

APPLICATION COVER SHEET

2010/2011 Title I 1003g

SCHOOL IMPROVEMENT GRANT ASSURANCES

Legal Name of Applicant: Chemawa Indian School	Applicant's Mailing Address: 3700 Chemawa Road NE Salem, Oregon 97305
LEA/School Contact for the School Improvement Grant Name: Craig Wellman Position and Office: School Supervisor Contact's Mailing Address: 3700 Chemawa Road NE Salem, Oregon 97305 Telephone: 503-399-5721 Ext. 231 503-881-3570 Fax: 503-399-5780 Email address: cwellman@chemawa.bia.edu	
Chief School Officer (Printed Name): Craig Wellman	Telephone: 503-399-5721 Ext. 231
Signature of the Chief School Officer: X_____	Date:
The LEA/School, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State/LEA/School receives through this application.	

School Name: Chemawa Indian School

Grade Levels: 9-12

Chemawa Indian School is an off-reservation boarding school serving ninth through twelfth grade with approximately 440 students at the start of the year and finished with 281 students. Chemawa has 28 certified and 9 non-certified staff members. The School has not made AYP or safe harbor although many of our students have increased their NWEA assessment scores in math and reading. Chemawa Indian School has elected to follow the Transformation Model with the following assurances being put in place; implementation of a rigorous self evaluation and development system, incentives for staff who increase student achievement and/or graduation rates. Removes staff who has not improved after ample opportunities, institutes a comprehensive instructional reform, increases learning time, applies community-oriented school strategies, and provides greater operational flexibility and support.

Tier III: School Improvement Assurances:

1. Chemawa Indian School assures that it has a procedure in place which allows the principal to make strategic staff replacement.
2. Chemawa Indian School assures that it has the capacity to support the transformation model, including the implementation of required, recommended, and diagnostically determined strategies, and where lack of capacity is determined will work closely with the BIE Turnaround Office.
3. Chemawa Indian School assures that changes in decision making policies, mechanisms, and operational practice will be made in order to effectively implement the transformation model.
4. Chemawa Indian School assures that it will utilize the expertise of external providers.

Signatures of School Team:

Amanda Ward-Assistant School Principal	_____	Date_____
Rene'e Wellman-Education Specialist	_____	Date_____
Cheryl Bower-Project Specialist	_____	Date_____
Ryan Cox-School Counselor	_____	Date_____
Greg Marks-Math Teacher	_____	Date_____
Sandra Moffet-Science Teacher	_____	Date_____
Celeste Karzon-English Teacher	_____	Date_____
Mike McNeil-Special Education	_____	Date_____
David Dodge-Alternative Ed Teacher	_____	Date_____

III. Plan of Operation

Targeted Tier III School
Transformation Model

Name of School: Chemawa Indian School
Intervention Model to be Implemented: Transformation Model
Long Range Goal Statements: (1-3 Years) The number and percentage of students who achieve benchmark on the OAKS and NWEA assessment in reading/language arts and mathematics will increase to move out of improvement status. To be an institution that is committed to creating and sustaining a school climate representative of safety, respect, and responsibility. To cultivate high expectations, high achievements, and rigorous instructional routines to develop life-long learners committed to hard work and individual determination.
Annual Measurable Goal for Reading/Language Arts: Maintain and increase the number of students who achieve benchmark each academic year. Objective 1: Through targeted and rigorous intervention strategies the number of students within the intensive level will decrease by 10%. Objective 2: Through targeted and rigorous intervention strategies the number of students within the strategic level will increase by 10%. Objective 3: Through targeted and rigorous intervention strategies the number of students within the benchmark level will be maintained by 5%. Objective 4: Through reading and writing across the curriculum to include the new social studies and health textbooks. Objective 5: Through improved instructional routines, programs, and operations through data driven decisions focusing on student achievement. Objective 6: Through definition and alignment of content standards, curriculum and assessments that offer clear direction for instructional routines. Objective 7: Through all staff and administrators receiving on/off site professional development to facilitate effective program implementation that will meet student needs to improve academic achievement. Objective 8: Through coaches and curriculum specialists ensuring implementation of programs meet student needs.

Annual Measurable Goal for Mathematics: Maintain and increase the number of students who achieve benchmark each academic year.

Objective 1: Through targeted and rigorous intervention strategies the number of students within the intensive level will decrease by 10%

Objective 2: Through targeted and rigorous intervention strategies the number of students within the strategic level will increase by 10%.

Objective 3: Through targeted and rigorous intervention strategies the number of students within the benchmark level will be maintained by 5%.

Objective 4: Adopt a new math curriculum aligned to state standards and appropriate intervention strategies.

Objective 5: Through improved instructional routines, programs, and operations through data driven decisions focusing on student achievement.

Objective 6: Through definition and alignment of content standards, curriculum and assessments that offer clear direction for instructional routines.

Objective 7: Through all staff and administrators receiving on/off site professional development to facilitate effective program implementation that will meet student needs to improve academic achievement.

Objective 8: Through coaches and curriculum specialists ensuring implementation of programs meet student needs.

USDOE Required Action(s) for Transformation Model

- A) Develop and increase teacher and school leader effectiveness.
 - 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 factors such as multiple observations-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
 - 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/or high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practices, have failed to do so.
 - 4: Provide staff on-going, 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 of 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 the students in the transformation model.

- a. Permissible Activities – A school implementing the transformation model may also implement other strategies to develop teachers’ and school leaders’ effectiveness, such as –
 2. Institute a system for measuring changes in instructional practices resulting from professional development.

B) Comprehensive Instructional Reform Strategies.

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.

2: Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.

- 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.
5. In secondary schools –
 - a. 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.
 - b. Establish early-warning systems to identify students who may be at risk of failing to achieve high standards or graduate.

C) Increase Learning Time and Create Community-Oriented Schools.

1: Establish schedules and strategies that provide increased learning time.

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 –

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.
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.

D) Provide Operational Flexibility and Sustained Support.

- 1: Give the school sufficient operational flexibility to implement a fully comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.
- 2: Ensure that the school receives ongoing, intensive technical assistance and related support from the ELO/ADD and the SEA turnaround office.

IV. BUDGET SPREADSHEET & NARRATIVE

The school's budget should cover a three-year period (SY 10-11, SY11-12, and SY12-13) as the BIE has applied for a waiver to extend the period of availability of funds and the request should demonstrate the extent to which the budget is of sufficient size and scope, is reasonable, cost-effective, and integrates and aligns other sources of funding to fully and effectively implement the identified intervention model. The budget must be planned not to exceed 2 million dollars per year. Schools should identify in a consolidated narrative fashion how other sources of funds will be used with SIG funds. The budget spreadsheet on the following pages is to be used for SIG funds only. First year budgets may be higher than in subsequent years due to one-time start-up costs. All strategies/activities described in the Plan of Operation with associated costs will appear in the itemized budget. Indirect cost is not allowable in the 1003(g) grant.

To support the budgeting process, budget spreadsheets and narrative instructions are included here:

Budget Spreadsheet: Complete the budget spreadsheet to detail how the requested funds will be used to support the selected school intervention model (Tier I) and the school improvement strategies/activities (Tier III).

A budget narrative that accompanies the budget spreadsheet will describe how other federal, state, and or local funds will be leveraged and aligned to further support school improvement plans and must describe how the school will sustain the initiative once grant funds are no longer available.

Other funding sources to assist in accomplishing and supporting the school improvement strategies within the 1003(g) Grant.

Through the Bureau of Indian Education (BIE) funding, Chemawa Indian School will implement the Positive Behavior Support (PBS) from University of Oregon. 21st Century funds will help support Chemawa Indian Schools' student positive behavior incentives, school supplies, and after school activities. ARRA Grant funding helps support the instructional coaches salaries, professional development in Professional Learning Communities (PLC) training, technology via mobile laptop centers, curriculum interventions, Advancement Via Individual Determination (AVID) a college prep program, and PLATO a credit recovery program. Chemawa Indian Schools' Title VII funding provides the cultural teacher's salary and the Title I-ISEP funding for curriculum needs and staff salaries.

The 1003(g) Grant budget spreadsheet amounts are calculated as accurate as possible.

