



Application for Federal Assistance SF-424

*** 1. Type of Submission:**

- Preapplication
- Application
- Changed/Corrected Application

*** 2. Type of Application:**

- New
- Continuation
- Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

Completed by Grants.gov upon submission.

4. Applicant Identifier:

5a. Federal Entity Identifier:

* 5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

Blackwater Community School

* b. Employer/Taxpayer Identification Number (EIN/TIN):

860797149

* c. Organizational DUNS:

148987100

d. Address: Blackwater Community School

* Street1:

3652 East Blackwater School Road

Street2:

* City:

Coolidge

County/Parish:

* State:

Arizona

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

85128

e. Organizational Unit:

Department Name:

Division Name:

f. Name and contact information of person to be contacted on matters involving this application: Jacquelyn Power

Prefix:

Mrs.

* First Name:

Jacquelyn

Middle Name:

Lois

* Last Name:

Power

Suffix:

Title:

Superintendent / Principal

Organizational Affiliation:

Arizona South Education Office of the Bureau of Indian Education

* Telephone Number:

520-215-5859

Fax Number:

520-215-5862

* Email:

Jacquelyn.Power@bie.edu

Application for Federal Assistance SF-424

9. Type of Applicant 1: Select Applicant Type:

K. Indian/Native American Tribally Designated Organization

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

Bureau of Indian Education

11. Catalog of Federal Domestic Assistance Number:

CFDA Title:

*** 12. Funding Opportunity Number:**

21st Century Community Learning Centers Grant

* Title:

Blackwater Community School -
21st Century Community Learning Centers Grant

13. Competition Identification Number:

Title:

21st Century Community Learning Centers Grant - The 21st Century Community Learning Centers (21st CCLC) has been established by Congress as Title IV, Part B of Public Law 107-110, "The No Child Left Behind Act of 2001."

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

Add Attachment

Delete Attachment

View Attachment

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

Blackwater Community School -21st Century Community Learning Centers Grant -
"Soaring with the Eagles"

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

7

* b. Program/Project

21st century

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

07/01/12

* b. End Date:

6/30/13

18. Estimated Funding (\$):

* a. Federal

\$179,762

* b. Applicant

* c. State

* d. Local

* e. Other

* f. Program Income

* g. TOTAL

\$179,762

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

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

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

Yes

No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

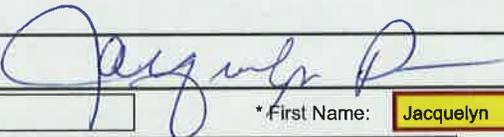
View Attachment

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

** I AGREE

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

Authorized Representative:



Prefix:

Mrs.

* First Name:

Jacquelyn

Middle Name:

Lois

* Last Name:

Power

Suffix:

* Title:

Superintendent / Principal

* Telephone Number:

520-215-5859

Fax Number:

520-215-5862

* Email:

Jacquelyn.Power@bie.edu

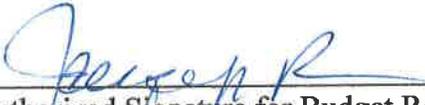
* Signature of Authorized Representative:

Completed by Grants.gov upon submission.

* Date Signed:

Completed by Grants.gov upon submission.

**APPENDIX VIII: Cover Page BIE 21st CCLC
COVER PAGE
EED FORM # 05-07-039**

| | |
|---|--------------|
| Blackwater Community School | |
| Organization | |
| Jacquelyn Power | 520-215-5859 |
| Name of Contact Person | Telephone |
| Jacquelyn.Power@bwcs.k12.az.us | 520-215-5862 |
| E-mail Address | Fax Number |
|  | 11/21/2012 |
| Authorized Signature for Budget Revisions/ Record and Report of Local Expenditures | Date |
| <i>■ Note: The general certifications and assurances that are signed and submitted by the district each spring (or provided by the applicant to EED) will apply to this federally funded program.</i> | |
|  | 11/21/2012 |
| Signature of Organizational Representative | Date |
| Title | |
| Superintendent/Principal | |

| |
|---|
| \$ <u>179,762</u> |
| Total Funding Requested Per Year |
| \$ <u>539,286</u> |
| Total Funding Requested for Three Years |

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

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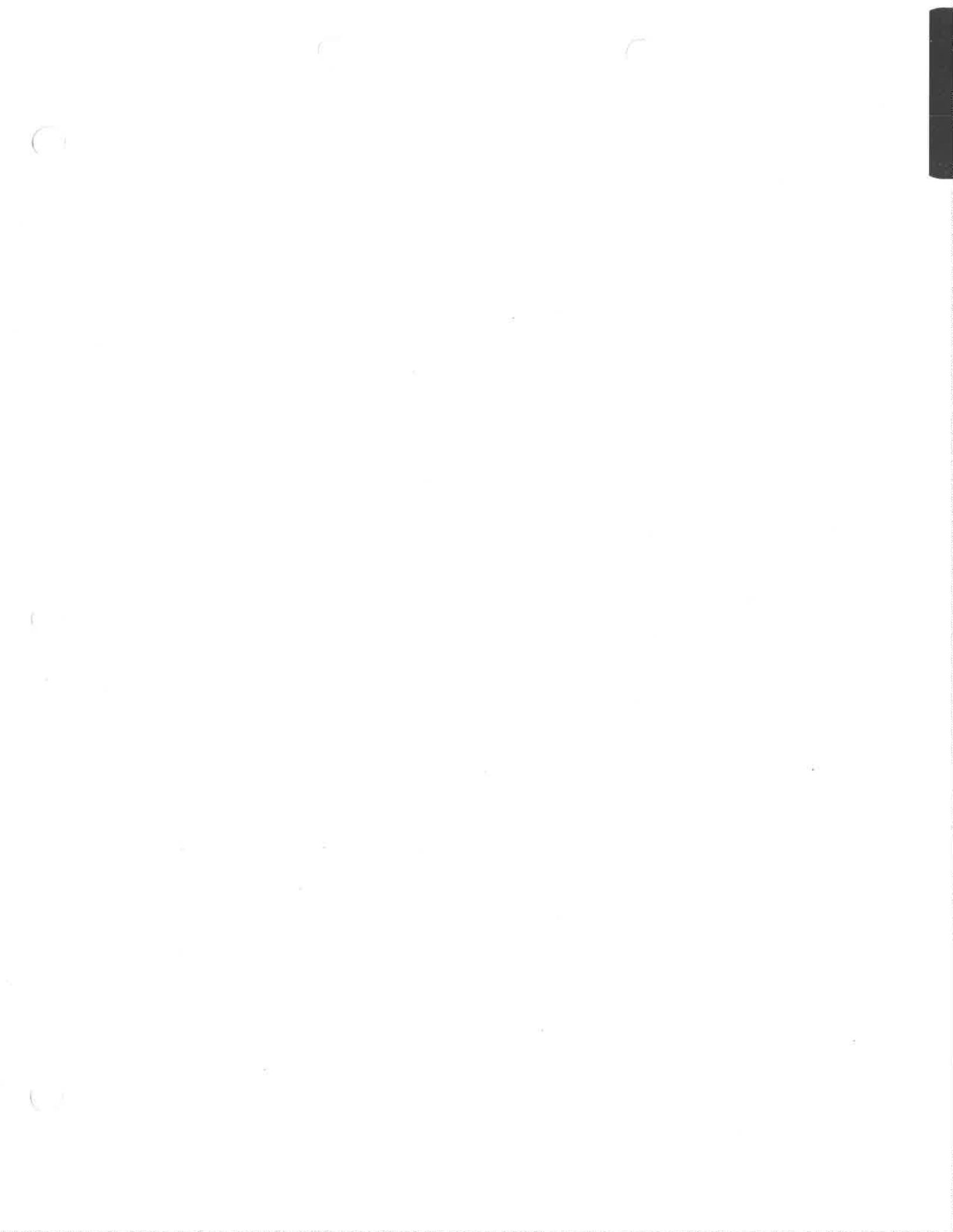
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Blackwater Community School
21st Century Community Learning Centers Program
Bureau of Indian Education
Division of Performance and Accountability
Application Packet
Summary

Blackwater Community School's "Soar with Eagles" grant application will provide enrolled students with a variety of academic and enrichment opportunities that are not available within the local community. The school is well poised to provide an extraordinary after school program based on its years of success as a K-2 school that has made AYP consistently. In addition, the school participated in six years of Reading First funded by Arizona State Department of Education. The school was ranked in the top 5% of the Reading First schools in Arizona during the life of the grant. Plus, in 2011, the school was named the National Title I Distinguished School of the Year for Arizona. This is the first Native American school in Arizona to receive this award as well as in the Bureau of Indian Education. Collectively, these school honors represent the quality and expertise of its staff and strength of the academic program that will support the extended learning opportunities, enrichment and recreational activities and community service-based learning for all students enrolled in the 21st Century Community Learning Centers Program.

The grant application includes three distinct points of entry into the program that include after school, intersession and summer school. Each of these elements will include academic tutoring and homework support. The enrichment components include technology, culture, art, music, karate and traditional basket dancing classes. **Additionally, all students will participate in the recreational program to address the high BMI index of the children who are at risk for Type II Diabetes. This goal is a competitive priority point within the grant. The coordination of this goal will be under the direct supervision of the Gila River Hospital.**

Specific outcomes that will be addressed in the grant include attendance, benchmark and progress monitoring "catch up" growth data. DIBELS will be used to monitor reading and NWEA for reading and math. This data will be reported in Native Star, the APR and PPICS report. Enrichment classes will be monitored through interest surveys and pre/post evaluation tools. The anticipated benefit to the enrolled children is that each child will demonstrate academic gains in math and reading as measured through a variety of assessment tools and embrace culturally appropriate values. In addition, the process and outcome evaluation conducted by Arizona State University will guide all decisions regarding the successful implementation of the grant and modifications to the grant in subsequent years.

In closing, the need to combat high dropout rates on Gila River Indian Community begins in K-2 and every effort should be made to intervene with creative and effective instructional strategies and enrichment recreational activities to prevent future school failures. Moreover, addressing the serious health epidemic among the children must begin early so that the children are not faced with lifelong serious health problems. **The staff is committed to ensuring that all students "Soar like Eagles".**

Blackwater Community School
21st Century Community Learning Centers Program
Bureau of Indian Education
Division of Performance and Accountability
Application Packet

Abstract

Blackwater Community School's "Soaring with the Eagles" grant application addresses several critical issues facing the Native American children who reside on the Gila River Indian Community Reservation in Arizona. First, there is an established history of low academic performance and high dropout rate within the community. The current dropout rate is at least twice the state average and in the school's tracking of the students who exit and attend feeder schools on and off the reservation, the completion rate of high school has been barely 50%.

Second, the health index of the community members indicates a higher than acceptable Body Mass Index (BMI), especially among the children. In fact, Blackwater Community School has the most children with unhealthy BMI indices. A high BMI index has a direct correlation to diabetes, especially Type II which is usually associated with adults. Unfortunately, many of the children at Blackwater Community School are at risk to develop Type II Diabetes as children.

Early intervention in elementary school is the primary method of preventing children from dropping out of school in junior or high school. Research indicates from the National Reading Panel that children who can't read by third grade are at greatest risk to become high school dropouts or incarcerated as juveniles or adults.

The "Soar with the Eagles" grant application will address the academic, enrichment, recreational, cultural and health risk factors of children enrolled in Blackwater Community School. The proposed program will offer a variety of academic interventions for all targeted students based on data in reading and math. These students will have access to high quality, small group instruction with a certified teacher in an extended learning environment. Additionally, students will participate in a variety of enrichment, recreational, and cultural activities based on student interest. The balance between academics and enrichment will ensure high recruitment and retention of the targeted students.

The health component to address the BMI risk factor is a **competitive priority target** and will be coordinated with Gila River Hospital and Genesis Diabetes Prevention Program. All children will participate in this healthy exercise and food preparation program. Having a healthy mind and body will enhance and support the rigor of the academic curriculum and ensure children have the energy needed for the enrichment and recreational programs.

The evaluation component of the grant is tied to weekly, quarterly and annual data and will be reviewed by all stakeholders and validated through the external evaluators, contracted through Arizona State University. Based on the outcome and process data, adjustments to the implementation of the program will be incorporated into subsequent years of funding.



Blackwater Community School

Gila River Indian Reservation

21st Century Community Learning Grant Application

Need for Project

1A. Explain Annual Growth of your student population and how you will address the catch up growth of your student population.

| Name of Each After School Site | Designation – School Status | % Free or Reduced Lunch | Estimated # of Students to be Served | Percentage of Day School population Served | # of Family Members to be Served, if Appropriate | Grade Levels to be Served |
|---------------------------------------|------------------------------------|--------------------------------|---|---|---|----------------------------------|
| Blackwater Community School | Performing – Making AYP | 90% | 50 | 20% | N/A | K-2 |

Blackwater Community School has experienced a 70% growth in the past three years because of housing construction in the three districts served by the school. This growth has resulted in the addition of teaching staff in grades K-2. There are four kindergarten teachers, four first grade teachers and four second grade teachers. As a result, extensive professional development and instructional coaching has been incorporated into the school calendar and daily routine to ensure that all teachers are instructing with fidelity to the standards and curriculum. This growth has also resulted in an unusual increase in the number of special education students, especially in kindergarten and a second special education teacher was hired to provide an extended learning environment for several high needs children.

The primary focus on the instructional model is to meet the individual learning goals of each student as measured through weekly assessment in reading and math. Student growth is progressed monitored weekly in both reading and math and supported by a block scheduled that includes tiered whole group and small group instruction. Tier II and Tier III instruction focus on strategic and intensive students' need utilizing approved scientifically-researched DIBELS based curriculum. Plus, all children participate in benchmark assessments with DIBELS Next and NWEA which is uploaded to Native Star and aligns to the school's goals. Data is the basis for all academic decisions and is monitored by the instructional coaches, administration and teachers to establish flexible groups in the core content areas. **These instructional strategies are designed to address the catch up growth of students who are at risk.**

1B. Describe how your program will identify, target and recruit the sub-population of students and/or families that are most in need of these services and the extent to

which the proposed project is appropriate to, and will successfully address the needs of the target population. Describe the measurements that you will be using to determine high needs.

In order to identify and target the sub- population for this program, the data will be the basis for selecting and recruiting students to this program. The After School program will target 1st and 2nd grade students. Intersession and Summer School programs will include all K-2 students. During the After School program the at-risk students will be involved in targeted, “catch-up” instruction in the core content areas. Therefore, consistent with the assessment schedule for the school, all children enrolled in the 21st CCLG will receive weekly assessment based on their identified level of need. This data will be reviewed weekly to determine assignments to flexible groups in reading and math. The assessment instruments will primarily be NWEA and DIBELS Next. All teachers in the program will submit a weekly EXCEL spreadsheet on student data and a RIT report to the program coordinator. Followed by weekly data meetings to analyze results and form new Rtl groups to address the students’ needs and drive the targeted instruction.

Student academic growth is measured the first week of school with DIBELS Next for reading to determine their beginning of the year reading band for intensive, strategic and benchmark. Once this is determined and shared with the teachers, flexible reading groups are established by each grade level. Intensive students are then progressed monitored each week, strategic twice a week and benchmark once a month. Student goals in fluency, letter naming, and retell are established and monitored for trend data. In math, the school began using NWEA in SY 2012/2013 and will use the RIT scores to determine skills and identify small group intervention. It is expected that NWEA will also align closely with DIBELS Next as a reliable cross reference in reading. Additional measurements include phonic screeners, spelling inventory and Houghton Mifflin weekly skills tests. Houghton Mifflin is the adopted curriculum in reading and math. All teachers generate weekly skills EXCEL spreadsheets that are reviewed every Friday to determine small group instruction, re-teaching and other appropriate interventions and enrichment options. School wide there is a data wall for benchmark testing that is administered three times a year and reviewed by all teachers and administration. In addition, the Instructional Coaches meet with their assigned teachers at weekly grade level meetings, monthly grade span meetings and monthly leadership meetings to analyze grade level and school wide trends in meeting the Common Core Standards. In other words, data is at the heart of all instructional decisions for all students and classroom instruction. Included in attachment are 2012 End of Year DIBELS Next and Stanford 10 for K-2. The school’s measurement model provides the foundation for the 21st Century Community Learning Grant. (*See Appendices)

All information on student progress will be shared with the families by the teachers so that additional support can be suggested to the parents/guardians. The teachers will send home a weekly newsletter with suggestions to the families of things that can be done at home to support their child’s academic program. This will include

reading to their child, establishing a home work corner, practice with flash cards, to name a few. The goal is to have a strong partnership with the home to enhance the extended learning opportunity.

1C. Describe how the proposed project will address the risk factors linked to academic failure for each target population.

Gila River Indian Community has among the highest levels of gang, juvenile delinquency, and substance abuse activities of any tribal community in the United States. The largest concentrations of substance abuse, gang, and juvenile delinquency activities tend to be located in Districts 6 and 7, closest to the metropolitan area. Phoenix gang members have been actively recruiting GRIC youth to join their gangs. There are an estimated 20 locally and nationally affiliated gangs established on GRIC.

The members of GRIC recognize substance abuse as their number one problem on the reservation. A community-wide survey in 1992 indicated that over 82% of residents considered substance abuse a significant problem as compared to 72% for diabetes.

