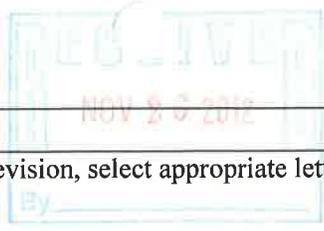
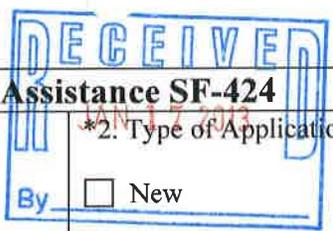


12114



Application for Federal Assistance SF-424 Version 02

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

*3. Date Received:	4. Application Identifier:
---------------------------	-----------------------------------

5a. Federal Entity Identifier: Bureau of Indian Affairs	*5b. Federal Award Identifier:
---	---------------------------------------

State Use Only:

6. Date Received by State:	7. State Application Identifier:
-----------------------------------	---

8. APPLICANT INFORMATION:

*** a. Legal Name: Nenahnezad Community School**

* b. Employer/Taxpayer Identification Number (EIN/TIN):	*c. Organizational DUNS:
--	---------------------------------

d. Address:

*Street1: P. O. Box 337
 Street 2: Off CR 6675
 *City: Fruitland
 County: San Juan
 *State: NMI
 Province:
 Country: U.S. *Zip/ Postal Code: 87416

e. Organizational Unit:

Department Name: Bureau of Indian Affairs	Division Name: Nenahnezad Community School
--	---

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

Prefix: Ms. First Name: Laverna
 Middle Name:
 *Last Name: Yazza
 Suffix:
 Title: Business Technician

Organizational Affiliation:
 Elementary School K - 6

*Telephone Number: 505.960-6722	Fax Number: 505.960-6970
---------------------------------	--------------------------

*Email: laverna.yazza@bie.edu

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type: - Select One -

Type of Applicant 2: Select Applicant Type:
- Select One -

Type of Applicant 3: Select Applicant Type:
- Select One -

*Other (specify):

*10. Name of Federal Agency:
Bureau of Indian Affairs

11. Catalog of Federal Domestic Assistance Number:

CFDA Title:

*12. Funding Opportunity Number:

*Title:

13. Competition Identification Number:

Title:

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

*15. Descriptive Title of Applicant's Project:

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

*a. Applicant **Bureau of Indian Affairs** *b. Program/Project: **Summer School/After School Program**

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

17. Proposed Project: **Summer School Program/After School Program**

*a. Start Date: **12/1/12** *b. End Date: **12/1/17**

18. Estimated Funding (\$):

*a. Federal
*b. Applicant **\$400,000.00**
*c. State
*d. Local
*e. Other
*f. Program Income
*g. TOTAL **\$400,000.00**

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

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

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

- Yes
- No

I. *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: Mr *First Name: **Larry**

Middle Name: **Dean**

*Last Name: **Cunningham**

Suffix:

*Title: **Principal**

*Telephone Number: **505/960-6922**

Fax Number: **505/960-0970**

*Email: **larry.cunningham@bie.edu**

*Signature of Authorized Representative: 

Date Signed: **Nov 26, 2012**

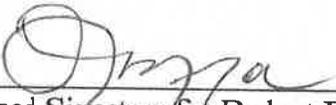
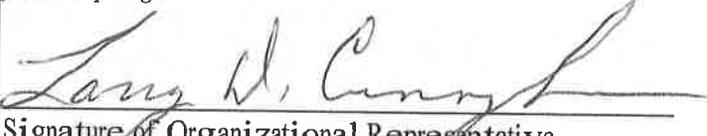
Application for Federal Assistance SF-424

Version 02

***Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

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

Nenahnezad Community School	
Organization	
Laverna Yazza	505.960-6922
Name of Contact Person	
Telephone	
laverna.yazza@bie.edu	505.960-0970
E-mail Address	
Fax Number	
	<u>11/26/2012</u>
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>	
	<u>11/26/2012</u>
Signature of Organizational Representative	
Date	
Larry D. Cunningham, Principal	
Title	

\$ <u>80,000.00</u>
Total Funding Requested Per Year
\$ <u>240,000.00</u>
Total Funding Requested for Three Years

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

APPENDIX IX: Documentation Requirements

Table of Content

Application for Federal Assistance (SF-424)	Tab 1
Cover Page	Tab 2
Table of Contents	Tab 3
Program Summary and Abstract.....	Tab 4
Program Narrative	Tab 5
Participants Served Chart	Tab 6
Performance Measure Template	Tab 7
Schedule of Operations	Tab 8
Budget form	Tab 9
21 st CCLC Assurance Form	Tab10
Appendices	Tab 11
Job Descriptions for key staff members	Tab 11-a
Documents of support from school and tribe	Tab 11-b
Memorandum of Agreement/Contracts for key partners	Tab 11-c
Assessment of objective data regarding the need for	Tab 11-d
before and after school program	
Letter of support	Tab 11-e

Nenahnezad Community School Summary and Abstract

Vol improvement

Nenahnezad Community School has been a recipient of the 21st Century Grant that has enable the school to strategically implement an after school academic program to support students that are well below their academic grade level in reading and math. With the implementation of Common Core State Standards, Nenahnezad Community School has started to implement Common Core Standards in the regular instructional program and the initiative has been carried over to the after school program to ensure that higher level of learning is continuous for all students.

aligned

The after school program is aligned to the instructional practices that are utilized in the regular class instruction to ensure that the students in the after school program receive the most rigor of practice to meet the standards of common core. The after school program allows students to further develop their understanding of the academic process and their responsibilities as a productive learner. Built within the after school program, Navajo Language and Culture is supported by the school day curriculum but also enhances the hand on learning for the students. Student in the after school program have outside stakeholders (community members) that volunteer in projects that are aligned to the Navajo Language and Culture components. Volunteers such as Navajo Basket weaving, Navajo Foods, and many other cultural projects occur in the after school program. At Nenahnezad Community School, our Multi-Tier System of Support not only includes the academic programs, but also the cultural aspects and healthy components in mind and body.

During the after school program, Nenahnezad Community School also has other stakeholders that volunteer their time to bring lessons and workshops to our student through programs that address the prevention of bullying and diabetes. Through these programs, students are taught about bully prevention, character traits, native health and exercise, and suicide prevention. Presenters are always encouraged to incorporate hands on learning activity to fully engage our students in their understanding and growth of application within the projects of becoming a high achieving and healthy student.

With the upcoming 21st Century funding, Nenahnezad Community School has developed a strategic plan to further develop the afterschool program to include Odyssey (Compass Lab) that is based on the North West Evaluation Association (NWEA) assessments. Nenahnezad Community School plans on expanding the program to the afterschool program by training and providing support to the afterschool staff that will administer the Odyssey (Compass Lab) for students to work within their backpacks and their Pay It Forward program that will be generated by the regular classroom teachers. With the use of the Odyssey program, students that have been identified as at risk of academic failure will receive support and targeted planning utilizing the NWEA Descartes and triangulation of data to ensure that students at risk receive the most targeted and explicit planning possible to ensure their success academically. Nenahnezad Community School not only will target at risk students but also students that have shown little growth within their academic performance levels (Strategic, Benchmark, and Advance) so that they have the opportunity grow as well.

SPD

Built within the plan, Nenahnezad Community School also has targeted a community improvement project of improving a recreational field for afterschool athletics and for exercise. For

years, students in the afterschool football team have been subjected to practicing on the football field encompass with jagged rocks, weeds, and wild life (lizards). The strategic plan is to improve the football/track field by developing an in-ground sprinkler system on the field and plant grass so that the afterschool football team will have a field they can practice on and host football games on. The project also includes field goals, a shed for equipment, and bleachers for spectators and community members. The track will be re-leveled and a new track gravel mixture will be laid for runners at the school and for the community. With this project, the school's physical education program can hold PE classes at the field and participate in a program called "Just Move It" from the Navajo Nation Department of Health and start students on other sports such as soccer, track, and flag football.

Nenahnezad Community School has also projected youth development projects such as rocket science (NASA) projects for afterschool, traditional song and dance (Navajo Song and Dance and Pow-Wow dancing), Science Fairs, and student-parent presentations on family and traditions to further develop strong cultural and family resilience. These projects will challenge students while they learn alongside their parents/grandparents in planning and participating in the projects.

PROGRAM NARATIVE

Need for Project:

IA:

Nenahnezad Community School's annual growth of student population averages 30%. In academic achievement, Nenahnezad Community School for reading went from 36.8% proficiency on the NMSBA 2010-2011 to 69% proficiency on the NMSBA in 2011-2012. In math, Nenahnezad Community School went from 46.5% proficiency on the 2010-2011 NMSBA to 74% proficiency in 2011-2012. Based on the NMSBA, Nenahnezad Community School growth in academic achievement was significant in both reading and math. Although Nenahnezad Community Schools has made Annual Yearly Progress (AYP) three years in a row, there is still that goal of 100% growth toward AYP that is still attainable. Due the fact that Nenahnezad Community School is the only elementary school in the area making AYP, Nenahnezad Community School has seen an increase of new enrollment of students. Parents and community members are proud of the school's accomplishments in achieving AYP status that more people in the surrounding communities are willing to drive their children to school from surrounding boarder-towns so that their children receive the best education possible from an AYP school.

As a result of Nenahnezad Community School's ^{increase grade} status, more families are bringing their children to Nenahnezad Community School. With the incoming of new students, Nenahnezad Community School's teachers have found that a high percentage of new students are well below the academic grade level performance cut score for reading and math. At Nenahnezad Community School, each student is administered the following assessment for academic placement within the Response to Intervention (RtI) program: NWEA, DIBELS, AIMSweb, in-program assessment (Benchmark), and STAR (Math and Reading). Teachers at Nenahnezad Community School collect and analyze all the data and identify each student's strengths and needs in reading and math. Within the RtI implementation, students are immediately placed in their performance group and teachers and instructional coaches develop action plans that target instruction for each group. With the incoming of new students that are at risk for academic failure, students are place in a Tier (II) intervention where highly qualified teachers administer explicit instruction targeting the student's needs. When a teacher analyze a student's set of data, they look for the student's needs and develop an action plan and a lesson plan that is explicit and systematic to the development of the skills and strategies of the reading and math process. At Nenahnezad Community School, all students are administered assessments for placement even if they are not special education. Students are immediately placed in intervention if the data indicated there is a need for additional support.

Name of Each After School Site	Designation – School Status	% Free or Reduced Lunch	Estimated # of Students to be Served	# of Family Members to be Served, if Appropriate	Grade Levels to be Served
Nenahnezad Community School	Made Annual Yearly Progress	100%	80 Students	30 Adults	K-6th

	(AYP)				
--	-------	--	--	--	--

1B:

Nenahnezad Community School will identify students utilizing the assessment data from NWEA, DIBELS, AIMSweb, STAR, and in-program assessments and target students that are below the cut score of each assessment. The summative assessment of NWEA will be weighed heavily for the annual growth of 60%ile that Navajo Nation ADD Office set as goal. Teachers will project the growth needed for students to attain their annual growth target to ensure students meet and exceed the national 50%ile growth and to have a better chance of passing the state's formative assessment. Once teachers and instructional coaches have identified students performing below level, the teaching staff and the 21st Century team will start sending information to parents about their child's level of performance in academics and offer an invitation of summer school. At the last Parent-Teacher Conference, teachers and coaches will share the current assessment data for their child and have a pre-enrollment for summer school so that the 21st Century Team and the teachers can start developing action plans for the summer to target individual students' needs academically.

Students that receive an invitation are identified by their tri-angulation of data utilizing the NWEA, DIBELS Next, AIMSweb, and in-program assessments to ensure that students that are most in need are considered first for the summer program. After enrollment, teachers, coaches, and 21st Century Team will develop an action plan for identified homogenous groups' academic level and based on the data and plan for targeted instruction based on the groups' and individual's academic needs. During the implementation of summer school, students academic progress will be continuously measured by different measuring tools such as NWEA's sub-skills component that is built in the NWEA program, DIBELS Next Progress Monitoring, AIMSweb Progress Monitoring, and in-program (core programs) weekly assessments.

1C:

The after school program and the summer program will address the risk factors linked to academic failure for targeted populations. Students that have been identified as below level are the primary target group that Nenahnezad Community School is focused on. With the incoming of new student population from surrounding schools, many students are assessed well below their academic level for proficiency in both math and reading. As a result, Nenahnezad Community School immediately assesses the students in math and reading and the data is analyzed by the grade level Professional Learning Community (PLC) and the instructional coaches for immediate placement. In many cases, new students are placed within the Response to Intervention Program (RtI) to address their instructional needs. During the regular school hours, students receive a Tier I and II implementation no matter their performance level. Nenahnezad Community School believes that Strategic and Benchmark students should get the maximum amount of quality instruction possible. As a result, the intensive students also receive Tier I and II, but also an additional Tier III component that targets their individual instructional needs. Students in Tier III have separate targeted action plans and lesson plans that are explicit to the needs of the individual student's.

School was one of the poorest performing schools within the Bureau of Indian Education. Nenahnezad Community School was in Restructuring status and the staff and administration team recognized the urgency of developing an effective plan in getting students to achieve on the state's comprehensive assessment. With the success of implementing an RtI model and adoption of academic programs, Nenahnezad Community School also recognized the effectiveness of analyzing data to drive their instructional practices targeting the subgroups' needs. The staff adopted and implemented the NWEA assessment, DIBELS, AIMSweb, and the in-program assessments to identify individual students' needs. Through the use of the assessments, teachers were able to plan their instruction and target the needs of the students utilizing the programs and developing an explicit Tier III as intervention for students that were well below level. Through administering and analyzing the data, the instructional staff was able to develop targeted instruction that addressed students' academic needs. Currently, Nenahnezad Community School is the only elementary school in the area that has achieved AYP status that borders public school education. The New Mexico State Based Assessment (NMSBA) for Nenahnezad Community School for last school year was Math proficiency (74%) and Reading proficiency (69%). Nenahnezad Community School had significant growth in NWEA with Math at 76% and Reading at 65%.

1F:



Other additional factors that placed students at risk for academic failure were the lack of parental involvement and behavior issues. With the implementation of the RtI model and after school program, Nenahnezad Community School targets new students and their families for success. New families are orientated in the school's expectations through Nenahnezad Community School's New Student Orientation at the beginning of school year. Through the orientation, families are given the school's data and then informed of the various assessments their child will be administered for measure. Then the parents are informed that in partnership with the teachers and staff, they will be required to attend all school events and Parent-Teacher Conferences. This program develops a personal relationship with the new parents and starts the training for the parents on what it takes to support their child's academic and social success at Nenahnezad Community School.

The other fact is behavior. New students coming into Nenahnezad Community School have had behavioral issues at their previous schools. In administering the placement assessments of academics, Nenahnezad Community School teaching staff and coaches have found that behavior issues are as a result of low academic achievement. Students with behavioral issues come in at extremely low level of academics and thus have adopted the attitude of disruption so that their behavioral needs are the attention of the class. Nenahnezad Community School has adopted a level of expectations of during instruction. Students are given positive praises for desired behaviors and to some extent, behavioral issues subside. The other aspect of defusing the behavior is actively high engagement in classroom instruction. Teachers have implemented high level of engagement and activities during the classroom instruction that all students are actively engaged in their learning. This is carried over into the after school program to ensure that students continue to receive engagement and positive reinforcements for their desired performance.

The combination of parental partnership and the school staff with positive reinforcements allow for students with behavioral issues to adjust their internal efforts in academics to be productive. As a result, Nenahnezad Community School has recognized that the RtI implementation has developed more into a Multi-Tier System of Support (MTSS) model. With the 21st Century grant, Nenahnezad Community School hopes to further develop the MTSS model to include other components for students' success.

Quality of Project Design:

2A:

Nenahnezad Community School's goal is to develop a highly effective MTSS (Multi-Tier System of Support) for all students but mainly focusing on students with high needs academically. The goal of academics is to target students that are achieving well below their grade level in math and reading. With the implementation of Common Core State Standards, Nenahnezad Community School has the sense of urgency to identify the students early and start interventions immediately during school and to further bridge that progress into the after school program with the use of tutors and the new Odyssey program. The bridge will also create high level of engagement for at risk students through the after school program to address not only the academics but also the components of a fully successful student. A fully successful student is obtaining the growth needed to close the achievement gap of proficiency in assessments and to maintain a positive and responsible behavior at school and home. The activities that will enable a student to become successful are the following: targeted RtI implementation and instruction during school hours, targeted tutoring of identified students that are below level, collaboration between school and after school staff, aligned academic action plans and lesson plans during the regular school day and then carried over to the after school program for additional support of the day program, full implementation of the Odyssey program for the after school program, and additional training for after school staff in instructional application, data analysis, and Odyssey's backpacks.

The performance measures that will be used is the end of the current school year's cut score of Navajo Nation's NWEA 60thile measures for math and reading for the after school program that aligns to the regular school day program. However, for the summer school program, Nenahnezad Community School will utilize the NWEA's annual student measure growth to work towards as a base for success. In other words, Nenahnezad Community School will use individual student's annual growth measure to measure student's growth within the summer school program and not the 60thile that Navajo Nation requires. During regular school implementation, students and teachers will set mid and annual growth goals for academics as required by the roll up plan set by the Bureau of Indian Education. Nenahnezad Community School's summer program will utilize individual student's NWEA annual growth and action plans that will drive lesson plans and instruction within the summer school program.

The objective is to develop a systematic MTSS plan for Nenahnezad Community School's students so that every student is successful and takes responsibility for their own learning and growth. Nenahnezad Community School wants to develop a strong bridge between

regular school day and after school programs that support all students, especially the at risk students.

See - Performance Measure Template in Table 7

Nenahnezad Community School's MTSS implementation supports the effectiveness of the model which clearly supports students growth, especially the at risk students. A sample of one of the assessment tools Nenahnezad Community School utilizes for math and reading is NWEA. The results of the success Nenahnezad Community School had last school year are located in Appendix 1-13.

2B:

The cornerstone of the Bush administration's new education legislation, Reading First, was the initiative that Nenahnezad Community School recognized that would help develop a strong foundation of instructional practices that met the needs of all its students' instructional needs. When the Bureau of Indian Education (state) received funding from the federal government, Nenahnezad Community School immediately applied for support. Nenahnezad received the BIE Reads! Grant and assured that the implementation of an RtI model and adoption of scientific based researched programs were a part of Nenahnezad Community School's commitment to turning around the school. Reading First is a federal grant that builds on a solid foundation of scientifically based research and provides struggling students with the necessary resources to make significant progress in reading. Within the Reading First initiative, there was a significant achievement that was reported by the SEAs Annual Performance Reports showing that Reading First students from nearly every grade and subgroup made impressive gains in reading proficiency.