Expenditure Classification	2009-2010	2010-2011	2011-2012	2012-2013	Total Budget
DIRECT INSTRUCTION					
PERSONNEL SERVICES					
Teachers – Grades K-12					
Teachers – Special Education					
Instructional Assistants K-12					
Instructional Assistants K-12					
Substitutes: Sub-teachers (10)		30,000.00	30,000.00	30,000.00	90,000.00
Extended Contracts: 18 Teachers for PD		40,000.00	40,000.00	40,000.00	120,000.00
Staff Incentives: Based on Student Academic Achievement		60,000.00	60,000.00	60,000.00	180,000.00
EMPLOYEE BENEFITS					
Health & Other Insurances					
FICA Taxes					
Retirement					
TSP Match					
Other Benefits					
SUPPLIES & MATERIALS					
Textbooks/Curriculum for Math, Health, Social Studies (see narrative)		65,000.00	35,000.00	35,000.00	135,000.00
Instructional materials/consumable (see narrative)		5800.00	5800.00	5800.00	17,400.00
General Supplies & Materials					
Student Incentives: Based on Academic Acheivement and Behavior		32,000.00	36,100.00	38,700.00	106,800.00

Expenditure Classification	2009-2010	2010-2011	2011-2012	2012-2013	Total Budget
PROFESSIONAL DEVELOPMENT/Travel					
Employee Travel					
Off-site P.D./Travel: Summer Staff-PLC Training		24,172.00	24,172.00	24,172.00	72,516.00
Coaches Training		4248.00	4248.00	2124.00	7020.00
Literacy Training: Instructional Coaches and Administrative Staff		8564.00	8564.00	8564.00	25,692.00
EQUIPMENT					
Equipment Smartboards (5): w/accessories (see narrative)		23,268.00	6050.00	6050.00	35,368.00
Student Flashdrives (410)		4100.00	4100.00	4100.00	12,300.00
Student Assessment Equipment and Software: Interwrite Pupil Response System (PRS)		9,000.00	1500.00	1500.00	12,000.00
INSTRUCTIONAL SUPPORT					
PERSONNEL SERVICES					
Curriculum/Instructional Specialist		43,256.00	43,256.00	43,256.00	129,768.00
Two Instructional Coaches			150,550.00	150,550.00	301,100.00
EMPLOYEE BENEFITS					
Health & Other Insurances					
FICA Taxes					
Retirement					
TSP Match					
Other Benefits Fringe			62,026.00	62,026.00	124,052.00
Expenditure Classification	2009-2010	2010-2011	2011-2012	2012-2013	Total Budget

PURCHASED SERVICES (CONTRACTED SERVICES)					
Education Management Organization					
On-Site Consultants for Employee Professional Development:					
Core Programs-(To ensure effective instruction)		60,000.00	60,000.00	60,000.00	180,000.00
Block Scheduling-(Training for a new concept)		15,000.00	15,000.00	15,000.00	45,000.00
Smart boards-(For Interactive Lessons for all Core Programs)		5400.00	1800.00	1800.00	9,000.00
Advancement Via Individual Determination-(AVID for College Prep)		14,000.00	14,000.00	14,000.00	42,000.00
Effective Teaching Practices-(Bell-to-Bell Instruction, Establish Instructional Routines)		21,640.00	21,640.00	21,640.00	64,920.00
NWEA: Coaches and Teaching Staff (3 per year)		9600.00	9600.00	9600.00	28,800.00
EQUIPMENT					
Instructional Support Equipment					
Other					
OTHER INTERVENTION MODEL REQUIREMENTS/NEEDS					
Extended Learning Time					
Displacement Costs					
School Closure Costs					
Extended Professional Development (Career Growth)					
PROGRAM TOTALS		\$475,048.00	\$668,406.00	\$668,882.00	\$1,738,106.00

**Title 1003(g) School Improvement Grant
Budget Narrative and Proposed Budget
2010-2011 School Year**

Year 1: SY10-11

Direct instruction

Personnel Services:

Ten (10) intermittent substitute teachers = \$30,000.00

Chemawa Indian School will access the state's substitute teacher listing from Teaching Standards and Practices Commission (TSPC) to ensure appropriate instructional routines continue throughout the school year. The instructional substitute is responsible for providing continuity to the educational program during the absence of the regular classroom teacher.

Extended contracts for eighteen (18) teachers for Professional Development = \$40,000.00

Instructional staff will be placed on a short-term contract one week early to complete departmental curriculum maps, alignment to state standards, pacing guides, course descriptions, syllabi, and common assessment rubrics. Chemawa Indian School is implementing a block schedule for the new school year therefore extensive planning is necessary to ensure successful implementation. Block scheduling is a philosophy for transitioning highly qualified teachers from the traditional role of "the giver of knowledge" to a much more acceptable role "a facilitator for learning" within the classroom environment.

Staff incentives: Based on student Academic Achievement = \$60,000.00

\$250.00 monthly award for each staff member who achieves all components of the rubric.

\$500.00 end-of-year award for each staff member who achieves all components of the rubric for the school year.

Staff incentives will be used to identify and reward school leaders, teachers, and other staff who, in implementing programs effectively, have increased student achievement and/or high school graduation rates. Incentives will be provided on a monthly basis determined through the use of a rubric designed and developed with teacher and principal involvement. The rubric will encompass

increased student performance via clear records of several assessments to include pre/post practices to monitor student comprehension of content knowledge.

Supplies & Materials:

Textbooks/Curriculum for Math, Health, Social Studies = \$65,000.00

Chemawa Indian School will be implementing a new mathematics curriculum to replace the outdated one. Many of the students who attend Chemawa Indian School are below grade level in mathematics and to increase assessment scores this is an essential component. Through new instructional programs that are research-based and vertically aligned from one grade to the next with appropriate alignment to the state standards will ensure all students attending Chemawa Indian School are successful in mathematics.

To improve reading and writing across the curriculum it is crucial that the health and social studies departments are provided with new textbooks and the supplemental material that enhance learning.

The new curriculums will support the number of students successfully passing the OAKS and NWEA assessment test over the next 3 years.

Instructional Materials/Consumables = \$5800.00

Many of the intervention strategies and programs adopted by Chemawa Indian School require consumables as a result, it is necessary to replace these materials to maintain integrity to the programs, address differentiated instruction, and foster the core programs lessons/skills being taught. Some of the consumables used throughout the school year are; words for academic writing, EPS-Reading Comprehension series, mathematic skill write-in workbooks from Glencoe, Jamestown write-in readers and workbooks, quick review math handbook for struggling students.

Student Incentives: Academic and Behavior = \$32,000.00

Monthly, quarterly, and yearly incentives for attendance, academic performance, and positive behavior will be one strategy put in place to encourage and motivate the students to succeed. Research shows that students are more apt to excel when they are identified and rewarded for encouraged actions. Student monthly incentives range from \$15.00 to \$25.00 gift cards to major department stores such as Wal-Mart, Target, and ShopKo. Student quarterly incentives range from \$25.00 to \$55.00 gift cards to

major department stores such as Wal-Mart, Target, and ShopKo. Student semester incentives will be Sony Pocket Readers approximately \$150.00 apiece.

Professional Development/Travel:

Off-site Professional Development/Travel = \$36,984.00

25 Staff Members X 579.00 = \$14,475.00

25 Staff Salaries for 3 days = \$9,697.00

Training for (2) Coaches = \$4,248.00

Training for (2) Coaches and (2) Administrators = \$8,564.00

Chemawa Indian Schools' administrative, instructional, and para-professional staff members will attend the summer Professional Learning Community Conference in Salem, Oregon. Attending this conference will offer the necessary training for all staff to increase knowledge and provide an awareness of researched practices that will help develop a professional learning community which is essential for continued success in improving student achievement outcomes and increased high school graduation rates.

Coaches' training for the two instructional coaches is critical for developing strategies in cultivating trust between coaches and teaching staff, establishing routines for pre/post conferencing, expanding monitoring strategies and walkthrough processes. This support is critical for implementing all curriculums effectively to institute a positive learning experience for the students.

Literacy training for the coaches and administrative staff is essential to reinforcing their program content knowledge so they are more prepared to support teaching staff in differentiating instruction, ensure fidelity of the intervention programs/strategies being implemented, and develop instructional routines that will promote more effective instruction in the classroom that will meet all students' needs for academic success.

Equipment:

Five (5) Smartboards with Accessories = \$23,268.00

SB 680 Model = 1231.00 X 5 = 6,155.00

Smart Wireless Slate & Bluetooth = 335.00 X 4 = 1,340.00

Bluetooth Connection SBWC6-NA = 199.00 X 5 = 995.00

Wall mount kits = 30.00 X 5 = 150.00

Projection CPX2510 = 599.00 X 6 = 3,594.00

Aver-Vision Doc-Camera CP155 = 414.00 X 6 = 2,484.00

Replacement Bulbs = 450.00 X 19 = 8550.00

Purchasing the additional smartboards will provide each classroom with a smartboard and all the necessary accessories to promote integration of technology-based supports and interventions as part of the instructional programs at Chemawa Indian School. The purchase of the Smartboards and accessories will aid and promote increased academic success for the students by enabling teachers to provide more interactive lessons, differentiated lessons, and allow opportunities for monitoring and encouraging active student participation.

Student Flashdrives (410) = \$4,100.00

Chemawa Indian School will purchase student flashdrives which will be used throughout the school year in all their classes. Many of the instructional staff requires students to produce reports, essays and other assignments on mobile laptops. With the 1003 (g) funding we will be able to provide our students with tools and training to save these projects in a more modern way other than pencil and paper. Exposure to these kinds of devices will also increase student knowledge of technology as some of the students here have never had a flashdrive to utilize and this will help prepare them for college and the world of technology.