Contributing to the high unemployment and low wage levels is the very high GRIC school dropout rates. The average GRIC high school dropout ranges from 34% to 42%, depending on which high school they attended. This GRIC high school dropout rate is nearly 4 times the Arizona state average of 9%. The GRIC high school dropout is nearly 3 times the Arizona average for all ethnic groups, including Native American students. The average educational attainment for GRIC students is as much as 1 to 3 grades below the state averages for similar age students. This is further exacerbated by the fact that 50% of the children are from single parent households, and at least 20% of the children are being raised by secondary care providers, such as grandparents, relatives, or foster parents.

It is clear that to combat the dire statistics associated within the reservations, students must receive intensive, quality intervention to prevent future drop out from school that will lead to involvement in gangs, violence and substance abuse. For this program the school has partnered with the following tribal entities: the Governor's Office, Gila River Emergency Medical Services, Haskell Osife-Antone American Legion Post 51, Gila River Police Department, Gila River Health Resource Department, Gila River Health Care, Girl Scouts of America, Little Dragon Karate Club, Blackwater Community School's Color Guard Drill Team, Spirit Line, Akimel O'Odham Basket Dancers and other recreational activities. These partnerships and activities will support mentoring and service learning opportunities for each student as he/she gains the academic and character enrichment skills to be successful every day in school as well as provide recreational activities that engage children and youth in community based service learning. It is this combination of caring adults working with each student at the most personal level that will change the future options that include college or other technical skills so they are all ready for the demands of the 21st century.

The proposed project will address the risk factors linked to academic failure for each target population by conducting pre/post surveys to parents and students in regards to effectiveness of the academic and enrichment programs. In addition, the academic data will be a secondary indicator of effectiveness. Furthermore, students will receive high quality enrichment instruction using technology to research topics of interest as well as participation in a variety of enrichments options such as music, art, technology, science and school-sponsored clubs. At the conclusion of each after school quarter, intersession and summer school there will be a student centered celebration of academic and character enrichment achievements shared with their families.

1D. N/A – Blackwater Community School did not participate in the grant last year.

1E. Provide information on how your goals of supporting academic achievement for youth are directly related to the most recent data provided through state assessment or other available data.

Blackwater Community School is a K-2 grant school and the students in second grade took the Stanford 10 test in SY 2011/2012. The results were below the 5th stanine with the majority of students performing at the 4th stanine which is at the lower end of acceptable growth. This was true in reading, math and language for all three classes who took the test. The focus on individualized data to drive the academic interventions in the proposed project goals will effectively address these results with the goal of raising the school results to the 5th or higher stanine on the Stanford 10 test in 2013.

The following academic goals have been established for this grant:

1. In K-2, 80% of the BOY Intensive students will move to Strategic and 80% of Strategic students will move to Benchmark by June in SY 2012 /2013 in reading as measured by DIBELS Next EOY assessment.

In order to achieve this goal, teachers will progress monitor weekly and adjust the flexible groups of students identified as intensive, strategic and benchmark. Instruction will be adjusted to meet the individual results of the students. The data will be analyzed weekly and compiled on an EXCEL spreadsheet to determine flexible groups. Students who have three consecutive data points that are flat or below level will result in the teacher analyzing the instructional materials and student engagement in order to develop a new intervention strategy.

2. In K-2, all students will demonstrate a 5% increase to their individual RIT score as measured by NWEA MAP mathematics test by June SY 2012 / 2013.

In order to achieve this goal, teachers will review weekly classroom curriculum data to determine appropriate interventions so that all students reach this goal

3. All students registered in the 21st Century program will participate in enrichment activities as determined by a student interest survey for SY 2012 / 2013.

In order to achieve this goal a student interest survey will be given at the beginning of the 21st Century program.

4. 80% second grade students will meet or exceed the 5th stanine as a school composite score as measured by the Stanford 10 when given in April 2013.

In order to achieve this goal for all students multiple interventions will be offered during the regular school day. All teachers provide strategic and intensive intervention as part of the daily routine and utilized the support of paraprofessionals in the classroom to enhance the learning options. The 21st century grant will provide further options for remediation in the core content areas with a 45 minute tutoring/homework assistance session that will utilize the NWEA lab and direct instruction by teachers. All of this instruction will be based on weekly data compiled by the teachers and shared with the after school staff. The student progress will be analyzed on EXCEL spreadsheets to determine individual trend data and to determine interventions.

1F. Cite any additional factors that place students at risk of educational failure or how your program aligns to other areas of consideration, such as dropout prevention, etc.

In a recent study conducted by the Gila River Hospital on diabetes risk factors, students Body Mass Index (BMI) was calculated and the students at Blackwater had a high percentage of children with high BMI which made them at risk for diabetes. The school has been selected as the pilot school for a School Health Index program that addresses a variety of risk factors and develops an action plan to provide interventions to reduce the number of children with high BMI. The plan is in the developing stage, but will include monitoring the cafeteria food, exercise on campus and diets at home. There will be a variety of informational sessions for parents and children by the Gila River Hospital in conjunction with the school. Within this grant there will be enrichment and recreational activities that address this health factor for children. **The following health goal is a competitive priority focus of this grant application.**

1. All K-2 children will participate in a variety of diabetes prevention activities offered during the recreational component of enrichment to reduce the risk factor for diabetes as measured by the BMI of the children enrolled in the program.

In order to achieve this goal, the BMI data will be collected by the Gila River Hospital staff and remain confidential; however, summary data will be shared with the school under the current pilot program with the School Wellness Index project. This will include working with Genesis, the Diabetes Prevention Program on Gila River, who will provide activities during recreational sessions. This program currently provides activities during the school year for all grades.

1. Quality of Project Design
 2A. Describe goals, performance measures and activities that address the needs of the identified and targeted population

| Measurable Improvement Objective | Strategies | Person(s) Responsible | Benchmark (Dates) | Evidence of Completion/Evaluation |
|--|--|---|--|--|
| <p>In K-2, 80% of the BOY Intensive students will move to Strategic and 80% of Strategic students will move to Benchmark by June in SY 2012 /2013 in Reading as measured by DIBELS Next EOY assessment.</p> | <p><input checked="" type="checkbox"/> All students will participate in weekly progress monitoring in DIBELS Next to determine trend data towards individual goals in reading. <input checked="" type="checkbox"/> All students will be assigned to flexible groups in reading based on weekly data will receive targeted instruction. <input checked="" type="checkbox"/> Teachers will analyze weekly data from DIBELS Next progress monitoring to determine appropriate instructional strategies to meet the identified needs of each student and develop a lesson plan that reflects the small group interventions. Curriculum materials available include HM Soar to Success, Early Literacy, Read Well, Read Naturally, Phonics for Reading and Renaissance Learning. <input checked="" type="checkbox"/> Classroom teachers will confer weekly with the 21st century staff and to review student progress and develop additional interventions as needed for students.</p> | <p>Teachers, Coordinator Instructional Coach</p> | <p>Benchmark August, December, May Progress monitoring Weekly</p> | <p>Data will be available from NWEA and DIBELS Next associated with Blackwater Community School and uploaded to Native Star. The data will be monitored quarterly and annually and included in the required 21st Century reports. The school will include an external evaluator in the grant proposal to monitor progress on the four stated goals to determine if the academic achievement of students were impacted from this program and if the enrichment aspect of the program met students' goals. This goal will be measured with a survey given to students and parents/guardians. .</p> |

| Measurable Improvement Objective | Strategies | Person(s) Responsible | Benchmark (Dates) | Evidence of Completion/Evaluation |
|--|---|---|---|---|
| <p>In K-2, all students will demonstrate a 5% increase to their individual RIT score as measured by NWEA MAP Mathematics test by June SY 2012 / 2013.</p> | <p><input checked="" type="checkbox"/> All students will be assigned to flexible groups in math based on weekly data will receive targeted instruction by a teacher correlated to the data.</p> <p><input checked="" type="checkbox"/> Classroom teachers will confer weekly with the 21st century staff and to review student progress and develop additional interventions as needed for students identified as intensive and strategic learners in reading.</p> <p><input checked="" type="checkbox"/> Teacher will analyze weekly data to determine instruction strategies and curriculum materials to be used with each group of students.</p> <p>Curriculum materials may include HM resources for math interventions, individualized instruction in skill deficits, Renaissance Learning, and NWEA.</p> | <p>Teachers, Coordinator, Instructional Coach</p> | <p>Benchmark August, December, May Progress monitoring Weekly</p> | <p>Data will be available from NWEA and DIBELS Next associated with Blackwater Community School and uploaded to Native Star. The data will be monitored quarterly and annually and included in the required 21st Century reports.</p> <p>The school will include an external evaluator in the grant proposal to monitor progress on the three stated goals to determine if the academic achievement of students were impacted from this program.</p> |

| Measurable Improvement Objective | Strategies | Person(s) Responsible | Benchmark (Dates) | Evidence of Completion/Evaluation |
|--|--|---|---|--|
| <p>80% second grade students will meet or exceed the 4th stanine as a school composite score as measured by the Stanford 10 when given in 4/2013.</p> | <p><input checked="" type="checkbox"/> All teachers, Coordinator, and the Instructional Coach assigned to second grade students will review the 2012 Stanford 10 results to determine specific skill areas that were problematic for the students in reading, math and language. Based on this review, the teachers will provide weekly instruction using the SRA Stanford 10 preparation materials to provide additional practice on content areas, skills and test taking strategies to assist students in preparing for the 2013 Stanford 10 test.</p> <p><input checked="" type="checkbox"/> Teachers will prepare EXCEL spreadsheets on the weekly Stanford 10 preparation materials to determine which students and content areas need additional focus for re-teaching. This information will also be shared with the classroom teachers in an effort to coordinate the skill building both during the regular classroom time and after school, intersession and summer school.</p> | <p>Teachers, Coordinator, Instructional Coach</p> | <p>Benchmark August, December, May Progress monitoring Weekly</p> | <p>Results of the Stanford 10 Test</p> |

| Measurable Improvement Objective | Strategies | Person(s) Responsible | Benchmark (Dates) | Evidence of Completion/Evaluation |
|--|---|---|--|--|
| <p>All students in the 21st Century program will participate in enrichment activities as determined by a parent/student interest survey.</p> | <p><input checked="" type="checkbox"/> Based on the parent/student pre/post interest survey the school will meet with partners and specialists to provide enrichment programs. <input checked="" type="checkbox"/> Mentoring, Culture and Language, and Service Learning will be components of the enrichment programs.</p> | <p>Teachers, Coordinator, Instructional Coach Community Partners and Specialists</p> | <p>After school program February and May Intersession March 18 and 21 Summer School June 3 and 27.</p> | <p>Evidence for enrichment will include class lists, partnership meeting minutes and sponsored activities, celebrations, surveys, flyers, participation, attendance logs and the external evaluator.</p> |
| <p>Measurable Improvement Objective All K-2 children will participate in a variety of diabetes prevention activities offered during the recreational component of enrichment to reduce the risk factor for diabetes as measured by the BMI of the children.</p> | <p>Strategies <input checked="" type="checkbox"/> All children will be assigned to the recreational enrichment program to address Diabetes Prevention in partnership with the Genesis program and the School Health Index Pilot Project. Activities are designed to raise the heart rate and increase stamina when exercising. Children will be encouraged to track their daily activities with a log. <input checked="" type="checkbox"/> All children will be monitored for the BMI index by the Gila River Hospital as part of the School Wellness Index Pilot and data will be reviewed when available to determine effectiveness.</p> | <p>Person(s) Responsible Physical Education Teacher, Genesis Teachers, School Health Index Team, School Nurse</p> | <p>Benchmark (Dates) Annual BMI Index Data</p> | <p>Evidence of Completion/Evaluation The Gila River Hospital and School Health Index Team will compile annual data on students' BMI and provide summary data to the school.</p> |

2B. Provide a detailed description of all evidenced based or scientifically based research that supports your choice of programming and teaching strategies, as well as describing how the strategies link to measureable objectives and the needs identified in the Needs Section 1A through 1F.

Curriculum and Instruction

Blackwater Community School/Akimel O’Otham Pee Posh Charter School, under the consistent and robust leadership of Jacquelyn Power, who has been at the school for 18 years, has adopted Larry Lezotte’s Seven Correlates of Highly Effective Schools. The seven correlates are: safe and orderly environment, climate of high expectations, instructional leadership, clear and focused mission, opportunity to learn/student time on task, frequently monitoring student progress, and home-school relations. These tenets have been at the heart of the school’s success and have been the passion of the Board and Ms. Power.

Blackwater Community School/Akimel O’Otham Pee Posh Charter School competed for and received the ADE Reading First (RF) grant from 2006 - 2011 in support of these correlates. It is a scientifically-based reading model tied to direct, explicit, systematic instruction of the big five components of reading, professional development and accountability. Blackwater Community School/Akimel O’Otham Pee Posh Charter consistently ranked in the top 5% of the schools in Cycle 2. This level of performance can be attributed to the successful implementation of the RF Model that consistently raised the reading performance of all students in K-3. Moreover, the school adopted Houghton Mifflin (HM) for its scientifically based reading research curriculum in reading as well as math, and social studies, hired instructional coaches, a reading interventionist, administered DIBELS Next assessment and participated in extensive monthly professional development (PD) on-site from State Reading Specialist, Rhonda Jones, and attended required ADE monthly PD.

The RF Model is the basis of the daily schedule and routines that include a 120 minute English Language Arts (ELA) block and a 60 minute math block. The block schedules are tiered to address intensive, strategic and benchmark students and to provide differentiated instruction for all students. All students receive the core instruction, using research-based instructional strategies in a rigorous academic setting that is taught with fidelity to the curriculum and with direct, explicit, systematic instruction. The core is 90 minutes followed by small group instruction to target strategic learning skills. Intensive students receive an additional 60 minutes of concentrated support in reading. Within the ELA block, writing is supplemented by Writing UP a Storm © that includes benchmark on-demand writing assessments. Math is also tiered with intensive, strategic and enrichment support is provided during AIMS Academy which includes Everyday Counts Math©. Teachers have a master assessment schedule in reading (DIBELS), writing and math, established schedules for all blocks/specials, common grade level lesson plans with differentiated plans tied to data, and weekly grade level planning times with coaches.

Another aspect of the RF grant that continues to influence the classroom setting is the learning environment that includes student friendly objectives, focus and high frequency word walls, five literacy stations tied to the Big Five in reading, pacing, student engagement, academic language, fluency skills, and technology. These components are tracked weekly by the coaches using the T4S observation tool. Teachers receive timely feedback from coaches so that immediate adjustments to instruction can be made to benefit the learning environment. This process helps teachers become highly effective instructors. Coaches also oversee and assign paraprofessionals/interventionists to assist small group instruction/intervention.

The overarching focus of the curriculum and instructional model are the Arizona State Standards/National Common Core Standards. Through grade level curriculum mapping and benchmark assessments, teachers can determine how effective the lessons are in ensuring all students gain mastery on priority standards. As noted by both Lezotte (1991) and Schmoker (2011) the challenge is for teachers to embrace “organized abandonment” of elements within the state and now national standards so all students can master meaningful skills rather than pushing forward and leaving learners behind. In response to this challenge, all teachers and administrators are participating in a professional learning community using Dr. Mike Schmoker’s book, FOCUS, to assist in curriculum mapping.

In order to manage the complexity of the instructional model, teachers, coaches and administration participate in collaborative planning. Plus, teachers participate in monthly grade span meetings (K-2/3-5) to discuss student data, curriculum, special education services, intervention, and instruction. Representatives from each grade span attend a monthly leadership team meeting with administration to discuss the implementation of the instructional model. Similar to the instructional tiered model, this three tiered model ensures that all ideas/concerns are addressed in a solution-oriented environment. Agendas and minutes are available at each level of the process for accountability. **This collaboration model would not be possible without the four strategically scheduled specials: Culture/Language, PE/Health, Library/Music, and Positive Behavior Support.**

The PE/Health program actively partners with Gila River Health Corporation’s Genesis Program to provide specialized programs that teach children how to eat healthy, utilizing traditional foods and attempting to combat the high level of obesity and diabetes in the Pima population. In fact, Type II Diabetes is found in children as well as adults. All children have PE/Health for 50 minutes a week, plus grades 3 -5 have an extra period on Friday. Students are taught sportsmanship through organized games and a commitment to lifelong healthy activities. **The entire community is focused on reducing the epidemic of diabetes through partnerships with schools to break the cycle early in the lives of children.**

The Culture/Language classes teach the newly adopted (2009) Gila River orthography of the O’Otham language. The revitalization of the O’Otham language is critical to the future of the tribe and is pivotal to raising the self-esteem of all students. The lessons are tied to the ADE foreign language standards. All children are learning to read, write and speak their traditional language. The culture program supports the Desert Tortoise Habitat and Butterfly Garden

programs. Also, the culture program sponsors a Feast Day during Thanksgiving week that feeds over 600 people and includes traditional foods. **Within the culture classes, traditional stories and beliefs are taught to all students, which are publically celebrated in the O’Otham murals on campus.**

The Positive Behavior Support Program(PBSP) that includes Character Counts, Olweus Bullying Prevention Program, Childhelp’s Good Touch/Bad Touch, Red Ribbon, and Peaceful Playground are a schoolwide focus and address a variety of ways that children can learn critical thinking skills to solve problems associated with bullying, negative choices, and community and peer pressure. This program emphasizes positive behavior and recognizes students as Eagle Kids of the Week and Month. Other activities that foster school spirit, pride and self-esteem include a Karate Club, the Spirit Line and the school’s first Girl Scouts troop. **The PBSP supports the Native American Four Hills of Life model that reminds us all to, “Bring the wonderful parts of being a child along with you as you travel through the seasons of life”.**

Lastly, the Library/Music program encourages children to read through a variety of activities on campus including book fairs and family literacy nights. The school’s library began ten years ago with 100 books and now exceeds 3000 books. The library is fully automated through the use of internet technology. At the Family Literacy Nights free books are given out to all children to encourage reading in the home. Each classroom also maintains a library with authentic literature that children keep at their desks so they can read anytime they are done with class assignments. **The message is clear to children and families that reading is the greatest gift you can give a child to ensure his/her success in life.**

Providing opportunities for all children to learn

The focus of the curriculum/instructional model of the school is to identify individual learning styles and meet the needs of all students. Included in this model are the services provided for special education students in the appropriate Least Restrictive Environment. Currently, less than 10% of students in 3-5 receive special education services. This is well below the national average for Native American students. This low percentage can be attributed to the Response to Intervention Model (Rtl) and the impact of Reading First on the school. The school employs a full time speech therapist, special education teacher and paraprofessionals to support the students. This service model is based on inclusion with limited pull out so that all children access the curriculum and receive accommodations in the classroom. Additionally, the special education students are included in Rtl groups to increase their service hours and to maximize their exposure to the academic standards they too must master. **The special education staff hosts Child Find events, in partnership with Gila River Special Services, twice a year, 45 day screening, SPED training for parents/staff, and participate in child study team meetings to determine if a child needs a special education referral in partnership with parents.**

Collectively, the instructional model based on Reading First, a scientifically-researched model approved by the U.S. Department of Education is the basis for both reading and math instruction on campus. It is data driven and identifies students as intensive, strategic and benchmark students in reading and math. Weekly data determines which flexible group a

student will participate in to build or maintain skills. This model of instruction supports three of the academic goals in the grant. The health goal has an indirect impact on school success as well since children who are not healthy do not perform as well academically because they often times miss school days.