The SEAs reported that in grades 1-3, students increase by 5% or more in growth in comprehension, for the ELL (English Language Learners) also increased by 5% or more and students with disabilities was also reported growth of 5% or more. With the additional resource of *Put Reading First: Helping Your Child Learn to Read* and *The Research Building Blocks for Teaching Children to Read*, Nenahnezad Community School recognized the importance of researched based materials and instructional practices were needed, especially for students performing well below level. With the research and resources, Nenahnezad Community School implemented an RtI model and adopted SBR materials for both reading and math. Nenahnezad Community School adopted the idea of RtI to fit both reading and math. Since BIE schools' AYP Determination is based on reading and math, Nenahnezad Community School included the math within the RtI implementation to address the needs of the students'.

With the implementation of RtI and SBR program, Nenahnezad Community School developed an RtI model for both reading and math. As a result of the grant, Nenahnezad Community School also adopted assessment tools to help monitor growth within the RtI model. AIMSweb and DIBELS (6th edition) was adopted for Benchmark Assessments for three times a year and for progress monitoring throughout the school year. Implementing the assessment tools help identify students' performance levels and target students that were at risk for academic

failure. Through these tools, Nenahnezad Community School will continue the assessments to ensure that students are making the gains needed for closing the gap to proficiency in reading and math. They will be carried over to summer school to ensure that students continue to receive the most targeted instructional possible for their academic success.

2C:

Nenahnezad Community School's MTSS model for day, afterschool, and summer school will align the instructional application for continuous development based on NWEA and supplemental assessments to ensure that there is a systematic approach to developing balanced students in both academics and social development. For regular school day program, NCS (Nenahnezad Community School) will administer Benchmark assessments in NWEA, DIBELS NEXT, AIMSweb, and in-programs benchmark for identifying students' instructional needs. Based on the data, teachers, students, parents, and support staff will partner in implementing a targeted action plans and monitor students' growth by progress monitoring within the assessment tools. Students that are identified for significant failure will be progress monitored weekly and strategic/benchmark students will be progress monitored bi-weekly. Students with Individual Education Plans (IEP) will be administered assessments and progress monitoring based on their placement and IEPs recommendations.

Students will be monitored throughout the implementation to ensure adequate growth is being met. If adequate growth is not showing, the teachers and support staff develop alternative strategies for instructional approach and implement. Adjustments to the instructional strategies and delivery will be sought out that best fits the individual students' learning styles. The staff will continue to closely monitor the student's growth until there is a shift of good growth for the student. Students that do not respond to the adjustments are referred for a SAT referral and then possibly for testing for Special Education. NCS belief is that they do everything they can instructional wise to intervene in placing students in Special Education. Students that develop significant growth are support and challenged to grow more than the projected goals. With positive reinforcements and targeted instruction, students make their goals and more.

2D:

NASIS will be utilized to collect behavioral incidents in both regular and after school programs. Reporting personal will write up the incident and send it to the office where the administrator will address the incident. After the administrator has assessed the incident, they will turn the case over to the register's office to be encoded into NCS's NASIS program. The school's register is also the school's NASIS Administrator. In the NASIS program, all federal reports and documentation is uploaded and stored in the NASIS system. The administrator, school's registrar, and the information technology administrator are familiar with the capabilities of the NASIS system. The instructional coaches and teachers have some knowledge of the system but are limited to attendance, grades, and other instructional components.

2E:

Nenahnezad Community School's 21st Century team has completed the PPICS online and has submitted the updated information. NCS plans to utilize the teachers' surveys in the PPICS and administer at the Middle of Year (MOY) and End of Year (EOY) data to formulate the effectiveness of the program and identify the needs of the students to target components within the survey to better address the weak areas. With cross reference with NCS's NASIS behavioral monitoring and academic data progress monitoring of the identified students, NCS will have a better understanding of the demographics of students' targeted needs for behavioral adjustments and further develop a solid MTSS model to address all the students needs socially and academically. Additional surveys to parents and community members will also be administered to collect information of how NCS can systematically develop a solid model for addressing social and academic needs of its students.

2F:

Nenahnezad Community School's model of the after school program will expand opportunities for student to increase their academic performance by utilizing the Compass Lab and provide additional support in the tutoring program. NCS's after school program will also provide targeted and systematic support from school to after school through PLC meetings, shared data, and shared professional development of instructional practices with all NCS staff. Students enjoy technology and will enjoy the access and support to Compass Lab.

Another motivator for the students is the cultural program and activities that are provided in the after school program. Students are taught their language and culture through supplemental cultural activities such as basket weaving, rug weaving, beading, Navajo storytelling, and cooking. Many students that attend the after school program are residential students that do not have access to cultural components at home due to the fact that many of the parents have lost their teachings as well. Providing cultural activities and lessons in the after school program allows for students and their families to interact with individuals within the communities (Navajo fluent stakeholder) and learn more about their history and arts.

The last motivator is the after school sports program. Students are required to attend the after school program first before the sports program. Many students attend the after school program so that they can get their homework done and not have to worry about it when they get home from school. With the 21st Century Grant, NCS hopes to improve the football field so that the students can enjoy and utilize a field that is not over ran by wild life (lizards) and jagged rocks and weeds. NCS students have been in need of a functional field for some time. All these motivators will increase students' desire to attend the after school program and NCS hope it will carry over to the summer program as well.

2G: INTAB 8

2H:

The key community members that will be a part of NCS's 21st Century Programs are the following: parents, board members, chapter and community members, and NCS staff. Parents have volunteered in the past for sports and working in the classrooms with teachers for parent

involvement. NCS will continue that component. Board members, chapter and community members also have volunteered to present cultural activities for the after school program. NCS staff have also sponsored and administered other activities during the summer programs such as volleyball and basketball mini-camps for summer school students to developing power points for academic presentations. Many NCS families also have been involved in presenting cultural events and activities through school and special event held at the school. Parents and support staff provide coaching of after school teams during the school year. There are no funds other than materials and supply for the activities for students to participate.

2I:

Nenahnezad Community School's MTSS model alignment to the 21st Century Grant will help further develop a systematic program that supports the students in their academic achievement and develop self confidence in the students' academic abilities to develop a positive outlook on education and their learning. With the school's implementation of the RtI model and the use of data analysis to target and drive instructional practices in the regular school setting, the after school program will further support the school's academic initiatives in closing the gap for student achievement in reading and math. The after school program will allow students to utilize additional support through the Odyssey program that is aligned to individual student's NWEA's Descartes. During the first part of the tutoring, support staff/teachers will work in small group instruction with identified students that were targeted for intervention in the regular school day. The staff will closely monitor the students and help with the supplemental homework the regular day staff issued. If additional help is needed, the staff member will administer a one to one (Tier IV) to ensure the skill(s) are mastered before going on. A journal log will assist NCS staff and after school staff with any program alignment for re-teach for the next day during the regular school hours when needed.

After the first 30 minutes of after school, students have the option to move to the Compass Lab for individual work on Odyssey (NWEA) and alternate between intense interventions (small group hands on activities) based on the regular classroom action plans. After an hour, students alternate between sports and Navajo Cultural activities for enrichment.

Summer school at NCS will follow the alignment to academic achievement and enrichment for positive behavior and health. Teachers and/or support staff will target and plan for targeted systematic instruction based on data to meet the needs of all students. With the use of SBR math and reading programs, NCS will utilize all the instructional components to deliver the most systematic instruction possible for academic growth. With the implementation of Common Core Standards (CCS), NCS will continue to align the academic program to meet the level of rigor of CCS utilizing Bloom's Taxonomy and the learning targets built within the CCS reading and math.

2J:

Nenahnezad Community School's AYP status has made significant impact in the surrounding communities. Families have come from other communities requesting to enroll their children into NCS's regular school year. The programs (regular school day, after school

program, and summer school) will be advertised and promoted to the local chapter houses, radios, and flyers. NCS's school improvement team and the 21st Century team will actively promote these programs and utilize the data to show significant academic growth while also implementing a sports and health program for football, volleyball, basketball, and baseball/softball programs. Students and families that have been successful within the academic programs have supported NCS's programs at local community meetings and activities. The board members for Nenahnezad Community School have also promoted the school's status and the high performing staff at the school.

2K:

Students that have been placed into intervention program find that teachers and support staff truly care about their academic achievement. As a result the students develop a bond with NCS staff because they learn to trust their instructional teachers. Many parents that are a part of the plan and implementation of intervention also feel that the staff has a personal interest in the success of their child. The sharing of data, action plans, and lesson plans allows for students and parents to actually see and observe what teachers are doing in the classrooms. NCS implementation of the RtI model is transparent for students and parents to see its effectiveness in academic achievement. Being open and honest has been NCS's success in maintaining enrollment. The development of trust between parents and NCS staff allows for NCS's programs to be successful in developing an effective model. NCS shares data with parents and community members on continuous bases to ensure that everyone is aware of the growth and expectations. Due to the development of trust between the school and community (parents and other stakeholders), families and students want to continue supplemental programs to support their growth. NCS staff will continue to provide support academically and socially (positive reinforcements) to maintain enrollment and parents' support.

The other component is the continuous implementation of the after school sports program. The regular classroom teacher and the sports sponsors have an understanding of the criteria for eligibility. All students are allowed and encouraged to participate in sports but have to meet the eligibility criteria. The eligibility requirements are the following: students must turn in all homework completed, progress monitoring has to be above the cut score, pass weekly assessments (units) with 75% or better, and have no behavioral incidents. For the summer sports camp, students have to participate in the summer program and be in attendance for the full three weeks.

2L:

Nenahnezad Community School will coordinate with the after school program staff during the regular school year. NCS's 21st Century team will meet once a month to report the progress the students are making and address any concerns within the program design and implementation. Through the meetings, NCS will work to align the after school program and other activities to ensure that transitions between the regular school day and after school program are working together to address any areas of concern including the academic components and enrichments programs. NCS staff will coordinate the sports events with local sports director for intermural games and provide the regular school staff with the information of the game schedules

and practice. Documentation and sign in sheets for meetings will be documented in the PLC's server, Native Star, and NCA binder.

2M:

Nenahnezad Community School will work toward developing a partnership with the local chapter house in bring in Navajo Elders to present Navajo culture and Storytelling (winter) to the after school program and to the regular Navajo Culture class in the day program. NCS has identified the importance of partnering with Navajo Elders in developing a high awareness of Navajo language and culture. Through this development, NCS hopes to further enhance the program component to music and dance of the Navajo Culture.

2N:

Nenahnezad Community School has developed student profiles that monitor students' academic progress within the RtI model. Students' profiles include progress monitoring of the academic programs' effectiveness and students are aware of their benchmark assessment data that correlates to the cut scores. Student profiles also include the goals set by the students and teachers for adequate expected growth for the annual gains. Students maintain their academic profiles and at the end of the week, students reflect their progress. If there is concern, the student and teacher re-evaluate the implementation and set forth academic goals and target instructional plans to get the student moving in the direction of growth.

Student profiles and teacher's data collection provide information that targets students' needs and strengths. Through the triangulation of data analysis, teachers can formulate a strategic approach and develop explicit instruction to meet the needs of the students. Data analysis drives the actions plans thus formulates targeted instructional lesson plans that is explicit and systematic to target effective instruction. With the implementation of Common Core Standards (CCS), NCS has scaffolded the learning strategies to assist students that have been identified as at risk, ELL, and Special Education. (See Appendix 15-19)

The student profiles are shared with the after school staff before the week's implementation. Collaboration among the regular academic staff and the after school staff will ensure that academic support is carried over into the after school program to ensure that the students are fully supported and monitored for growth. The after school staff will also monitor the implementation of the Odyssey program and report to the regular school staff on any completions and or concerns with the program.

The academic monitoring will continue into the summer school. Summer school staff will analyze the students' profiles and evaluate the level of implementation for academic growth and utilize data to continue to drive explicit and systematic instruction so that students continue to receive the academic support for success.

2O:

Nenahnezad Community School has started to develop a sustainability plan for continuous implementation of the after school program and the sports program. The school year 2011-12, NCS has had an after school program but was at the beginning stages of implementation. The program was utilized for the residential students to ensure that they completed the homework that was assigned by the teachers. Students were given a time and place for homework and they were monitored by the residential staff. The sports program was implemented by a volunteer parent and support residential staff to ensure that students had the opportunity to participate.

Nenahnezad Community School recognized that there needed to be a systematic approach to the implementation of the after school programs and sports program. NCS developed a 21st Century team to realigned the programs and to formulate a plan of utilizing instructional data to drive targeted instructional support within the after school academic program. The teams also developed and systematic plan to address the cultural values, health and physical components and to engage parents and community members into the implementation of further developing the regular schools day's RtI into a MTSS model.

The team identified key elements to sustaining the programs even after the 21st Century Grant runs out. NCS will continue to have after school program through developing a subcontract with support staff to carry over into the after school program. NCS will also invite more parents to volunteer within the programs to help supplement the staff needed for supporting students in academics and sports. NCS will also enter into MOU's with local businesses and entities such as Indian Health Services, Navajo Behavioral Center, chapter houses, Navajo Nation Cultural programs, and other Stakeholders. NCS will develop and maintain partnerships with all stakeholders to sustain the implementation of the programs that came out of the 21st Century Grant.

The following are documentation of the after school program for SY 2011-12 that occurred at Nenahnezad Community School: See Appendix 20-21.

2P:

The after school program will coordinate with the regular school day staff by participating in the PLC meetings. A staff member from the after school program will also meet once a month with the 21st Century team to analyze and address any concerns of the after school program. With the implementation of CCS and targeting the needs of students academically, NCS has included all staff in professional development of the academic programs to start capacity building for supporting the instructional needs of the students. Through the professional developments, all staff members will have the capability to better support students in academics. They will learn the instructional practices teachers utilize in the classrooms and reinforce the strategies in the after school program and summer school. This will ensure that the implementation is systematic across the school. Every NCS staff will be demonstrating the same procedures across the grade levels.

2Q:

Nenahnezad Community School's AYP status for three consecutive years does not require a restructuring plan. Being an AYP school, Nenahnezad Community School has been one of the academic performing schools within the Bureau of Indian Education that utilize after school program to support the day program of achievement. NCS's after school program has been used for residential students and has had significant impact in academic achievement. Students were required to attend a homework hour before they were allowed to attend supplemental programs. Having a set time and staff members to help with the homework allowed students to practice their skills learned in school. With the added support and time, students made academic growth. With a systematic and explicit approach to the after school program, students will achieve higher levels of growth.

Adequacy of Resources

3A:

The average enrollment for Nenahnezad Community School is 165 per school year. The school will have a 21 Century committee with five employees: dormitory manager, reading coach, business technician, registrar, and three teachers, two from upper grade and one for lower grade. These employees will monitor the 21 Century program throughout the school year. The committee will meet once a month to set up students monthly/future events, review the activities/projects in progress, and review the 21 Century budget. At Nenahnezad Community School we believe quality after school programs are safe and the environment is full of motivation; students are inspired to learning outside the regular school day. All of Nenahnezad Community School 21 Century program will be designed toward academic achievement, cultural, stop bullying, recreational activities to guide learning and engage students with various activities. The specific duties for the coordinators are as follows:

Dormitory manager – coordinates after school homework program for grades 1 -6th grade. The homework program will also include extend library hours for students. There are five employees who monitors the after school homework program with an average ratio of 1 : 10 students. The afterschool computer lab will be use for the Odyssey program that utilizes the Benchmark data to generate individual student's Descartes and the "Pay It Forward" program that the teacher develops based on their advance Descartes. The dorm will have their monthly after school arts crafts for various events such as mother's day, father's day and holidays. The dormitory students will take after school trips to the movie, skating, local parks, and museums. The dorm will also provide guest speakers for parenting, bullying, health and wellness, culture, nutritional education, drug/violence preventions, and counseling services. The dorm will hire professional consultant who will teach well being and promote nutritious choices so they may achieve their full academic potential. Parent involvement is most important activity in the dormitory. The dorm will have on going parenting, bullying, and prevention trainings throughout the school year.

Reading coach will assist with the community partners: plan and implement projects that will benefit the education of the students. Develop the summer school program with emphasis on

Common Core Standards (CCS) to ensure that teachers are scaffolding the instruction to meet the rigor of CCS, maintain the Odyssey implementation to meet the needs of the students based on the Descartes, maintain the progress monitoring of academics (reading) to ensure that all students continue to grow, and implement a writing program that is conducive to other core programs such as math, science, social studies, and Navajo Culture activities. Reading coach will be involved with the school year after school student activities.

Business technician will coordinator for the 21 Century program. The coordinator will provide leadership in planning, implementing and coordinating the afterschool program at Nenahnezad Community School. Coordinator will be involve with the 21 Century committee in developing programs and will collaborate with partners, parents, students, business, and local chapter government. Coordinator will involve coordinate programs, data collection, record keeping, and evaluation and monitor the 21 Century expenditures. Coordinator will make public presentation both oral and written regarding the grant funding programs. Coordinator will work collaboratively with the appropriate official in submitting required reports.

Registrar will coordinate ongoing monthly student incentive. Nenahnezad Community School students K-6th earn good behavior and perfect attendance awards. The registrar will coordinate monthly rewards consisting of movie tickets, Dairy Queen Gift cards that will be given out during assembly. Registrar will coordinate all holiday events with teachers and students. Registrar will organize and assist in developing programs for all student activities orders for special events. Coordinate the coordinate parent teacher conference and academic events throughout the school year. The major events are literacy night, math night, parent teacher's conference, parenting night, holiday assembly and end of the school year events.

Teacher 1, 2, and 3 will all participate in the summer school program. In the summer program, teachers will analyze data from NWEA, DIBELS, AIMSweb, and in-program End of Year (EOY) assessments to develop and generate backpacks within the Odyssey (Compass) to plan and target instruction based on the triangulation of data to ensure teachers provide the most explicit and systematic instructional methods to ensure growth for each student in summer school. Teachers will generate lesson plans based on the data and utilize the latest instructional methods of teaching to deliver quality instruction based on individual students' needs. The summer school teacher's ratio will be 1:10; if there should be more than 30 students an additional teacher may also work.