Pupil Response System – Student

Interwrite-response class packs = 32 clickers/1 receiver = \$1500.00 X 6 = \$9000.00

PRS interwrite classroom sets will provide the teachers with immediate feedback in all content areas as the teachers can create individual measurement criteria to instantly assess comprehension. Teachers can check for understanding and determine what specific skills need to be re-taught as the PRS system allows teachers the ability to frequently assess, track and analyze student comprehension and performance. Frequent assessments are an essential part of ensuring every student participates and receives the necessary assistance and instructional interventions required to succeed. The PRS also serve as an additional assessment tool ensuring all students are successful and achieve mastery.

Instructional Support

Personnel Services:

Curriculum/Instructional Specialist = \$43,256.00

Chemawa Indian School determined creating a curriculum/instructional supervisor in conjunction with the math/reading coach essential to ensure implementation of the new curriculums are being delivered and taught with fidelity. The curriculum/instructional specialist plans and supervises curriculum development, assists in monitors implementation, reports to teachers and administrators on matters pertaining to instructional reform. Plans and implements staff development institutes and trainings for school wide reform.

Purchased Services (Contracted Services):

On-Site Consultants for Employee Professional Development = \$125,640.00

Core Programs-To ensure effective instructional routines = \$60,000.00

Block Scheduling-Training for New Concept = \$15,000.00

Smartboards-Training for Interactive Lessons for all CORE Programs = \$4,500.00

Advancement Via Individual Determination-AVID Training for College Prep = \$14,000.00

Effective Teaching Practices-Training for Bell-to-Bell Instruction, Establish Instructional Routines = \$21,640.00

NWEA: Coaches and Teaching Staff – Training three (3) times per year = \$9,600.00

Chemawa Indian School's needs assessment determined the staff required high quality professional development in the preceding areas to successfully implement school reform strategies:

Chemawa Indian School needs quality professional development to implement effective instructional strategies for improved reading and writing across the curriculum, strengthening math skills, reading fluency, comprehension, vocabulary, pre-teaching and re-teaching strategies to meet student needs.

Chemawa Indian School is changing to a block schedule consequently, professional development is necessary for all staff members on Bell-to-Bell instruction to strengthen instructional strategies and increase student engagement throughout the entire class period.

With the purchase of smartboards in every classroom it is essential that all staff members receive on-site training to effectively create interactive lessons which will encourage student engagement, differentiated instruction, and promote integration of technology-based supports and interventions.

Chemawa Indian School has elected to participate in the AVID program which teaches students organizational and study skills to help them succeed in all classroom settings along with teaching skills for the staff which will prepare our students for college.

Chemawa Indian School staff has identified effective teaching practices as another needs area. Classroom-embedded professional development on how to effectively differentiate instruction to meet student needs, training on implementing new curriculum, guidance on executing reading and writing across the curriculum, and supervision in classroom management are an example of some of the needs.

Staff at Chemawa Indian School has requested on-site training for North West Evaluation Association (NWEA). This training will provide guidance on generating reports where the data will be used to differentiate instruction and flexible grouping for each student, track student progress throughout the year and from year to year. Reports provide data regarding school and student performance relative to growth and proficiency.

These types of on-site professional development trainings will facilitate effective teaching and learning to encourage systemic change for positive academic growth.

Year 2: SY11-12

Direct instruction

Personnel Services:

Ten (10) intermittent substitute teachers = \$30,000.00

Chemawa Indian School will access the state's substitute teacher listing from Teaching Standards and Practices Commission (TSPC) to ensure appropriate instructional routines continue throughout the school year. The instructional substitute is responsible for providing continuity to the educational program during the absence of the regular classroom teacher.

Extended contracts for eighteen (18) teachers for Professional Development = \$40,000.00

Instructional staff will be brought back one week early to revise curriculum mapping and alignment to state standards, pacing guides, course descriptions, syllabi, and assessment rubrics. Chemawa Indian School will continue to implement a block schedule consequently, continued rigorous planning is necessary to ensure successful implementation. Block scheduling is a philosophy for transitioning highly qualified teachers from the traditional role of “the giver of knowledge” to a much more acceptable role “a facilitator for learning” within the classroom environment.

Staff incentives: Based on student Academic Achievement= \$60,000.00

\$250.00 monthly award for each staff member who achieves all components of the rubric.

\$500.00 end-of-year award for each staff member who achieves all components of the rubric for the school year.

The use of staff incentives will be continued to identify and reward school leaders, teachers, and other staff who, in implementing programs effectively, have increased student achievement and/or high school graduation rates. Incentives will be provided on a monthly basis determined through the use of a rubric designed and developed with teacher and principal involvement. The rubric will encompass increased student performance via clear records of several assessments to include pre/post practices to monitor student comprehension of content knowledge.

Supplies & Materials:

Textbooks/Curriculum for Math, Health, Social Studies Maintenance = \$35,000.00

Maintenance and the purchase of replacement textbooks and curriculum are necessary to ensure all students at Chemawa Indian School continue to be successful in all content areas.

Instructional Materials/Consumables = \$5,800.00

Many of the intervention strategies and programs adopted by Chemawa Indian School use consumables therefore, it is essential to replace these materials. The consumables used throughout the school year are; words for academic writing, EPS-Reading Comprehension series, mathematic skill write-in workbooks from Glencoe, Jamestown write-in readers and workbooks, quick review math handbook for struggling students.

Student Incentives: Academic and Behavior = \$36,100.0

Monthly, quarterly, and yearly incentives for attendance, academic performance, and positive behavior will be one strategy put in place to encourage and motivate the students to succeed. Research shows that students are more apt to excel when they are identified and rewarded for encouraged actions. Student monthly incentives range from \$15.00 to \$25.00 gift cards to major department stores such as Wal-Mart, Target, and ShopKo. Student quarterly incentives range from \$25.00 to \$55.00 gift cards to major department stores such as Wal-Mart, Target, and ShopKo. Student semester incentives will be Sony Pocket Readers approximately \$150.00 apiece. Chemawa Indian School is increasing the funding amount requested from the previous year to prepare for more students that will meet the requirements due to effective instruction and positive encouragement.

Professional Development/Travel:

Off-site Professional Development/Travel = \$36,984.00

25 Staff Members X 579.00 = \$14,475.00

25 Staff Salaries for 3 days = \$9,697.00

Training for (2) Coaches = \$4,248.00

Training for (2) Coaches and (2) Administrators = \$8,564.00

Chemawa Indian Schools' instructional and para-professional staff members will attend a summer PLC conference. Attending the summer conference will offer necessary training for all staff to continue to increase knowledge and provide an awareness of researched practices which will help to maintain the development of a professional learning community which is essential for sustained success.

Continued coaches training for the two instructional coaches is critical for developing strategies in cultivating trust between coaches/teaching staff, establishing routines for pre/post conferencing, expanding monitoring strategies and walkthrough processes.

Continued literacy training for the coaches and administrative staff is necessary to reinforce program content knowledge to support differentiate instruction, ensure fidelity of the intervention programs/strategies being implemented, and develop instructional routines that will promote more effective instruction in the classroom.

Equipment:

Maintenance of Technology Equipment = \$6,050.00

Maintaining the additional smartboards will ensure each classroom continues implementing technology within all content areas. The interactive nature of the Smart Board provides many practical uses for the classroom facilitating ESL instruction and supports differentiated learning strategies. Research indicates that use of an interactive whiteboard in the classroom can be an effective means of decreasing teacher stress.

Student Flashdrives (410) = \$4,100.00

Chemawa Indian School will purchase student flashdrives on a yearly base which will be used throughout each school year in all of their classes. With the 1003 (g) funding we will continue to provide our students with tools and training to save these projects in a more modern way other than pencil and paper. Use of these kinds of devices will also increase student knowledge of technology which will help prepare them for college and the world of technology.

Pupil Response System – Student

Interwrite-response class packs maintenance = \$1,500.00

Continued maintenance of the PRS interwrite classroom sets will provide the teachers with immediate feedback in all content areas as the teachers can create individual measurement criteria to instantly assess comprehension. Teachers can check for understanding and determine what specific skills need to be re-taught as the PRS system allows teachers the ability to frequently assess, track and analyze student comprehension and performance. Frequent assessment is an essential part of ensuring every student participates and receives the necessary assistance and instructional interventions required to succeed. The PRS also serve as an additional assessment tool ensuring all students are successful and achieve mastery.

Instructional Support

Personnel Services:

Curriculum/Instructional Specialist = \$43,256.00

To preserve the academic gains at Chemawa Indian School the administrators determined it is necessary to continue funding the curriculum/instructional supervisor. Continued planning and supervision over curriculum development and implementation, reports to teachers and principals on matters pertaining to instructional reform is vital for continued growth.

Two (2) Instructional Coaches = 150,550.00

- Fringe Benefits = \$62,026.00

Chemawa Indian School determined the two coaching positions are an essential means to ensuring implementation of effective instructional routines and intervention strategies that meet the needs of all students. Continued focus on development of a teacher centered system of support that facilitates into effective classroom practice is the goal for the staff.