2C. describe how your program will monitor students' academic progress to meet the annual growth required and specifically the catch up growth needed to be on grade level.

The school's current tiered model in reading and math is addressing the catch up growth of all students who are below grade level as well as targeting the state AMOs under AIMS and Stanford 10. All students are monitored weekly to determine skill levels and create flexible groups in reading and math. Teachers must re-teach lessons depending on weekly data and offer other interventions during small group instruction. All trend data is reviewed by the teachers and instructional coaches to determine if an instructional strategy needs to be adjusted or if a teacher needs additional coaching to enhance the delivery of the lesson. The school is completely data driven and this same commitment will be evident in the 21st century grant. Another strong element of the school is its Response to Intervention groups to prevent a referral to special education and to address student deficiencies. Since all of these strategies are best practice they will be embedded in the 21st century academic component of the grant with data driving all decisions for students and the teachers. The transition will be seamless from the regular day to the grant program. It will be monitored as well by the Coordinator and Administrative team of the school. Scheduled monthly meetings, if not weekly at first, will be calendared to review student results and to provide immediate feedback to the grant teachers on implementation of the instructional model. Minutes, agendas and follow up notes will be maintained as evidence of the collaboration on academic progress to meet annual goals.

2D. describe how you will use NASIS behavior for the collection of student data for reporting purposes; include description of access to NASIS and staff who are familiar with its capabilities.

Currently the school counselor and Data Clerk input into NASIS on a monthly basis all reportable behavior incidents that occur on campus. Both individuals are very familiar with NASIS and its capabilities. If required, data on behavior in the after school program can be collected and inputted, if required. There are not barriers or learning curves necessary to meet this requirement. The school has an exemplary record in reporting the data monthly for PIAP and other required reports.

2E. Include information on all planned data collection methods including PPICS, NASIS behavior rates, local student risk surveys.

The data collection methods mirror the assessment schedule for the school. There are benchmark assessments in DIBELS Next in August, December and May, NWEA in September, January and May and weekly Houghton Mifflin Skills Test for Math and Reading, Progress Monitoring for DIBELS Next on a weekly, bi-weekly and monthly schedule. Additional assessments include spelling inventory and phonics screener. In the 21st Century program, progress monitoring and NWEA data will be the principal measurement for collecting student achievement data. It will be incorporated into the PPICS report. The school already inputs

behavior data into NASIS on a monthly basis and will continue to do so throughout the life of the grant. The school does not collect student risk surveys because of the age of the children K-2. However, any behavior data that is of concern is immediately follow up by the counseling staff and in some instances referrals to behavior health are made by the counseling staff.

2F. Describe how your program will expand opportunities and/or increase student motivation in an after school program that may not be addressed in the regular day.

The program will be motivating for students in two important ways. First, students will receive individualized help with their homework and/or receive targeted tutoring so they can stay current in the daily classroom work. Second, based on an interest survey the program will offer several café options in art, music, culture, science, sports, karate, spirit line, girl scouts and computers. This will give students choice to rotate through these sessions over the year. Plus, there will be celebration events with the students' family members to showcase student work. Weekly newsletters will keep the families informed and additional feedback in the form of surveys or parent meetings will guide the program's effectiveness and decision making by the staff. Karate, Spirit Line and Girl Scouts are offered on limited bases after school, primarily for local parades. These programs are very popular with the students and this would enhance and extend these programs to more students throughout the year.

2G. Complete a "Schedule of Operations" for each proposed site.

Appendix VI: Schedule of Operations

Schedule of Operations

SCHOOL(S) SERVED: Blackwater Community School

*The afterschool program will target 1st and 2nd grade students most at-risk in reading and math. However, the intersession and summer school program will address Kindergarten through Second grade students.

SCHOOL YEAR (August 6, 2012 through June 27, 2013):

Number of Weeks during the school year: 37 weeks (3 weeks each month January through May, 4 weeks in June, school is closed the month of July, 3 weeks each month August through December)

| Activity | Time of Day | Where? By Whom? | M | T | W | TH | F | S | SU |
|---|--|---|---|---|---|----|---|---|----|
| After School Program 1st Academic Camp 30 Minute tutoring/ Homework | 2:00 – 2:15 snack/recess Academics 2:45 – 3:15 p.m. | School/Teachers Specialists and Partners | X | X | X | X | | | |
| After School Program 2nd Academic Camp 30 Minute tutoring/ Homework | 3:15 – 3:30 snack/recess Academics 4:00 – 4:30 p.m. | School/Teachers Specialists and Partners | X | X | X | X | | | |
| After School Program 1st Enrichment Menu: 30 minutes Technology, Sports, Art, Music, Culture, Library, karate, spirit line, girl scouts, Kids Cooking, STEM | 2:15 – 2:45 p.m. | School/Teachers/ Specialist and Partners | X | X | X | X | | | |

| | | | | | | | | | |
|---|--|---|----------|----------|----------|----------|--|--|--|
| After School Program 2nd Enrichment Menu: 30 minutes Technology, Sports, Art, Music, Culture, Library, karate, spirit line, girl scouts, Kids Cooking, STEM | 3:30 – 4:00 p.m. | School/Teachers/ Specialist and Partners | X | X | X | X | | | |
| Intersession K-2 Academic Camp 90 Minute Tutoring Break | 8:30-9:00 Breakfast 9:00 – 10:30 a.m. Session #1 10:30 – 10:45 recess | School, Teachers/ Specialists and Partners | X | X | X | X | | | |
| Intersession K-2 Enrichment Menu: 90 minutes Technology, Sports, Art, Music, Culture, Library, karate, spirit line, girl scouts, STEM | 10:45 – 12:15 Session #2 12:15-1:00 Lunch/Recess 1:00 dismissal | School/Teachers/ Specialist and Partners | X | X | X | X | | | |

SUMMER (06-03-2013 to 06-27-2013):

Number of Weeks during the summer: 4 weeks

| Activity | Time of Day | Where? By Whom? | M | T | W | TH | F | S | SU |
|---|---|---|---|---|---|----|---|---|----|
| K-2 Academic Camp 90 Minute Tutoring Break | 8:30-9:00 Breakfast 9:00 – 10:30 a.m. Session #1 10:30 – 10:45 recess | School/Teachers/ Specialists and Partners | X | X | X | X | | | |
| K-2 Enrichment Menu: 90 minutes Technology, Sports, Art, Music, Culture, Library, karate, spirit line, girl scouts, STEM | 10:45 – 12:15 Session #2 12:15-1:00 Lunch/Recess 1:00 dismissal | School/Teachers/ Specialist and Partners | X | X | X | X | | | |

2H. Identify the key community partners for your project. Describe the specific roles to be played by each of the partners.

Blackwater Community School has letters of commitment from the GRIC Executive office, Police Department (PD), Emergency Medical Services (EMS), American Legion (AL), Girl Scouts of America(GSA) and Little Dragons Karate Club (LDKC). The Gila River Health Corporation will be addressing goal number 5, which is a **priority focus of this grant by monitoring the BMI index of all participating students.** The PD, EMS, AL, GSA, and LDKC will coordinate mentoring and service learning opportunities for the enrolled students. In addition, the outside Evaluator will be Arizona State University and an agreement is also included in the grant. This collaborate network of partnerships will ensure a comprehensive academic and enrichment program.

2I. Describe how the program will link to the school day for homework, tutoring, intervention and enrichment.

The school provides a comprehensive academic program for all students based on data that is compiled weekly to determine flexible groups in reading and math. This data is available from all teachers to share with the 21st century staff. It is expected that many of the teachers will be the current teaching staff because of the isolation of the school. If not, the data will be shared with the teachers not currently staff members. The data is accessible on the web from DIBELS and NWEA so it will be easy to coordinate lesson planning with the students' day teacher for homework, tutoring and intervention. The Coordinator will also meet with the Instructional Coaches for further clarification on data and flexible grouping.

The enrichment options are not currently available in the regular school day. The school does not have an art or music teacher and the use of technology is limited to small group instruction during the day. Thus, having these options will enhance the students' experience and address their personal interests. The only component offered in the school day is culture, but it will be expanded upon during this program. The grant program will include a focus on traditional basket dancers which are related to the restoration and maintenance of the O'Odham language and culture. STEM options that include students using iPads and the computer lab to access science experiments that students will present at the family celebrations.

A data review from after school, intersession and summer school will be conducted throughout the year by the Coordinator and Administration to determine how effective the program is in meeting the four goals of the grant.

2J. Describe how your program proposes to attract youth and/or their families.

The recruitment of students into the program will be done through an orientation session that describes how the program will operate and what services will be offered to students. This will include providing a snack and transportation for the students. It is not anticipated that this will not result in full enrollment for the program throughout the year. The support from the families of enrolled students has always been high for the school and many families are interested in the school offering more help for their children to meet the academic goals by grade level. The enrichment programs will be an added incentive because these have been offered on a limited basis during the regular school year. All students will have enrichment options using technology including iPad and the computer lab. These tools are not common in the homes of the children in the community. Finally, there are few options for children to engage in quality after school activities in the area of the school.

2K. Describe why students will want to attend your program/services. Also, explain how you will maintain student enrollment over time.

The lack of quality programming in the area is the biggest draw to enroll and maintain students in the program. The interest survey for the families and students will help guide the menu for the enrichment options and the focus on raising academic success for all students will appeal to the parents/guardians and, in most instances, the students. The program must be

responsive to students' interests while balancing the academic goals during tutoring and homework sessions. Teachers will be encouraged to use academic tools that are hands on and cooperative in design to engage all students in building skills. The effectiveness of the program will be monitored quarterly so adjustments can be made based on data and feedback from participants. There will be an emphasis on STEM and Technology which is very limited in the homes of the students. Students will use iPads and the computer lab to research their interests and make presentations at the family celebrations. The combination of interesting academic sessions and exciting enrichment options will maintain student retention and recruitment.

2L. Describe how your program will coordinate with other providers of after school activities.

The school is not located close to other after school providers. Currently, many students go to the Boys and Girls Club in Sacaton, twelve miles away. The enrolled students will attend Blackwater's program instead of the Boys and Girls Club. However, if there are opportunities to share in a special event with this program, the Coordinator will make these arrangements. Unfortunately, there are no other options in the area; however, having this grant program will enhance the options for many of the enrolled families at Blackwater Community School.

2M. Describe how elders (senior citizens) will be used as volunteers to support activities.

Blackwater Community School and Gila River Indian Community is committed to revitalizing the O'Odham culture and language. To this end, in 2009 the tribe established the first orthography of the language. It is now taught in the school by a full time culture teacher, who is an elder and a retired certified teacher. In the grant, culture will be included in the enrichment program and all children will have the opportunity to extend their culture class. Elders within the community will be asked to provide additional support for this program and introduce critical knowledge regarding stories, traditions, beliefs and the natural world. Most importantly, the children will hear the O'Odham language spoken to them. This is a critical component of the enrichment component of the grant proposal.

2N. Describe how you will evaluate your program's effectiveness and need for improvement. Explain your data driven decision and how that translates into the after school program.

Internally, the Coordinator and teachers will be monitoring weekly and quarterly academic data on all enrolled students to determine flexible groups and instructional strategies. This information will be compiled into data sheets along with the data reports from DIBELS Next and NWEA. Parent surveys will be collected and analyzed annually to determine the effectiveness of the program.

Internal Monitoring Plan

| Activity | By Whom | Dates | Outcomes |
|------------------------------|-------------------------------|---|---|
| Recruitment/Enrollment | Coordinator/Data Clerk | August/October/January/ March/May | Goal: 50 participants per year |
| Student Academic Achievement | Teachers/Coaches/ Coordinator | August, December, May Benchmark Testing | Individual Student gains in Reading and |

| | | | |
|-----------------|-------------------------------------|---|--|
| | | Progress Monitoring Weekly Quarterly Review of Data October, January, April, June | Math as measured by DIBELS Next, NWEA and Stanford 10 |
| Enrichment | Coordinator/Teacher/ Specialist | August, October, January, April, June | Interest Surveys Satisfaction Surveys |
| Health Index | Gila River Hospital/ Coordinator | August and May | BMI Index on children |
| Parent Survey | Coordinator | May | Parent Satisfaction |
| Student Surveys | Teachers | December and May | Student Satisfaction |

Arizona State University Southwest Interdisciplinary Research Center will serve as the outside evaluator and perform both the process and outcome evaluation for the grant. These reports will be shared with the staff and with the BIE to ensure compliance to the program guidelines and to adjust program implementation as needed.

The evaluation plan is based on the ongoing assessment of the project's effectiveness in meeting the goals, objectives, outcomes and performance indicators outlined in this proposal and will include both process and outcome evaluations. The evaluation will be conducted by the Southwest Interdisciplinary Resource Center (SIRC) at Arizona State University.

The **outcome** evaluation will focus on the changes in the target population mainly in reading (objective #1), math (objective #2) and subjects determined by the Stanford 10 (objective #4). For objective #3, the SIRC will design a student interest survey for enrichment activities. School personnel will administer the surveys and SIRC will tabulate and report the data within two weeks so appropriate planning may occur. The specific components of the outcome evaluation are based on the stated measurable objectives identified in the grant, which will result in both qualitative and quantitative data such as the number and percentage of students who increase their math or reading scores as measured against the dosage of activities offered in the program.

The outcome objectives (1, 2 and 4) will be measured by DIBELS, NWEA and the Stanford 10 at time intervals relevant to the measure, and qualitative measures such as enrichment classes attended (objective 3), observations, anecdotal records, parent/teacher conferences and observational records will be documented several times a year. In addition, summative evaluation data gathered for the quarterly and yearly performance reports will provide the project with data to be included in the Profile and Performance Information Collection Survey (PPICS).

The **process** evaluation will examine the effectiveness of program implementation strategies. The focus here will be on the task of measuring the program components as well as monitoring modifications that occur naturally when implementing a program. The process evaluation study will rely on school records as a data source but will also generate its own

qualitative data by means of on-site observations of students and teachers in the classroom. Surveys and/or interviews will also be conducted with teachers and staff, parents, students and with representatives from the community (where appropriate).

Qualitative data will be obtained via formal documents, minutes of meetings, interviews, and observations. In addition, the process evaluation will include data collection and analysis of the following areas: students in enrichment activities (objective #3), tracking of project activities, and identification of barriers or problems encountered and how solved, administration of stakeholder surveys or interviews to assess stakeholder understanding of the project, and a parent satisfaction survey.

A major goal of the evaluation is to provide ongoing information to the project staff so they may adjust their activities as necessary to enhance project success. For instance, after each site visit, the school personnel will receive a rating chart, summary of visit, identification of areas of improvement as well as recommendations. The evaluator will provide feedback on a monthly basis as well as a written final report which will include the results from both the process and outcome evaluation. Evaluators will meet regularly (monthly) with persons responsible for implementing the program to give performance feedback to describe the strategies or activities that are working and which need adjustment or improvement and to make appropriate adjustments in the program tied to data results. This process will ensure that the needs of individual students are being met to raise academic achievement and to address the needs of students at risk of educational failure.

20. Describe a sustainability plan designed to sustain key elements of the program after the end of federal funding.

Blackwater Community School is committed to maintaining the key elements of tutoring/homework support, intervention for at-risk students and enrichment activities. The options available to the school include budgeting contingency funds from Impact Aid, ISEP and Title I. However, every effort will be made to seek other funding sources as they become available from the Tribe, Partnerships and/or the Federal Government. The school could also become a partner to another BIE school that may choose to apply for this grant in the future. No option will be left off the table. Even with current funding, the tutoring and homework support should be able to be sustained in the future.