Teacher 1 representing the lower grade will assist with community partner's to expand project in the health, social, and cultures area. These tasks include coordinating with the local I.H.S, Health Promotion program, Navajo Nation Behavior Health Program, and Environmental Heath Program, Fire department, etc. The school MOU agreements will be established by all the services provided by the community partners. These community partners are conduct during school assembly and dormitory parent and students meeting.

Teacher 2 representing the upper grade 3-6th will coordinate parent involvement portion of 21 Century program. At Nenahnezad Community we believe involving families provides

benefits for the student, program and the community. Parents and community member will be involved with the afterschool school programs as the program progress. Parents will learn and understand the graphs and progress of their student achievement. Coordinator will coordinate events and activities pertaining to traditional culture. Cultures activities will include bring in guest speakers, story teller, and school Hogan trips. Students will learn about improving neighborhoods, supporting the troops, cleaning the environment, caring for the elderly, and help animals. Parent meetings will be held to provide and encourage in actively participate in the daily learning and student activities schedule.

Teacher 3 will coordinate Nenahnezad Community School's 21 Century's sports and recreation activities. The coordinator will set up after school sports activities for the dormitory and day students. These activities will include art's and crafts, basketball, volleyball, track and field, Zumba, walking, jogging, hiking, swimming, skating, flag football. The sport activity teaches students about sportsmanship, team building, leadership, skills development. The value of teaching children teamwork, fair play and good sportsmanship goes far beyond the game. Coordinator will encourage the parent participation.

3B:

The job descript for each of the primary coordinator are in Appendix A. Teachers, Dormitory Staff. Teacher (Reading), Business Technician, Registrar, Teachers,

Residential Program – 5 employees – Sch. year.	Expected Coordinator's time
50 - 60 Students	.25 FTE – homework - 1 hr .25 FTE – school trips - 3 hours .25 FTE – afterschool activities - 2 hours
Reading Coach – Summer Program - Summer Sch.	Expected Coordinator's time
3 Teachers	.50 FTE – summer school program .25 FTE – after school activities - 3-4 hour a wk.
Business Technician – School Year	Expected Coordinator's time
5 - Coordinators	.25 FTE – coordinator 15 hours per week + weekend events
Registrar – School year	Expected Coordinator's time
20 - 30 Students	.25 FTE – monthly incentive, school year events
Teacher 1 –	Expected Coordinator's time

15 Students	.26 FTE – afterschool coordinator 1.00 FTE – summer school
Teacher 2 –	Expected Coordinator’s time
15 Students	.25 FTE - after school coordinator 1.00 FTE – summer school
Teacher 3	Expected Coordinator’s time
15 Students	.25 FTE – afterschool coordinator 1.00 FTE – summer school

and schedules---what would be included for schedules and why of key staff in your proposal.

Schedule

Dormitory Manager and Home Living Assistant will provide the afterschool programs from 4:00 pm to 8:00 pm Monday through Thursday. The staff will provide homework services and various activities, arts and crafts, and school activity trips.

Elementary Teacher - Reading Coach will assist with the community partners: plan and implement projects that will benefit the education of the students. Develop the two week summer school and school year program with emphasis on Common Core Standards (CCS).

Business Technician, 21 Century 21 coordinator will spend 14 hours per week and work scheduled events on weekend. The coordinator will provide leadership in planning, implementing and coordinating the afterschool program. Coordinator will involve coordinate programs, data collection, record keeping, and evaluation and monitor the 21 Century expenditures.

Registrar will spend the 4 hours a week with the Century 21 program. Registrar will oversee and coordinate the after school library program. Registrar will coordinate ongoing good behavior and perfect attendance ward.

Teacher 1 will dedicate 4 hours a week to assist with community partners and expand project in the health, social, and culture areas. Teacher will coordinate with the MOU that will be established.

Teacher 4 will spend four hours a week coordinating cultures activities and bring in guest speakers, story teller, and school Hogan trips. Teacher will coordinate with parent, community, and stakeholder and encourage involvement of the 21 Century program. Teacher will work with

students in improving neighborhoods, supporting the troops, cleaning the environment, caring for the elderly, and help animals.

Teacher 3 will spend approximate 8 hours a week involve with the afterschool recreational activities. These activities include all sports and exercise classes for the students, parents and community members. Teacher will travel with the students for games off campus.

3C:

Traveling safely to and from the students activity site is very important for the 21 Century program. Nenahnezad Community School has three qualified bus drivers to provide transportation for all school activities and academic. The bus drivers are required to have state-issued Commercial Drivers License with the proper endorsement, and meet certification and training requirement. For the safety of the students are required to have CPR, student roster, student check-off list, accident reporting kit with insurance wavers. Before any activity trip the bus drivers inspect the buses and assure it's in safe condition. The bus policies and procedures include getting on and off the bus which include being on time at the bus stop, parents are responsible to pick up their child by the pickup point, use caution crossing the road, students are assigned seats, no student should be out of their seat while the bus is moving, no eating or drinking on the bus, talk quietly, learn how to get off the bus during emergency stop, obeying the passenger rules, students are under the authority of the bus driver or aid, misconduct on the bus will require a written notification to the parent explaining the action, student will not ride the bus until the suspension or matter and handled by direct authority, student's home address is require to ride the bus, all student must be picked up at the same location Mon – Fri.

3D:

Nenahnezad will use the school facility for after school activities. The school has a dormitory with 80 student capacity. The school buildings, cafeteria, library, classroom, gym, and administration are very close together. This school environment is designed for small group learning. The classrooms are available for afterschool activities for small and medium size group. The computer lab is within the dormitory and easy assessable for afterschool programs. The library is within short walking distance from the dormitory. Student in the afterschool program will spend valuable reading time in the library. Students will have access to computer to take their AR book comprehensive test. Nenahnezad Community School is a safe homely environment and the entire school buildings are open for the 21 Century activities.

3E:

Nenahnezad Community School has experience significant support from local business and organizations. The Four Corners power plant was been supportive in the afterschool program by providing textbooks for the library. We have the local chapter house that provides the students with school supplies each school year. Twice a year the students take a movie trip to Allen Theater. They set aside a day for our student to watch a movie they like. Along with the movie trip the students get to eat an "all you can eat" luncheon at Golden Correl. These two companies

have been very gracious to provide services for our large group of students. The students enjoy the local city parks for picnics and activities. The local sheriff office provides safety tips for students during the school assembly. Indian Health Services provide health promotion activities and exercise information in the dormitory. The local high schools bring their student to our school and teach for one to two hours twice a year. The student enjoys young students teaching. Many of the teachers work after school and weekend to prepare their lesson plans for the next week. The administration office denote hours of time to complete required task for the students.

3F:

Nenahnezad Community School has close relationship with the local tribal government. Four of our school board members are representatives of the local chapter houses. During our school board meeting they are informed of the 21 Century after school programs and they relay the information during on their Sunday community meetings. Many of the student's parents attend these communities meeting and they bring their questions to the school. Our school advertize school activities such a parent teacher conference, basketball, volley ball, etc. on the Navajo radio station KDNN. We will also mail the local communities with our school after school programs. Our school relies on text messages, face book, and radio advertisement.

4. Quality of the Management Plan

1. 80% of the students in grades K-6th will meet their end of the year 60% grade level goal as measured by the Fall to Summer NWEA RIT score in the area of mathematics.

2. 1. 80% of the students in grades K-6th will meet their end of the year 60% grade level goal as measured by the Fall to Summer NWEA RIT score in the area of Reading.

3.80% of the students in grades 1st-6th will meet their individual year long goal (in-program ROI for 32 weeks) as measured by the AIMSweb M-COMP assessment.

4. 80% of the students in grades K-6th will meet their individual year long goal (in-program ROI for 32 weeks) as measured by the Dibels Next assessment.

5. The number of incident reports in the area of bullying will decrease by 20% as measured by the in school tracking system (i.e NASIS)

4B:

Our school will receive the \$80,000.00 grant in January 2013 school year. The three months per-implementation will consist of the following programs. We will have the homework program on Monday – Thursday from 5:00 pm – 6:00 pm. The homework program is plan for the e entire school year. The winter sports began in late November for both girls and boys. The basketball practice is from 4:00 pm to 5:00 pm and the games will be staring in November through March 2013. Zumba classes will begin January 7, 2012 for the local community. These

classes will be schedule two times a week. The dormitory will have their monthly arts and craft throughout the school year. They will have their monthly guest speakers on bully, health promotion, parenting classes, trip to skate way, and Navajo Nation Youth Development will have their monthly student activities. All of the dormitory activities are geared toward parent involvement. The academic will have their monthly character counts, attendance, and behavior award. The student will be reward a movie ticket and a five dollar DQ gift card. We have the student support group schedule every Tuesday from 2:00 pm to 4:00. We have San Juan Partnership schedule every Thursday from 2:00 pm to 4:00 pm to teach students on Lift Skills. There are two parent teacher's conference schedule one in January and March 2013. We also have math and literacy night schedule with parent involvement. We will be hosting Anti-Bulling, Character Education, Money Management, Positive Psychology, cyber bullying, etc. In June 2012 we will have the summer school program for students who need additional academic lesson. We will provide traditional culture class, arts and crafts and incentive trip. The summer school will have emphasis on the Common Core Standards lessons. Our mission is to assist teacher, councilors, administrators and parent to helping students to become better citizens in all aspect of life.

Tentative 3 months expenditures

After school homework salary	\$ 5,000.00
Art's Crafts - dorm & classroom	\$ 2000.00
Monthly Awards - incentive	\$ 1000.00
5 After school Coordinators (.25 FTE)	\$ 5,000.00
After school incentive trips	\$ 6,000.00
Guest Speakers \ services	\$ 3,000.00
Student support program	\$ 1,000.00
Software – culture	\$ 4,000.00
Parent involvement	\$ 1,500.00

The next three years Nenahnezad Community School's 21 Century funding will support the after school homework because of the academic reinforcement improves the student academic. The afterschool sports are ongoing; the athletic program is a huge part of the 21 Century program. We will continue the dormitory activities mentioned above and include new presenters and activities. The dormitory and academic programs are always enforcing the bullying programs. We will continue to enforce the area of behavior and character counts at our school. We will enforce our learning on traditional culture in the afterschool. We never emphasize enough of the Common Core Standard in our academic instructions. We will continue to enforce the trainings that will help teachers learn the curriculum mapping for Common Core Standards. Nenahnezad Community School has been proactive in this mission but still need a lot of training through the Black Belt trainings.

4C:

Nenahnezad Community School is with the program Common Core Black Belt (CCBB) certification program. The CCBB is a leadership program that is systemic approach for transitioning to the Common Core. The certified teachers and education technicians are all given access to use the webinar to train themselves the Common Core classroom implementation and strategies. The CCBB website training is hands-on practice session to establish key skills to build the CC skills. There is a one-hour a day on demand to cover assessment in ELA, Math, Science, and Special Educ. Thee educators build skills through these resources to establish the skills and apply it in their classrooms. There are weekly meetings during these sessions to review and discuss the Common Core Standards (CCS). The teachers and education technicians will review their progress and planning reports to determine their next step of the learning process. Nenahnezad Community School will use the DIBLES assessment to align with the Common Core Standards. This will help the teachers identify the students who may need additional help when transitioning to CCS. Nenahnezad Community School uses the Odyssey curriculum activates aligned to NWEA to tract the academic growth of a single student. Know thing student score will help in the learning process of the CCS. The AIMSweb testing is also used to assess student's mathematic problem solving skills. AIMSweb provides guidance for teacher's so they can align the curriculum with CCS. These testing provide the students assessment and they will be use to in the alignment of CCS>

4D:

Nenahnezad Community School has the following departments on the school organization structure: Teachers, Education Technicians, Special Education Department, Administration Department, Dormitory, Cafeteria, Facility management, Transportation, and School Board. The entire staff at Nenahnezad Community support the 21 Century student activities and academic programs. The Bus drives bring the students to school and transport them to recreational events. The dormitory staffs provide afterschool homework for student's education reinforcement and provide activities, field trips, counseling, parent support and arts and crafts. The cafeteria provides the nutritional meal for student's healthy diet. The facility management maintains the campus so the student has a place to learn and enjoy the 21 Century activities. The special education program provides the best education and activity service for low academic performing students. Our teachers and education technician will provide the best education service for the 21 Century. Our school has made AYP for three years. Century 21 has been a huge part of this academic success. Our teachers will continue to excel our student in the classroom and provide afterschool academic services and activities. The administration office has been 100% involved with the Century 21 program. The leadership in this organization will support the 21 program by development and implementation of 21 Century program. The leadership team will assure all service and activities are document in Native Star during the weekly school leadership meetings.

4E:

Nenahnezad Community School 21 Century coordinators will be required to attend trainings that is in line with their assignments. These trainings will include building strong relationships with families, behavior support, afterschool Safety, bullying & cyber-bulling, mental & behavioral health, nutrition, physical activity, home work, library instructions and fitness. We will provide training for staff assisting with homework. The training will improve homework staff in connect better with what students learn during the school day. All Nenahnezad Community School teachers have specific need with classroom instructions. All decisions on training are data driven and base on what the teachers and student need are according to the data (AIMSweb, Dibels, NWEA) . Base on the data we will provide after school training in the areas of math, reading, science, and align with Common Core Standards. The teachers all are require taking the CCSS Black Belt trainings. The trainings will help them with the path way for Common Core state standards. They will articulate the curriculum mapping for Common Core reading and math. Teachers will learn the standards of deconstruction and learn how to implement and align lesson plans.

4F:

Nenahnezad Community School has an excellent relationship with stakeholders. Our school website <http://nenah.bie.edu/> is our primary resource of communication for the school. We provide our school calendar with the community and parents so they know the school year schedule. During our math, literacy, parent teacher's conference, and school sports activities we advertise on the local KDNN radio station. We also communicate with the parents through email and text messages. We send flyers to local organizations on our parenting programs sponsor at for school. We communicate with our local government through our four school board representatives and they relay the school activities and information to their chapter's houses. The companies we have MOU with are Allen Theaters, parks and recreations, libraries, Golden Corral, Indian Health Service, Health Promotion, Parenting Programs, Sheriff department will be provide school calendars and yearly school events so they are aware of when our school will be making reservation for the student activities. We will promote our stakeholders to be involved with Nenahnezad Community education and activities. We will use technology, verbal, and flyers to communicate with our stockholders on all school 21 Century programs.

4G:

Nenahnezad Community School will provide a monthly 21 Century newsletters of all upcoming events and academic information. The newsletters will be distributed to parents, school staff, and school board. The news letters will be mailed to parents and handed to students at the beginning of the each month. Furthermore, throughout the month we will prepare flyers & post cards to remind parents of any upcoming 21 Century events. We will also call and text message the day before the event to remind the parents not to miss the activities and events. We will monitor the monthly parents and community involvement with 21 Century event. All turnouts will be noted on the next 21 Century newsletter.

4H:

Nenahnezad Community School will continue to use the data base by PPICS to monitor the student progress. We believe this survey was specifically designed to monitor student's performance and progress. By using PPICS we will be able to collect comprehensive information such as characteristic, service, behavior, and performance. With the PPICS data we will be able to monitor how our program are operating and progressing. The PPICS data reports we retrieve will be shared with school staff, school board, stakeholders, community, BIE reporting agency, U.S. Department of Education and recognized in Native Star. The student progress report will be monitored quarterly during the school year. Base on Nenahnezad Community School PPICS report we will work on improving in the areas that need attention. The report will also be used to identifying which students will be recommended for the summer school program. Base on the PPICS data collect recently we found the majority of our students doing well in behavior; this is because Nenahnezad Community has been 100% involve with students character counts.

Nenahenezad Community School dormitory department will conduct parent survey each quarter throughout the school year. The survey is a requirement for all dormitory students' parents. The data is directed to the student safety, homework benefits, and staff services, newsletter, parent involvement, recommendations, foster grandparents, concerns, bullying, activities, culture programs and trainings. The surveys will be put on Excel spreadsheets and weight of where the dorm will provide improvement. The survey result will be shared with the parents during their monthly parent meeting. Parents will bring their ideas for improvement. The dormitory staff, school leadership and 21 Century Committee will review the survey's results and discuss and make improvements.

School Improvement Status:

5A:

Nenahnezad Community School has achieved AYP status for three consecutive years and is no longer in Restructuring status. As a result of achieving AYP, Nenahnezad Community School (NCS) has highly qualified teachers that are highly trained in their academic components. Each teacher is trained in the SBR programs and in the RtI model. Currently the staff is working on Common Core Standards (Black Belt) and aligning the core programs to meet the needs of CCS's level of rigor and learning targets. Teachers are also trained to administer assessments and analyze the results to develop action plans that drive their instruction (lesson plans). Each teacher is trained in the supplemental programs that support student achievement such as NWEA's sub-skills, Odyssey program, Study Island, DIBELS NEXT Intervention components, AIMSweb sub-skills for math, and the implementation of the Common Core State Standards (CCSS).

5B:

NCS instructional staff and support staff are highly trained in the RtI model and academic programs. NCS is also staffed with instructional coaches that have the education and background to support the staff and students in the implementation of a highly effective academic program during the school day, after school program, and the summer school program. They are highly trained in data analysis and active in school improvement implementation for all students, especially the students at risk for failure. With a highly qualified staff, NCS has more capabilities

to implement a highly effective 21st Century Program that is more of a Multi-Tiered System of Support for all students. NCS staff is well trained in data analysis and developing targeted and explicit instruction that meet the needs of the students. The staff has adopted the mindset of positive reinforcements, high engagement in the classrooms, and data drives instruction, has led to NCS students achieving AYP for three consecutive years.

5C:

Achieving AYP status, Nenahnezad Community School's 21st Century team had to look closely at the current implementation and identify what components need improvements and what other elements that are needed to be added to further improve the academic performances of NCS students. For years schools have been focused on the "at risk students for academic failure", but fail to look at the whole student. NCS has identified that the RtI model does not address the social needs of all students, including the at risk students. As a result, NCS started to develop an MTSS model that addresses the needs of the students academically and socially. The team identified that targeting students' needs (including the benchmark and strategic students) had to be addressed. With the implementation of the RtI model, NCS has found that there are fewer students at risk for academic failure. However, NCS has another type of problem; students identified as benchmark and strategic are not challenged enough during the RtI implementation in Tier III. With the added Odyssey program in the after school and the development of subgroups of instruction in the after school and summer school programs, students can be challenged academically and support to become advance and high benchmark. The development of the after school and summer school program will allow all students to achieve academic growth at a higher level. Students at these levels can also be role models for the at risk students by supporting them in instruction through cooperative learning and engaging in highly rigor activities to stimulate the brain to accumulate learning and comprehending academic elements.

