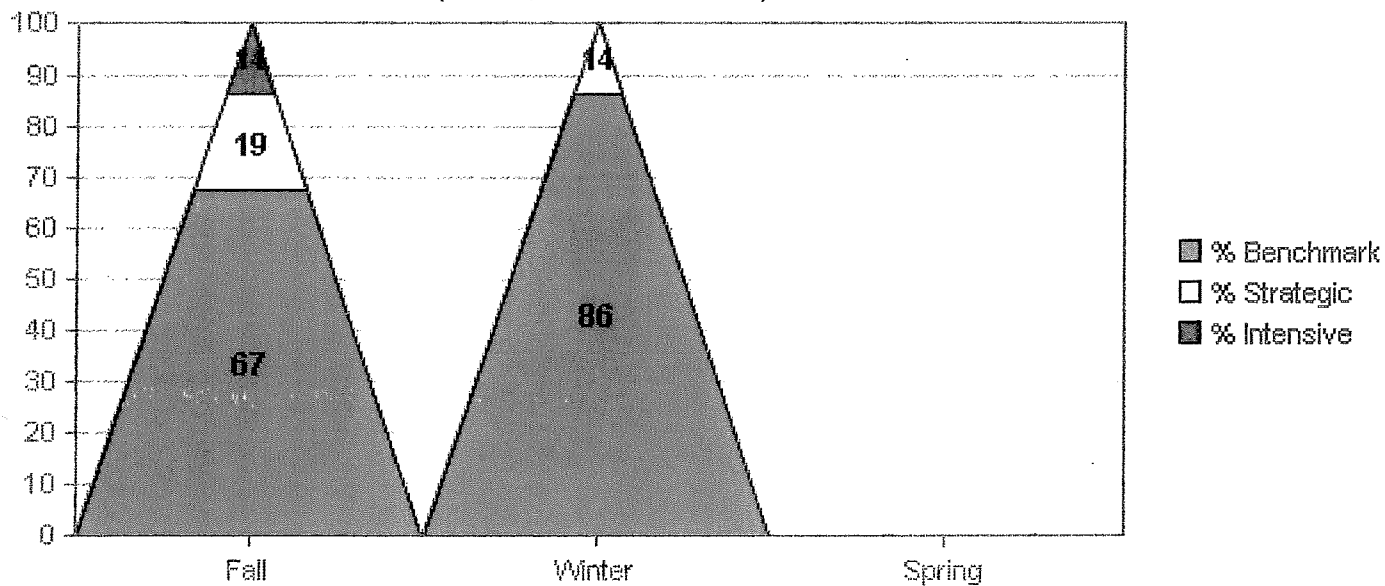
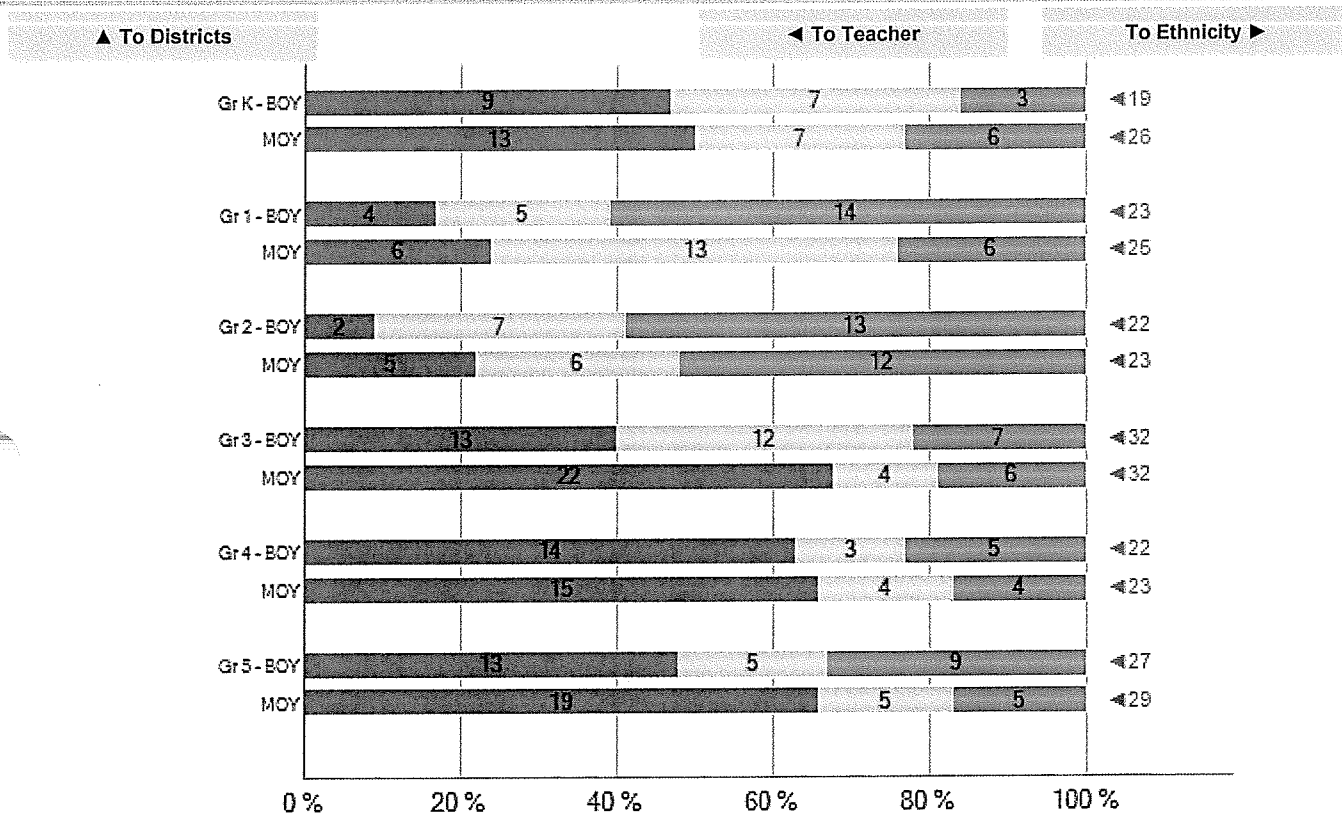|	Fall	Transition	Winter	Transition	Spring
Intensive	3 (14%)	0 / 1 / 2	0 (0%)	0 / 0 / 0	0 (0%)
Strategic	4 (19%)	0 / 2 / 2	3 (14%)	0 / 0 / 0	0 (0%)
Benchmark	14 (67%)	0 / 0 / 14	19 (86%)	0 / 0 / 0	0 (0%)
New Student		1		0	
Unscored		0		0	
Total Students	21		22		0