Purchased Services (Contracted Services):

On-Site Consultants for Employee Professional Development = \$121,740.00

Core Programs-To ensure effective instructional routines = \$60,000.00

Block Scheduling-Training for New Concept = \$15,000.00

Smartboards-Training for Interactive Lessons for all CORE Programs = \$1,500.00

Advancement Via Individual Determination-AVID Training for College Prep = \$14,000.00

Effective Teaching Practices-Training for Bell-to-Bell Instruction, Establish Instructional Routines = \$21,640.00

NWEA: Coaches and Teaching Staff – Training three (3) times per year = \$9,600.00

Chemawa Indian School's needs assessment determined the staff required professional training in the preceding areas and continued consistent training will uphold teacher effectiveness which will have a direct impact on student academic success.

Chemawa Indian School will continue to implement effective instructional strategies to improve reading fluency and comprehension, vocabulary, checking for understanding, pre-teaching and re-teaching strategies.

Chemawa Indian School will maintain a block schedule for the 2011-2012 school years, therefore continuous training is necessary for staff members to strengthen instructional strategies and increase student engagement throughout the entire class period. With the purchase of smartboards in every classroom it is essential that all staff members receive consistent training on creating interactive lessons which will promote student engagement. Chemawa Indian School has elected unrelenting participation in the AVID program which prepares students for college along with the necessary success skills to succeed in all classroom settings. Uninterrupted NWEA training after each testing period will continue to provide individual intervention strategies through proper analysis of student data. The rich student data continues to provide tools for measuring growth and predicting proficiency.

Year 3: SY12-13

Direct instruction

Personnel Services:

Ten (10) intermitted substitute teachers = \$30,000.00

Chemawa Indian School will continue to access the state's substitute teacher listing from Teaching Standards and Practices Commission (TSPC) to ensure appropriate instructional routines continue throughout the school year. The instructional substitute is responsible for providing continuity to the educational program during the absence of the regular classroom teacher.

Extended contracts for eighteen (18) teachers for Professional Development = \$40,000.00

Instructional staff will be brought back early to adjust the curriculum mapping and alignment to state standards, pacing guides, course descriptions and syllabi, and assessment rubrics. Chemawa Indian School will sustain a block schedule for the new school year therefore widespread planning is necessary to ensure continued successful implementation.

Staff incentives: Based on student Academic Achievement = \$60,000.00

\$250.00 monthly award for each staff member who achieves all components of the rubric.

\$500.00 end-of-year award for each staff member who achieves all components of the rubric for the school year.

The use of staff incentives will be continued to identify and reward school leaders, teachers, and other staff who, in implementing programs effectively, have increased student achievement and/or high school graduation rates. Incentives will be provided on a monthly basis determined through the use of a rubric designed and developed with teacher and principal involvement. The rubric will encompass increased student performance via clear records of several assessments to include pre/post practices to monitor student comprehension of content knowledge.

Supplies & Materials:

Textbooks/Curriculum for Math, Health, Social Studies Maintenance = \$35,000.00

Maintenance and the purchase of replacement textbooks and curriculum are necessary to ensure all students at Chemawa Indian School continue to be successful in all content areas.

Instructional Materials/Consumables = \$5,800.00

Many of the intervention strategies and programs adopted by Chemawa Indian School use consumables making it is essential to replace these materials. The consumables used throughout the school year are; words for academic writing, EPS-Reading Comprehension series, mathematic skill write-in workbooks from Glencoe, Jamestown write-in readers and workbooks, quick review math handbook for struggling students.

Student Incentives: Academic and Behavior = \$38,700.0

Monthly, quarterly, and yearly incentives for attendance, academic performance, and positive behavior will be one strategy put in place to encourage and motivate the students to succeed. Research shows that students are more apt to excel when they are identified and rewarded for encouraged actions. Student monthly incentives range from \$15.00 to \$25.00 gift cards to major department stores such as Wal-Mart, Target, and ShopKo. Student quarterly incentives range from \$25.00 to \$55.00 gift cards to major department stores such as Wal-Mart, Target, and ShopKo. Student semester incentives will be Sony Pocket Readers approximately \$150.00 apiece. Chemawa Indian School is increasing the funding amount requested from the previous year to prepare for more students that will meet the requirements due to effective instruction and positive encouragement.

Professional Development/Travel:

Off-site Professional Development/Travel = \$34,860.00

25 Staff Members X 579.00 = \$14,475.00

25 Staff Salaries for 3 days = \$9,697.00

Training for (2) Coaches = \$2,124.00

Training for (2) Coaches and (2) Administrators = \$8,564.00

Chemawa Indian Schools' administrative, instructional, and Para-professional staff member will continue to receive PLC training to carry on the transformation model put in place by administration and staff. On-going professional development for the coaches is necessary for continued growth and sustainability of instructional programs. Continued literacy training for the coaches and administrative staff is necessary to reinforce program content knowledge to support differentiate instruction, ensure fidelity of the

intervention programs/strategies being implemented, and develop instructional routines that will promote effective instruction in the classroom.

Equipment:

Maintenance of Technology Equipment = \$6,050.00

The interactive nature of the Smart Board provides many practical uses for the classroom which supports academic growth. Research also indicates that use of an interactive whiteboard in the classroom can be an effective means of decreasing teacher stress. Maintaining and upgrading the smartboards will ensure each classroom continues implementing technology within all content areas.

Student Flashdrives (410) = \$4,100.00

Chemawa Indian School will purchase student flashdrives on a yearly base which will be used throughout each school year in all of their classes. With the 1003 (g) funding we will continue to provide our students with tools and training in the use of technology which enhances student learning. Use of these kinds of devices will also increase student knowledge of technology which will help prepare them for college.

Pupil Response System – Student

Interwrite-response class packs maintenance = \$1,500.00

Continued maintenance of the PRS interwrite classroom sets will provide teachers with constant classroom feedback in all content areas. Teachers will have the continued ability to check for understanding and determine what specific skills need to be re-taught as the PRS system allows teachers to create assessment packets for each content area and standards being addressed. The PRS also serve as an additional assessment tools to ensure all students are successful and achieve mastery.

Instructional Support

Personnel Services:

Curriculum/Instructional Specialist = \$43,256.00

To uphold the academic gains at Chemawa Indian School the administrators determined it is necessary to continue funding the curriculum/instructional supervisor. Continued planning and supervision over curriculum development and implementation, preparing reports for teachers and principals pertaining to instructional reform and is essential.

Two (2) Instructional Coaches = \$150,550.00

- Fringe Benefits = \$62,026.00

The two coaching positions are an essential resource to ensuring implementation of effective instructional routines and intervention strategies that meet the needs of all students. Coaches will continue to focus on development of a teacher system of support that ensures effective classroom practice.

Purchased Services (Contracted Services):

On-Site Consultants for Employee Professional Development = \$121,740.00

Core Programs-To ensure effective instructional routines = \$60,000.00

Block Scheduling-Training for New Concept = \$15,000.00

Smartboards-Training for Interactive Lessons for all CORE Programs = \$1,500.00

Advancement Via Individual Determination-AVID Training for College Prep = \$14,000.00

Effective Teaching Practices-Training for Bell-to-Bell Instruction, Establish Instructional Routines

Classroom management, etc... = \$21,640.00

NWEA: Coaches and Teaching Staff – Training three (3) times per year = \$9,600.00

Chemawa Indian School has elected to continue implementation of effective instructional strategies to improve reading fluency, comprehension, vocabulary, checking for understanding, pre-teaching and re-teaching strategies. Chemawa Indian School elected block scheduling which promotes time for more intensive classroom instruction. Continuous training is necessary to maintain instructional strategies and enhance student engagement throughout the entire class period. With smartboard technology in every classroom it is vital all staff members sustain training on creating interactive lessons which promote student engagement. Chemawa Indian School has elected to continue the AVID program which teaches students organizational and study skills to help them succeed in all classroom settings along with teaching skills which will prepares students for college. Effective teaching practices have a direct impact on student learning and will always be a focus for on-site professional development for the staff at Chemawa Indian School. Classroom management is a critical component to effective classroom instruction and will also continue to be an area that will be addressed to ensure academic growth. NWEA training is crucial for successfully utilizing reports so teachers and school

administrators recognize and respond to academic diversity within the classroom. Professional development for all staff is necessary for uninterrupted learning for staff and students and to instill confidence to push forward.

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	SOURCE	Achievement Indicators	Leading Indicators
School Data			
Which intervention the school used (i.e., turnaround, restart, closure, or transformation)	NEW SIG		
AYP Status	<u>EDFacts</u>	√	
Which AYP targets the school met and missed	<u>EDFacts</u>	√	
School improvement status	<u>EDFacts</u>	√	
Number of minutes within the school year	NEW SIG		√
STUDENT OUTCOME/ACADEMIC PROGRESS DATA			
Percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics (e.g., Basic, Proficient, Advanced) by grade and by student subgroup	<u>EDFacts</u>	√	
Student participation rate on State assessments in reading/language arts and in	<u>EDFacts</u>		√

mathematics by student subgroup			
Average scale scores on State assessments in reading/language arts and in mathematics by grade, for the “all students” group for each achievement quartile and for each subgroup	NEW SIG	√	
Percentage of limited English proficient students who attain English language proficiency	EDFacts	√	
METRIC	SOURCE	Achievement Indicators	Leading Indicators
Graduation Rate	EDFacts	√	
Dropout Rate	EDFacts		√
Student attendance rate	EDFacts		√
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	NEW SIG HS only		√
STUDENT CONNECTION AND SCHOOL CLIMATE			
Discipline incidents	EDFacts		√
Truants	EDFacts		√
TALENT			
Teacher attendance rate	NEW SIG		√

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:

1. 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.
2. 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.