Through the highly engagement of the after school and summer programs, students will develop a higher understanding that learning is fun and they will feel the success of achievement with the support of NCS staff. Implementing a highly qualified 21st Century program will enable students to want to continue their growth because they know NCS staff is supportive of their achievements. Currently, NCS has no issues for retention. Families from surrounding communities are waiting to enroll their children at Nenahnezad Community School because of the AYP status and of the high engagement of academics NCS has implemented.

5D:

Nenahnezad Community School's Residential program is highly engaged in the after school program. The residential administrator is on the 21st Century team and is monitoring the support staff that is administering the after school program. The residential administrator monitors the homework and provides support to the residential staff during the after school program. In partnership with the regular school day teachers, the residential staff has established homework folders for the lower grades and monitors students with their supplemental practice work. The older residential students have agendas as a form of monitoring the homework but also serve a communication tool between the residential program staff and regular classroom teachers. Among the activities administered in the after school program are the following:

Navajo Cultural activities such as weaving, storytelling, cooking; sports activities such as volleyball, basketball, football, and baseball/softball; trips to town as an incentives that are based on academic and behavioral growth, and other activities that other stakeholders bring in.

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

Name of Each After School Site	Designation – School Status	% Free or Reduced Lunch	Estimated # of Students to be Served	Percentage of Day School population Served	# of Family Members to be Served, if Appropriate	Grade Levels to be Served
<i>Example: Chief Elementary School</i>	<i>Example: Restructuring</i>	<i>Example: 100%</i>	<i>Example: 80 students</i>	<i>Example: 50%</i>	<i>Example: 25 adults</i>	<i>Example: K-8</i>
<i>Nenahnezad Community School</i>	<i>Made Annual Yearly Progress (AYP)</i>	<i>100%</i>	<i>80 Students</i>	<i>100%</i>	<i>30 Adults</i>	<i>K-6th</i>

Performance Measures

Measureable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/Evaluation
<u>Regular School Day:</u> *Reading Growth @ 60%ile (set by Navajo Nation ADD)	*Assessment of NWEA and DIBELS NEXT to all NCS students *Analyze and set goals for students *Develop Quarterly Action Plans for instruction (Reading) *Administer instructional delivery of core program (reading) *Scaffold learning objectives to meet CCS and ELL (reading) *Progress Monitor Weekly for below level students and bi-weekly for strategic and benchmark students *PLC Meetings (grade level, additional meeting with coach, and after school staff meeting with grade level PLCs)	*Reading Coach *Teachers/Students/ Reading Coach *Teachers/Reading Coach *Classroom Teachers *Teachers/Reading Coach *Teachers *Teachers/Reading Coach/After School staff	*August/December/April (Based on DPA's set dates for SY 2012-13) *August/ January/May *August/December/ March/May *August-May *August-May *August-May	*Benchmark Results *Goal Setting sheets and roll up data *Action Plans on file and in teachers' academic binders *Lesson Plans *Coaching Observations and lesson plans for CCS/ELL *DIBELS Next PM reports and schedule *PLC minutes
<u>Regular School Day:</u> *Math Growth @ 60%ile (set by Navajo Nation ADD)	*Assessment of NWEA and DIBELS NEXT to all NCS students *Analyze and set goals for students *Develop Quarterly Action Plans for instruction (math) *Administer Instructional delivery of core program (math)	*Math Coach *Teachers/Students/ Math Coach *Teachers/Math Coach *Classroom Teachers *Teachers/Math Coach	*August/December/April (Based on DPA's set dates for SY 2012-13) *August/ January/May *August/December/ March/May *August-May	*Benchmark Results *Goal Setting sheets and roll up data *Action Plans on file and in teachers' academic binders *Lesson Plans

	<p>*Scaffold learning objectives to meet CCS and ELL (math)</p> <p>*Progress Monitor Weekly for below level students and bi-weekly for strategic and benchmark students</p> <p>*PLC Meetings (grade level, additional meeting with coach, and after school staff meeting with grade level PLCs)</p>	<p>*Teachers</p> <p>*Teachers/Math Coach/After School staff</p>	<p>*August-May</p> <p>*August-May</p> <p>*August-May</p>	<p>*Coaching Observations and lesson plans for CCS/ ELL</p> <p>*AIMSweb PM reports and schedule</p> <p>*PLC minutes</p>
<p><u>After School Program:</u></p> <p>Reading and Math growth @ 60%ile (set by Navajo Nation ADD) >Supplemental Growth (Bridge from Regular School Instruction)</p>	<p>*PLC Meetings with regular school staff</p> <p>*Tutor sign in sheet and signature of completed lessons and/or agendas</p> <p>*Odyssey Program</p> <p>*Navajo Cultural Activities</p> <p>*Behavioral Activities</p> <p>*Health Enrichment</p>	<p>*Grade Level PLC with after school staff</p> <p>*After school staff/teachers</p> <p>*After school staff and students</p> <p>*After school staff and regular culture staff</p> <p>*After school staff and other stakeholders (community)</p> <p>*After school staff/parents/regular day school staff</p>	<p>*August-May</p> <p>*August-May</p> <p>*September- May</p> <p>*September-May</p> <p>*September-May</p> <p>*September-May</p>	<p>*PLC minutes</p> <p>*Sign in sheets and agendas</p> <p>*Students' profiles on Odyssey (backpacks)</p> <p>*Sign in sheet and a product of activity</p> <p>*Sign in sheet and a product of activity</p> <p>*Sign in sheet and MAU's with stakeholders</p>
<p><u>Summer School:</u></p> <p>Reading and Math growth @ 50%ile (set by NWEA students' annual growth)</p>	<p>*Analyze and set goals for students based on NWEA</p> <p>*Develop Summer Action Plans for instruction (Reading and Math)</p> <p>*Administer instructional delivery of core program (reading and math)</p> <p>*Scaffold learning objectives to meet CCS and ELL (reading and math)</p>	<p>*Teachers/Students/ Instructional Coach</p> <p>*Teachers/Instructional Coach</p> <p>*Classroom Teachers/staff</p> <p>*Teachers/Instructional Coach</p>	<p>*June</p> <p>*June</p> <p>*June</p> <p>*June</p>	<p>*Completed goal setting for summer based on individual annual growth</p> <p>*Completed Summer</p>

	<p>*Progress Monitor Weekly for all students.</p> <p>*PLC Meetings (grade level with instructional coach)</p>	<p>*Teachers</p> <p>*Teachers/Instructional Coach</p>		
--	---	---	--	--

2G:

Schedule of Operations

SCHOOL(S) SERVED: ***Nenahnezad Community School***

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

SCHOOL YEAR: 9-3-12 to 5-10-13

Number of Weeks during the school year: 30 weeks

Activity	Time of Day	Where? By Whom?	M	T	W	TH	F	S	SU
After School Tutoring	4:00-5:00 pm	Residential or classroom (teachers/support staff)	X	X	X	X			
Compass Lab	4:30-5:30 pm	Computer Lab/Classroom (teachers/support staff)	X	X	X	X			
Cultural Activities	4:30-5:00 pm	Residential Hall (support staff and other stakeholders)		X					X
Sports	5:00-6:00 pm	Gym/football field (NCS staff/support staff/stakeholders)	X	X	X	X	X	X (if needed)	

SUMMER: 6-3-13 to 6-21-13

Number of Weeks during the school year: 3 weeks

Activity	Time of Day	Where? By Whom?	M	T	W	TH	F	S	SU
Academic Instruction	8:00-12:00 am	Classrooms (teachers/support staff)	X	X	X	X			
Compass Lab	8:00-12:00 am (Open)	Computer Lab/Classroom (teachers/support staff)	X	X	X	X			
Cultural Activities	12:00-12:30 pm	Classrooms (support staff/teachers)		X		X			
Sports/Health	12:00-12:30 pm	Gym/football field (NCS staff/support staff/stakeholders)	X		X				

21st CCLC SCHOOL SITE SUMMARY - YEAR ONE

Name of School	NENAHNEZAD COMMUNITY SCHOOL
School Administrator	LARRY D. CUNNINGHAM
Line Office	LEMUEL ADSON

LINE ITEMS	DESCRIPTION	AMOUNT	TOTAL
Direct Instruction			
Personnel Services			\$ 14,900.00
SITE FACILITATOR	In order to maximize resources, this individual will play a key role in monitoring the implementation of the program at the school site. He/she will be responsible for monitoring all student performance, ensuring that students are receiving the appropriate support, ensure staff are in compliance to providing services as aligned to the grant program design, and will gather all required data and reports and submit to the Education Program Specialist at the ADD Navajo Office. The Position will be filled by a school employee and will be funded as a "stipend" as defined by the school		
PRINCIPAL	OVERSEES PROGRAM OPERATION	\$ 3,000.00	
READING COACH	ACADEMIC COORDINATOR	\$ 4,700.00	
BUSINESS TECH	COORDINATOR	\$ 7,200.00	
Employee Benefits			\$ 4,000.00
	25%	\$ 4,000.00	
Professional Development			\$ 5,000.00
	21 CENTURY TRAINING / CONFERENCES	\$ 5,000.00	
Purchased Services			\$ 5,400.00
	CONSULTANT - CULUTRE	\$ 500.00	
	CPR TRAINING	\$ 800.00	
	CONSULTANTS - DORM	\$ 2,000.00	
	REDUCE YOUTH VIOLENCE AND DRUGS	\$ -	
	HEALTH AND WELLNESS	\$ -	
	PARENTING CLASSES	\$ -	
	Giving Teacher Tool to stop Bulling	\$ 800.00	
Equipment			\$ 6,500.00
	SOFTWARE; MATH, READ, CULTURE	\$ 2,500.00	
	COMPUTER FOR LIBRARY	\$ 4,000.00	
Materials and Supplies			\$ 2,000.00
	SUPPLIES FOR ARTS AND CRAFTS	\$ 1,000.00	
	RECRECTIONAL SUPPLIES	\$ 1,000.00	
Other Expenses:			\$ 5,000.00
	STUDENTS INCENTIVES PROGRAM	\$ 4,000.00	
	PARENT INVOLVEMENT	\$ 1,000.00	
Instructional Support			
Personnel Services			\$ 8,200.00
	SUMMER SCHOOL TEACHER	\$ 1,640.00	
	SUMMER SCHOOL TEACHER	\$ 1,640.00	
	SUMMER SCHOOL EDUC. TECH	\$ 1,640.00	

21st CCLC SCHOOL SITE SUMMARY YEAR 2

Name of School	NENAHNEZAD COMMUNITY SCHOOL		
School Administrator	LARRY D. CUNNINGHAM		
Line Office	LEMUEL ADSON		
LINE ITEMS	DESCRIPTION	AMOUNT	TOTAL
Direct Instruction			
Personnel Services			\$ 20,000.00
SITE FACILITATOR	In order to maximize resources, this individual will play a key role in monitoring the implementation of the program at the school site. He/she will be responsible for monitoring all student performance, ensuring that students are receiving the appropriate support, ensure staff are in compliance to providing services as aligned to the grant program design, and will gather all required data and reports and submit to the Education Program Specialist at the ADD Navajo Office. The Position will be filled by a school employee and will be funded as a "stipend" as defined by the school		
PRINCIPAL	OVERSEES PROGRAM OPERATION	\$ 5,000.00	
READING COACH	ACADEMIC COORDINATOR	\$ 6,000.00	
BUSINESS TECHNICIAN	COORDINATOR	\$ 9,000.00	
Employee Benefits			\$ 4,000.00
	25%	\$ 4,000.00	
Professional Development			\$ 6,000.00
	21 CENTURY TRAINING / CONFERENCES	\$ 6,000.00	
Purchased Services			\$ 7,700.00
	CONSULTANT - CULTURE	\$ 800.00	
	CPR TRAINING	\$ 800.00	
	CONSULTANTS FOR DORM	\$ 3,000.00	
	HEALTH AND WELLNESS	\$ -	
	CYBER CONSULTANT	\$ 500.00	
	DRUGS AND VIOLENCE PERVENTION	\$ -	
	MOTVITION FOR CHILDREN FOUNDATION	\$ 600.00	
	BULLIE PREVENTION CONSULANT	\$ 1,000.00	
	PARENTING CONSULTANT	\$ 1,000.00	
Equipment			\$ 4,000.00
	COMPUTER FOR DORMITORY STUDETNS	\$ 4,000.00	
Materials and Supplies			\$ 5,400.00
	AFTER SCHOOL ARTS AND CRAFTS	\$ 1,800.00	
	RECREATIONAL SUPPLIES	\$ 1,000.00	
	DORMITORY ARTS AND CRAFTS	\$ 1,800.00	
	MATH/READING NIGHT SUPPLIES	\$ 800.00	
Other Expenses:			\$ 2,300.00
	GYM SPEAKERS	\$ 800.00	
	GYM STAGE PADS	\$ 1,500.00	

21st CCLC SCHOOL SITE SUMMARY - YEAR THREE

Name of School	NENAHNEZAD COMMUNITY SCHOOL
School Administrator	LARRY D. CUNNINGHAM
Line Office	LEMUEL ADSON

LINE ITEMS	DESCRIPTION	AMOUNT	TOTAL
Direct Instruction			
Personnel Services			\$ 18,000.00
SITE FACILITATOR	In order to maximize resources, this individual will play a key role in monitoring the implementation of the program at the school site. He/she will be responsible for monitoring all student performance, ensuring that students are receiving the appropriate support, ensure staff are in compliance to providing services as aligned to the grant program design, and will gather all required data and reports and submit to the Education Program Specialist at the ADD Navajo Office. The Position will be filled by a school employee and will be funded as a "stipend" as defined by the school		
PRINCIPAL	OVERSEES PRGRAM OPERATION	\$ 4,000.00	
READING COACH	ACADEMIC COORDINATOR	\$ 5,000.00	
BUSINESS TECHNICIAN	COORDINATOR	\$ 9,000.00	
Employee Benefits			\$ 4,500.00
	25%	\$ 4,500.00	
Professional Development			\$ 8,000.00
	21 CENTURY TRAINING / CONFERENCES	\$ 8,000.00	
Purchased Services			\$ 5,100.00
	CULTURE CONSULTANT	\$ 600.00	
	CPR TRAINING	\$ 800.00	
	DORMITORY CONSULTANTS	\$ 2,000.00	
	REDUCE YOUTH VIOLENCE AND DRUGS	\$ -	
	HEALTH AND WELLNESS	\$ -	
	BUSINESS MGT CONSULTANT	\$ 300.00	
	PARENTING CONSULTANT	\$ -	
	GIVING TEACHER TOOL TO STOP BULLING	\$ 800.00	
	MOTIVATION FOR CHILDREN FOUNDATION	\$ 600.00	
Equipment			\$ 1,500.00
	POPCORN MACHINE	\$ 1,500.00	
		\$ -	
SUPPLIES AND MATERIALS			\$ 4,525.00
	SUPPLIES FOR DORMITORY ARTS/CRAFTS	\$ 2,000.00	
	RECREATION SUPPLIES/MATERIALS	\$ 2,525.00	
Other Expenses:			\$ 6,500.00
	STUDENTS INCENTIVE PROGRAM	\$ 5,000.00	
	PARENT INVOLVEMENT	\$ 1,500.00	
Instructional Support			
Personnel Services			\$ 5,100.00
	SUMMER SCHOOL TEACHER	\$ 1,700.00	

	SUMMER SCHOOL EDUC. TECH	\$ 1,700.00	
	SUMMER SCHOOL CLULTURE	\$ 1,700.00	
Employee Benefits			\$ 1,275.00
	25%	\$ 1,275.00	
Professional Development			\$ 4,000.00
	CORE INSTITUTE	\$ 2,000.00	
	MATH CONSULTANT	\$ 2,000.00	
Purchased Services			\$ -
		\$ -	
Equipment			\$ 3,000.00
	PROMETHEAN BOARD - COMPUTER LAB	\$ 3,000.00	
		\$ -	
Materials and Supplies			\$ 2,500.00
	SUMMER SCHOOL SUPPLIES	\$ 500.00	
	CLASSROOM ART/CRAFTS SUPPLIES	\$ 1,000.00	
	SUPPLIES MATH/READING NIGHTS	\$ 1,000.00	
Other Expenses:			\$ 5,500.00
	STUDENT INCENTIVE PROGRAM	\$ 4,000.00	
	PARENT INVOLVEMENT	\$ 1,500.00	
Non-Instructional Services			
Material and Supplies			\$ 10,500.00
	BUS DRIVER	\$ 2,000.00	
	RESIDENTIAL MANAGER	\$ 2,000.00	
	HOME LIVING ASSISTANT	\$ 1,500.00	
	HOME LIVING ASSISTANT	\$ 1,500.00	
	SCHOOL COOK	\$ 1,500.00	
	REGISTRAR	\$ 2,000.00	
		TOTAL BUDGET	\$ 80,000.00
		Difference (Allocation less Budget)	#REF!