2P. Describe how your program will coordinate services with the school and any other programs that are addressing the needs of your target population.

The grant program is a seamless link of the current academic program offered at the school and extended learning opportunities. The student data will be shared with the after school teachers to establish the flexible groups, determine skill review, assist with homework and identify enrichment options for students at benchmark. If there are newly hired teachers who do not know how to DIBELS progress monitor or use NWEA, training will be provided for them so this will not be a barrier in collecting weekly data for review. The Coordinator and Instructional Coaches will assist with the review of data from this program to guide how students will be grouped and what instructional material to use in the program. The goal is to ensure students are getting specific support tied to each child's data and receiving support on

homework. As for the health goal, this will be incorporated into the physical education component of the program and monitored by Gila River Hospital and the School Nurse. Monthly meetings will be scheduled to discuss the implementation of the program with the after school staff and Coordinator and Instructional Coaches. It is critical that there is open communication to meet the needs of the students and that after school teachers are informed regarding student progress. In addition, quarterly meetings will provide more opportunity to review trend data and plan for the upcoming quarter, including enrichment schedules. All the agendas, meeting notes and other correspondence will be kept on file for review and for the evaluation component.

2Q. Describe your school’s restructuring plan and the role the after school program has in raising academic achievement. N/A

1. Adequacy of Resources

3A. Describe the staffing capacity for proposed programs and services, including student-to-staff ratios.

The following table identifies staff by FTE and ratios for academic and enrichment activities.

| Position | Time | Program |
|----------------------------|---|--|
| Coordinator | .25FTE | Coordination of Grant |
| Teachers | 3 8 hrs/week (.2 FTE) After School, Intersession and Summer School 6 hrs/day/4 days a week | Academic ratio 1:10 |
| Specialists | 6 varies with classes and sessions contracted services | Enrichment 1:15 |
| Instructional Coach | 4 hrs/week | Academic Support |
| Classroom Aides | 3 8 hrs/week (.2 FTE) After School, Intersession and Summer School 6 hrs/day/4 days a week | Academic and Enrichment support |
| Bus Drivers | 2 10 hrs/week varies with sessions (.25 FTE)After School Program, Intersession and Summer School 6 hrs/week 4 days/week to transport students to and from school | N/A |
| Food Service | 2 8 hrs/week (.2 FTE) for After School, Intersession/ Summer School 6 hrs/day/4 days a week (.6 FTE) | N/A |

| | | |
|-------------------|---|-------------------------------------|
| Data Clerk | 1 4 hrs/week (.2 FTE) for After School Program, Intersession and Summer School 2 hrs/day/4 days a week | Academic/Enrichment Programs |
|-------------------|---|-------------------------------------|

3B. Include job descriptions and schedules. See Appendices A for job descriptions.

Schedule

| Position | Time | Program |
|----------------------------|---|--|
| Coordinator | 10 hrs/week M – Friday | Coordination of Grant |
| Teachers | 2:00 – 3:30 for Session #1 and 3:15-4:30 for Session #2 for After School Program Intersession and Summer School 8 – 2 p.m. | Academic Program including preparation of lesson plans and materials and teaching |
| Specialists | 2:00 – 4:30 p.m. | Preparation and teaching of classes |
| Instructional Coach | 3:15 – 4:30 p.m. After School Program, Intersession and Summer School 8 – 2 p.m. | Meeting with Teachers |
| Bus Drivers | 4:30 – 6:00 p.m. in After School, Intersession and Summer School 7:00 – 8:30 and 1:00 – 2:30 p.m. | Transporting students |
| Classroom Aide | 2:00 – 3:30 for Session #1 and 3:15-4:30 for Session #2 for After School Program Intersession and Summer School 8 – 2 p.m. | Academic and Enrichment Support in the classroom |
| Food Service | 2 – 4 p.m. for After School Program, Intersession and | Prepare snacks, breakfast and lunch |

| | | |
|-------------------|---|--|
| | Summer School 7 – 1 p.m. | |
| Data Clerk | 2 – 4 p.m. for After School, Intersession and Summer School 8 – 2 p.m. | Prepare data and reports for NASIS and PPICS for USDOE. |

3C. Describe how you will ensure that students will travel safely to and from your program and get home from school-based and/or off-site programs. Cite all student safety policies, procedures and requirements that ensure a safe and secure learning environment.

The children are all transported using the existing transportation program that meets all the safety requirements of the state and federal government. All state licensed bus drivers meet the legal requirements and are required to stay current and pass annual physicals, CPR and First Aid. The transportation supervisor establishes the schedules and routes to ensure the timely pickup and delivery of the children. The bus drivers for this program will be the current bus drivers hired by the school. This will ensure continuity of service and the routes. The bus drivers will know the children in the program and their family which will add to the safety of the transportation for the children. Each bus route is also accompanied by monitors that assist the students and driver with safety. The complete listing of transportation policies is available upon request. In addition, the school has defined rules that are noted in the student handbook regarding transportation.

3D. Describe how you will leverage existing school resources like computer labs, libraries, and classrooms to carry out your activities.

The program will be offered on the campus of Blackwater Community School. Once the enrollment is established then classrooms will be designated for the after school, intersession and summer school programs. Additionally, the computer lab and library will be available as well as the cafeteria. The School Nurse will be on campus to provide immediate support for students who are on medication or get injured or sick. The maintenance of the campus is an in-kind contribution to the grant. The snacks, breakfast and lunch will be addressed under the National School lunch Program. The school has two full time technologists who will support the computer lab and other demands for data entry. Enrichment classes will be scheduled in classrooms not being accessed for academic programs.

3E. Describe the resources that partners are contributing, such as the use of community recreational areas, staff, supplies, in-kind matches, etc.

The major partner is Gila River Hospital that will oversee the BMI health index goal tied to the physical education component of the grant. In addition, the hospital supports the full time School Nurse for the school. The Nurse will also be available for the After School, Intersession and Summer School Program. Again, because of the isolation of the school, there are no other identified partners for the program implementation.

3F. Describe and document how school administrators and tribal authorities were consulted during the development of the proposal and how communication with these authorities will occur during the grant period.

Blackwater Community School is a grant school and is operated by an elected Board from the community. The Board was advised that the administrative team would develop this grant on behalf of the students and families. The administrative team reviewed the grant criteria and has collaborated on the development of the grant. The school has a Superintendent/Principal who works directly with the Board, which consists of five elected members. Other members of the Administrative Team include the Business Manager, Food Service/Procurement Director, Transportation Director, Curriculum/Special Ed/Title I Director, Lead Instructional Coach/FACE Coordinator and Counseling Staff. Each member of the Team has had input in the grant development and will continue to attend scheduled meetings with the 21st Century staff to ensure compliance and implementation of the goals.

2. Quality of Management Plan

4A. Include clearly defined 21st CCLC SMART goals tables, responsibilities, and milestones for accomplishing project tasks aligned with Native Star SMART goals.

Blackwater Community School does not have Native Star SMART goals because it was not required of the school at this time. However, the grant application includes five goals for the program. The academic and enrichment components are tied to STEM and the common core, which emphasizes rigor and higher cognitive thinking.

| SMART GOALS | RESPONSIBILITIES | MILESTONES |
|---|---|--|
| In K-2, 80% of the BOY Intensive students will move to Strategic and 80% of Strategic students will move to Benchmark by June in SY 2012 /2013 in Reading as measured by DIBELS Next EOY assessment. | Data Analysis, Small Group Instruction, Lesson Plans, Supplemental Curriculum, Weekly Grade Level Meetings with Teachers, Coordinator and Instructional Coach, Response to Intervention Strategies, | Weekly Progress Monitoring, Benchmark Testing |
| In K-2, all students will demonstrate a 5% increase to their individual RIT score as measured by NWEA MAP Mathematics test by June SY 2012 / 2013. | Data Analysis, Small Group Instruction, Lesson Plans, Supplemental Curriculum, Weekly Grade Level Meetings with Teachers, Coordinator and Instructional Coach, Response to Intervention Strategies, | |
| 80% second grade students will meet or exceed the 4 th stanine as a school composite score as measured by the | Data Analysis, Small Group Instruction, Lesson Plans, Supplemental Curriculum, Weekly Grade Level Meetings | Stanford 10 Stanine, SRA Scoring High on Stanford 10 Pre and Post Assessment |

| | | |
|--|---|--|
| Stanford 10 when given in April 2013. | with Teachers, Coordinator and Instructional Coach, Response to Intervention Strategies, | |
| All students registered in the 21 st Century program will participate in enrichment activities as determined by a student interest survey for SY 2012 / 2013. | Data Analysis, Small Group Instruction, Lesson Plans, Supplemental Curriculum, Weekly Grade Level Meetings with Teachers, Coordinator and Instructional Coach, Response to Student Interest | Student Interest Surveys, Enrichment Evaluation Survey |
| All K-2 children will participate in a variety of diabetes prevention activities offered during the recreational component of enrichment to reduce the risk factor for diabetes as measured by the BMI of the children enrolled in the program. (Competitive Priority Point) | School Nurse, Gila River Health Services, Student Activity Goal, GENESIS – Diabetes Prevention Program, School Health and Wellness Index | BMI Index, Student Activity Logs, Action Plans from the School Health and Wellness Index |

4B. Include a detailed time line for program implementation and continued planning for the first year of your grant. Include a three-month pre-implementation phase with associated costs for the first year.

The following chart will provide a detailed time line for grant implementation. All data generated by the grant will be collected and analyzed on weekly, quarterly and annual basis to determine the effectiveness of the academic interventions. The information will be shared with the community, families and School Board. Enrichment activities will be analyzed through surveys collected quarterly. The results will be used as guidance to plan enrichment activities and to identify available artists and/or scientists. Following the external summative evaluation by ASU, the Superintendent/Principal, Coordinator and External Evaluators will meet to plan for the upcoming grant year.

Grant Implementation Time Line

| Activity | Time Line | Cost | Outcome |
|--|------------------------------|--|---|
| Recruitment of Personnel | January 2013 – February 2013 | In –Kind HR Department | Approval of Coordinator, Teachers, Aides, Data Clerk, Bus Drivers and Food Service |
| Organizational Meeting/Quarterly Meeting | March 2013 | 1 day meeting tied to individual salaries Approximately \$1400 (includes all | Establish the format of the academic and enrichment programs and focus of the after |

| | | | |
|--|---|-------------------------|--|
| | | quarters) | school, intersession and summer school programs. All required forms, data and other reporting information will be reviewed by the staff. Partners are invited to this organizational meeting to formalize schedule of activities. Review Coordinator's schedule. |
| Spring Intersession Program/Weekly progress monitoring | March 2013 | \$9,298 | Spring Intersession Program for the children in K-2. Math and Reading data collection with DIBELS Next and Math Tests. NASIS Reports. |
| Attendance | Daily during program implementation | \$1800 | Monitored to ensure attendance policy upheld. |
| Lesson Plans , Tutoring and Homework Notes | On-Going, Monitored Monthly | | Adjust Small Group Instruction and Lesson Plans Based on Data |
| Budget and Expenditure Reconciliation | Monthly | In-Kind Business Office | Financial Grant Compliance |
| Progress Meeting/Quarterly Meeting/Data review | March 2013 | | Meeting with Coordinator, Teachers and School Superintendent/Principal on grant implementation including data in reading and math, NASIS Behavior Report. Review Coordinator's schedule. |
| Student Academic Achievement NWEA | August, December, May Benchmark Testing Progress Monitoring Weekly Quarterly Review of Data | In-kind | Individual Student gains in Reading and Math as measured by DIBELS Next, NWEA and Stanford 10 |

| | | | |
|--|-------------------------------|----------|---|
| | October, January, April, June | | |
| Summer School Program/weekly progress monitoring in reading and math | June 2013 | \$37,192 | K-2 children participating in the academic/enrichment program. Data review of DIBELS Next and Math tests. NASIS Behavior Report |
| Progress Meeting/Quarterly Meeting/Data review | June 2013 | | Meeting with Coordinator, Teachers, Partners and Superintendent/Principal on grant implementation. Data Review of DIBELS Next for Reading and Math Tests. NASIS Behavior Report. Review Coordinator's schedule. |
| ASU External Evaluation Formative Data Collection and Site Visit | June 2013 | \$4,500 | Preparation of report and review with Program Coordinator and Superintendent/Principal |
| After School Program/benchmark and weekly progress monitoring | August 2013 – October 2013 | In-Kind | After School Program for 1 st and 2 nd grade. DIBELS NEXT Reading Data and Math Tests. NASIS Behavior Report. |
| Progress Meeting/Quarterly Meeting/Data review | October 2013 | | Meeting with Coordinator, Teachers, Superintendent/Principal on grant. Review Coordinator's schedule. Implementation. Data Review of DIBELS NE |
| ASU External Evaluation Formative Data Collection and Site Visit | October 2013 | \$4,500 | Preparation of report and review with Program Coordinator and Superintendent/Principal |
| Fall Intersession/weekly progress monitoring | October 2013 | In-Kind | Fall Intersession Program for K-2. Data Review of DIBELS Next in |

| | | | |
|---|-------------------------|----------|--|
| | | | Reading and Math Tests. NASIS Behavior Report |
| After School Program/benchmark and weekly progress monitoring | October – December 2013 | In-Kind | After School Program for 1 st and 2 nd grade students |
| Progress Meeting/Quarterly Meeting/summative data review | December 2013 | In-Kind | Meeting with Coordinator, Teachers, Partners, Superintendent/Principal on grant implementation. DIBELS Next for Reading, Math Tests. NASIS Behavior Report. Review Coordinator's schedule. |
| Student Focus groups and/or survey | June and December 2013 | In –kind | Data collection on student interests for enrichment program |
| Parent Survey | December 2013 | In-Kind | Data collection on parent feedback of the program |
| APR Data PPICS Report | December 2013 | | Required Data Submission that will include student performance from Stanford 10 and DIBELS Next |
| Internal Performance Improvement | June and December 2013 | | Required Data Submission |
| PPICS | December 2013 | | Required Data Submission Stanford 10 and DIBELS Next |
| ASU External Evaluator Summative Report | December 2013 | \$4,500 | Preparation of report and review with Program Coordinator and Superintendent/Principal |
| Annual Meeting With ASU Evaluation Team | December 2103 | \$4,500 | Annual meeting to discuss data and all elements of the program to determine modifications for the next year. |

4C. Describe the management materials that will be used, such as forms, student and staff handbook, policy information, lesson plans aligned to the Common Core and/or state standards, job descriptions, etc.

Blackwater Community School has all the required forms for student registration, lesson plans, schedules, policy information, student and staff handbook. The current forms will be modified to meet the proposed schedule of this grant. Within the lesson plan template, teachers are required to identify the common core standard that is being addressed in the academic program. Job descriptions are included in the appendices for key staff.

4D. Describe your organizational structure and how it will support effective management of the 21st CCLC, including how program quality and service delivery will be monitored through NativeStar.

Blackwater Community School has a strong organizational structure to facilitate the open communication between the school staff and after school staff. The 21st Century Coordinator will report directly to the Superintendent/Principal. The 21st Century Coordinator will be responsible for scheduling and supervision of staff assigned to the program. As a condition of employment all employees must pass a federal, state and tribal background investigation and must have a fingerprint clearance card. In addition, there is a set schedule of quarterly meetings to review how effective the academic interventions have been for the students as well as the enrichment activities. This data will be inputted into Native Star tied to the reporting dates. The External Evaluation, ASU staff, will provide ongoing formative assessment reports that will review the management of the grant and the services delivered. These formative reports will become the basis of any change that needs to be made to meet the goals of the grant. There are quarterly meetings built into the schedule to ensure there is a commitment to quality review.

4E. Describe the types of professional development that will be offered, how often, when and to whom.

Blackwater Community School has a professional development calendar for teachers and the leadership/administrative team that are focused on data results, implementation of the common core and instructional teaching strategies with rigor so students are prepared to master the common core and the upcoming PAARC test. The staff of the 21st Century Grant is likely to be the existing day staff. Thus, they will already be participating in extensive professional development this year. However, any new person hired under this grant will be invited to attend the monthly professional development sessions on a Friday afternoon, which is a half day for students. These meetings will provide ample opportunities for the teaching staff to collaborate on intervention strategies offered in the after school, intersession and summer school programs. Additionally, the 21st Century staff will be encouraged to attend meetings and/or trainings offered through this grant by the BIE and/or USDOE, including the annual meeting in July.

4F. Describe how you will collaborate with all tribal and community stakeholders during the period of the grant.

Blackwater Community School will primarily partner with the Gila River Hospital in support of the goal to address the BMI index of the children. However, the Coordinator will actively seek out other tribal partners as opportunities arise for enrichment activities for the students. Potential partners include the Boys and Girls Club in Sacaton, District 1 Recreational Center and Behavioral Health. The Coordinator will send out informational newsletters via the Blackwater Community School website and newsletter.

4G. Describe your plans to disseminate information about your program using a monthly plan format highlighting weekly themes and outline the process of dissemination to the community, parents, school staff and school board in a manner that is understandable and accessible.

Blackwater Community School will keep all stakeholders informed through its website, newsletter and at quarterly meetings open to parents, school staff, and board members. The format of the newsletter will be modeled after existing weekly teacher newsletters. In addition, the Coordinator will make presentations at the monthly community meetings to keep the parents and community members informed about the grant programs and upcoming events. At the quarterly celebration events, family members will be invited to a student-centered open house. The students will share what they have done each quarter in the academic and enrichment programs.