APPENDIX A

SCHOOL NEEDS ASSESSMENT TOOL

Narrative

All staff at Chemawa Indian School completed the needs analysis survey and upon completion of the needs analysis the following was determined.

1. Narrative of Needs Assessment: Inclusive of Data Analysis and Review of Policies.

A. Shared Leadership: Assessment of Current Policies –

1. Items 1 through 4, the staff indicated that there currently are policies in place and would like to see them continue to ensure a strong partnership is built through the school improvement team, department/instructional teams, and interdisciplinary teams.
2. Items 5 through 7, the staff indicated this was an area that required improvement. Our school improvement needs to be based on data driven decisions pertaining to school performance, curriculum, instruction, assessment, and professional development. The staff believes the leadership team serves as the communication conduit school wide.
3. Items 8 and 9, the staff indicated our school has organized teachers into subject-area instructional teams and interdisciplinary teams that meet on a regularly basis to conduct business. They would like this process to continue to ensure strong leadership is maintained throughout the school's organization.
4. Items 10 through 15, the staff indicated this was an area that required implementation to ensure teacher and school leadership effectiveness.
5. Items 1 through 7 in the area of the principals role, our staff indicated that it is vital that our school supervisor and principal work cohesively to ensure understanding of the school's mission, vision, and values statements along with clear goals and objectives for

meeting those goals. Our school leaders (administrative team) monitor curriculum and classroom instruction regularly focusing on improving instructional routines conducive to school success. The staff indicated the importance that the school supervisor and principal provide assistance to poor performing teachers by individual teachers working directly with coaches and lead teachers.

B. Data and Research -

1. Items 1 and 2, the staff indicated that our school uses student learning data through assessment and achievement tests, however to use student data effectively this is a process that needs to be continued and monitored throughout the school year.
2. Items 3 through 11 of the student learning data the staff indicated an area lacking and required implementation. Reports are prepared in a timely manner including test scores, placement information, attendance, behavior indicators and other useful information to assist in making decisions regarding placement and instruction. The staff indicated that as a school we need to provide curriculum and instructional plans that enhance and support instructional routines through alignment of state standards and pacing guides.
3. Items 1 through 6 of operational data the staff indicated was lacking and required implementation. Reports of classroom observations demonstrating areas of strengths and areas that required improvement be reviewed by the leadership team for planning professional development and the school improvement plan's objectives are linked to specific action statements with detailed follow-up monitoring.
4. Items 1 through 5 of research the staff indicated an area easily addressed through implementation and continuation of our leadership, department and interdisciplinary teams.

A. Curriculum -

1. Items 1, 3, 4 and 6 the staff indicated these were being implemented with 70% fidelity, however believe there a need for additional professional development to increase implementation percentage to 100% and become an institutional routine through alignment of curriculum to state standards and departmental rubrics, pacing guides and course syllabi.
2. Items 2, 5, 7 and 8 the staff indicated areas of assistance through professional development. Documentation that aligns standards, curriculum, instructional routines and assessment policies through pre/post tests is an area of professional development.

B. Assessment -

1. Items 1 through 5 the staff indicated these were being implemented with 50% fidelity, however felt additional professional development would assist in establishing an instructional routine.

C. Instruction -

1. Items 1 and 2 related to classroom culture the staff indicated that 60% of the time students were occupied with curriculum related activities and maintained smooth transitions between instructional modes. The percentage demonstrates the need for additional instructional coaching and professional development training in the area of student engagement.

2. Items 3 and 4 related to classroom culture the staff indicated very few students maintain eye contact and are attentive. They also indicated that few students signal before responding. This indicated that additional training is necessary in the area of classroom management skills through professional development.

3. Items 5, 6, and 8 through 13 the staff signified mastery, however to ensure continued success, monitoring is required through classroom walkthroughs and observations weekly with coaching and training being provided.

4. Items surrounding teacher-directed whole-class or small group settings the staff signified mastery, however to ensure ongoing progress, monitoring is required through classroom walkthroughs and observations weekly from the coaches. Instructional practices must be aligned with content standards to ensure student achievement. Professional development will be provided based upon the need as indicated from data collection.

5. Items surrounding student-directed small-group or independent settings the staff specified mastery, however to ensure ongoing progress, monitoring is required through classroom walkthroughs and observations. Professional development training will be provided based upon the need as indicated from the data collected.

6. Items encompassing computer-based instruction the staff indicated this to be an area of great need. Implementation of technology within the classroom is critical for student achievement and requested professional development relevant to classroom instruction.

7. Items encompassing communication with parents with regards to homework is an area that requires additional monitoring. The staff indicated a need for policies and procedures being put in place relevant to Chemawa's school situation.

D. Professional Development –

1. Items 1 through 8 in professional development the staff signified the need for training opportunities related to indicators of effective teaching strategies, classroom management strategies and extended learning time. The staff established the need for observations by the principal, coaches, and peers to ensure effective teaching practices are being implemented school wide.

E. Connection Indicators –

1. The main purpose of connection indicators the staff indicated the need for a clear mission statement that is distinct and focused on student learning. The need for a strong parent-school compact stating policies and guidelines necessary to ensure open lines of communication are upheld. The staff strongly indicated the need for recognizing and celebrating accomplishments and successes school wide.

A. Shared Leadership	Assessing the Current Situation		Adding the Missing Pieces	
	YES	NO	Primary Responsibility	Target Date for Completion
The Associate Deputy Director & Education Line Office				
1. ADD/ELO procedures support school-based decision making.	X			
2. ADD/ELO and school decision-makers are connected by frequent interaction, two-way communication, problem-solving, mutual coordination, and reciprocal influence.	X			
3. The ADD/ELO has provided the school with a “letter of understanding” about the school’s intervention implementation and the ADD/ELO’s support of it.		X	ADD/ELO Administration	Immediately
Teams and Time				
1. A team structure is officially incorporated into the school improvement plan and the school governance policy.	X		Lead./Admin. Team	Ongoing
2. A Leadership Team including the principal and teacher leaders from each Instructional Team is in place.	X		Lead./Admin. Team	Ongoing
3. The Leadership Team meets regularly (twice a month or more).	X		Lead./Admin. Team	Ongoing
4. The Leadership Team seeks the input of others not on the team, in order to represent all faculty/staff.	X		Lead./Admin. Team	Ongoing
5. The Leadership Team serves as a conduit of communication to the faculty and staff.		X	Lead./Admin. Team	August 2010
6. The Leadership Team regularly looks at school performance data and uses that data to make decisions about school improvement needs.		X	Lead./Admin. Team	August 2010
7. The Leadership Team shares in decisions of real substance pertaining to curriculum, instruction, assessment, and professional development.		X	Lead./Admin. Team	August 2010

8. Teachers are organized into grade-level, grade-level cluster, or subject-area instructional teams.	X		Lead./Admin. Team	Ongoing	
9. Instructional teams meet regularly (twice a month or more) to conduct business.	X		Lead./Admin. Team	Ongoing	
10. Instructional teams meet for blocks of time sufficient to develop and refine units of instruction and review student learning data.		X	Lead./Admin. Team	Ongoing	
Shared Leadership (continued)		Assessing the Current Situation		Adding the Missing Pieces	
Teams and Time		YES	NO	Primary Responsibility	Target Date for Completion
11. A School Community Council including the principal, teacher representative(s), counselor, parent liaison, and parents is in place.			X		
12. The SCC meets regularly (twice a month or more).			X		
13. All teams prepare agendas for their meetings.			X	Lead./Admin. Team	Ongoing
14. All teams maintain official minutes of their meetings.			X	Lead./Admin. Team	Ongoing
15. The principal maintains a file of the agendas, work products, and minute			X	Lead./Admin. Team	Ongoing
The Principal					
1. Principal makes sure everyone understands the school's mission, clear goals, and their roles in meeting the goals.			X	Lead./Admin. Team	Ongoing
2. Principal leads and participates actively with the Leadership Team.			X	Lead./Admin. Team	Ongoing
3. Principal participates actively with the SCC and shows support for its significance.			X		
4. Principal monitors the work of Instructional Teams and helps to keep the m focused on instructional improvement.			X	Administrative Team	Ongoing
5. Principal monitors curriculum and classroom instruction regularly.			X	Administrative Team	Ongoing

6. Principal helps poorly performing teachers to improve.		X	Administrative Team	Ongoing
7. Principal spends at least 50% of his/her time working directly with teachers to improve instruction.		X	Administrative Team	Ongoing