21st CCLC SCHOOL SITE SUMMARY - YEAR FOUR

Name of School	NENAHNEZAD COMMUNITY SCHOOL
School Administrator	LARRY D. CUNNINGHAM
Line Office	LEMUEL ADSON

LINE ITEMS	DESCRIPTION	AMOUNT	TOTAL
Direct Instruction			
Personnel Services			\$ 18,000.00
SITE FACILITATOR	In order to maximize resources, this individual will play a key role in monitoring the implementation of the program at the school site. He/she will be responsible for monitoring all student performance, ensuring that students are receiving the appropriate support, ensure staff are in compliance to providing services as aligned to the grant program design, and will gather all required data and reports and submit to the Education Program Specialist at the ADD Navajo Office. The Position will be filled by a school employee and will be funded as a "stipend" as defined by the school		
PRINCIPAL	OVERSEES PROGRAM	\$ 4,000.00	
READING COACH	ACADEMIC COORDINATOR	\$ 5,000.00	
BUSINESS TECH.	COORDINATOR	\$ 9,000.00	
Employee Benefits			\$ 4,500.00
	25%	\$ 4,500.00	
Professional Development			\$ 8,000.00
	21 CENTURY TRAINING - CONFERENCES	\$ 8,000.00	
Purchased Services			\$ 4,800.00
	CULTURE CONSULTANT	\$ 600.00	
	CPR TRAINING	\$ 800.00	
	DORMITORY CONSULTANTS	\$ 2,000.00	
	REDUCE YOUTH VIOLENCE AND DRUGS	\$ -	
	HEALTH AND WELLNESS	\$ -	
	PARENTING CLASSES	\$ -	
	STUDENT MOTIVATIONAL SPEAKERS	\$ 600.00	
	GIVING TEACHERS TOOL TO STOP BULLING	\$ 800.00	
Equipment			\$ -
Materials and Supplies			\$ 7,325.00
	SUPPLIES FOR DORMITORY ARTS/CRAFTS	\$ 2,000.00	
	RECREATION SUPPLIES/MATERIALS	\$ 2,000.00	
	AFTER SCHOOL TRIPS	\$ 3,325.00	
Other Expenses:			\$ 6,500.00
	STUDENTS INCENTIVE PROGRAM	\$ 5,000.00	
	PARENT INVOLVEMENT	\$ 1,500.00	
Instructional Support			
Personnel Services			\$ 5,100.00
	SUMMER SCHOOL TEACHER	\$ 1,700.00	
	SUMMER SCHOOL EDUC. TECH	\$ 1,700.00	
	SUMMER SCHOOL CLULTURE	\$ 1,700.00	

Employee Benefits			\$ 1,275.00
	25%	\$ 1,275.00	
Professional Development			\$ 4,000.00
	CORE INSTITUTE	\$ 2,000.00	
	MATH CONSULTANT	\$ 2,000.00	
Purchased Services			\$ -
		\$ -	
Equipment			\$ -
		\$ -	
Materials and Supplies			\$ 3,500.00
	SUMMER SCHOOL SUPPLIES	\$ 500.00	
	CLASSROOM ART/CRAFTS SUPPLIES	\$ 1,500.00	
	SUPPLIES MATH/READING NIGHTS	\$ 1,500.00	
Other Expenses:			\$ 6,500.00
	STUDENT INCENTIVE PROGRAM	\$ 5,000.00	
	PARENT INVOLVEMENT	\$ 1,500.00	
Non-Instructional Services			
Material and Supplies			\$ 10,500.00
	BUS DRIVER	\$ 2,000.00	
	RESIDENTIAL MANAGER	\$ 2,000.00	
	HOME LIVING ASSISTANT	\$ 1,500.00	
	HOME LIVING ASSISTANT	\$ 1,500.00	
	SCHOOL COOK	\$ 1,500.00	
	REGISTRAR	\$ 2,000.00	
		TOTAL BUDGET	\$ 80,000.00
		Difference (Allocation less Budget)	#REF!

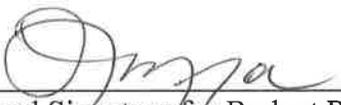
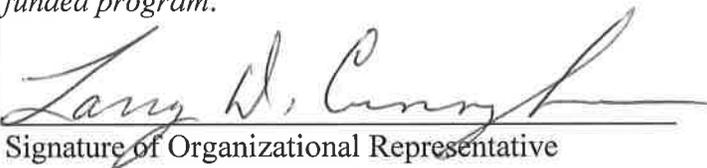
21st CCLC SCHOOL SITE SUMMARY - FIFTH YEAR

Name of School	NENAHNEZAD COMMUNITY SCHOOL
School Administrator	LARRY D. CUNNINGHAM
Line Office	LEMUEL ADSON

LINE ITEMS	DESCRIPTION	AMOUNT	TOTAL
Direct Instruction			
Personnel Services			\$ 18,000.00
SITE FACILITATOR	In order to maximize resources, this individual will play a key role in monitoring the implementation of the program at the school site. He/she will be responsible for monitoring all student performance, ensuring that students are receiving the appropriate support, ensure staff are in compliance to providing services as aligned to the grant program design, and will gather all required data and reports and submit to the Education Program Specialist at the ADD Navajo Office. The Position will be filled by a school employee and will be funded as a "stipend" as defined by the school		
PRINCIPAL	OVERSEES PROGRAM OPERATION	\$ 4,000.00	
READING COACH	ACADEMIC COORDINATOR	\$ 5,000.00	
BUSINESS TECHNICIAN	COORDINATOR	\$ 9,000.00	
Employee Benefits			\$ 4,500.00
	25%	\$ 4,500.00	
Professional Development			\$ 8,000.00
	21 CENTURY TRAINING - CONFERENCES	\$ 8,000.00	
Purchased Services			\$ 6,300.00
	CONSULTANT - CULTURE	\$ 800.00	
	CPR TRAINING	\$ 800.00	
	CONSULTANTS FOR DORM	\$ 2,000.00	
	HEALTH AND WELLNESS	\$ -	
	CYBER CONSULTANT	\$ 500.00	
	DRUGS AND VIOLENCE PREVENTION	\$ -	
	MOTIVATIN FOR CHILDREN FOUNDATION	\$ 600.00	
	PARENTING CONSULTANT	\$ 1,000.00	
	BULLIE PREVENTION CONSULTANT	\$ 600.00	
Equipment			\$ 2,000.00
	IPADS FOR DORM STUDENTS	\$ 2,000.00	
Materials and Supplies			\$ 5,000.00
	SUPPLIES FOR DORMITORY ARTS/CRAFTS	\$ 1,500.00	
	RECREATION SUPPLIES/MATERIALS	\$ 1,500.00	
	AFTER SCHOOL TRIPS	\$ 2,000.00	
Other Expenses:			\$ 5,500.00
	STUDENTS INCENTIVE PROGRAM	\$ 4,000.00	
	PARENT INVOLVEMENT	\$ 1,500.00	
Instructional Support			

Personnel Services			\$ 5,100.00
	SUMMER SCHOOL TEACHER	\$ 1,700.00	
	SUMMER SCHOOL EDUC. TECH	\$ 1,700.00	
	SUMMER SCHOOL CLULTURE	\$ 1,700.00	
Employee Benefits			\$ 1,275.00
	25%	\$ 1,275.00	
Professional Development			\$ 4,000.00
	CORE INSTITUTE	\$ 2,000.00	
	MATH CONSULTANT	\$ 2,000.00	
Purchased Services			\$ -
		\$ -	
Equipment			\$ -
		\$ -	
Materials and Supplies			\$ 3,325.00
	SUMMER SCHOOL SUPPLIES	\$ 500.00	
	CLASSROOM ART/CRAFTS SUPPLIES	\$ 1,500.00	
	SUPPLIES MATH/READING NIGHTS	\$ 1,325.00	
Other Expenses:			\$ 6,500.00
	STUDENT INCENTIVE PROGRAM	\$ 5,000.00	
	PARENT INVOLVEMENT	\$ 1,500.00	
Non-Instructional Services			
Material and Supplies			\$ 10,500.00
	BUS DRIVER	\$ 2,000.00	
	RESIDENTIAL MANAGER	\$ 2,000.00	
	HOME LIVING ASSISTANT	\$ 1,500.00	
	HOME LIVING ASSISTANT	\$ 1,500.00	
	SCHOOL COOK	\$ 1,500.00	
	REGISTRAR	\$ 2,000.00	
		TOTAL BUDGET	\$ 80,000.00
		Difference (Allocation less Budget)	#REF!

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

<u>Nenahnezad Community School</u> Organization	
<u>Laverna Yazza</u> Name of Contact Person	<u>505.960-6922</u> Telephone
<u>laverna.yazza@bie.edu</u> E-mail Address	<u>505.960-0970</u> Fax Number
 Authorized Signature for Budget Revisions/ Record and Report of Local Expenditures	<u>11/26/2012</u> Date
<p>■ <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></p>	
 Signature of Organizational Representative	<u>Nov. 26, 2012</u> Date
<u>Larry D. Cunningham, Principal</u> Title	

\$ <u>80,000.00</u> Total Funding Requested Per Year
\$ <u>240,000.00</u> Total Funding Requested for Three Years

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

APPENDIX IX: Documentation Requirements

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).

Joanne L. Benally, School Board Vice President
Typed Name and Title of Authorized Representative

Joanne L. Benally
Signature of Authorized Representative

11/21/12
Date

POSITION DESCRIPTION

TEACHER, ELEMENTARY

A. MAJOR DUTIES:

The incumbent of this position serves as a classroom teacher in a Bureau of Indian Affairs School, Nenahnezad Boarding School, on the Navajo Reservation. The instructional areas will normally be general elementary subjects (reading, writing, listening, speaking, mathematics, science, social studies, health, art and library skills) in a self-contained classroom at the elementary level. The ages of students normally range from 5 to 13 and will be assigned to grade levels, kindergarten through sixth.

PLANNING:

Prepares yearly instructional outlines. Prepares weekly lesson plans that cover relevant units of study, specifying objectives, activities and evaluation. Prepares and teaches at least a five day interdisciplinary/integrated thematic unit once each month. Plans for a quarterly class publication, as well as monthly individual publications, as part of integrated reading/writing instruction. With the Intervention Teacher/s (Chapter I/Special Education) develops an individual education plan and updates it quarterly for each special needs student: Chapter I and Special Education. Plans include the appropriate time per subject according to state and bureau standards and school program. Planning is based on state/agency/school outcomes/objectives for grade level and special needs students. Develops a daily/weekly routine schedule, which is posted on or near the classroom door in the hallway.

INSTRUCTION:

Communicates accurately and effectively in the content/subject area and in directing the learning processes/activities. Clarifies instructional intent, plan, and the importance of the subject/activity. Communicates in a manner, which enhances student interest, learning and understanding. Encourages and uses students' questions and answers to provide for student speculation and creativity. Utilizes a variety of teaching methods and resources to address a variety of learning levels, rates, and styles within a regular/full-inclusion classroom. Provides opportunities for students to learn and apply the skills they learn while working independently or in heterogeneous small groups and large groups, as appropriated. Teacher models and demonstrates, as well as explains expected outcomes. Consistently instruct special needs students in the heterogeneous context of the regular classroom through consultation and team-teaching with the Intervention Teacher (s). Consistently participates in delivery of lessons with the Computer Writing/Lab Teacher, Librarian, Counselor and Cultural Leader.

STUDENT SUPERVISION:

Models with students and staff and creates an environment in and outside the classroom that teaches and facilitates self-discipline, self-respect, problem solving, respect of others, positive inter-relationships, cooperative learning and sharing of time and skills, team work, non-violence (emotional and physical), equality, fairness, caring, and

social/emotional harmony. Classroom norms/rules are established and revised with the students and posted in a size adequate for reading at any point in the classroom. Norms/rules include logical consequences for individuals (not groups) when violated. Norms and consequences are in keeping with school-wide rules, school policies, and federal regulations (**especially those prohibiting corporal punishment and child abuse of all kinds, including physical and emotional intimidation, solitary confinement or anything that suggests imprisonment, and anything calculated to bring shame and humiliation upon the pupils – 62BIAM 9.10**). The teacher establishes incentive programs for individuals and the class group that encourages and inspires critical thinking, personal and social responsibility, and academic excellence. Supports and implements the school-wide rules and discipline plan. Supervises assigned students, or provides for their supervision, both inside and outside the classroom throughout the academic day (or during a school activity) to assure the safety, health, and social /emotional welfare of the problems both inside and outside the classroom in a calm, firm, consistent, and non-confrontational manner. Maintains control of assigned class and handles discipline independently except for chronic or extreme behavior problems. Provides progressive assistance for a child with a chronic behavior problem:

1. Counsels child to determine causes and needs related to the behavior and develops and individual plan/contract with the child;
2. Contacts parents and others as needed to develop a joint parent-teacher-student plan;
3. Refers the case to the Academic Department Head for a formal meeting/hearing involving all parties to develop another course of action. Teacher makes subsequent referrals as needed until the student has made adequate progress or until all remedies and options have been exhausted.

PROFESSIONALISM:

Teacher continues to improve professional knowledge and skills and ability to carry out the school program through participation in professional workshops, in-services, courses, observations, discussions, study groups, and reading professional journals and other educational literature. Is loyal to the school and school program working, through committees and other collaborative efforts for continuing development and implementation of the school programs. Teams with colleagues to meet the regulations, directives, and policies. Works collaboratively and harmoniously with colleagues (teachers, paraprofessionals, administrators, and other school staff and parents). Teacher shares professional knowledge and skills, with colleagues. Works with and communicates effectively with staff, parents and other community members. Demonstrates emotional stability. Is able to direct the work on one or more academic paraprofessionals. Provides proper care and use of assigned supplies, equipment, furniture and rooms. Performs other related elementary educational duties as assigned. Follows the appropriate channels and procedures.

B. FACTORS:

1. Knowledge Required by the Position:

- Knows and follows in spirit and practice the school's Mission Statement.
- Knows and is able to implement the school's policies and curriculum.
- Professional knowledge of and ability to apply current research, philosophy, theories, principles and techniques of education and training needed to carry out assigned teaching responsibilities and develop and implement the school program.
- Comprehensive knowledge of elementary education subject areas taught according to the assigned teaching grade/level.
- Ability to plan instruction in academically integrated units of study, interrelating subject areas and processes (reading, writing, listening, speaking, math and art) into content (social studies and science).
- Ability to integrate Navajo Culture and History in classroom content instruction.
- Knowledge of, and ability to use educational equipment and materials and to adapt them to meet the individual needs of students.
- Knowledge of and ability to create, maintain, and update portfolio assessments of student progress in meeting curricular outcomes and a student's state of development in basic proficiencies: reading, writing, listening, speaking, and mathematics.
- Knowledge of and ability to create student progress reports and maintain various records in accordance with applicable regulations and policies.
- Knowledge and ability to select, develop, administer, and interpret criterion, outcome based evaluation instruments (examples: Miscue Analysis and other checklists of reading proficiency, analysis of retellings, observations/narratives, primary trait writing assessment checklists, rubrics for specific reading, writing, math, science, social studies outcomes) as well as standardized tests/assessments.
- Knowledge of and ability to apply practical counseling methods and theories to improve student achievement, behavior, attitudes, and/or self-esteem.
- Knowledge and ability to give work direction and work cooperatively with paraprofessionals.
- Knowledge and ability to collaborate, work cooperatively, and team-teach with other professional staff.

- Ability to exercise initiative, timeliness, clarity and openness in conferring with parents/guardians, colleagues, specialists, and students regarding student progress, behavior, and adjustment to class/school routine and society.

Business Manager/Technician Level-2/3

A. MAJOR DUTIES:

This position is responsible for preparing the Financial Plan and maintaining the status of obligation for the Nenahnezad Community School.

- Reviews guidelines and attends staff meeting to obtain information on and to discuss and provide recommendations regarding the school financial operational requirements/problems existing on status of obligations, organizational conflicts and operational policies and procedures.
- Works with Department Heads and other concerned staff and with various individuals and groups in the community (such as School Board Members, Parent Advisory Council or visitors) to obtain or present facts pertaining to the financial program content and to resolve problems, if any involving the financial program operations.
- Reviews and evaluates the financial program to insure accomplishment of objectives. Adjusts and revises financial plan and priorities.
- Identifies existing problems occurring in different departments pertaining to the financial status: review, discuss with department head and make corrections.
- Performs, directs or advises on work involved in providing or negotiation for a variety of essential management service for the school. Any combination of the following services or similar or closely related activities may be involved: Funds Management, Personal Management, Management, Space Management, Data Processing, Travel and Transportation Management, Public Information, Safety, and Security.
- Assists and advises both the head of the organization; serves other officials in that organization in matters pertaining to Educational Business Management Service.
- His/Her central purpose is to facilitate the accomplishment of the work of the organization through providing, obtaining, and/or coordinating management services and integrating them with the general management of the organization.

Provides informations and technical asistance to supervisory and non-supervisory personnel concerning such matters as personnel ceiling controls, excepted appointments, education personnel contracts appointments and regulations, competitive appointments, reduction-in-force, furlough performance evaluation, promotion program, recruitment, employee benefits, adverse actions, grievance, payroll, separation, retirements, Fair Labor Standards Act, Freedom of information and Privacy Act. Keep organizational charts current, maintains Indians Education (qualification Handbook, Education Job Categories Handbook, 62 BIA, 11 Education Contract Personnel, etc.

B. Factors:

1. Knowledge required by the position

--Performance of the work requires the incumbent to apply a good general now ledge and understanding of rules, regulations, pro- cedures and prededent cases related to personnel and financial management. The incumbent is required to have a general under- standing of the systems methods and administrative machinery for accomplishing the work of the organized; the ability to communicate with others effectively, both orally and in writing.

2.--The incumbent must be knowledgeable of and able to interpret select aspects of Indian preference laws and regulations. Knowledgeable of administrative procedures, practices, and skills plus organizational ability tothe degree of being able to coordinate the business aspects and personnel positions of the school organization.

--Practical knowledge of accounting, student accounts and membership procedures, allotment calculations, budget formats and reporting procedures.

--Knowledge of P.L. 95-561 and BIA established personnel guidelines as it relates to personnel procedures.

--Knowledge of the procedures needed to research problems areas and ability to work towards solutions in all areas of assignment ability to perform accurate work and make necessary corrections and changes for an effective operations.

2. Supervisory Control

Incumbent performs under the genral supervision of the Principal. Routine work is performed independently following established policies, practices and procedures and/or initial verbal or written instructions. Work is reviewed by spot check, for compliance with established regulations and completed work is checked for accuracy and timelines.

3. Guidelines

Regulations and guidelines include a variety of Federal, Departmental, BIA, and policy memorandum and directives used such as Title 1, PL-94-142 and PL 95-561. The employee uses judgement in locating and selecting the appropraite guidelines, references, and procedures

for applications to specific cases, referring situations to which existing guidelines cannot be applied, or significant deviations to the supervisor. The employee also determines which established alternatives to use.

4. Complexity

The work consists of various duties involving school personnel and education budgetary actions and methods. Aspects of the work involve conditions and elements that must be identified and analyzed to discern inter-relationship or deviations with instructions or standards procedures and regulations, factors to be considered differ with the various areas of responsibility.

5. Scope and Effect

The work consists of duties involving education activities and scheduling and personnel. The duties involve close coordination with the various departments in the school. The work affects the accuracy and readability of personnel and budgetary materials processing within Fort Defiance Agency and provides a source of information on school personnel and budgetary questions.

6. Personal Contracts

Contacts include co-workers, the general public, representatives from local agency and area offices, other federal agencies and administrative staff members of the various departments of the schools.

7. Purpose of Contacts

The purpose of the contracts is to obtain, clarify give facts of information directly related to the work. Contacts may also be made with non-government entities to obtain products or services information.

8. Physical Demands

The work is primarily sedentary, with occasional periods of standing, walking, bending, stooping and carrying light items such as books, papers, and files.