4H. Describe what data will be collected to monitor student progress and behavior as well as what data from the PPICS data collection and electronic information gathering instrument for USDOE and BIE.

The data collection plan is tied to a multi-tiered plan that begins with benchmark data collected on all enrolled students. In addition, weekly progress monitoring data will be collected in reading using DIBELS Next. In math, teachers will collect data tied to the particular intervention program such as data from NWEA and/or Renaissance Learning. Each month data will be reviewed by the teachers in conjunction with the Instructional Coach, Coordinator and School Superintendent/Principal. This same process will be repeated at the quarterly meetings. Additionally, ASU external evaluator will be reviewing the data in conjunction with the goals. The data will also be collected to be used with the APR and PPICS reports that are sent to the USDOE and to the BIE. Another important data element will be student behavior data and reported in NASIS. Positive behavior support is a critical to the success of the program and will be reinforced in the daily routines and expectations of the students who register for this program.

5. School Improvement Status

5C. Schools making AYP. The application must clearly identify the additional supports to engage student participation, recruitment and retention.

Blackwater Community School is a K-2 BIE Grant School and its AYP status is Meets. Within the application narrative additional supports for at-risk students to participate in extended learning opportunities that include enrichment are clearly identified. The program design addresses recruitment and retention because of the emphasis on high quality tutoring, assistance with homework, technology, culture and physical activity. In addition, there are no other options available to students and families in the community served.

APPENDIX II: Requirements of GEPA 427

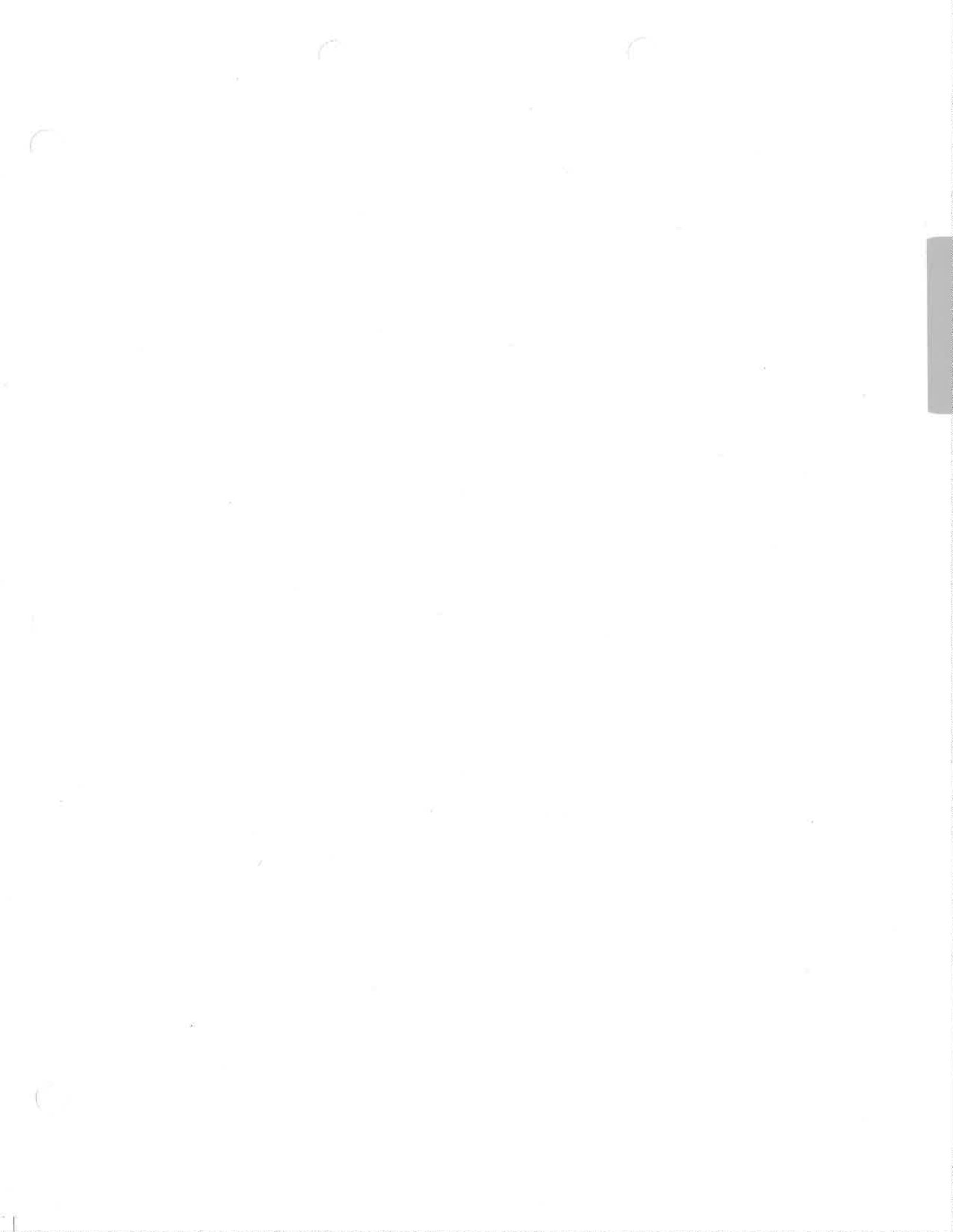
Requirements of GEPA 427

OMB Control No. 1801-0004 (Exp. 8/31/2001)

This application will ensure that all participants have equitable access or participation to program and services based on gender, race, national origin, color, disability, or age. There are no barriers that are applicable to this grant.

All communication and information disseminated regarding this grant will be made available in English as well as Spanish and O'Odham per request. Additionally all materials may be made available on audio tape or in Braille for students who are visually impaired or blind.

This grant will enforce all civil rights statutes applicable to the participants of this grant.



APENDIX IV: Participants Served Chart

Required Minimum

| Name of Each After School Site | Designation – School Status | % Free or Reduced Lunch | Estimated # of Students to be Served | Percentage of Day School population Served | # of Family Members to be Served, if Appropriate | Grade Levels to be Served |
|--|------------------------------------|--------------------------------|---|---|---|----------------------------------|
| Blackwater Community School/Akimel O’Otham Pee Posh | Performing – Making AYP | 90% | 50 | 20% | N/A | K-2 |



APPENDIX V: Performance Measures Template

| Measurable Improvement Objective | Strategies | Person(s) Responsible | Benchmark (Dates) | Evidence of Completion/Evaluation |
|--|---|--|---|--|
| <p>In K-2, 80% of the BOY Intensive students will move to Strategic and 80% of Strategic students will move to Benchmark by June in SY 2012 /2013 in Reading as measured by DIBELS Next EOY assessment.</p> | <p><input checked="" type="checkbox"/> All students will participate in weekly progress monitoring in DIBELS Next to determine trend data towards individual goals in reading. <input checked="" type="checkbox"/> All students will be assigned to flexible groups in reading based on weekly data will receive targeted instruction. <input checked="" type="checkbox"/> Teachers will analyze weekly data from DIBELS Next progress monitoring to determine appropriate instructional strategies to meet the identified needs of each student and develop a lesson plan that reflects the small group interventions. Curriculum materials available include HM Soar to Success, Early Literacy, Read Well, Read Naturally, Phonics for Reading and Renaissance Learning. <input checked="" type="checkbox"/> Classroom teachers will confer weekly with the 21st century staff and to review student progress and develop additional interventions as needed for students identified as intensive and strategic learners in reading.</p> | <p>Teachers, Coordinator Instructional Coach</p> | <p>Benchmark August, December, May Progress monitoring Weekly</p> | <p>Data will be available from NWEA and DIBELS Next associated with Blackwater Community School and uploaded to Native Star. The data will be monitored quarterly and annually and included in the required 21st Century reports.</p> <p>The school will include an external evaluator in the grant proposal to monitor progress on the four stated goals to determine if the academic achievement of students were impacted from this program and if the enrichment aspect of the program met students' goals. This goal will be measured with a survey given to students and parents/guardians. .</p> |

| Measurable Improvement Objective | Strategies | Person(s) Responsible | Benchmark (Dates) | Evidence of Completion/Evaluation |
|--|---|---|---|---|
| <p>In K-2, all students will demonstrate a 5% increase to their individual RIT score as measured by NWEA MAP Mathematics test by June SY 2012 / 2013.</p> | <p><input checked="" type="checkbox"/> All students will be assigned to flexible groups in math based on weekly data will receive targeted instruction by a teacher correlated to the data.</p> <p><input checked="" type="checkbox"/> Classroom teachers will confer weekly with the 21st century staff and to review student progress and develop additional interventions as needed for students identified as intensive and strategic learners in reading.</p> <p><input checked="" type="checkbox"/> Teacher will analyze weekly data to determine instruction strategies and curriculum materials to be used with each group of students.</p> <p>Curriculum materials may include HM resources for math interventions, individualized instruction in skill deficits, Renaissance Learning, and NWEA.</p> | <p>Teachers, Coordinator, Instructional Coach</p> | <p>Benchmark August, December, May Progress monitoring Weekly</p> | <p>Data will be available from NWEA and DIBELS Next associated with Blackwater Community School and uploaded to Native Star. The data will be monitored quarterly and annually and included in the required 21st Century reports.</p> <p>The school will include an external evaluator in the grant proposal to monitor progress on the three stated goals to determine if the academic achievement of students were impacted from this program.</p> |

| Measurable Improvement Objective | Strategies | Person(s) Responsible | Benchmark (Dates) | Evidence of Completion/Evaluation |
|--|--|---|---|--|
| <p>80% second grade students will meet or exceed the 4th stanine as a school composite score as measured by the Stanford 10 when given in 4/2013.</p> | <p><input checked="" type="checkbox"/> All teachers, Coordinator, and the Instructional Coach assigned to second grade students will review the 2012 Stanford 10 results to determine specific skill areas that were problematic for the students in reading, math and language. Based on this review, the teachers will provide weekly instruction using the SRA Stanford 10 preparation materials to provide additional practice on content areas, skills and test taking strategies to assist students in preparing for the 2013 Stanford 10 test.</p> <p><input checked="" type="checkbox"/> Teachers will prepare EXCEL spreadsheets on the weekly Stanford 10 preparation materials to determine which students and content areas need additional focus for re-teaching. This information will also be shared with the classroom teachers in an effort to coordinate the skill building both during the regular classroom time and after school, intersession and summer school.</p> | <p>Teachers, Coordinator, Instructional Coach</p> | <p>Benchmark August, December, May Progress monitoring Weekly</p> | <p>Results of the Stanford 10 Test</p> |

| Measurable Improvement Objective | Strategies | Person(s) Responsible | Benchmark (Dates) | Evidence of Completion/Evaluation |
|---|---|--|---|---|
| All students in the 21 st Century program will participate in enrichment activities as determined by a parent/student interest survey. | <input checked="" type="checkbox"/> Based on the parent/student pre/post interest survey the school will meet with partners and specialists to provide enrichment programs. <input checked="" type="checkbox"/> Mentoring, Culture and Language, and Service Learning will be components of the enrichment programs. | Teachers, Coordinator, Instructional Coach Community Partners and Specialists | After school program February and May Intersession March 18 and 21 Summer School June 3 and 27. | Evidence for enrichment will include class lists, partnership meeting minutes and sponsored activities, celebrations, surveys, flyers, participation, attendance logs and the external evaluator. |
| Measurable Improvement Objective | Strategies | Person(s) Responsible | Benchmark (Dates) | Evidence of Completion/Evaluation |
| All K-2 children will participate in a variety of diabetes prevention activities offered during the physical education component of enrichment to reduce the risk factor for diabetes as measured by the BMI of the children enrolled in the program | <input checked="" type="checkbox"/> All children will be assigned to the recreational enrichment program to address Diabetes Prevention in partnership with the Genesis program and the School Health Index Pilot Project. Activities are designed to raise the heart rate and increase stamina when exercising. Children will be encouraged to track their daily activities with a log and reach a personal goal. <input checked="" type="checkbox"/> All children will be monitored for the BMI index by the Gila River Hospital as part of the School Wellness Index Pilot and limited summary data will be reviewed when available to determine effectiveness of the project | Physical Education Teacher, Genesis Teachers, School Health Index Team, School Nurse | Annual BMI Index Data | The Gila River Hospital and School Health Index Team will compile annual data on students' BMI and provide summary data to the school. |



APPENDIX VI: Schedule of Operations

Schedule of Operations

SCHOOL(S) SERVED: Blackwater Community School

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

SCHOOL YEAR (08-06-2012 to 06-30-2013):

Number of Weeks during the school year: 37 weeks (3 weeks each month January through May, 4 weeks in June, school is closed the month of July, 3 weeks each month August through December)

| Activity | Time of Day | Where? By Whom? | M | T | W | TH | F | S | SU |
|---|--|---|---|---|---|----|---|---|----|
| After School Program 1st Academic Camp 30 Minute tutoring/ Homework | 2:00 – 2:15 snack/recess Academics 2:45 – 3:15 p.m. | School/ Teachers, Specialists and Partners | X | X | X | X | | | |
| After School Program 2nd Academic Camp 30 Minute tutoring/ Homework | 3:15 – 3:30 snack/recess Academics 4:00 – 4:30 p.m. | School/ Teachers, Specialists and Partners | X | X | X | X | | | |
| After School Program 1st Enrichment | 2:15 – 2:45 p.m. | School/Teachers/ Specialist and Partners | X | X | X | X | | | |

| | | | | | | | | | |
|---|--|--|----------|----------|----------|----------|--|--|--|
| Menu: 30 minutes Technology, Sports, Art, Music, Culture, Library, karate, spirit line, girl scouts, Kids Cooking, STEM | | | | | | | | | |
| After School Program 2nd Enrichment Menu: 30 minutes Technology, Sports, Art, Music, Culture, Library, karate, spirit line, girl scouts, Kids Cooking, STEM | 3:30 – 4:00 p.m. | School/Teachers/ Specialist and Partners | X | X | X | X | | | |
| Intersession K-2 Academic Camp 90 Minute Tutoring Break | 8:30-9:00 Breakfast 9:00 – 10:30 a.m. Session #1 10:30 – 10:45 recess | School/Teachers/ Specialists and Partners | X | X | X | X | | | |
| Intersession K-2 Enrichment Menu: 90 minutes Technology, | 10:45 – 12:15 Session #2 12:15-1:00 Lunch/Recess 1:00 | School/Teachers/ Specialist and Partners | X | X | X | X | | | |

| | | | | | | | | | |
|---|------------------|--|--|--|--|--|--|--|--|
| Sports, Art, Music, Culture, Library, karate, spirit line, girl scouts, STEM | dismissal | | | | | | | | |
|---|------------------|--|--|--|--|--|--|--|--|

SUMMER (06-03-2013 to 06-27-2013):

Number of Weeks during the summer: 4 weeks

| Activity | Time of Day | Where? By Whom? | M | T | W | TH | F | S | SU |
|---|--|--|----------|----------|----------|-----------|----------|----------|-----------|
| K-2 Academic Camp 90 Minute Tutoring Break | 8:30-9:00 Breakfast 9:00 – 10:30 a.m. Session #1 10:30 – 10:45 recess | School/Teachers/ Specialists and Partners | X | X | X | X | | | |
| K-2 Enrichment Menu: 90 minutes Technology, Sports, Art, Music, Culture, Library, karate, spirit line, girl scouts, STEM | 10:45 – 12:15 Session #2 12:15-1:00 Lunch/Recess 1:00 dismissal | School/Teachers/ Specialist and Partners | X | X | X | X | | | |