B. Data and Research	Assessing the Current Situation		Adding the Missing Pieces	
	YES	NO	Primary Responsibility	Target Date for Completion
1. The school tests every student annually with the same achievement test in basic subject areas so that each student's year-to-year progress can be tracked.	X		Curriculum/Instructional Specialist and Instructional Coaches	Ongoing
2. The school tests each student at least 3 times each year to determine progress toward standards-based objectives.	X		Curriculum/Instructional Specialist and Instructional Coaches	Ongoing
3. Teachers receive timely reports of results from periodic, standards-aligned tests.		X	Curriculum/Instructional Specialist and Instructional Coaches	Ongoing
4. The school maintains a central data base that includes each student's test scores, placement information, demographic information, attendance, behavior indicators, and other variables useful to teachers.	X		Administrative Team	Ongoing
5. Teams and teachers receive timely reports from the central database to assist in making decisions about each student's placement and instruction.		X	Leadership/Administrative Team and Teachers	Ongoing
6. Yearly learning goals are set by the Leadership Team, utilizing student learning data.		X	Leadership Team and Instructional Staff	Ongoing
7. The Leadership Team monitors student learning data.		X	Administrative Team	Ongoing
8. Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum.		X	Administrative Team	Ongoing

9. Instructional teams use student learning data to plan instruction.		X	Administrative Team	Ongoing
10. Instructional Teams use student learning data to identify students in need of instructional support or enhancement.		X	Administrative Team	Ongoing
11. Instructional Teams review the results of unit pre/post-tests to make decisions about the curriculum and instructional plans.		X	Administrative Team	Ongoing
Operational Data				
1. The Leadership Team maintains an accessible file of key documents including the school improvement plan, policies and procedures, schedules, and program decisions.		X	Leadership/Administrative Team	Ongoing
3. The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers.		X	Leadership/Administrative Team	Ongoing
4. The Leadership Team reviews the principal's summary of classroom observations and takes them into account in planning professional development.		X	Leadership/Administrative Team	Ongoing
5. The Leadership Team maintains an accessible file of the agendas, minutes, and work products of the Leadership Team, the Instructional Teams, and the SCC.		X	Leadership/Administrative Team	Ongoing
6. The school improvement plan's objectives are linked to action statements with follow-up monitoring of progress.		X	Leadership/Administrative Team and All Staff	Ongoing
Research				
1. The Leadership Team maintains an accessible file of research on topics tied to the school improvement plan.		X	Leadership/Administrative Team and All Staff	Ongoing
2. Teachers report on what they have learned at conferences and submit relevant information for inclusion in the research			Leadership/Administrative	Ongoing

file.		X	Team and All Staff	
3. Representatives from the school visit other schools to see programs of interest, report their findings, and include the report in the research file.		X	Leadership/Administrative Team and All Staff	Ongoing
4. Instructional Teams investigate topics of particular interest and report findings, including reports filed in the research file.		X	Leadership/Administrative Team and All Staff	Ongoing
5. Teams and individuals use the research files to inform their decisions.		X	Leadership/Administrative Team and All Staff	Ongoing
A. Curriculum	Assessing the Current Situation		Adding the Missing Pieces	
	YES	NO	Primary Responsibility	Target Date for Completion
1. Instructional Teams develop standards-aligned units of instruction for each subject and grade level.	X		Curriculum/Instructional Specialist, Coaches and Leadership Team	Spring 2011
2. Teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.		X	Curriculum/Instructional Specialist, Coaches and Leadership Team	2011/Ongoing
3. Teachers submit weekly lesson plans based on aligned units of instruction.	X		Curriculum/Instructional Specialist, Coaches and Leadership Team	2011/Ongoing
4. Units of instruction include standards-based objectives and criteria for mastery.	X		Curriculum/Instructional Specialist, Coaches and Leadership Team	2011/Ongoing
5. Units of instruction include pre/post-tests to assess student mastery.		X	Curriculum/Instructional Specialist, Coaches and Leadership Team	2011/Ongoing
6. Units of instruction include specific learning activities aligned to objectives.	X		Curriculum/Instructional Specialist, Coaches and Leadership Team	2011/Ongoing
7. Instructional Teams develop materials for their standards-aligned learning activities and share the materials among themselves.		X	Curriculum/Instructional Specialist, Coaches and Leadership Team	2011/Ongoing

8. Materials for standards-aligned learning activities are well-organized, labeled, stored for convenient use by teachers.		X	Curriculum/Instructional Specialist, Coaches and Leadership Team	2011/Ongoing
B. Assessment				
The teacher:				
1. Uses objectives-based pre-tests.	X		Instructional Staff	Ongoing
2. Uses objectives-based post-tests.	X		Instructional Staff	Ongoing
3. Maintains a record of each student's mastery of specific learning objectives.	X		Instructional Staff	Ongoing
4. Tests frequently using a variety of evaluation methods and maintains a record of the results.	X		Instructional Staff	Ongoing
5. Differentiates assignments in response to individual student performance on pre-tests and other methods of assessment.	X		Instructional Staff	Ongoing
C. Instruction				
Classroom Culture				
1. When waiting for assistance from the teacher, students are occupied with curriculum-related activities provided by the teacher.	X		Instructional Staff	Ongoing
2. Transitions between instructional modes are brief and orderly.	X		Instructional Staff	Ongoing
3. Students maintain eye contact and are attentive.		X	Instructional Staff	Fall 2010 and Ongoing
4. Students raise hands or otherwise signal before responding.		X	Instructional Staff	Fall 2010 and Ongoing
The teacher:				
5. Uses a variety of instructional modes-whole class, small-group, independent, computer-assisted, computer-based, etc.	X		Instructional Staff	Ongoing
6. Maintains well-organized student learning materials in the classroom.	X		Instructional Staff	Ongoing
7. Displays completed student work in the classroom.		X	Instructional Staff	Fall 2010 and Ongoing
8. Posts classroom rules and procedures in the classroom.				

	X		Instructional Staff	Ongoing
9. Corrects students who do not follow classroom rules and procedures.	X		Instructional Staff	Ongoing
10. Reinforces classroom rules and procedures by positively teaching them.	X		Instructional Staff	Ongoing
11. Engages all students, e.g., supports “silent” students to participate.	X		Instructional Staff	Ongoing
12. Is active in the classroom regardless of the instructional mode.	X		Instructional Staff	Ongoing
13. Interacts with students instructionally, managerially, and socially as appropriate.	X		Instructional Staff	Ongoing
Teacher-Directed Whole-Class or Small Group: Introduction				
The teacher:				
1. Reviews the previous lesson.	X		Instructional Staff	Ongoing
2. Clearly states the lesson’s topic, theme, and objectives.	X		Instructional Staff	Ongoing
3. Stimulates interest in the topics.	X		Instructional Staff	Ongoing
4. Uses modeling, demonstration, graphics and other visual aids.	X		Instructional Staff	Ongoing
Teacher-Directed Whole-Class or Small Group: Presentation				
The teacher:				
1. Proceeds in small steps at rapid pace.	X		Instructional Staff	Ongoing
2. Explains directly, explicitly, and thoroughly.	X		Instructional Staff	Ongoing
3. Maintains eye contact.	X		Instructional Staff	Ongoing
4. Speaks with expression and uses a variety of vocal tones.	X		Instructional Staff	Ongoing
5. Uses prompting/cueing.	X		Instructional Staff	Ongoing
Teacher-Directed Whole-Class or Small Group: Summarize/Confirm Mastery				
The teacher:				
1. Re-teaches when necessary.	X		Instructional Staff	Ongoing
2. Reviews with drilling/class recitation.	X		Instructional Staff	Ongoing
3. Reviews with questioning.	X		Instructional Staff	Ongoing

4. Summarizes key concepts.	X		Instructional Staff	Ongoing
Teacher-Directed Whole-Class or Small Group: Teacher-Student Interaction				
The teacher:				
1. Re-teachers following questioning.	X		Instructional Staff	Ongoing
2. Uses open-ended questioning and encourages elaboration.	X		Instructional Staff	Ongoing
3. Re-directs student questions.	X		Instructional Staff	Ongoing
4. Encourages peer interaction.	X		Instructional Staff	Ongoing
5. Encourages students to paraphrase, summarize, relate.	X		Instructional Staff	Ongoing
C. Instruction (continued)	Assessing the Current Situation		Adding the Missing Pieces	
Teacher-Directed Whole-Class or Small Group: Teacher-Student Interaction (cont.)	YES	NO	Primary Responsibility	Target Date for Completion
The teacher:				
6. Encourages students to check their own comprehension.	X		Instructional Staff	Ongoing
7. Verbally praises students.	X		Instructional Staff	Ongoing
Student-Directed Small- Group or Independent				
The teacher:				
1. Travels to all areas in which students are working.	X		Instructional Staff	Ongoing
2. Meets with students to facilitate mastery of objectives.		X	Instructional Staff	Fall 2010 and Ongoing
3. Encourages students to help each other with their work.	X		Instructional Staff	Ongoing
4. Interacts instructionally with students (explaining, checking, giving feedback).	X		Instructional Staff	Ongoing
5. Interacts managerially with students (reinforcing rules, procedures, and expectations).	X		Instructional Staff	Ongoing
6. Interacts socially with students (noting and attending to an ill student, asking about the weekend, inquiring about the family, etc.).	X		Instructional Staff	Ongoing