9. Work Environment

Work is generally performed in an office setting.

C. Other

As an incidental duty, may be required to operate a government owned or leased motor vehicle in the performance of duties.

REGISTRAR
CY-0303, Level 02

MAJOR DUTIES:

Performs duties of a paraprofessional level related to maintenance of student records in support of professional school administrators. This person functions within the school administration setting, performs work independently requiring application of specialized or technical knowledge and skills. Refers matters which cannot be handled personally to the school administration staff members.

Responsible for maintenance and accuracy of student applications, medical records, transcripts, social summaries, permanent, record cards, attendance forms, historical data and information pertaining to the sociological, psychological, and academic background on each current and past student. Initiates correspondence relative to enrollment, acceptance and transfers of students, transfer of grades, dropouts, boarding school application, transportation of students, character references of former students, transcripts as well as general and specific information concerning enrollment of prospective or former students. Compiles monthly, annual, and special reports. The accuracy of all students' records is of paramount importance. Compliance with the Right to Privacy Act and confidentiality of student records must be strictly adhered to.

Incumbent must be proficient in typing and be knowledgeable of filing systems. Incumbent must have a thorough knowledge of the operation of tabulating equipment and possess the ability to develop the basic and detailed mechanical and clerical procedures required for efficient use.

Performs other assigned task such as the preparation of contract requirements, request for training (Sf-182), travel authorizations, travel vouchers, and other duties as assigned.

Other duties as assigned.

FACTORS:

Knowledge of school's program and operations.

Skill in the operation of Word Processing and of various types computer programs.

Skill in operations of printer, copiers, faxes, calculators, lap top and desk top computers, and other office machines and equipments.

SUPERVISOR CONTROLS:

Under the general supervision of the Principal/Department Head, who provides general instructions on type of work to be performed and overall clerical objectives is to be met.

The work is normally performed independently, but the supervisor or other sources is usually available for guidance on new or unusual situations.

Work is spot checked for timeliness, accuracy, compliance with procedures and good judgment. Performance is evaluated by the School Principal on the basis of personal observations and recommendations of reviewing personnel.

GUIDELINES:

Procedural guidelines include a variety of manuals and directives on preparation and processing of correspondence, reports, requisitions, travel authorizations and other such documents.

Some judgment must be applied in selecting the proper procedures but these are normally directly applicable.

COMPLEXITY:

Work involves maintaining general office.

Confidentiality is maintained for all files/records.

Instructional and standard procedures are available but must be selected for proper application to each situation.

There are various diverse documents, each of which involves different procedures for preparation and processing.

SCOPE AND EFFECT:

The position relieves the supervisor of routine administrative and miscellaneous clerical work. The work affects the accuracy and reliability of the administrative and clerical functions of office operations and frees the supervisor to perform other duties.

The purpose of the typing is to document material in final form for signature or coordination. The accuracy and timely completion of assignments contributes to the effectiveness of the school office. Delay or reaccomplishment slows the processing of correspondence, reports and other actions necessary to school operation.

PERSONAL CONTACTS:

Contacts include co-workers, representatives from other Area Office, Tribal Officials, vendor representatives and Navajo citizens.

PURPOSE OF CONTACTS:

Contacts are generally with persons who have cooperative attitudes and are usually for the purpose of relaying or exchanging information.

PHYSICAL DEMANDS:

The work is sedentary, requiring sitting, walking, standing, bending and carrying light items as books, papers, and file folders.

WORK ENVIRONMENT:

Incumbent works in an office setting.

The incumbent is required, as an incidental duty, to operate a Government owned or leased motor vehicle in the performance of duties.

SCHOOL BUS DRIVER, CY-5703, Level *OA*

A. SUPERVISORY CONTROLS:

This position performs assigned duties under the supervision of the Principal. Supervision received includes initial assignments either orally or in writing concerning vehicle(s) to be operated, driving assignment, safety rules and regulations, passenger discipline and conduct, designated stops, time(s) of departure and returns, maintenance requirements, etc. The supervisor sets priorities and furnishes policy guidance. The incumbent performs assigned duties independently within established priorities, policies and procedural guidance furnished. Work is reviewed for compliance with instructions, observance of safety rules and regulations, maintenance of vehicle(s) and timeliness of accomplishment.

B. MAJOR DUTIES:

This position performs one or more of the following duties.

The immediate supervisor is required to check and initial the appropriate duties signifying which ones are applicable and to fill in appropriate blanks.

--Operates a school bus with a rated capacity of 60 passengers on school bus route(s) transporting students to and from school. The school bus routes are normally over unimproved roads that become very difficult to traverse during inclement weather.

-Operates a school bus with a rated capacity of 60 passengers transporting student groups and employees of the school serving as sponsors and/or coaches of the groups to and from extra curricula activities such as field trips, sporting events, cultural activities, etc., both on and off the reservation. Trips are usually over improved roads and streets in all kinds of traffic conditions.

--Operates motor vehicles such as sedans, station wagons, pickup trucks, vans, etc., for the school performing trips such as picking up mail, supplies, laundry, transporting children to and from medical facilities, etc.

--Is required to visit homes to obtain information pertaining to non-enrollment at the school, truancy, birth dates, place of birth, etc., and to obtain signatures of parents and/or guardians on documents when required.

--Performs operator maintenance checks before and after each trip and performs other maintenance and repairs as required such as checking and replacing worn fan belts, changing and repairing flat tires, changing oil and filters, cleaning and replacing air filters, etc.

--Is required to take vehicles assigned to the school to and from garages for repair, turn-in and/or maintenance.

--May be required to operate a vehicle in performing a variety of chores such as garage pick-up and disposal, moving furniture, etc.

C. SKILLS AND KNOWLEDGES:

This position requires a good knowledge of Federal, State and Local driving rules and safety rules and regulations in regard to proper passenger safety and conduct, height, weight and width factors of the vehicle being operated, loading and unloading of passengers, time schedules and routes, flagging and towing regulations and other rules-of-the-road.

School bus operation requires knowledge characterized by the requirement that the incumbent have a valid chauffeur's license issued by the state in which the vehicle(s) are operated and a U.S. Government operators permit.

Operation of sedans, station wagons, pick up trucks, vans, etc., requires knowledge characterized by the requirement that the incumbent have a valid driver's license issued by the state in which the vehicle(s) are operated and a U.S. Government operations permit.

In addition, the incumbent is required to possess knowledge and skill in the use of simple hand tools in the performance of maintenance and servicing duties. The incumbent must demonstrate the ability to complete trip tickets, accident reports and maintenance service records.

D. RESPONSIBILITY:

The incumbent is responsible for carrying out assigned duties independently in accordance with instructions, established priorities, policies and procedural guidance.

E. PHYSICAL CONDITIONS:

Uses hands, arms, legs and feet to steer, shift gears and operate foot pedals. Moderate physical effort is required in the handling of objects up to 50 pounds. When performing vehicle maintenance duties, may work in cramped position in the engine compartment and under the vehicle(s).

F. WORKING CONDITIONS:

Drives in all kinds of weather conditions over unimproved and improved roads as well as in towns and cities with all kinds of

traffic conditions. Is exposed to the possibility of serious injury in case of accidents. Is also exposed to cuts, bruises, burns, etc., when working on vehicles. Maintenance work sites may be dusty, greasy and have noxious fumes.

G. OTHER:

This position involves operating motor vehicles varying from small sedans up to and including school buses with rated capacity of more than 20 passengers. The unit size of the vehicle operated affects the classification of and the qualification requirements for specific positions described by this position description. Therefore, it is essential that the immediate supervisor clearly identify the appropriate unit size of the vehicle operated and identify related assignments described in the position description. This does not preclude emergency assignments to operate larger vehicle(s) occasionally to carry out the school's mission.

RESIDENTIAL LIFE MANAGER, CY 1702-02

BUREAU OF INDIAN EDUCATION Mission: Bureau of Indian Education's mission is to enhance the quality of life, to promote economic opportunity, and to carry out the responsibility to protect and improve the trust assets of American Indians; both Indian tribes and Alaskan natives. We will accomplish this through the delivery of quality services, maintaining government-to-government relationships within the spirit of self-determination.

SCHOOL Mission: Nenahnezad Community School's mission statement: "Everyone's a Teacher in the pursuit of lifelong learning."

A. MAJOR DUTIES

1. Under general supervision of the Principal.
2. Incumbent performs work in terms of program objectives, priorities, deadlines, and occasional special assignments; specific instructions are given only for specific problems encountered.
3. Carries out assignments independently according to policies, previous training or common practice; confers with supervisor for approval of plans prior to initiating work on new or troublesome projects. Completed work is reviewed for effectiveness of operations and conformance to instructions, policies, rules and regulations through periodic discussion of activities, review of reports, and general observation of dormitory life.
4. Locates and selects appropriate guidelines which apply to a specific situation; any major variation from guidelines is referred to supervisor for approval; and adapts general guidelines to fit specific situations.

B. REPRESENTATIVE DUTIES:

As a member of an educational team, the incumbent participates in a coordinated program for students by planning, organizing, and implementing a program designed to support professional personnel in the development of personal, social and physiological skills.

1. Is responsible for the proper behavior and the safety and welfare of students in the dormitory on a twenty-four hour a day, six days a week basis. Instructs students in the proper health care, career awareness and a variety of other guidance related subjects.
2. Assumes practical counseling responsibilities on a regular and recurring basis, both individual and group, including data collections;

academic, psychological, social and medical referrals; counseling at the school, and at the student's home; and documentation of behavior.

3. Maintains prescribed records and reports, such as attendance, medical supplies and equipment inventories, maintenance and repair and safety; ensuring that reports are accurate and kept on a timely basis.
4. In cooperation with the Guidance Counselor and/or Principal, plans, implements, and evaluates in-service trainings for subordinate staff in the areas of dormitory operations and basic guidance techniques. Instructs subordinates and/or children in the area of homeliving, recreation, and guidance counseling. Topics include, but are not limited to, safety, human relations, child development, social adjustment, behavior modification, student government, student rights and responsibilities, drug and alcohol abuse, social/communicable diseases, identification and treatment of common illnesses, housekeeping and sanitation, school policies, etc.
5. Assures that the various aspects of general housekeeping and maintenance of the dormitory and other residential student use areas are of an acceptable level.
6. Reviews all operational documents including work orders, requisitions, Homeliving Assistant lesson plans, evaluations, reports and student records to ensure adherence to the Privacy and Freedom of Information Acts, completeness, accuracy, appropriateness, and legality.
7. Works closely with academic staff (teachers, counselors, etc.), Registrar and other administration personnel to follow the academic growth of students assigned to the dormitory. Recommends conferences with concerned staff members to discuss student(s) experiencing problems.
8. Serves as a liaison between the school and parents to explain the residential program. Holds conferences with parents to discuss students and arrive at a solution to problems. May make referrals to or contact other agencies available for assistance, such as the courts, career development, health, and social services agencies.

C. SUPERVISION EXERCISED:

Assigns, supervises, and directs the work of five to ten subordinate employees, ranging in CY-01. Reviews assignments made based on established priorities with consideration of the difficulty and requirements of the assignments, and capabilities of employees.

Interviews candidates for vacant residential positions, makes recommendations for appointments, promotions, or reassignments concerning employees/positions supervised.

Establishes tours of duty; maintains or oversees the maintenance of time and attendance reports; approves ordinary sick and personal leave; resolves informal grievances and complaints.

Assesses training needs of employees supervised. Plans and implements an on-going training program that incorporates the needs of each employee.

Continually appraises results and modifies as necessary to assure that employees become more proficient in the practical application of methods/techniques used in guiding and counseling students and providing for their health, safety, and welfare.

Works closely with Homeliving Assistants and/or Athletic Director to provide programs of activities for all residential students; such as participation in clubs, intramural sports, arts and crafts, etc.

Works closely with Indian Health Service employees to insure proper health care to residential students. Makes recommendations for use of I.H.S. staff, and other community/local resources/agencies for in-service training of dormitory staff; and, to provide guidance classes for students.

Will be subject to call back on off-duty hours for search and rescue operations, or in cases of other school related emergencies.

Performs other related duties as assigned.

D. FACTORS:

- Knowledge of practical counseling/guidance techniques and methods; and, the ability to apply them in counseling students.
- Knowledge of the school's guidance/residential curriculum
- Knowledge of, and ability, to maintain student records.
- Knowledge of community or other available resources.
- Knowledge of negotiated union agreements.
- Knowledge of, and ability, to use basic supervision techniques and methods.

- Knowledge of, and the ability, to write and establish position descriptions and performance standards.
- Knowledge of basic housekeeping and maintenance procedures.

E. SUPERVISORY CONTROLS

The Dormitory Manager works under the general supervision of the Principal who gives assignments in terms of objectives, priorities and directives. The employee has considerable freedom in carrying out the work assignments in accordance with instruction, training, established policies and principles of practical guidelines and counseling.

F. GUIDELINES

Guidelines include the Bureau of Indian Affairs Manual, the Navajo Regional Area Guidelines for Guidance Programs, Health and Physical Education Guidelines, Indian Health Services Policies and Procedures for Care of Sick and Injured Students, Guidelines for Provision of Services to School Age Parents, Student Code of Conduct, Students Rights and Responsibilities, Code of Federal Regulations 25, Bureau of Affairs for Housekeeping in Dormitories, Manual of Minimum Standards for Facilities, and Employee Performance Standards.

G. COMPLEXITY

The work consists of providing a comprehensive guidance/residential program that address social adjustment, adolescent psychology, academic, and cultural development needs of elementary and junior high students. The Dormitory Manager must use principles of practical guidance and counseling of adolescents, teamwork, educational administration, program planning, and human resources management in a school residential setting.

H. SCOPE AND EFFECT

The duties of the position are pertinent to planning, development, evaluation, and supervision of a comprehensive guidance/residential program. The Dormitory Manager is part of an educational team that insures development growth of residential students socially, academically, culturally, and psychologically, during their residence at Nenahnezad Community School.

I. PERSONAL CONTACTS

Teacher (Reading), CY 1710-00

A. Major Duties:

The incumbent of this position serves as a classroom teacher in a BIA School on or near the Navajo Reservation. The instructional area(s) will normally be reading in a elementary setting. The ages of the students normally range from 6 to 13 and will be assigned to grade level(s): First through Eight.

- Prepares yearly instructional outlines and related daily lesson plans covering relevant units of student and specifying objectives, activities and evaluative methods/instruments for both group and individual instructional programs.
- Teachers students by selecting, developing, adapting and implementing appropriate instructional methods and techniques utilizing available resources to provide for academic achievement. Provides learning experiences in assigned subject areas which develop cognitive, affective and psychomotor skills that are appropriate to the needs and interests of all the students in the class. Plans techniques and/or methods that will lead students into decision-making, problem-solving skills.
- Continuously evaluates individual and group academic progress through the use of criterion-referenced tests, periodic standardized tests, oral tests, and/or other relevant evaluative methods/instruments. Uses alternative instruction to meet individual needs. Makes progress reports to parents and confers with parents and other concerned individuals. Maintains required records in accordance with applicable regulations.
- Develops and conducts instruction within an environment that provides and promotes opportunities for the students to develop rapport, inter-relationships, self-discipline and positive self-image.
- Maintains control of assigned class(es) and handles discipline independently except for chronic or extreme behavior problems. Counsels individual students within established guidelines, using background information concerning each student to provide an effective instruction/learning cycle as pertains to student behavior and progress.
- Supervises assign students as scheduled, or provides for their supervision, throughout the academic day and/or activity in order to provide for the safety, health, and welfare of the students in compliance within the Agency and Area Guidelines.

- Participate in educational activities, such as professional workshops, that improve personal skills for providing better services to the students.
- May give work direction to one or more educational aids.
- Provides for the proper care and use of assigned supplies and equipment.
- Performs other duties as assigned.

B. FACTORS:

1. Knowledge Required by the Position:

- Professional knowledge of current philosophy, theories, principles and techniques of education and training to carry out the assigned teaching responsibilities.
- Comprehensive knowledge of the Reading area taught according to assigned teaching level and the ability to plan instruction in appropriate units for effective presentation.
- Knowledge of, and ability to use, educational and other materials and to adapt them to meet the individual needs of the students.
- Knowledge of, and ability to make, student progress reports and maintain various records in accordance with applicable regulations.
- Knowledge of, and ability to select, develop, administer and interpret various assessment and evaluation instruments in order to interpret information obtained and modifying instruction accordingly.
- Skill and ability to give direction and work cooperatively with para-professionals.
- Ability to exercise initiative and resourcefulness in conferring with parents, guardians and students regarding progress, behavior and adjustment to class/school routine.

2. Supervisory Controls:

General supervision is received from the Education specialist who makes assignments, sets priorities, and keeps incumbent informed of changes in policies and school program through general directives. Professional advice is received upon request, when deemed necessary, and in unusual situations.

Yearly outlines, lesson plans, and classroom instruction are subject to periodic review for evaluation purposes and consistency with the school's program.

Assignments are carried out in an independent manner. Incumbent is free to initiate, innovate, adapt, and supplement teaching materials, techniques, and evaluation procedures which enhance the instructional program. Experimental methods, techniques, or materials, however, are subject to review and concurrence by the supervisor.

Incumbent's total performance is evaluated periodically by observation, consultation, and review of student progress and work products for adequacy of performance factors which include: instructional planning, classroom instruction, student assessment and evaluation, inter-relationships with students and staff, development of pupil self, and improvement of personal skills.

3. Guidelines:

Adheres to Central Office, Area Agency and School Policies, Curriculum Guidelines, and other prescribed instructional materials. Professional judgment is used to supplement and/or adapt texts, guides and instructional materials to meet the needs of the students.

4. Complexity:

Assignment involves teaching classes, directing activities, preparing instructional plans, evaluation student progress, modifying materials and techniques, preparing various reports, supervising and counseling students.

The teaching-learning process is complicated by such conditions as differences in background, culture, language, geographical isolation, education deficiencies, social-maladjustment, mental or physical handicaps, and diverse cognitive development and learning styles of the students.

The work requires judgment, ingenuity, and insight when supplementing modifying and/or adapting materials and activities to deal with these diverse factors.

5. Scope and effect:

The teaching of students in a boarding/day school provides individual and group learning experiences which should contribute towards each child's continued progress in attaining his/her potential in a cultural society.

6. Personal Contact:

Contacts are with students, co-worker, parents, community member, Agency/Area employees of related support units, other professional educators and visitors.