Appendix III – 21st CCLC Budget Worksheet

(complete one for each center site)

| | | | |
|--|---|----------|------------------|
| ADD | Arizona South | | |
| ELO | Jimmy Hastings | | |
| Name of School | Blackwater Community School | | |
| Grant Name | 21 st Century Community Learning Centers Program | | |
| Award Number | | | |
| Project Start Date | August 6, 2012 | | |
| Project End Date | June 27, 2013 | | |
| | | | |
| PREVIOUS SCHOOL YEAR ALLOCATION | | | 0 |
| EXPENDED PREVIOUS SY ALLOCATION | | | 0 |
| TOTAL CARRYOVER AVAILABLE | | | \$0.00 |
| CURRENT SCHOOL YEAR ALLOCATION | | | 0 |
| TOTAL AVAILABLE | | | \$0.00 |
| | | | |
| LINE ITEMS | DESCRIPTION | AMOUNT | TOTAL |
| Direct Instruction | | | |
| Personnel Services | | | \$ 82,330 |
| | | | - |
| Coordinator | Coordinates program services 10 hrs/week 43 weeks | \$15,050 | |

| | | | |
|---------------------------------|---|-----------|-----------|
| 3Teachers | Classroom teachers for direct instruction 37 weeks of after school and 28 days of Summer School and Intersession \$25 per hour 2 hours per day with afterschool and 6 hours per day of Summer School and Intersession | \$34,800 | |
| Instructional Coach | Coaches teachers on instructional techniques, programs and curriculum requirements 37 weeks of 2 hours per day for after school and 6 hours per day for 28 days of Summer School and Intersession at \$25 per hour | \$11,600 | |
| 3 Classroom Aides | Assists Teachers in all aspects of instruction and classroom management 37 weeks of 2 hours per day for after school and 6 hours per day for 28 days of Summer School and Intersession at \$15 per hour | \$20,880 | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| Employee Benefits | | | \$ 20,582 |
| | 25% | \$ 20,582 | - |
| Professional Development | | | \$ - |
| | | | |
| | | | |
| | | | |
| | | | |
| Purchased Services | | | \$ 11,000 |
| | | | - |

| | | | |
|-------------------------------|--|-----------|-----------|
| Specialists | Music, Art, Culture, Karate, Theater, Technology and Science Consultants who would be hired from experts in their field to provide direct instruction and programs to students | \$ 10,000 | |
| Field Trips | One field trip per week during summer school for example: Children's museum, Science Center, Swimming Pool, Movie Theater estimated at \$5 per student | \$1,000 | |
| | | | |
| Equipment | | | \$ 5,000 |
| | | | - |
| Technology | 5 Tablets for student use in small group instruction | \$5,000 | |
| | | | |
| Materials and Supplies | | | \$ 10,000 |
| | | | - |
| Program Materials | Software, instructional supplies, manipulative, arts supplies, small musical instruments to support learning programs | \$8,000 | |
| General Supplies | Printer supplies including ink jet cartridges, toner, paper, pencils, pens and other small general supplies to support learning programs | \$2,000 | |
| | | | |
| Other Expenses: | | | \$ |
| | | | - |
| | | | |
| | | | |
| Instructional Support | | | |
| Personnel Services | | | \$ 14,760 |
| | | | - |

| | | | |
|--|---|-----------|-----------|
| 2 Bus Drivers | Transports students home from school for afterschool for 1 hour per day for 37 weeks and to and from school for Summer School and Intersession Programs for 6 hours per day. Bus Drivers are paid \$15/hour | \$9,360 | |
| 2 Food Service Workers | Prepares and serves food for students for 7 weeks of Intersession and Summer School being paid \$10/hour, 28 days at 6 hours per day | | |
| 1 Data Clerk | Prepares reports and takes attendance during Summer School, Intersession and Afterschool Programs 1 hour per day for Afterschool Program of 37 weeks and 2 hour per day during 7 weeks of Summer School and Intersession. | \$5,400 | |
| Employee Benefits | | | \$ 3,690 |
| | 25% | \$ 3,690 | - |
| Professional Development | | | \$ 1,000 |
| Conference 21 st Century Annual | Travel, registration, per diem for Coordinator | \$1,000 | |
| Purchased Services | | | \$ 18,000 |
| ASU Evaluation Services | Evaluation services to review program outcomes | \$ 18,000 | |
| Equipment | | | \$ 1,000 |
| Technology | Laptop computer and printer for Coordinator | \$1,000 | |
| | | \$ | |

| | | | |
|--|--|--|-------------|
| | | - | |
| Materials and Supplies | | | \$ - |
| | | | |
| | | | |
| Other Expenses: | | | \$ - 12,400 |
| Transportation Expenses beyond Bus Driver salaries and benefits | Gas, vehicle maintenance \$3 per pupil per round trip | \$4,000 | |
| Food | Lunches and snacks for Intersession and Summer School Program 7 weeks | \$8,400 | |
| Non-Instructional Services | | | |
| Material and Supplies | | | \$ - |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | TOTAL BUDGET | \$ 179,762 |
| | | | - |
| | | Difference (Allocation less Budget) | \$0.00 |

6. Budget/Budget Narrative:

6A. Certified and Non-Certified Staff:

(1) .25 FTE Coordinator – Coordinates program activities and staffing 10 hours per week for 43 weeks. Total budget \$15,050

(3) .2 FTE Teachers – Provides direct classroom instruction to students 2 hours per day for 37 weeks of After School and 6 hours per day for Intersession and Summer School Programs. Includes progress monitoring, lesson planning, conferring with classroom teachers and instructional coach. Total Budget \$34,800

(1) .2 FTE Instructional Coach – Coaches teachers on instructional techniques, programs and curriculum for 37 weeks of After School 2 hours per day and 6 hours per day for Intersession and Summer school programs. Total Budget \$11,600

(3) .2 FTE Classroom Aides –Assists teachers in all aspects of instruction and classroom management and material preparation. 2 hours per day for 37 weeks of After School and 6 hours per day for Intersession and Summer School Total Budget \$20,880

(2) .2 FTE Bus Drivers – provides transportation services to and from school and to field trips during Summer School Program. 1 hour per day for 37 weeks of After School and 6 hours per day of Intersession and Summer School – Total Budget \$9,360

(2) .2 FTE Food Service Workers – Prepares and serves food for students during 7 weeks of Intersession and Summer School working 6 hours per day. Total Budget \$3,360.

(1) .2 FTE Data Clerk – Prepares reports and takes attendance during Summer School, Intersession and After School Programs 1 hour per day for After School Program of 37 weeks and 2 hours per day for 7 weeks of Summer school and Intersession Total Budget \$2,040

Employee Benefits at 25% - Total Budget \$24,272

6B. Professional/Technical:

Specialists in Music, Art, Culture, Karate, Theater, Technology and Science Consultants who would be hired from experts in their field to provide direct instruction and programs to students Total Budget \$10,000.

Field Trips – Admission fees for field trips during Summer School, 1 per week to local museums, science centers, movie theaters and swimming pool for example. Total Budget \$1,000

ASU Evaluation Services – Evaluate services to review program outcomes including quarterly reviews. Total Budget: \$18,000

6C. Staff and Student Travel:

Annual 21st Century Conference Attendance – Travel costs for Coordinator Total Budget \$1,000

Bus Maintenance and Gas at \$3/per pupil per round trip Total Budget \$4,000

6D. Supplies/Materials/Curriculum/Testing:

5 Tablets for student use in small group instruction Total Budget \$5,000

Software, instructional supplies, manipulative, arts and craft supplies, small musical instruments to support learning programs. Total Budget \$8,000

Printer supplies including ink jet cartridges, toner, paper, pencils and other small general supplies to support learning program Total Budget \$2,000

Laptop computer and printer for Coordinator Total Budget \$1,000

Food – including breakfast, lunch and snacks for summer school and intersession programs – Total Budget \$8,400

Total Budget \$179,762

6E Coordinated Funding:

In-Kind Funding – Superintendent/Principal 2 hours per week for 43 weeks Total Budget \$4,135

Business Office Support – Receptionist, Accounts Payable, Payroll, and Business Manager 2 hours per week for 43 weeks. Total Budget: \$3,500

Facilities and General Operation Expenses – including janitorial, telephone, technology, lawn care, utilities Total Budget at 25% of grant total or \$44,750.



APPENDIX VII: Assurance Form

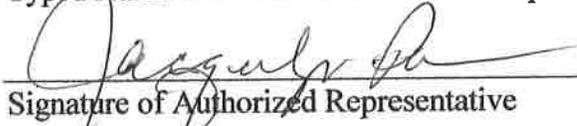
Assurances for BIE 21st CCLC

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

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

Jacquelyn Power – Superintendent/Principal

Typed Name and Title of Authorized Representative


Signature of Authorized Representative

11/20/12
Date



**Blackwater Community School
Bus Driver**

Job Title: Bus Driver
FLSA Status: Non - Exempt
Prepared By: Charlene Benneman
Prepared Date: August 7, 2007
Approved By: Jacquelyn Power
Approved Date: August 7, 2007

Summary Drives bus to transport students over specified routes to local or distant points according to time schedule by performing the following duties.

Essential Duties and Responsibilities include the following. Other duties may be assigned.

Drives specified routes and picks up/drops off children along the way.

Regulates heating, lighting, and ventilating systems for student comfort.

Complies with local traffic regulations.

Reports delays or accidents.

Conducts required safety inspections prior to leaving on route.

Competencies

To perform the job successfully, an individual should demonstrate the following competencies :

Problem Solving - Identifies and resolves problems in a timely manner; Uses reason even when dealing with emotional topics.

Technical Skills - Assesses own strengths and weaknesses; Shares expertise with others.

Customer Service - Manages difficult or emotional customer situations; Responds promptly to customer needs; Responds to requests for service and assistance; Meets commitments.

Interpersonal Skills - Focuses on solving conflict, not blaming; Listens to others without interrupting; Keeps emotions under control; Remains open to others' ideas and tries new things.

Oral Communication - Speaks clearly and persuasively in positive or negative situations; Listens and gets clarification; Responds well to questions.

Written Communication - Able to read and interpret written information.

Teamwork - Contributes to building a positive team spirit; Puts success of team above own interests; Supports everyone's efforts to succeed.

Diversity - Shows respect and sensitivity for cultural differences.

Ethics - Treats people with respect; Keeps commitments; Inspires the trust of others; Works with integrity and ethically; Upholds organizational values.

Organizational Support - Follows policies and procedures.

Judgement - Exhibits sound and accurate judgment; Makes timely decisions.

Professionalism - Approaches others in a tactful manner; Reacts well under pressure; Treats others with respect and consideration regardless of their status or position; Accepts responsibility for own actions; Follows through on commitments.

Safety and Security - Observes safety and security procedures; Determines appropriate action beyond guidelines; Reports potentially unsafe conditions; Uses equipment and materials properly.

Adaptability - Adapts to changes in the work environment; Able to deal with frequent change, delays, or unexpected events.

Attendance/Punctuality - Is consistently at work and on time.

Dependability - Follows instructions, responds to management direction; Takes responsibility for own actions; Keeps commitments.

Initiative - Volunteers readily.

Qualifications To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Education and/or Experience

High school diploma or general education degree (GED); or one to three months related experience and/or training; or equivalent combination of education and experience.

Language Skills

Ability to read and comprehend simple instructions, short correspondence, and memos. Ability to write simple correspondence. Ability to effectively present information in one-on-one and small group situations to customers, clients, and other employees of the organization.

Reasoning Ability

Ability to apply common sense understanding to carry out detailed but uninvolved written or oral instructions. Ability to deal with problems involving a few concrete variables in standardized situations.

Certificates, Licenses, Registrations

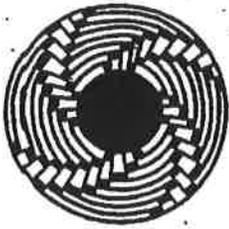
Current CDL License required

Physical Demands The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this Job, the employee is regularly required to sit; use hands to finger, handle, or feel; reach with hands and arms and talk or hear. The employee is frequently required to climb or balance. The employee is occasionally required to stand; walk; stoop, kneel, crouch, or crawl and taste or smell. The employee must occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and ability to adjust focus.

Work Environment The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this Job, the employee is regularly exposed to outside weather conditions. The employee is frequently exposed to moving mechanical parts and vibration. The noise level in the work environment is usually loud.



BLACKWATER COMMUNITY SCHOOL

"Quality Education Begins Here"



JOB ANNOUNCEMENT

Job Title : **Teacher Assistant**
Reports To : **Certified Teacher, Blackwater Community School**

Overview : This position is located at Blackwater Community School in District 1 of the Gila River Indian Community. The Teacher Assistant is responsible for working under the direction of a certified teacher to assist with instruction, supervision, planning and preparation for day to day classroom activities. The Teacher Assistant is also responsible for preparing reports and other related duties as assigned by the Teacher.

DUTIES AND RESPONSIBILITIES

1. Implements planned lessons under the direction of the teacher and handles specific instructional assignments;
2. Provides instruction to individual & small groups as assigned and required;
3. Assists with the preparation of instructional materials;
4. Supervises children during classroom instruction, meals, snacks & other related activities;
5. Supervises or provides for supervision of children during activities on the playground;
6. Supervises and instructs children during field trips;
7. May be required to supervise transportation of children to the hospital for clinic;
8. Works cooperatively with teacher to gain experience & knowledge in planning classroom activities;
9. Attends parent meeting and other functions related to the operation of the school;
10. Does regular home visits as needed & routinely as directed by the teacher;
11. Assists in Parent Teacher Conferences according to the school schedule to discuss student progress, strengths and/or problems;
12. May serve as acting teacher during the emergency absence of the certified teacher;
13. Attends appropriate workshops;
14. Follows approved daily schedule of duties;
15. Attends staff meetings and planning meetings;
16. Interacts with parents & staff to promote the total school program;
17. Responds promptly to parental and staff communications;
18. Promotes good relations among the staff;
19. Performs other duties as may be assigned.

**Teacher Assistant Job Announcement
Blackwater Community School**

QUALIFICATIONS

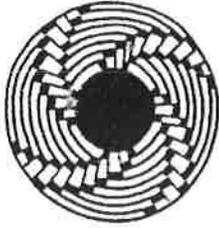
1. Must be a high school graduate or equivalent;
2. Prefer one year of successful experiences working with young children;
3. Prefer a Child Development Associate (CDA) credential;
4. Ability to benefit and effectively use skills learned during workshops, inservice and other staff development activities;
5. Ability to follow instructions, problem solve and use computation skills in performing tasks;
6. Ability to maintain effective working relationships with people of varied economic, educational and cultural backgrounds;
7. Physical and emotional conditions adequate to meet demands of assigned duties;
8. Preference is given to qualified members of the Gila River-Indian Community.

PREFERENCE IN FILLING VACANCIES IS GIVEN TO QUALIFIED INDIAN CANDIDATES IN ACCORDANCE WITH THE INDIAN PREFERENCE ACT (TITLE 25, U.S. CODE SECTION 472 AND 473). THE BLACKWATER COMMUNITY SCHOOL IS ALSO COMMITTED TO ACHIEVING FULL AND EQUAL OPPORTUNITY WITHOUT DISCRIMINATION BECAUSE OF RACE, RELIGION, COLOR, SEX, NATIONAL ORIGIN, POLITICS, MARITAL STATUS, PHYSICAL HANDICAP OR AGE IN OTHER THAN THE ABOVE. THE BLACKWATER COMMUNITY SCHOOL IS AN EQUAL OPPORTUNITY EMPLOYER. PLACEMENT ON THE SALARY SCHEDULE IS DETERMINED BY EVALUATING PAST EXPERIENCE AND CURRENT EDUCATION BACKGROUND.

DEADLINE: Applications and a copy of Current Credentials must be received by August 7, 1999.

Applications may be picked up at all Gila River Indian Community Service Centers or Blackwater Community School, OR CALL BLACKWATER COMMUNITY SCHOOL @ (520) 215-5859 FOR APPLICATION PACKET TO BE MAILED TO YOUR ADDRESS.

To Avoid Delays, Applications may be mailed to:
Blackwater Community School
Route 1 Box 95
Coolidge, Arizona 85228
Voice: (520) 215-5859 FAX: (520) 215-5859



BLACKWATER COMMUNITY SCHOOL

"Quality Education Begins Here"

JOB ANNOUNCEMENT



JOB TITLE: TEACHER

REPORTS TO: PRINCIPAL, BLACKWATER COMMUNITY SCHOOL

SUPERVISES: One Classroom Educational Aide

OVERVIEW: THIS PROFESSIONAL TEACHING POSITION IS RESPONSIBLE FOR PROVIDING INSTRUCTION FOR 15-25 ELEMENTARY CHILDREN, USING PROFESSIONAL TEACHING METHODS AND TECHNIQUES IN A SELF-CONTAINED CLASSROOM. THE TEACHER PROVIDES FOR POSITIVE RELATIONSHIPS BETWEEN THE SCHOOL, STAFF AND PARENTS. THE TEACHER PROVIDES DIRECTION AND SUPERVISION FOR ONE CLASSROOM AIDE IN PROVIDING FOR AN INDIVIDUALIZED ACADEMIC PROGRAM.

DUTIES AND RESPONSIBILITIES:

1. PROVIDES INSTRUCTION TO 15 - 25 ELEMENTARY AGED CHILDREN.
2. IMPLEMENTS PRESCRIBED TEACHING PROCEDURES AS PER THE ADOPTED CURRICULUM FOR THE SCHOOL.
3. REQUESTS ASSISTANCE AND MAKES APPROPRIATE REFERRALS TO THE SCHOOL PRINCIPAL FOR SPECIAL NEEDS;
4. UTILIZES APPROPRIATE TEACHING MATERIALS AND TECHNIQUES AS PER CURRICULUM;
5. UTILIZES CLASSROOM AIDE IN PROVIDING A SMALL GROUP AND INDIVIDUALIZED INSTRUCTION;
6. SUPERVISES CHILDREN IN THE CLASSROOM AND OTHER RELATED ACTIVITIES;
7. ASSURES THAT CHILDREN RECEIVE SUPERVISION AND INSTRUCTION DURING MEALS AND SNACKS;
8. WORKS COOPERATIVELY WITH THE PRINCIPAL TO GAIN EXPERIENCE AND KNOWLEDGE IN PLANNING CLASSROOM ACTIVITIES;
9. PROVIDES FOR PERSONAL AND PROFESSIONAL SELF-GROWTH;

2 of 3

**Blackwater Community School
Job Announcement – Teacher**

10. ATTENDS STAFF MEETINGS, PLANNING MEETINGS AND WORKSHOPS;
11. ACQUIRES KNOWLEDGE OF THE PIMA LANGUAGE AND CULTURE;
12. PROVIDES FOR A POSITIVE RELATIONSHIPS BETWEEN THE SCHOOL, STAFF AND PARENTS;
13. ATTENDS PARENT MEETINGS AND OTHER FUNCTIONS RELATED TO THE OPERATION OF THE SCHOOL;
14. DOES PERIODIC HOME VISITS AS NEEDED;
15. MAINTAINS A VALID STATE TEACHER CERTIFICATE;
16. MAINTAINS AND SUBMITS DAILY ATTENDANCE REPORTS;
17. MAINTAINS AND SUBMITS OTHER RELATED REPORTS AS REQUIRED;
18. CONDUCTS PARENT/TEACHER CONFERENCES ACCORDING TO THE SCHOOL SCHEDULE;
19. FOLLOWS A DAILY SCHEDULE;
20. REQUESTS NEEDED SUPPLIES AND MATERIALS;

AUTHORITY: AS SET FORTH BY THE SCHOOL PRINCIPAL.