7. Verbally praises students.	X		Instructional Staff	Ongoing
Computer-Based Instruction				
1. Students are engaged and on-task.		X	Instructional Staff	Fall 2010
2. Students are comfortable with the program and its navigation.		X	Instructional Staff	Fall 2010
The teacher:				
3. Travels about the room to assist students.		X	Instructional Staff	Fall 2010
4. Has documentation of the computer program's alignment with standards-based objectives.		X	Instructional Staff	Fall 2010
5. Maintains a record of student mastery of standards-based objectives.		X	Instructional Staff	Fall 2010
6. Assesses student mastery in ways other than those provided by the computer program.		X	Instructional Staff	Fall 2010
Homework, Communication with Parents				
The teacher:				
1. Maintains a file of communication with parents.		X		
2. Regularly assigns homework (4 or more days a week)		X	Instructional Staff	Fall 2010
3. Checks, marks, and returns homework.		X	Instructional Staff	Fall 2010
4. Includes comments on checked homework.		X	Instructional Staff	Fall 2010
5. Counts homework toward student's report card grade.	X		Instructional Staff	Ongoing
6. Systematically reports to parents the student's mastery of specific objectives.		X		
D. Professional Development				
1. Professional development for teachers includes observations by the principal related to indicators of effective teaching.		X	Lead./Admin. Team and Coaches	Fall 2010 and Ongoing
2. Professional development for teachers includes observations by peers related to indicators of effective teaching.		X	Lead./Admin. Team and Coaches	Fall 2010 and Ongoing
3. Professional development for teachers includes self-				

assessment related to indicators of effective teaching.		X	Lead./Admin. Team and Coaches	Fall 2010 and Ongoing
4. Teachers are required to develop individual professional development plans based, in part, on classroom observations.		X	Lead./Admin. Team and Coaches	Fall 2010 and Ongoing
5. Professional development of individual teachers includes an emphasis on indicators of effective teaching.		X	Lead./Admin. Team and Coaches	Fall 2010 and Ongoing
6. Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching.		X	Lead./Admin. Team and Coaches	Fall 2010 and Ongoing
7. Teacher evaluation examines the same indicators used in professional development.		X	Lead./Admin. Team and Coaches	Fall 2010 and Ongoing
8. The principal plans opportunities for teachers to share their strengths with other teachers.		X	Lead./Admin. Team and Coaches	Fall 2010 and Ongoing
Connection Indicators - Purpose				
1. The school's mission statement is distinct, clear, and focused on student learning.	X		All Stakeholders	Ongoing
2. The school's parent Compact outlines the responsibilities/expectations of teachers, parents, and students.	X		All Stakeholders	Ongoing
Connection Indicators – Purpose (continued)		Assessing the Current Situation		Adding the Missing Pieces
	YES	NO	Primary Responsibility	Target Date for Completion
3. The school's parent Compact includes responsibilities/expectations of parents drawn from the curriculum of the home.		X	All Stakeholders	Fall 2010 and Ongoing
4. The school's parent Compact is annually distributed to teachers, school personnel, parents, and students.		X	All Stakeholders	Fall 2010 and Ongoing
5. The school's homework policy provides guidelines for				

amount of daily study time at home by grade level.		X	All Stakeholders	Fall 2010 and Ongoing
6. The school's homework policy requires homework at all grade levels.		X	All Stakeholders	Fall 2010 and Ongoing
7. The school's homework policy makes homework a part of the student's report card grade.		X	All Stakeholders	Fall 2010 and Ongoing
8. The school's homework policy stresses the importance of checking, marking, and promptly returning homework.		X	All Stakeholders	Fall 2010 and Ongoing
9. The school's mission statement, parent Compact, and homework policy are included in the school improvement plan.		X	All Stakeholders	Fall 2010 and Ongoing
10. The school celebrates its accomplishments.		X	All Stakeholders	Fall 2010 and Ongoing
11. The school recognizes the individual accomplishments of teachers.		X	All Stakeholders	Fall 2010 and Ongoing
12. The school recognizes the accomplishments of instructional and leadership teams.		X	All Stakeholders	Fall 2010 and Ongoing
B. Communication				
1. The school's parent Compact, homework policy, and learning standards are routinely reviewed and discussed at faculty meetings.		X	All Stakeholders	Fall 2010 and Ongoing
2. The school's parent Compact, homework policy, and learning standards are routinely reviewed and discussed at open houses and parent-teacher conferences.		X	All Stakeholders	Fall 2010 and Ongoing
3. Parent-teacher conferences are held at least twice a year and include students at least once a year.		X	All Stakeholders	Fall 2010 and Ongoing
4. The school regularly and clearly communicates with parents about its expectations of them and the importance of the curriculum of the home.		X	All Stakeholders	Fall 2010 and Ongoing

5. The “ongoing conversation” between school personnel and teachers is candid, supportive, and flows in both directions.		X	All Stakeholders	Fall 2010 and Ongoing
6. Teachers are familiar with the curriculum of the home and discuss it with parents.		X	All Stakeholders	Fall 2010 and Ongoing
7. Teachers regularly make “interactive” assignments that encourage parent-child interaction relative to school learning.		X	All Stakeholders	Fall 2010 and Ongoing
8. Parents are familiar with the curriculum of the home and discuss it with teachers.		X	All Stakeholders	Fall 2010 and Ongoing

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

Project Narrative

School Profile

Student Demographics:

Chemawa Indian School is one of the oldest off-reservation boarding schools serving Native American high school age children from approximately 17 different states and 28 different tribes. Chemawa has a 100% Native population with 20% special education and 15% gifted and talented.

The enrollment status ranges from 400 to 281 due to a high mobility rate throughout the school year. Many of the students enrolled at Chemawa are from outside Oregon and display a difficult time being away from home in addition to noncompliance issues regarding rules, policies, and procedures. Chemawa maintains a high daily attendance rate of over 90%, however Chemawa faces issues of tardiness, skipping, leaving class without permission as indicated by the 646 incidents per year. Ninety-nine percent of the students are eligible for free and reduced lunch indicating an extremely high poverty rate. Chemawa Indian School experiences a myriad of social issues such as drug and alcohol abuse, violent tendencies such as fighting, and bullying, emotional dysfunctions, teen parents. Chemawa has a three year average student behavior; noncompliance incidents of 685, disruption incidents of 403, and drug/alcohol/tobacco incidents of 316. For the current school year Chemawa Indian School recorded suspension 110 and expulsion 8.

Mission/Vision/Values:

Chemawa Indian School elected to adopt a new mission/vision/value statements geared towards student achievement. The mission statement is;

*Chemawa's mission is to provide relevant and
rigorous student-centered learning opportunities
for a diverse Native American and Alaska Native*

population.

The vision statement is;

*All students align to meet high expectations in school and in life;
Believe that success is possible and probable;
Commit to an academic life where “whatever it takes” is standard.*

Students:

- 1. Align their daily behavior to create and sustain a school climate where safety, respect, and responsibility are actively present;*
- 2. Trust in themselves and others to achieve goals and maintain resolve; and*
- 3. Commit to hard work and determination to succeed.*

*All professionals align to foster high expectations in school and in life;
Believe that success is possible and probable;
Commit to a teaching life where “whatever it takes” is standard.*

Professionals:

- 1. Align instruction by planning, implementing, and constantly adjusting curriculum to meet students’ needs;*
- 2. Foster high achievement by setting rigorous goals for all students;*
- 3. Commit to hard work, and individual determination.*

The value statements;

We will facilitate student learning by providing appropriate support and interventions.

We will be a learning community centered upon common practices and standards.

We will promote and demonstrate the benefits of a lifestyle

filled with healthy choices.

Student Achievement:

NWEA assessment results indicated extremely high numbers of students scoring in the intensive range in both reading and math. Reading had 140 students in intensive, 59 in strategic, and 45 in benchmark and mathematics had 150 students in intensive, 56 in strategic, and 48 in benchmark. To address our consistent failure to make AYP in math and reading, Chemawa Indian School is adopting a new math curriculum and implementing the current ELA curriculum with fidelity. The classroom teachers are developing curriculum maps, course descriptions, pacing guides, and syllabi centered on learning goals. In addition to further the efficacy of instructional activities across curriculum Chemawa Indian School will provide professional development in targeted areas of school improvement and effective teaching practices as this was an area found to be weak in instructional quality being consistent across content areas, teachers and student groups.

Resources

Outside Agencies:

Chemawa Indian School currently has agencies that offer the students the following services:

Chemawa Indian School has an on-campus full service facility that provides services to the students. Services provided include, but are not limited to, health screening for vision and hearing, identification and assessment of illness and injury; development and implementation of Emergency Health Plans for students with serious and/or life threatening health conditions; medication management and administration; referral to physicians or nurse practitioners for other health related concerns; first aid, CPR, diabetes, and other necessary training for staff; maintenance of health room inventory/supplies and assist with immunization tracking.