7. Purpose of Contact:

Personal contacts are for the purpose of teaching and counseling students; exchanging education-related materials methods and techniques with co-workers, Agency/Area personnel and other

professional educator; reporting to parent/guardians concerning student progress and/or problems; and explaining to community members and visitors the school's educational policies and programs. Serves as professional example to fellow educators, students and community.

8. Physical Demands:

Performance of classroom duties requires the incumbent to be physically active while conducting various learning activities, as well as while rearranging the classrooms and handling equipment, materials and supplies.

9. Work Environment:

Most work is performed in a classroom setting; however, some activities will require teachers to accompany students to other locations, both on and off campus. Some facilities are antiquated and/or located in isolated areas with unpaved roads.

Jack Edmo, Education Specialist
Division of Performance and Accountability
1011 Indian School Road, NW
Albuquerque, NM 87104

Mr. Edmo:

San Juan Chapter House is 100% support for the School 21st Century
Grant program. San Juan Chapter House has a close relationship with the
school. We are always welcome to participate in their school assembly, afterschool activities,
sports activities and academic program such as Parent Teachers Conference.

Robert C. Poyay 1-16-13
Chapter House Official Date

Jack Edmo, Education Specialist
Division of Performance and Accountability
1011 Indian School Road, NW
Albuquerque, NM 87104

Mr. Edmo:

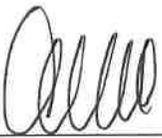
UPPER FRUITLAND Chapter House is 100% support for the School 21st Century Grant program. UPPER FRUITLAND Chapter House has a close relationship with the school. We are always welcome to participate in their school assembly, afterschool activities, sports activities and academic program such as Parent Teachers Conference.

Mary R. Haib 1.16.13
Chapter House Official Date

Jack Edmo, Education Specialist
Division of Performance and Accountability
1011 Indian School Road, NW
Albuquerque, NM 87104

Mr. Edmo:

Nenahnecah Chapter House is 100% support for the School 21st Century Grant program. Nenahnecah Chapter House has a close relationship with the school. We are always welcome to participate in their school assembly, afterschool activities, sports activities and academic program such as Parent Teachers Conference.

 1/16/13
Chapter House Official Date



United States Department of the Interior
 BUREAU OF INDIAN AFFAIRS
 SHIPROCK AGENCY
 OFFICE OF INDIAN EDUCATION PROGRAMS
 NENAHNEZAD COMMUNITY SCHOOL
 PO BOX 337
 FRUITLAND, NEW MEXICO 87416
 PH: 505-960-6922
 Fax: 505-960-0970



Memorandum of Agreement

Nenahnezad Community School applied for the 21 Century Grant for the students this school year 2013-2014. In the pass years we have conducted business with your organization. We like to continue our partnership for the students at Nenahnezad Community School.

Propose of Agreement

The 21 Century Grant is for Nenahnezad students (K-6th) after school program. Quality after-school programs can provide safe, engaging environment that complement the school day by promoting learning to improve student outcomes. Researchers have found that effective programs combine academic, enrichment, cultural and recreational activities will guide and engage children and youth in activities will provide positive attitudes and motivate student to learn. We know your organization provides a high quality service that meets the students at Nenahnezad Community School. As an agreement with your organization we like your organization be part of the 21 Century after school program.

Payment Schedule

Nenahnezad Community School will use the 21 Century Grant money to pay for services. The Government Credit Card will be used to pay for the services.

Duration of the Agreement

This agreement will be in effect from February 1, 2013 to May 25, 2013 and may be updated at any time through written agreement of each school year. Either party can terminate the agreement with 30 days written notice.

Signature of Parties Principals

If this term of the Memorandum of Agreement is acceptable, please sign and date both copies of this agreement letter. Keep a copy of your records and return the original to Nenahnezad Community School.

Thank you.

[Signature]
 Nenahnezad Community School, Principal

1-14-13
 Date

Mary R. Hitch
 Signature/Title, Chapter Manager

1-16-13
 Date

Upper Fruitland Chapter
 Box 1257
 Fruitland, N.M. 87416
 505 960 5032/9811



United States Department of the Interior
 BUREAU OF INDIAN AFFAIRS
 SHIPROCK AGENCY
 OFFICE OF INDIAN EDUCATION PROGRAMS
 NENAHNEZAD COMMUNITY SCHOOL
 PO BOX 337
 FRUITLAND, NEW MEXICO 87416
 PH: 505-960-6922
 Fax: 505-960-0970



Memorandum of Agreement

Nenahnezad Community School applied for the 21 Century Grant for the students this school year 2013-2014. In the pass years we have conducted business with your organization. We like to continue our partnership for the students at Nenahnezad Community School.

Propose of Agreement

The 21 Century Grant is for Nenahnezad students (K-6th) after school program. Quality after-school programs can provide safe, engaging environment that complement the school day by promoting learning to improve student outcomes. Researchers have found that effective programs combine academic, enrichment, cultural and recreational activities will guide and engage children and youth in activities will provide positive attitudes and motivate student to learn. We know your organization provides a high quality service that meets the students at Nenahnezad Community School. As an agreement with your organization we like your organization be part of the 21 Century after school program.

Payment Schedule

Nenahnezad Community School will use the 21 Century Grant money to pay for services. The Government Credit Card will be used to pay for the services.

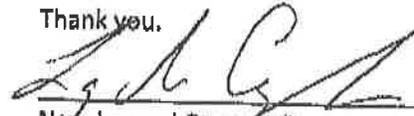
Duration of the Agreement

This agreement will be in effect from February 1, 2013 to May 25, 201~~2~~³ and may be updated at any time through written agreement of each school year. Either party can terminate the agreement with 30 days written notice.

Signature of Parties' Principals

If this term of the Memorandum of Agreement is acceptable, please sign and date both copies of this agreement letter. Keep a copy of your records and return the original to Nenahnezad Community School.

Thank you.



 Nenahnezad Community School, Principal

1-14-13
 Date

K. McPheters, Director
 Signature/Title,
 Farmington Public Library
 2101 Farmington Ave
 Farmington, NM 87401

1/14/2013
 Date



United States Department of the Interior
 BUREAU OF INDIAN AFFAIRS
 SHIPROCK AGENCY
 OFFICE OF INDIAN EDUCATION PROGRAMS
 NENAHNEZAD COMMUNITY SCHOOL
 PO BOX 337
 FRUITLAND, NEW MEXICO 87416
 PH: 505-960-6922
 Fax: 505-960-0970



Memorandum of Agreement

Nenahnezad Community School applied for the 21 Century Grant for the students this school year 2013-2014. In the pass years we have conducted business with your organization. We like to continue our partnership for the students at Nenahnezad Community School.

Propose of Agreement

The 21 Century Grant is for Nenahnezad students (K-6th) after school program. Quality after-school programs can provide safe, engaging environment that complement the school day by promoting learning to improve student outcomes. Researchers have found that effective programs combine academic, enrichment, cultural and recreational activities will guide and engage children and youth in activities will provide positive attitudes and motivate student to learn. We know your organization provides a high quality service that meets the students at Nenahnezad Community School. As an agreement with your organization we like your organization be part of the 21 Century after school program.

Payment Schedule

Nenenahzad Community School will use the 21 Century Grant money to pay for services. The Government Credit Card will be used to pay for the services.

Duration of the Agreement

This agreement will be in effect from February 1, 2013 to May 25, 2013 and may be updated at any time through written agreement of each school year. Either party can terminate the agreement with 30 days written notice.

Signature of Parties' Principals

If this term of the Memorandum of Agreement is acceptable, please sign and date both copies of this agreement letter. Keep a copy of your records and return the original to Nenahnezad Community School.

Thank you.

[Signature]
 Nenahnezad Community School, Principal

1-14-13
 Date

[Signature]
 Signature/Title,
 Berg Park

1/15/13
 Date



United States Department of the Interior
BUREAU OF INDIAN AFFAIRS
SHIPROCK AGENCY
OFFICE OF INDIAN EDUCATION PROGRAMS
NENAHNEZAD COMMUNITY SCHOOL
PO BOX 337
FRUITLAND, NEW MEXICO 87416
PH: 505-960-6922
Fax: 505-960-0970



Memorandum of Agreement

Nenahnezad Community School applied for the 21 Century Grant for the students this school year 2013-2014. In the pass years we have conducted business with your organization. We like to continue our partnership for the students at Nenahnezad Community School.

Propose of Agreement

The 21 Century Grant is for Nenahnezad students (K-6th) after school program. Quality after-school programs can provide safe, engaging environment that complement the school day by promoting learning to improve student outcomes. Researchers have found that effective programs combine academic, enrichment, cultural and recreational activities will guide and engage children and youth in activities will provide positive attitudes and motivate student to learn. We know your organization provides a high quality service that meets the students at Nenahnezad Community School. As an agreement with your organization we like your organization be part of the 21 Century after school program.

Payment Schedule

Nenenahzad Community School will use the 21 Century Grant money to pay for services. The Government Credit Card will be used to pay for the services.

Duration of the Agreement

This agreement will be in effect from February 1, 2013 to May 25, 2013 and may be updated at any time through written agreement of each school year. Either party can terminate the agreement with 30 days written notice.

Signature of Parties' Principals

If this term of the Memorandum of Agreement is acceptable, please sign and date both copies of this agreement letter. Keep a copy of your records and return the original to Nenahnezad Community School.

Thank you.



Nenahnezad Community School, Principal

1-14-13
Date



Signature/Title, VP Finance
Allen Theatres, Inc.

1/15/13
Date



United States Department of the Interior
BUREAU OF INDIAN AFFAIRS
SHIPROCK AGENCY
OFFICE OF INDIAN EDUCATION PROGRAMS
NENAHNEZAD COMMUNITY SCHOOL
PO BOX 337
FRUITLAND, NEW MEXICO 87416
PH: 505-960-6922
Fax: 505-960-0970



Memorandum of Agreement

Nenahnezad Community School applied for the 21 Century Grant for the students this school year 2013-2014. In the pass years we have conducted business with your organization. We like to continue our partnership for the students at Nenahnezad Community School.

Propose of Agreement

The 21 Century Grant is for Nenahnezad students (K-6th) after school program. Quality after-school programs can provide safe, engaging environment that complement the school day by promoting learning to improve student outcomes. Researchers have found that effective programs combine academic, enrichment, cultural and recreational activities will guide and engage children and youth in activities will provide positive attitudes and motivate student to learn. We know your organization provides a high quality service that meets the students at Nenahnezad Community School. As an agreement with your organization we like your organization be part of the 21 Century after school program.

Payment Schedule

Nenenahzad Community School will use the 21 Century Grant money to pay for services. The Government Credit Card will be used to pay for the services.

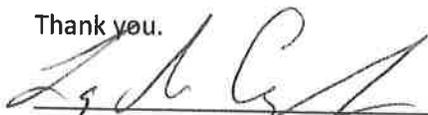
Duration of the Agreement

This agreement will be in effect from February 1, 2013 to May 25, 2013 and may be updated at any time through written agreement of each school year. Either party can terminate the agreement with 30 days written notice.

Signature of Parties' Principals

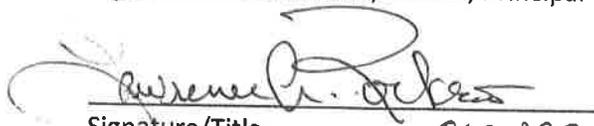
If this term of the Memorandum of Agreement is acceptable, please sign and date both copies of this agreement letter. Keep a copy of your records and return the original to Nenahnezad Community School.

Thank you.



Nenahnezad Community School, Principal

1-14-13
Date



Signature/Title, OWNER

1-14-13
Date

Skate Away USA
2125 Bloomfield Hwy
Farmington, NM 87401



United States Department of the Interior
BUREAU OF INDIAN AFFAIRS
SHIPROCK AGENCY
OFFICE OF INDIAN EDUCATION PROGRAMS
NENAHNEZAD COMMUNITY SCHOOL
PO BOX 337
FRUITLAND, NEW MEXICO 87416
PH: 505-960-6922
Fax: 505-960-0970



Memorandum of Agreement

Nenahnezad Community School applied for the 21 Century Grant for the students this school year 2013-2014. In the pass years we have conducted business with your organization. We like to continue our partnership for the students at Nenahnezad Community School.

Propose of Agreement

The 21 Century Grant is for Nenahnezad students (K-6th) after school program. Quality after-school programs can provide safe, engaging environment that complement the school day by promoting learning to improve student outcomes. Researchers have found that effective programs combine academic, enrichment, cultural and recreational activities will guide and engage children and youth in activities will provide positive attitudes and motivate student to learn. We know your organization provides a high quality service that meets the students at Nenahnezad Community School. As an agreement with your organization we like your organization be part of the 21 Century after school program.

Payment Schedule

Nenenahzad Community School will use the 21 Century Grant money to pay for services. The Government Credit Card will be used to pay for the services.

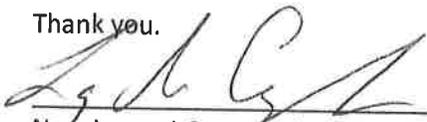
Duration of the Agreement

This agreement will be in effect from February 1, 2013 to May 25, 2013 and may be updated at any time through written agreement of each school year. Either party can terminate the agreement with 30 days written notice.

Signature of Parties' Principals

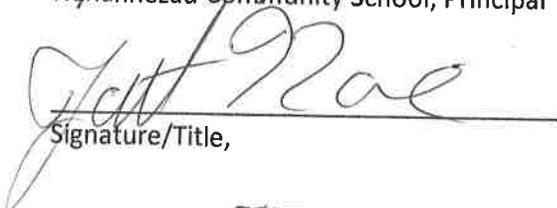
If this term of the Memorandum of Agreement is acceptable, please sign and date both copies of this agreement letter. Keep a copy of your records and return the original to Nenahnezad Community School.

Thank you.



Nenahnezad Community School, Principal

1-14-13
Date



Signature/Title,

01-15-13
Date

GOLDEN CORRAL #609
1715 E Main
Farmington, New Mexico 87401



United States Department of the Interior
 BUREAU OF INDIAN AFFAIRS
 SHIPROCK AGENCY
 OFFICE OF INDIAN EDUCATION PROGRAMS
 NENAHNEZAD COMMUNITY SCHOOL
 PO BOX 337
 FRUITLAND, NEW MEXICO 87416
 PH: 505-960-6922
 Fax: 505-960-0970



Memorandum of Agreement

Nenahnezad Community School applied for the 21 Century Grant for the students this school year 2013-2014. In the pass years we have conducted business with your organization. We like to continue our partnership for the students at Nenahnezad Community School.

Propose of Agreement

The 21 Century Grant is for Nenahnezad students (K-6th) after school program. Quality after-school programs can provide safe, engaging environment that complement the school day by promoting learning to improve student outcomes. Researchers have found that effective programs combine academic, enrichment, cultural and recreational activities will guide and engage children and youth in activities will provide positive attitudes and motivate student to learn. We know your organization provides a high quality service that meets the students at Nenahnezad Community School. As an agreement with your organization we like your organization be part of the 21 Century after school program.

Payment Schedule

Nenenahzad Community School will use the 21 Century Grant money to pay for services. The Government Credit Card will be used to pay for the services.

Duration of the Agreement

This agreement will be in effect from February 1, 2013 to May 25, 2013 and may be updated at any time through written agreement of each school year. Either party can terminate the agreement with 30 days written notice.

Signature of Parties' Principals

If this term of the Memorandum of Agreement is acceptable, please sign and date both copies of this agreement letter. Keep a copy of your records and return the original to Nenahnezad Community School.

Thank you.

[Handwritten Signature]

 Nenahnezad Community School, Principal

1-14-13

 Date

Nebia Pierce, PRCA office

 Signature/Title, *Manager*

1/15/13

 Date

*Parks, Recreation &
 Cultural Affairs
 City of Farmington
 901 Fairgrounds
 Farmington, NM 87401*



United States Department of the Interior
BUREAU OF INDIAN AFFAIRS
SHIPROCK AGENCY
OFFICE OF INDIAN EDUCATION PROGRAMS
NENAHNEZAD COMMUNITY SCHOOL
PO BOX 337
FRUITLAND, NEW MEXICO 87416
PH: 505-960-6922
Fax: 505-960-0970



Memorandum of Agreement

Nenahnezad Community School applied for the 21 Century Grant for the students this school year 2013-2014. In the pass years we have conducted business with your organization. We like to continue our partnership for the students at Nenahnezad Community School.

Propose of Agreement

The 21 Century Grant is for Nenahnezad students (K-6th) after school program. Quality after-school programs can provide safe, engaging environment that complement the school day by promoting learning to improve student outcomes. Researchers have found that effective programs combine academic, enrichment, cultural and recreational activities will guide and engage children and youth in activities will provide positive attitudes and motivate student to learn. We know your organization provides a high quality service that meets the students at Nenahnezad Community School. As an agreement with your organization we like your organization be part of the 21 Century after school program.

Payment Schedule

Nenahnezad Community School will use the 21 Century Grant money to pay for services. The Government Credit Card will be used to pay for the services.

Duration of the Agreement

This agreement will be in effect from February 1, 2013 to May 25, 2012 and may be updated at any time through written agreement of each school year. Either party can terminate the agreement with 30 days written notice.

Signature of Parties' Principals

If this term of the Memorandum of Agreement is acceptable, please sign and date both copies of this agreement letter. Keep a copy of your records and return the original to Nenahnezad Community School.

Thank you.



Nenahnezad Community School, Principal

1-14-13
Date



Signature/Title,

1-15-13
Date





United States Department of the Interior
BUREAU OF INDIAN AFFAIRS
SHIPROCK AGENCY
OFFICE OF INDIAN EDUCATION PROGRAMS
NENAHNEZAD COMMUNITY SCHOOL
PO BOX 337
FRUITLAND, NEW MEXICO 87416
PH: 505-960-6922
Fax: 505-960-0970 *



Memorandum of Agreement

Nenahnezad Community School applied for the 21 Century Grant for the students this school year 2013-2014. In the pass years we have conducted business with your organization. We like to continue our partnership for the students at Nenahnezad Community School.

Propose of Agreement

The 21 Century Grant is for Nenahnezad students (K-6th) after school program. Quality after-school programs can provide safe, engaging environment that complement the school day by promoting learning to improve student outcomes. Researchers have found that effective programs combine academic, enrichment, cultural and recreational activities will guide and engage children and youth in activities will provide positive attitudes and motivate student to learn. We know your organization provides a high quality service that meets the students at Nenahnezad Community School. As an agreement with your organization we like your organization be part of the 21 Century after school program.