QUALIFICATIONS:

1. CURRENT CERTIFICATION BY THE STATE OF ARIZONA AS AN ELEMENTARY SCHOOL TEACHER;
2. KNOWLEDGE OF MODERN EDUCATIONAL INSTRUCTIONAL THEORY, PRINCIPLES AND TECHNIQUES;
3. KNOWLEDGE OF THE ECONOMIC, EDUCATIONAL AND SOCIAL ISSUES RELATED TO NATIVE AMERICAN COMMUNITIES
4. SUFFICIENT KNOWLEDGE OF ASSIGNED SUBJECT MATTER TO INSTRUCT STUDENTS AT LEVEL ASSIGNED;
5. ABILITY TO ORGANIZE AND CONDUCT EFFECTIVE CLASSROOM INSTRUCTION;
6. ABILITY TO MAINTAIN AN EFFECTIVE WORKING RELATIONSHIPS WITH PEOPLE OF VARIED ECONOMIC, EDUCATIONAL AND CULTURAL BACKGROUNDS
7. ABILITY TO SUPERVISE TEACHER AIDES EFFECTIVELY;
8. ABILITY TO PREPARE REQUIRED RECORDS AND REPORTS;

Page 3 of 3
Blackwater Community School
Job Announcement – Teacher

9. PHYSICAL AND EMOTIONAL CONDITION ADEQUATE TO MEET THE DEMANDS OF ASSIGNED DUTIES;
10. PREFERENCE IS GIVEN TO TEACHER WITH AN EARLY CHILDHOOD ENDORSEMENT OR NINE (9) CREDIT HOURS IN EARLY CHILDHOOD.
11. PREFERENCE IS GIVEN TO MEMBERS OF THE GILA RIVER INDIAN COMMUNITY.

PREFERENCE IN FILING VACANCIES IS GIVEN TO QUALIFIED INDIAN CANDIDATES IN ACCORDANCE WITH THE INDIAN PREFERENCE ACT (TITLE 25, U.S. CODE SECTION 472 AND 473). THE BLACKWATER COMMUNITY SCHOOL IS ALSO COMMITTED TO ACHIEVING FULL AND EQUAL OPPORTUNITY WITHOUT DISCRIMINATION BECAUSE OF RACE, RELIGION, COLOR, SEX, NATIONAL ORIGIN, POLITICS, MARITAL STATUS, PHYSICAL HANDICAP OR AGE. IN OTHER THAN THE ABOVE. THE BLACKWATER COMMUNITY SCHOOL IS AN EQUAL OPPORTUNITY EMPLOYER.

PLACEMENT ON THE SALARY SCHEDULE IS DETERMINED BY EVALUATING PAST TEACHING EXPERIENCE AND CURRENT EDUCATIONAL BACKGROUND.

DEADLINE: APPLICATIONS CAN BE PICKED UP AT ALL GILA RIVER INDIAN COMMUNITY DISTRICT SERVICE CENTERS OR BLACKWATER COMMUNITY SCHOOL. APPLICATIONS AND A COPY OF CURRENT CREDENTIALS MUST BE RETURNED BY ~~AUGUST 5, 1998~~. TO AVOID DELAYS APPLICATIONS MUST BE DROPPED OFF OR MAILED DIRECTLY TO BLACKWATER COMMUNITY SCHOOL

PLEASE CALL BLACKWATER COMMUNITY SCHOOL (520) 215-5859 FOR AN APPLICATION PACKET.

Job Title: Summer School Site Coordinator

Department:

Reports To: Principal

FLSA Status: Exempt

Prepared By: Charlene Benneman

Prepared Date: May 17, 2004

Approved By: Jacquelyn Power

Approved Date: May 17, 2004

Summary Teaches elementary school students academic, social, and motor skills in public or private schools by performing the following duties. Coordinates the summer school program activities.

Essential Duties and Responsibilities include the following. Other duties may be assigned.

Prepares course objectives and outline for course of study following curriculum guidelines or requirements of state and school.

Lectures, demonstrates, and uses audiovisual teaching aids to present subject matter to class.

Teaches rules of conduct.

Maintains order in classroom and on playground.

Keeps attendance and as required by school.

Coordinates class field trips.

Operates summer school program within budget constraints. Schedules programs, field trips and staff to cover work.

Interacts with parents as needed.

Supervisory Responsibilities

Directly supervises 10 to 15 employees in the Summer School. Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include recruitment and training employees; planning, assigning, and directing work; rewarding and disciplining employees; addressing complaints and resolving problems.

Qualifications To perform this job successfully, an individual must be able to perform each

essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Education and/or Experience

Bachelor's degree (B. A.) from four-year college or university; or one to two years related experience and/or training; or equivalent combination of education and experience.

Language Skills

Ability to read and comprehend simple instructions, short correspondence, and memos. Ability to write simple correspondence. Ability to effectively present information in one-on-one and small group situations to customers, clients, and other employees of the organization.

Mathematical Skills

Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent and to draw and interpret bar graphs.

Reasoning Ability

Ability to apply common sense understanding to carry out instructions furnished in written, oral, or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.

Certificates, Licenses, Registrations

AZ Teacher Certification

Blackwater Community School Job Description

Job Title: School Secretary
Reports To: Business Administrator
FLSA Status: Non-Exempt
Prepared By: Charlene Benneman
Prepared Date: November 5, 2012

Summary Performs secretarial duties in Charter and BIE Grant School performing the following duties.

Essential Duties and Responsibilities include the following. Other duties may be assigned.

Compiles and enters student information and attendance into State and Bureau of Indian Education databases.

Processes data uploads, withdrawals and all student information management in multiple systems. Also, maintains hard copy files of all student information.

Prepares reports for teachers and administration and assists teachers with attendance documentation.

Greets visitors to school, determines nature of business, and directs visitors to destination.

Talks with students encountering problems and resolves problem or directs students to other worker.

Answers telephone to provide information, take message, or transfer calls.

Composes, or transcribes from rough draft, correspondence, bulletins, memorandums, and other material.

Maintains calendar of school events.

Competencies

To perform the job successfully, an individual should demonstrate the following competencies :

Analytical - Synthesizes complex or diverse information; Collects and researches data; Uses intuition and experience to complement data.

Design - Demonstrates attention to detail.

Problem Solving - Identifies and resolves problems in a timely manner; Gathers and analyzes information skillfully; Uses reason even when dealing with emotional topics.

Customer Service - Manages difficult or emotional customer situations; Responds promptly to customer needs; Responds to requests for service and assistance; Meets commitments.

Interpersonal Skills - Focuses on solving conflict, not blaming; Maintains confidentiality; Listens to others without interrupting; Keeps emotions under control; Remains open to others' ideas and tries new things.

Oral Communication - Speaks clearly and persuasively in positive or negative situations; Listens and gets clarification; Responds well to questions.

Written Communication - Edits work for spelling and grammar; Presents numerical data effectively; Able to read and interpret written information.

Teamwork - Balances team and individual responsibilities; Exhibits objectivity and openness to others' views; Gives and welcomes feedback; Contributes to building a positive team spirit; Supports everyone's efforts to succeed.

Quality Management - Looks for ways to improve and promote quality; Demonstrates accuracy and thoroughness.

Diversity - Shows respect and sensitivity for cultural differences.

Ethics - Treats people with respect; Keeps commitments; Inspires the trust of others; Works with integrity and ethically; Upholds organizational values.

Organizational Support - Follows policies and procedures

Planning/Organizing - Prioritizes and plans work activities; Uses time efficiently.

Professionalism - Approaches others in a tactful manner; Reacts well under pressure; Treats others with respect and consideration regardless of their status or position; Accepts responsibility for own actions; Follows through on commitments.

Quality - Demonstrates accuracy and thoroughness; Looks for ways to improve and promote quality; Monitors own work to ensure quality.

Quantity - Completes work in timely manner; Works quickly.

Safety and Security - Observes safety and security procedures; Reports potentially unsafe conditions; Uses equipment and materials properly.

Adaptability - Adapts to changes in the work environment; Manages competing demands; Changes approach or method to best fit the situation; Able to deal with frequent change, delays, or unexpected events.

Attendance/Punctuality - Is consistently at work and on time; Ensures work responsibilities are covered when absent.

Dependability - Follows instructions, responds to management direction; Takes responsibility for own actions; Keeps commitments; Completes tasks on time or notifies appropriate person with an alternate plan.

Initiative - Volunteers readily; Asks for and offers help when needed.

Innovation - Meets challenges with resourcefulness; Generates suggestions for improving work.

Qualifications

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required.

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Education and/or Experience

Associate's degree (A. A.) or equivalent from two-year college or technical school; or six

months to one year related experience and/or training; or equivalent combination of education and experience.

Language Skills

Ability to read and comprehend simple instructions, short correspondence, and memos. Ability to write simple correspondence. Ability to effectively present information in one-on-one and small group situations to customers, clients, and other employees of the organization.

Mathematical Skills

Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent and to draw and interpret bar graphs.

Reasoning Ability

Ability to apply common sense understanding to carry out instructions furnished in written, oral, or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.

Computer Skills

To perform this job successfully, an individual should have knowledge of general database software; Internet software and Word Processing software.

Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this Job, the employee is regularly required to sit and talk or hear. The employee must occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, color vision and ability to adjust focus.

Work Environment

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually moderate.

Gregory Mendoza
Governor



Stephen Roe Lewis
Lieutenant Governor

GILA RIVER INDIAN COMMUNITY
Executive Office

"A New Generation of Leadership Serving the People"

January 9, 2013

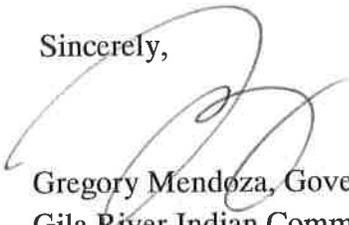
Ms. Jacquelyn Power
Superintendent/Principal
National Distinguished Principal of the Year 2012
Blackwater Community School
3652 E. Blackwater School Road
Coolidge, Arizona 85128

The Gila River Indian Community (GRIC) Executive Office is pleased to provide a Letter of Support for the Blackwater Community School's 21 Century grant application. Over the years, the Governor's office has coordinated a variety of special events at Blackwater Community School to enhance their academic program.

This project is important to the Governor's Office because of our strong commitment to the GRIC schools and the education of our children. This partnership focuses on the future leaders of our community. We are strong proponents of education and support the enrichment of our GRIC students.

I am extremely grateful for the opportunity that Blackwater Community School's 21st Century Community Learning grant is including the Governor's Office in meeting the goals and the needs for their students. I strongly recommend the awarding of this grant to Blackwater Community School. If I may be of any other assistance, please contact me at.

Sincerely,


Gregory Mendoza, Governor
Gila River Indian Community

ASU Southwest Interdisciplinary
Research Center

ARIZONA STATE UNIVERSITY

November 20, 2012

Jacquelyn Power
Blackwater Community School
3652 E. Blackwater School Road
Coolidge, AZ 85128

RE: Evaluation of 21st Century Community Learning Center Grant

Dear Ms. Power;

On behalf of the Southwest Interdisciplinary Research Center (SIRC) at Arizona State University, I am writing to express our commitment as a program evaluator of your 21st Century Community Learning Center grant. The SIRC will serve as the outside evaluator and perform both the process and outcome evaluation for the 21st Century Community Learning Center program. The process evaluation will assess the steps taken during implementation, and provide feedback for possible improvements as the project continues. The outcome evaluation will determine whether and to what degree the objectives of the project were met, especially in regards to the outcomes related to academic achievement.

The evaluation will include several instruments and measurements. Stakeholder surveys will be used to assess stakeholder understanding of the project, communication among project collaborators, partner roles and contributions, and perceptions of project successes and areas that may need improvement. For the outcome evaluation, the evaluators will use the results from the various tools inherent in the program such as DIBELS, NWEA and the Stanford 10. The evaluation will determine whether these objectives were met. The evaluator will conduct monthly site visits and meet with the Leadership Team and appropriate school personnel to provide feedback based on those visits as well as a written final report that will include the results from both the process and outcome evaluation. During the grant, we will develop plan to meet and measure goals and objectives, assist in the development of measurements/instruments, analyze and interpret data, and submit reports as required.

We welcome this opportunity for additional collaboration to address the educational needs of the students at Blackwater Community School which also corresponds to SIRC's own community work. Further, SIRC's work as an external evaluator with other federal grants can provide you with experience in working on using appropriate measures and providing the reporting needed to meet grant requirements.

This project is of vital importance for students on the Gila River Indian Community. We fully support this effort and commit to working with the project team.

Sincerely,



Wendy Wolfersteig, Ph.D.
Assistant Director, Evaluation and Partner Contracts
wendy.wolfersteig@asu.edu

SIRC
An exploratory Center of Excellence on Health Disparities
School of Social Work – College of Public Programs
Mail Code 4320 – 411 N. Central Avenue – Suite 720
Phoenix, AZ 85004-0693
(602) 496-0700 Fax: (602) 496-0958
sirc@asu.edu <http://sirc.asu.edu>



Health Resource Department

West-End Office D6
5356 W. Pecos Road
Laveen, AZ – 85339
Phone: (520)550-8000
Fax: (520)550-8491

East-End Office D3
PO Box 7, 433 W. Seed Farm Road
Sacaton, AZ – 85147
Phone: (520)562-5100
Fax: (520)562-5196

Laverne R. Dallas,
HRD Director
520-550-8000 (D6)
520-562-5100 (D3)

November 20, 2012

Animal Control
520-562-5100

Veterinary Clinic
520-562-5100

Community Health
Education Program
520-562-5100 (D3)
520-550-8000 (D6)

Genesis
A Diabetes Prevention
Program for Children
562-1237

Environmental Health
Services
520-562-5100

Disease Surveillance
520-562-5100

Injury Prevention Program
520-550-8000

Alternative Research
Liaison
520-550-8000

Ms. Jacquelyn Power
Superintendent/Principal
National Distinguished Principal of the Year 2012
Blackwater Community School
3652 E. Blackwater School Road
Coolidge, Arizona 85128

The Gila River Indian Community (GRIC) Genesis Program is pleased to provide a Letter of Support for the Blackwater Community School's 21 Century grant application. The Genesis Program collaborates with Blackwater Community School on multiple comprehensive domains through the Special Diabetes Program for Indians grant.

The Blackwater Community School administrators have allowed the Genesis Program to provide in-school physical activity, diabetes education, and nutrition education to Kindergarten and 1st grade students and staff. Families, their children, and community members engage in these same activities on special scheduled days usually held before or after school. Recently, Blackwater Community School administration has embraced our incorporation of the School Health Index which is an assessment and planning tool that schools can use to improve their health and safety policies and programs.

I am extremely grateful for the opportunity to publically support Blackwater Community School's 21 Century grant application. Any programs that will benefit our students, campus, and community at large impact our goal to sustain high-quality academic opportunities for students, their families, and staff.

Sincerely,

Veronica Perea, MEEd.
Genesis Program Manager
520.562.1237



P. O. Box 38 – Sacaton, Arizona 85147

November 20, 2012

Dear 21st Century Application Review Team,

I understand that Blackwater Community School is submitting an application for funding through the 21st Century Community Learning Center Program. On behalf of the Gila River Health Care Life Center we strongly support their application to fund critical and impactful afterschool, intersession, and summer school programs for Gila River Indian Community children.

As you may already know, the rates of childhood obesity continue climb with every passing year and according to numerous studies, overweight and obesity have far reaching negative impacts on our children's learning ability and long term health. We applaud Blackwater Community School for their commitment to improving the health of their students by choosing to collaborate with our Life Center and the Genesis Diabetes Prevention Program for children to implement a school-based wellness team this past year. The purpose of this wellness team is to promote healthy lifestyle behaviors that will help reduce and improve overall health for children and their families.

On May 8th, 2012, a group of invited parents, school personnel, Community Members, health program staff, and Community leadership met to complete a health needs assessment mandated by the CDC called the *School Health Index*. We recently completed the School Health Index and produced critical school action plans including procedure changes, resource collaborations and policy changes that will improve the health of the students over the next year and for years to come. These action plans also include offering numerous culturally appropriate school activities (i.e. nutrition classes, guest speakers, physical activities, etc.) to further enhance the children's knowledge and healthy lifestyle choices on a daily basis.

Blackwater Community School is a beacon of service for the Community that it serves. The afterschool, intersession, and summer school programs that will be funded by this grant will offer learning opportunities critical to preventing overweight/obesity and diabetes as well as help children and families to form life-long healthy habits that will extend well beyond the classroom environment.

On behalf of the Gila River Health Care Life Center, we again offer our sincere appreciation for Blackwater Community School and whole heartedly endorse their application for this important funding opportunity. We look forward to continuing our work with the Blackwater Community School and participating in an ongoing promotion of health and wellness for years to come.