U.S. Department of Health and Human Services together with Portland Area Indian Health Service, Western Oregon Service Unit, and Chemawa Indian School has developed a proposal regarding a memorandum of understanding. The sole purpose of this agreement is to promote and maintain a collaborative working relationship that supports and provides a holistic and balanced health and education environment for the students who attend Chemawa Indian School. The agreement states specific goals to promote a

healthy, safe and balanced environment that supports quality education for all students who attend Chemawa Indian School. The goals are; increased collaboration and coordination between the BIE and IHS, facilitated resource sharing among Chemawa Indian School and WOSU, an assist and support all stakeholders working with tribes and/or parents of students to maximize health, wellness and education. All parties involved acknowledge common interests with regards to health and educational needs for the students, these commonalities are; remaining cognizant of the fact that individuals who are healthy are able to become better educated, recognize the holistic nature of health encircling the physical, emotional and social-behavioral to promote wellness. The scope of the agreement states specific assignments for each department, such as, primary health services and behavioral health services are provided by WOSU and IHS services on and off campus. The liaison/project officers for this agreement are; Chemawa Indian School's School Supervisor, Western Oregon Service Unit office, and CEO for IHS.

Chemawa Indian School together with U.S. Attorney's Office and Marion County Sheriff's Office has developed a proposal regarding jurisdiction over certain juvenile delinquency matters which occur on Chemawa Indian School property. The sole purpose of this agreement is the safety of the students and staff members at Chemawa Indian School. Many of the juvenile proceedings are non-punitive in nature providing appropriate rehabilitating services to juvenile delinquents attending Chemawa Indian School primarily to enhance the established administrative procedures for addressing student misconduct and protecting the health, welfare and safety of the Chemawa Indian School community. All stakeholders involved have specific roles and responsibilities; Chemawa Indian School shall inform the MCSO of incidents of misconduct by juveniles or of the potential for misconduct working cooperatively and collaboratively with MCSO to provide alternative programs for said juveniles. MCSO will provide law enforcement services on Chemawa Indian School's campus while U.S. Attorney's office oversees all investigations jointly with MCSO and FBI.

Project Timeline SY 10/11

June 2010

- 1003(g) Grant Award Notification
- Purchase New Curriculum Material
- Coaches and Staff attend Professional Development Training

August 2010

- Job-embedded Professional Development
- Identify targeted intervention strategies for struggling students
- Schedule students according to RTI model for reading and mathematics
- Align new curriculum to state standards, create curriculum maps, pacing guides, syllabi, and common assessment rubrics

September 2010 – May 2011

- Implement new schedule for school day to ensure extended learning time
- Implement regular meetings for administrative, leadership, school improvement, department, interdisciplinary teams
- Reward monthly teacher incentives for increased student academic and behavior achievement
- Reward monthly student incentives for academic and behavior achievement
- Ongoing job embedded professional development
- Evaluate academic progress and student performance
- Implement and modify targeted intervention strategies for struggling students

Project Timeline: Chemawa Indian School will continue this process SY 11/12 through 12/13

June 2011-13

- Purchase replacement textbooks and curriculum material
- Coaches attend professional development training

August 2011-13

- Continue Job-embedded Professional Development
- Continue to Identify targeted intervention strategies for struggling students
- Continue to schedule students according to RTI model for reading and mathematics
- Revise curriculum alignment, revise curriculum maps, pacing guides, syllabi, and common assessment rubrics

September 2011 – May 2013

- Revise and continue scheduled for school day to ensure extended learning time
- Continue to hold regular meetings for administrative, leadership, school improvement, department, interdisciplinary teams
- Continue to reward monthly teacher incentives for increased student academic and behavior achievement
- Continue to reward monthly student incentives for academic and behavior achievement
- Continue ongoing job embedded professional development
- Continue to evaluate academic progress and student performance using the NWEA assessment data
- Continue to implement and modify targeted intervention strategies for struggling students

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

Research and References

Apply What You Know: Designing Effective Professional Development. Chapel Hill, NC: Public Impact. Retrieved from: <http://publicimpact.com/images/stories/publicimpact/documents/RichlandCountyPDPlanning.pdf>

Effective Professional Development—what do we know. Chapel Hill, NC: Public Impact. Retrieved from: <http://publicimpact.com/images/stories/publicimpact/documents/RichlandCountyEffectivePD.pdf>

Requiring-and enabling-principals to be educators first & site managers second. Mass Insight Building Block Strategies: Effective Teachers and Teaching, www.massinsight.org/initiatives/buildingblocks/strategy.aspx?id=306

Creating a climate of professionalism by providing facilities, time & opportunities for collaboration. Mass Insight Building Block Strategies: Effective Teachers and Teaching, www.massinsight.org/initiatives/buildingblocks/strategy.aspx?id=297

Key issue: Enhancing teacher leadership. (2007). Washington, DC: National Comprehensive Center for Teacher Quality. Retrieved from <http://www2.tqsource.org/strategies/leadership/EnhancingTeacherLeadership.pdf>

Implementing a district-wide collaborative professional development model at the high school level. Mass Insight Building Block Strategies: Effective Teachers and Teaching, www.massinsight.org/initiatives/buildingblocks/strategy.aspx?id=38

Using the Collaborative Coaching & Learning Professional Development Model to transform teaching . Mass Insight Building Block Strategies: Effective Teachers and Teaching, www.massinsight.org/initiatives/buildingblocks/strategy.aspx?id=311

APPENDIX B

Job Description – Curriculum/Instructional Specialist

Job Title: Curriculum/Instructional Specialist

Job Summary:

The curriculum/instructional specialist primary role is the improvement of learning opportunities through instructional leadership. Responsibilities include curriculum development, instruction, and staff development. The curriculum/instructional specialist serves as a member of a management team charged with the responsibility for planning, implementing, and evaluating an educational program relevant to the needs of the student population in a school and/or school reform system. Plans for and supervises curriculum development and implementation, reports to teachers and principals on matters pertaining to instructional reform and routines. Plans and implements staff development programs for school staffs.

Duties and Responsibilities (may include but not be limited to...):

- Provide direct and indirect interventions strategies to instructional staff
- Work effectively with instructional staff
- Design learning activities that are relevant to intervention strategies in the area of math and reading
- Consult with classroom teachers to recommend and transfer programs into the instructional setting
- Develop and use consistent selection criteria to identify students at each grade level
- Coordinate and schedule students for service that will support the regular education program
- Ability to assist instructional staff in planning instruction based upon assessment and integrated into classroom instruction.
- Assist in developing and implementing the assessment model
- Consult regularly with classroom teachers to coordinate service
- Provide support to building literacy and mathematics initiatives
- Maintain records for student progress to evaluate the efficiency of the program
- Develop and use consistent entry and exit criteria to evaluate each student's performance and growth in knowledge and understanding, and prepare progress reports

Essential Requirements:

- A minimum of a Bachelor's Degree in the field of education
- Valid Teaching License
- Appropriate knowledge of principles and practices of curriculum and effective instructional practices
- Broad knowledge of methods, materials, procedures, and practices.
- Demonstrated oral and written English language usage
- Ability to read, analyze, and interpret documents and data
- Ability to work with diverse groups
- Ability to effectively present information in verbal or written form to school administrators and faculty.
- Ability to apply common sense understanding to potentially technical situations
- Ability to establish priority ordering of tasks necessary to complete a project and convey these understandings and priorities to others
- Ability to employ logical sequencing, trouble-shooting, problem-solving and decision-making skills
- Physical Requirements but not limited to, 8-hour school day with appropriate physical activities common within the school environment (may include standing, walking, sitting, bending, climbing stairs, using hands for repetitive motions, lifting items up to 30 pounds)
- Strong working knowledge of computers and their capabilities
- Valid Driver's License

Choosing an Education Management Organization/Contractor: A Guide to Assessing Financial and Organizational Capacity

Documentation Checklist: Below are 13 data sources we recommend collecting, starting with those that are publicly available. Each source may address multiple issues or questions that you should examine in your review.

Documentation	Source	Received	Notes
Electronic Data Gathering, Analysis, and Retrieval (EDGAR) data	Publicly available from http://www.sec.gov/edgar.shtml		
Dunn & Bradstreet Credit eValuator Report	Publicly available from http://www.dnb.com/us/		
Bios/resumes of management/leadership	Publicly available (may be available from contractor's web site) or Contractor		
Bios/resumes of board members	Publicly available (may be available from contractor's web site) or Contractor		
Organizational Chart	Publicly available (may be available from contractor's web site) or Contractor		
Most recent audit (including independent auditor's report)	Contractor		
Audit from the year prior (including independent auditor's report)	Contractor		
Audit from 2 years prior (including independent auditor's report)	Contractor		
Management letter from any of the past 3 years, if issued	Contractor		
Current organizational budget	Contractor		
List of recent clients	Contractor		

Sample contract or work plan	Contractor		
Other contractual materials or correspondence on customer service resources	Contractor		