Note: Unscored also includes any students who may have been transferred.

Comparing Populations on mCLASS:DIBELS

' Grade For Alamo Navajo Community School   Bureau of Indian Edu..., NM

Student Population	Time	Measure
Districts: Bureau of Indian Education School: Alamo Navajo Community School Grade: All Grades Subject: Official Class	Students enrolled on test day 10-11 2 Periods *Refresh date: 04/16/2011	mCLASS:DIBELS Instructional Recommendation ◄ Total Students Assessed ■ Intensive ☐ Strategic ■ Benchmark

▲ To Districts	◄ To Teacher	To Ethnicity ►

	Intensive	Strategic	Benchmark	Total
Gr K - BOY	9	7	3	◄19
MOY	13	7	6	◄26
Gr 1 - BOY	4	5	14	◄23
MOY	6	13	6	◄25
Gr 2 - BOY	2	7	13	◄22
MOY	5	6	12	◄23
Gr 3 - BOY	13	12	7	◄32
MOY	22	4	6	◄32
Gr 4 - BOY	14	3	5	◄22
MOY	15	4	4	◄23
Gr 5 - BOY	13	5	9	◄27
MOY	19	5	5	◄29

0 %   20 %   40 %   60 %   80 %   100 %

Institutions with no data are not included.

Printer friendly? ✓

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Comparing Populations on mCLASS:DIBELS

Bureau of Indian Edu..., NM

Student Population

Districts: Bureau of Indian Education
School: Alamo Navajo Community School

Grade: 6
Subject: Official Class

Time

**Students enrolled
on test day**

10-11 2 Periods

*Refresh date: 04/16/2011

Measure

mCLASS:DIBELS
Instructional Recommendation

◀ Total Students Assessed
▪ Intensive
☐ Strategic
▪ Benchmark

▲ To Districts   **◀ To Teacher**   **To Ethnicity ▶**

	Intensive	Strategic	Benchmark	Total
Gr 6 - BOY	8	2	7	◀17
MOY	11	2	7	◀20

0 %   20 %   40 %   60 %   80 %   100 %

Institutions with no data are not included.

Printer friendly? ✓

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