Sincerely,

A handwritten signature in cursive script that reads "Juli Kelly".

Juli Kelly, MS
Life Center Director



GILA RIVER EMERGENCY MEDICAL SERVICES

January 9, 2013

Ms. Jacquelyn Power
Superintendent/Principal
National Distinguished Principal of the Year 2012
Blackwater Community School
3652 E. Blackwater School Road
Coolidge, Arizona 85128

The Gila River Indian Community (GRIC) Emergency Medical Services (EMS) is pleased to provide a Letter of Support for the Blackwater Community School's 21 Century grant application. Over the years, GRIC EMS has coordinated a variety of special events at Blackwater Community School to enhance their academic program and community awareness.

This project is important to the Gila River EMS because of our strong commitment to the GRIC schools and the safety of the students. This partnership focuses emergency education and how children can respond to emergency situations.

I am extremely grateful for the opportunity that Blackwater Community School's 21st Century Community Learning grant is including the GRIC EMS in meeting the goals and the needs for their students. I strongly recommend the awarding of this grant to Blackwater Community School. If I may be of any other assistance, please contact me at the number listed below.

Sincerely,

Lawrence White Sr. EMS Chief

Gila River Emergency Medical Services



Haskell Osife-Antone American Legion Post 51 Blackwater, Arizona

January 9, 2013

Ms. Jacquelyn Power
Superintendent/Principal
National Distinguished Principal of the Year 2012
Blackwater Community School
3652 E. Blackwater School Road
Coolidge, Arizona 85128

The American Legion Post 51 is pleased to provide a Letter of Support for the Blackwater Community School's 21 Century grant application. Over the years, Post 51 has coordinated a variety of special events at Blackwater Community School to enhance their academic program and community awareness.

This project is important to the American Legion because of our strong commitment to the GRIC schools and the safety of the students. This partnership focuses on educating the newly established color guard and assisting in school holiday ceremonies.

I am extremely grateful for the opportunity that Blackwater Community School's 21st Century Community Learning grant is including the American Legion Post 51 in meeting the goals and the needs for their students. I strongly recommend the awarding of this grant to Blackwater Community School. If I may be of any other assistance, please contact me at 520-610-0498.

Sincerely,

Commander David Anderson

1060 w. Blackwater School Rd.
Coolidge AZ, 85128



GILA RIVER INDIAN COMMUNITY

SACATON, AZ 85147

POLICE DEPARTMENT

Post Office Box 2186
669 West Seed Farm Road
Sacaton, Arizona 85147-2186
Phone: (520) 562-7115

911 Communications Center

Phone: (520) 562-3361
Fax - Dispatch: (520) 562-7080
Fax - Patrol: (520) 562-7050
Fax - Admin & Criminal Investigations: (520) 562-7051

January 9, 2013

Ms. Jacquelyn Power
Superintendent/Principal
National Distinguished Principal of the Year 2012
Blackwater Community School
3652 E. Blackwater School Road
Coolidge, Arizona 85128

The Gila River Indian Community (GRIC) Police Department is pleased to provide a Letter of Support for the Blackwater Community School's 21 Century grant application. Over the years, The Gila River Police Department has coordinated a variety of special events at Blackwater Community School to enhance their academic program and community awareness.

This project is important to the Gila River Police Department because of our strong commitment to the GRIC schools and the education of our children. This partnership focuses on the positive relationship with law enforcement within the community.

I appreciate the Blackwater Community School's 21st Century Community Learning Grant is including the Gila River Police Department in meeting the goals and the needs of their students. I strongly recommend the awarding of this grant to Blackwater Community School. If I may be of any other assistance, please feel free to contact me.

Respectfully,

Edward Alameda
Acting Chief of Police
Gila River Police Department



Little Dragon Martial Arts



January 14, 2013

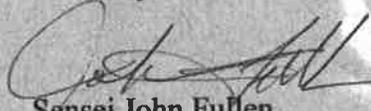
Ms. Jacquelyn Power
Superintendent/Principal
National Distinguished Principal of the Year 2012
Blackwater Community School
3652 E. Blackwater School Road
Coolidge, Arizona 85128

Little Dragons Martial Arts is pleased to provide a Letter of Support for the Blackwater Community School's 21 Century grant application. Over the years, Little Dragon Martial Arts have participated in a variety of after school and intersession activities at Blackwater Community School to enhance their academic program with recreational activities.

This project is important to Little Dragon Martial Arts because of our strong commitment to Blackwater Community School and the recreational development of the students. This partnership focuses on training the minds and the bodies of the Gila River youth.

I am extremely grateful for the opportunity that Blackwater Community School's 21st Century Community Learning grant is including Little Dragon Martial Arts in meeting the goals and the needs for their students. I strongly recommend the awarding of this grant to Blackwater Community School. If I may be of any other assistance, please contact me at: (480) 313-0171

Sincerely,



Sensei John Fullen
Little Dragon Martial Arts



Girl Scouts.

January 14, 2013

Ms. Jacquelyn Power
Superintendent/Principal
National Distinguished Principal of the Year 2012
Blackwater Community School
3652 E. Blackwater School Road
Coolidge, Arizona 85128

Girl Scouts of America, Arizona Cactus-Pine Council Troop 2555 is pleased to provide a Letter of Support for Blackwater Community School's 21st Century grant application. Recently, Troop 2555 was established as the first Girl Scout troop on the Gila River Indian Community in many years. Currently the troop participates in after school and intersession activities at Blackwater Community School to enhance their academic program with service based community activities. The troop also participates in educational programming to encourage girls' leadership development, as well as their interest in a variety of areas including the STEM fields.

This project is important to Troop 2555 because of our strong commitment to Blackwater Community School and the character development of the girls. This partnership focuses on providing young girls with the character skills and traits needed to actively participate in the Gila River Community.

I am extremely grateful for the opportunity that Blackwater Community School's 21st Century Community Learning grant is providing by including Troop 2555 in meeting the goals and the needs for their young ladies. I strongly recommend the awarding of this grant to Blackwater Community School. If I may be of any other assistance, please contact me at 602-743-4462, or gpamaka@aol.com.

Sincerely,

A handwritten signature in cursive script that reads "Gina Pamaka".

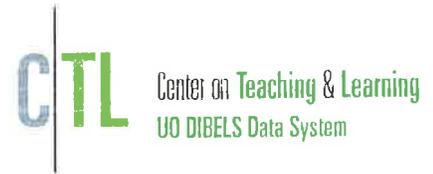
Gina Pamaka

Girl Scouts Arizona Cactus-Pine Council
Troop Leader 2555



Summary Report - DIBELS Next

District: Blackwater Community School
 School: Blackwater Community School
 Grade: Kindergarten
 Year: 2011-2012
 Need For Support: Former Goals



Abbreviation Legend: SD: Standard Deviation of the Mean

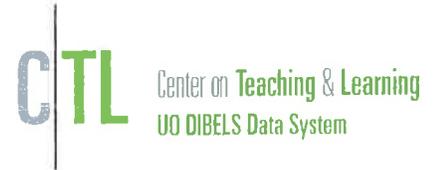
| Measure | Beginning | Middle | End |
|------------------|---------------------------|---------------------------|---------------------------|
| FSF | Goal: 10 | Goal: 30 | |
| Students Tested | 73 | 72 | |
| Mean (SD) | 8.6 (12) | 48.3 (13.1) | |
| | 33% at or above benchmark | 93% at or above benchmark | |
| | 1% below benchmark | 3% below benchmark | |
| | 66% well below benchmark | 4% well below benchmark | |
| LNF | Goal: Not defined | Goal: Not defined | Goal: Not defined |
| Students Tested | 73 | 72 | 78 |
| Mean (SD) | 14 (15.1) | 43.5 (16.2) | 61.2 (17.2) |
| PSF | | Goal: 20 | Goal: 40 |
| Students Tested | | 72 | 78 |
| Mean (SD) | | 40 (13.7) | 61.4 (15) |
| | | 90% at or above benchmark | 94% at or above benchmark |
| | | 6% below benchmark | 4% below benchmark |
| | | 4% well below benchmark | 3% well below benchmark |
| NWF-CLS | | Goal: 17 | Goal: 28 |
| Students Tested | | 72 | 78 |
| Mean (SD) | | 38.8 (14.6) | 58 (26.4) |
| | | 96% at or above benchmark | 92% at or above benchmark |
| | | 3% below benchmark | 6% below benchmark |
| | | 1% well below benchmark | 1% well below benchmark |
| NWF-WWR | | Goal: Not defined | Goal: Not defined |
| Students Tested | | 72 | 78 |
| Mean (SD) | | 0.7 (2.6) | 7 (12.5) |
| Composite | Goal: 26 | Goal: 122 | Goal: 119 |
| Students Tested | 73 | 72 | 78 |
| Mean (SD) | 22.6 (24.7) | 170.7 (46.9) | 180.6 (50.3) |
| | 37% at or above benchmark | 85% at or above benchmark | 95% at or above benchmark |
| | 14% below benchmark | 11% below benchmark | 3% below benchmark |
| | 49% well below benchmark | 4% well below benchmark | 3% well below benchmark |

Note: Scores provide an indication of performance only. If there is any concern about the accuracy of scores for an individual, performance should be verified by retesting with progress monitoring materials.

Students not making benchmark? Visit [Big Ideas in Beginning Reading](#) to learn more about each literacy skill assessed by DIBELS.

Summary Report - DIBELS Next

District: Blackwater Community School
 School: Blackwater Community School
 Grade: First Grade
 Year: 2011-2012
 Need For Support: Former Goals



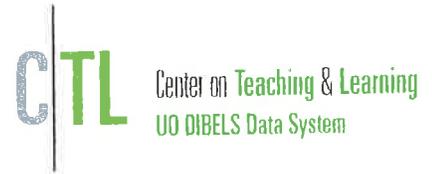
Abbreviation Legend: SD: Standard Deviation of the Mean

| Measure | Beginning | Middle | End |
|----------------------------|---------------------------|---------------------------|---------------------------|
| DORF-Retell | | Goal: Not defined | Goal: 15 |
| Students Tested | | 72 | 69 |
| Mean (SD) | | 11.4 (10.5) | 20.7 (12.4) |
| | | | 67% at or above benchmark |
| | | | 33% below benchmark |
| DORF-Retell Quality | | Goal: Not defined | Goal: Not defined |
| Students Tested | | 72 | 69 |
| Mean (SD) | | 1.3 (0.6) | 1.7 (0.9) |
| Composite | Goal: 113 | Goal: 130 | Goal: 155 |
| Students Tested | 74 | 72 | 69 |
| Mean (SD) | 123 (36.8) | 152.7 (86.7) | 149.4 (92.9) |
| | 66% at or above benchmark | 58% at or above benchmark | 43% at or above benchmark |
| | 12% below benchmark | 11% below benchmark | 19% below benchmark |
| | 22% well below benchmark | 31% well below benchmark | 38% well below benchmark |

Note: Scores provide an indication of performance only. If there is any concern about the accuracy of scores for an individual, performance should be verified by retesting with progress monitoring materials.

Summary Report - DIBELS Next

District: Blackwater Community School
 School: Blackwater Community School
 Grade: Second Grade
 Year: 2011-2012
 Need For Support: Former Goals



Abbreviation Legend: SD: Standard Deviation of the Mean

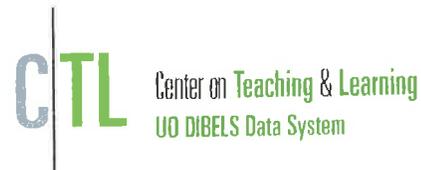
| Measure | Beginning | Middle | End |
|---------------------------|---------------------------|---------------------------|---------------------------|
| NWF-CLS | Goal: 54 | | |
| Students Tested | 51 | | |
| Mean (SD) | 60.9 (31.7) | | |
| | 55% at or above benchmark | | |
| | 29% below benchmark | | |
| | 16% well below benchmark | | |
| NWF-WWR | Goal: 13 | | |
| Students Tested | 51 | | |
| Mean (SD) | 10.1 (13.4) | | |
| | 33% at or above benchmark | | |
| | 14% below benchmark | | |
| | 53% well below benchmark | | |
| DORF-Words Correct | Goal: 52 | Goal: 72 | Goal: 87 |
| Students Tested | 51 | 51 | 54 |
| Mean (SD) | 39.9 (23.5) | 60.3 (28.8) | 71.5 (29.4) |
| | 29% at or above benchmark | 31% at or above benchmark | 28% at or above benchmark |
| | 20% below benchmark | 22% below benchmark | 35% below benchmark |
| | 51% well below benchmark | 47% well below benchmark | 37% well below benchmark |
| DORF-Accuracy | Goal: 90 | Goal: 96 | Goal: 97 |
| Students Tested | 51 | 51 | 54 |
| Mean (SD) | 80.2 (17.5) | 89.1 (10.9) | 91.8 (8.4) |
| | 31% at or above benchmark | 37% at or above benchmark | 33% at or above benchmark |
| | 31% below benchmark | 22% below benchmark | 31% below benchmark |
| | 37% well below benchmark | 41% well below benchmark | 35% well below benchmark |
| DORF-Retell | Goal: 16 | Goal: 21 | Goal: 27 |
| Students Tested | 50 | 50 | 54 |
| Mean (SD) | 13.9 (11.7) | 22.6 (11.3) | 32.1 (14.6) |
| | 42% at or above benchmark | 46% at or above benchmark | 61% at or above benchmark |
| | 24% below benchmark | 36% below benchmark | 28% below benchmark |
| | 34% well below benchmark | 18% well below benchmark | 11% well below benchmark |

Note: Scores provide an indication of performance only. If there is any concern about the accuracy of scores for an individual, performance should be verified by retesting with progress monitoring materials.

Students not making benchmark? Visit [Big Ideas in Beginning Reading](#) to learn more about each literacy skill assessed by DIBELS.

Summary Report - DIBELS Next

District: Blackwater Community School
 School: Blackwater Community School
 Grade: Second Grade
 Year: 2011-2012
 Need For Support: Former Goals



Abbreviation Legend: SD: Standard Deviation of the Mean

| Measure | Beginning | Middle | End |
|----------------------------|---------------------------|---------------------------|---------------------------|
| DORF-Retell Quality | Goal: Not defined | Goal: 2 | Goal: 2 |
| Students Tested | 50 | 51 | 54 |
| Mean (SD) | 1.4 (0.8) | 1.5 (0.8) | 2.3 (0.8) |
| | | 39% at or above benchmark | 87% at or above benchmark |
| | | 61% below benchmark | 13% below benchmark |
| Composite | Goal: 141 | Goal: 190 | Goal: 238 |
| Students Tested | 51 | 51 | 54 |
| Mean (SD) | 114.4 (75.5) | 162.1 (88.6) | 201.4 (88.5) |
| | 35% at or above benchmark | 41% at or above benchmark | 31% at or above benchmark |
| | 18% below benchmark | 16% below benchmark | 33% below benchmark |
| | 47% well below benchmark | 43% well below benchmark | 35% well below benchmark |

Note: Scores provide an indication of performance only. If there is any concern about the accuracy of scores for an individual, performance should be verified by retesting with progress monitoring materials.

Students not making benchmark? Visit [Big Ideas in Beginning Reading](#) to learn more about each literacy skill assessed by DIBELS.



Master List Summary / AKIMEL OTHAM PEE P

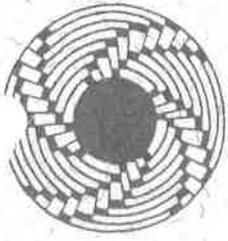
Abbreviated



GRADE: 02
TEST DATE: 04/12

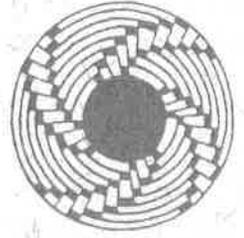
DISTRICT CODE: 005978

| | Reading | | Mathematics | | Language | | Battery Totals |
|----------------------|-----------------------|-----------------------------|-------------|----|----------|--|----------------|
| | Reading Comprehension | Mathematics Problem Solving | Language | | | | |
| Total Number Tested | 54 | 54 | 54 | 30 | 30 | | |
| Number Tested | 54 | 54 | 54 | 30 | 30 | | |
| Mean Number Correct | 17.5 | 19.5 | 22.0 | | | | |
| Mean Scaled Score | 579.8 | 566.8 | 583.7 | | | | |
| National PR-S of the | | | | | | | |
| Mean National NCE | 23-4 | 31-4 | 29-4 | | | | |
| Mean National NCE | 34.7 | 39.4 | 38.5 | | | | |
| At/Above the 50th | | | | | | | |
| National PR | 10 | 17 | 15 | | | | |
| Number | 19 | 31 | 28 | | | | |
| Percent | | | | | | | |



BLACKWATER COMMUNITY SCHOOL

"Quality Education Begins Here"



November 20, 2012

To Whom It May Concern:

Blackwater Community School Board of Trustees is in full support of the submittal of the 21st Century Community Learning Grant issued by the Bureau of Indian Education. The grant was developed in consultation of the Board and staff. In addition, the Board has conveyed the school's intent to apply for this grant to the appropriate tribal authorities at Gila River Indian Community. The authority to accept and administer this grant lies with the Board of Trustees as a Grant School. If you need further clarification regarding the Board's commitment to implementing grant, please contact me at 520 2155859.

Sincerely

Henry Pino

Board President

Cc: Jacquelyn Power, Superintendent/Principal