Payment Schedule

Nenenahzad Community School will use the 21 Century Grant money to pay for services. The Government Credit Card will be used to pay for the services.

Duration of the Agreement

This agreement will be in effect from February 1, 2013 to May 25, 2012 and may be updated at any time through written agreement of each school year. Either party can terminate the agreement with 30 days written notice.

Signature of Parties' Principals

If this term of the Memorandum of Agreement is acceptable, please sign and date both copies of this agreement letter. Keep a copy of your records and return the original to Nenahnezad Community School.

Thank you.



Nenahnezad Community School, Principal

1-14-13
Date



Signature/Title, Parent

1-14-13
Date

Assessment of Objective Regarding the Need for After School Programming:

Nenahnezad Community School has the following assessment tools for the academic progress of monitoring the students in reading and math for after school implementation:

>DIBELS NEXT-the objectives for progress monitoring is to ensure that teachers are tracking students' progress in word reading, fluency, comprehension, and the level of retell within the passages. Students are monitored weekly, bi-weekly, and monthly. This is used for after school tutoring program.

>STAR Reading-the objective in administering the STAR progress monitoring monthly is to track the Reading Lexile levels for individual students to ensure that teachers and students are developing the Lexile levels matching students' reading ability to the complexity of the text (reading materials). This is used for the Accelerated Reading (home component/ after school) to ensure students are matched to their correct reading levels.

>AIMS Web (Math)-the objective for progress monitoring is to ensure that teachers are tracking students' progress in number operations and concepts throughout the grade levels. Students are monitored weekly, bi-weekly, and monthly. This is used for after school tutoring program.

>Accelerated Math (STAR)-the objective in administering the STAR Math is to progress monitor students' growth and to help accelerate learning for individual students. AR Math allows for individualized progress based on the student's typical growth. This component is utilized in the after school program (tutoring).

>NWEA (MAPS) Assessment-is administered three times a year and analyzed to develop individualized education plan for instruction in the classrooms, afterschool programs, and for learning pathways in Odyssey for the NWEA and Pay It Forward implementation that is utilized in school (Rtl) and after school (Compass Lab).

Based on the NWEA Assessment, DIBELS NEXT, AIMS Web, and NMSBA (state) students at Nenahnezad Community School still have some work to align and adjust to the implementation of the Common Core State Standards and the in-coming PARCC assessment for New Mexico. With the 21st Century Grant, Nenahnezad Community School will be ready for the challenges ahead facing Indian Education.

Education Line Office Record Sheet ADD Navajo Data Symposium Nenahnezad Community School

MATHEMATICS

Grade	Areas of Strength	Areas of Need	Summary on Growth			Notes and Trends
Kinder	BOY: None MOY: Algebra EOY: All areas	BOY: All MOY: Computation and Measurement EOY: NONE	B OY Proficient 0%	EOY Proficient 91%	Goal Proficient 89%	All areas in BOY were intensive. MOY results showed movement in 4 out of 6 areas. Measurement and Geometry were not taught EOY: Exceeded goal
1st	BOY: None MOY: Algebra, Computation, Problem Solving EOY: All areas	BOY: All MOY: Measurement/Geometry EOY: NONE	B OY Proficient 14%	EOY Proficient 86 %	Goal Proficient 76 %	All areas in BOY were intensive. MOY showed gains in three areas with Algebra being advanced EOY: Exceeded goal
2nd	BOY: None all Strategic MOY: 3 out 5 benchmark Geometry, Algebra, Data EOY: ¾ areas Number/Operations	BOY: All MOY: Measurement & Number & Operations EOY: Geometry, Measurement	B OY Proficient 57 %	EOY Proficient 64 %	Goal Proficient 88%	All areas in BOY were strategic. 3 out 5 areas were benchmark. The focus will be on number and operations. EOY: Fell short of goal. Only one core taught all year.
3rd	BOY: None all Strategic MOY: Geometry EOY:4/5 benchmark	BOY: All MOY: Measurement & Number & operation EOY: Measurement	B OY Proficient 38%	EOY Proficient 65%	Goal Proficient 66 %	All the areas in the BOY were strategic. MOY results showed that Number and Operations was an area to focus on. EOY: Missed goal by one student.
4th	BOY: None all Strategic MOY: Geometry, Algebra, Data EOY: 3/5 Geometry	BOY: All MOY: Numbers and Operations EOY: Measurement/ Data Anyalisis	B OY Proficient 19%	EOY Proficient 62%	Goal Proficient 55%	All areas were strategic. MOY showed 3 out of the 5 areas benchmark. The focus will be in Number and Operations. EOY: Exceeded Goal
5th	BOY: None all Strategic MOY: All areas. EOY: All areas	BOY: All MOY: Data Analysis & Probability EOY: NONE	B OY Proficient 40%	EOY Proficient 84%	Goal Proficient 89 %	All areas were strategic at the BOY. MOY results had 5 out of 5 benchmark. The lowest area is Data Analysis/Probability EOY: Fell shy of the goal by one student
6th	BOY: None all Strategic MOY: Geometry EOY: Numbers operations/Geometry	BOY: All MOY: Number & Operations EOY: : Measurement, Algebra	B OY Proficient 28%	EOY Proficient 50%	Goal Proficient 89%	All areas were strategic in the BOY. MOY showed movement in Geometry and the focus will be in Number and Operations. EOY: Fell short of goal

Goal Statements:

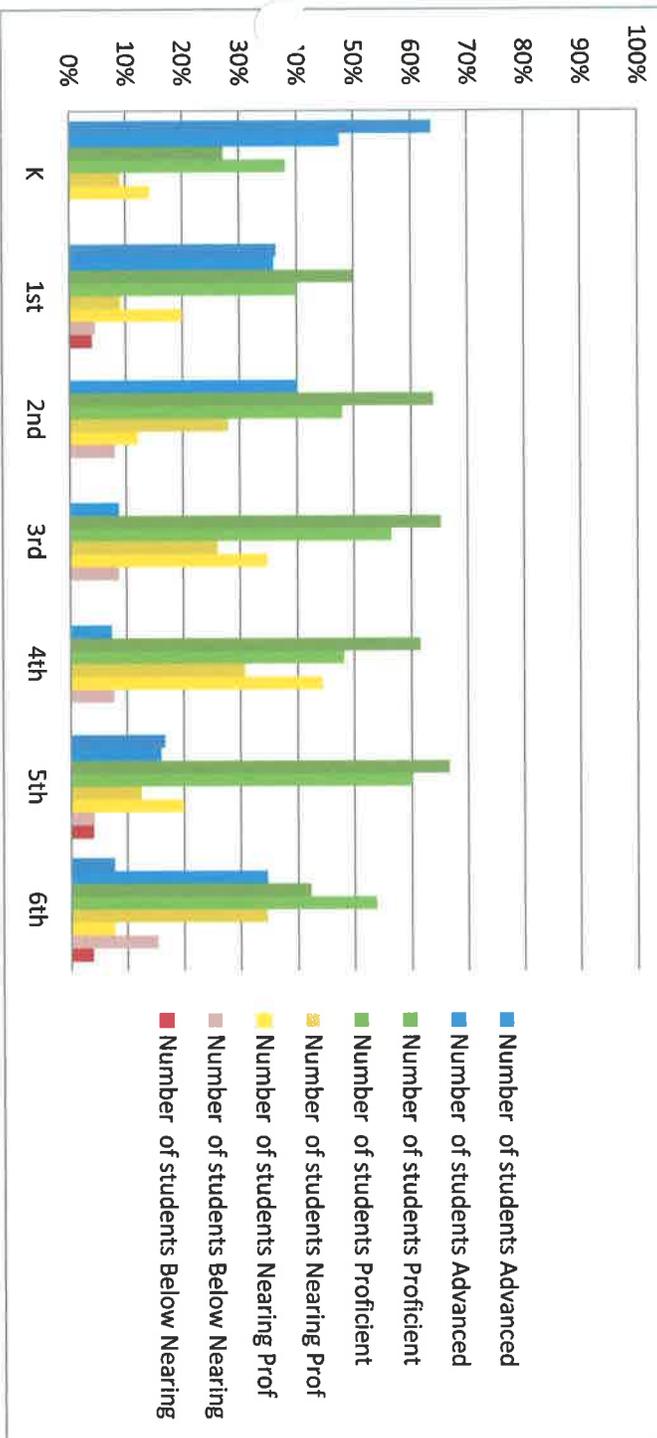
Using MAP as evidence, Nenahnezad Community School will increase the percent of students who meet or exceed their state's minimum cut score for **Advanced in Mathematics** from **5%** in the Fall of 2011 to **27%** in the Spring of 2012.

Using MAP as evidence, Nenahnezad Community School will increase the percent of students who meet or exceed their state's minimum cut score for **Proficiency in Mathematics** from **33%** in the Fall of 2011 to **49%** in the Spring of 2012.

Using MAP as evidence, Nenahnezad Community School will decrease the percent of students who fall below their state's minimum cut score for **Nearing Proficiency in Mathematics** from **41%** in the Fall of 2011 to **22%** in the Spring of 2012.

Using MAP as evidence, Nenahnezad Community School will decrease the percent of students who fall below their state's minimum cut score for **Below Proficiency in Mathematics** from **22%** in the Fall of 2011 to **2%** in the Spring of 2012.

Nenahnezad Community School NWEA 2011-2012 30%-40% Goals for Mathematics



School -Level Process for Data Analysis and Goal Setting

School -side Goal Setting: **READING** School Name: **Nenahnezad Community School**
 EOY

Grade Level	Number of students of students Fall Map Test	Number of students of students Advanced	Number of students of students Proficient	Number of students of students Nearing Prof	Number of students of students Below Nearing	Number of students of students Advanced	Number of students of students Proficient	Number of students of students Nearing Prof	Number of students of students Below Nearing	
K	22	10	8	2	2	2	45%	36%	9%	9%
1st	22	14	6	1	1	1	64%	27%	5%	5%
2nd	25	3	15	6	1	1	12%	60%	24%	4%
3rd	23	0	14	NA	9	9	0%	61%	NA	39%
4th	26	0	10	NA	16	16	0%	38%	NA	62%
5th	24	0	19	NA	5	5	0%	79%	NA	21%
6th	26	1	15	NA	10	10	4%	58%	NA	38%

Total	168	28	87	9	44				
%	108%	17%	52%	13%	26%				

Ambitious Goals

Grade Level	Number of students of students Fall Map Test	Number of students of students Advanced	Number of students of students Proficient	Number of students of students Nearing Prof	Number of students of students Below Nearing	Number of students of students Advanced	Number of students of students Proficient	Number of students of students Nearing Prof	Number of students of students Below Nearing	
K	23	10	11	2	0	0	43%	48%	9%	0%
1st	26	13	10	2	1	1	50%	38%	8%	4%
2nd	25	5	13	7	0	0	20%	52%	28%	0%
3rd	23	3	10	9	1	1	13%	43%	39%	4%
4th	27	3	10	14	0	0	11%	37%	52%	0%
5th	25	4	11	10	0	0	16%	44%	40%	0%
6th	27	3	9	13	2	2	11%	33%	48%	7%

Total	176	41	74	57	4	4			
%	100%	23%	42%	32%	2%	2%			
Goal Difference F-Spr		7%	-10%	19%	-24%				

100%
100%
100%
100%
100%
100%
100%

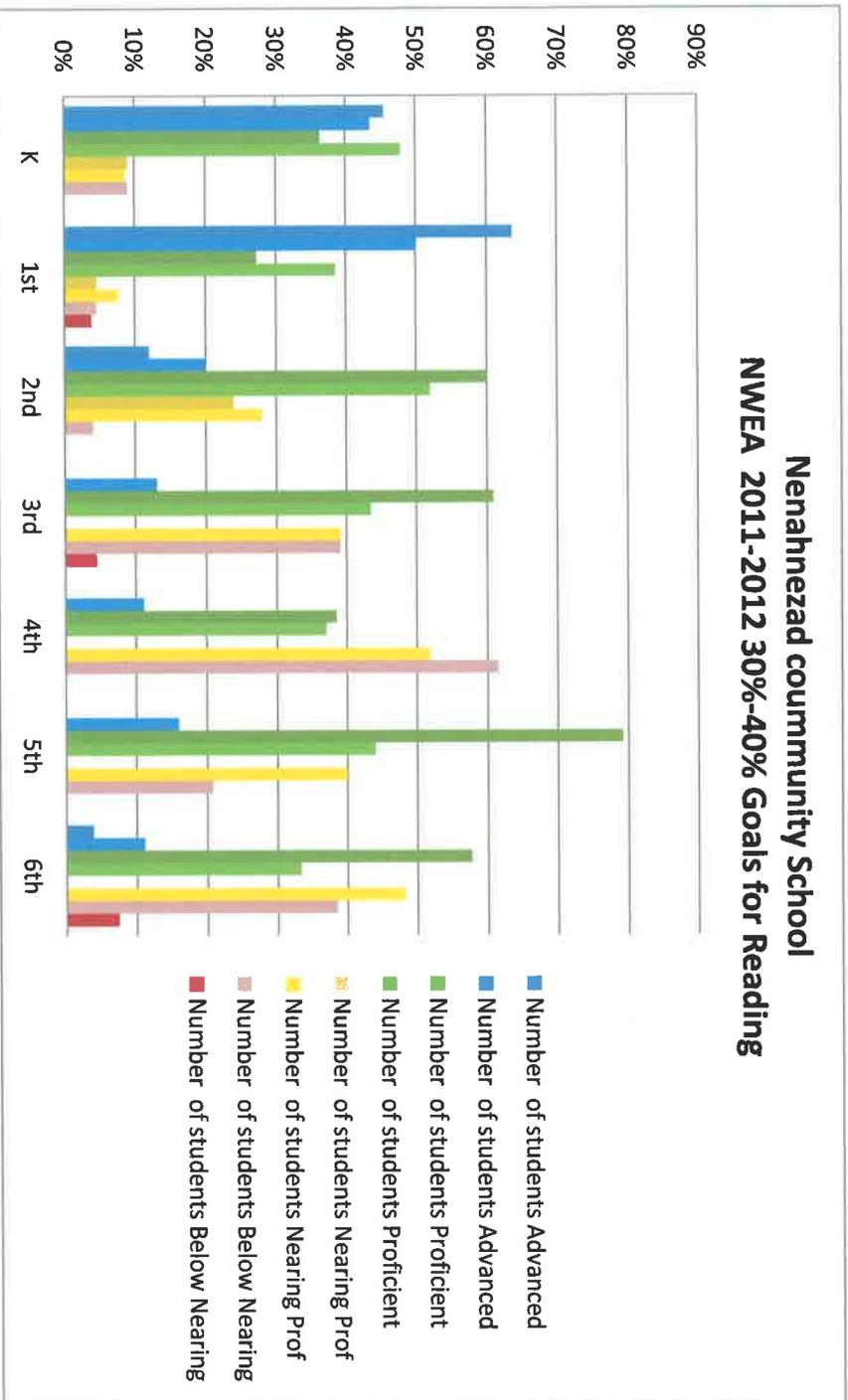
Goal Statements:

Using MAP as evidence, Nenahnezad Community School will increase the percent of students who meet or exceed their state's minimum cut score for **Advanced** in Reading from **5%** in the Fall of 2011 to **23%** in the Spring of 2012.

Using MAP as evidence, Nenahnezad Community School will increase the percent of students who meet or exceed their state's minimum cut score for **Proficiency** in Reading from **28%** in the Fall of 2011 to **42%** in the Spring of 2012.

Using MAP as evidence, Nenahnezad Community School will decrease the percent of students who fall below their state's minimum cut score for **Nearing Proficiency** in Reading from **40%** in the Fall of 2011 to **32%** in the Spring of 2012.

Using MAP as evidence, Nenahnezad Community School will decrease the percent of students who fall below their state's minimum cut score for **Below Proficiency** in Reading from **26%** in the Fall of 2011 to **2%** in the Spring of 2012.



READING

Grade	Areas of Strength	Areas of Need	Summary on Growth			Notes and Trends
Kinder	BOY: None MOY: Concepts of Print & Phonics EOY- Phonological Awareness & Concepts of Print	BOY: All MOY: Writing and Phonological Awareness EOY- None	B OY Proficient 4%	EOY Proficient 81%	Goal Proficient 92%	All areas in BOY were intensive. MOY results showed 2 benchmark and 4 strategic. EOY- All Areas Proficient Met Did not make goal 77% increase
1st	BOY: None MOY: 5 out 6 benchmark EOY: All Areas	BOY: All MOY: Comprehension EOY- NONE	B OY Proficient 39%	EOY Proficient 91%	Goal Proficient 88%	BOY: All areas intensive. MOY 5 out 6 areas benchmark EOY: 5/6 areas in Advanced Exceeded goal
2nd	BOY: None MOY: 4 out 4 strategic EOY: All Areas benchmark	BOY: All MOY: Critical Thinking and Vocabulary/Main Idea EOY: NONE	B OY Proficient 52%	EOY Proficient 72%	Goal Proficient 72%	All areas in BOY were intensive. MOY 4 out 4 strategic with no Benchmarks EOY: meet Goal
3rd	BOY: None MOY: Interpret Information EOY: Critical Thinking, Literature	BOY: All MOY: Literature/Media & Critical Thinking EOY: Vocabulary, Interpret Information	B OY Proficient 36%	EOY Proficient 48%	Goal Proficient 56%	Vocabulary was intensive in the BOY. MOY: results moved Interpret Information to benchmark. EOY: Did not make goal by 8% 2 students
4th	BOY: None MOY: Vocabulary EOY: None 4/4 Nearing Proficiency	BOY: All MOY: Interpret Information and Critical Thinking EOY: All	B OY Proficient 23%	EOY Proficient 15 %	Goal Proficient 48%	All areas were strategic. MOY showed movement in the area of vocabulary from lowest to highest. EOY: This group is a concern for FY 2013 and will be targeted using the replacement core program.
5th	BOY: None MOY: All areas 4 out 4 benchmark EOY: All Areas Benchmark	BOY: All MOY: The lowest area was in Literature/Media EOY: None	B OY Proficient 30%	EOY Proficient 71%	Goal Proficient 60%	All areas were strategic at the BOY. MOY results had 4 out of 4 benchmark. EOY: Strong in all areas Exceeded Goal
6th	BOY: None MOY: 4 out of 4 strategic with Interpret Information the highest EOY: Critical thinking, Literature	BOY: All MOY: Vocabulary/ Main Idea, Literature EOY: Interpret Information, Vocabulary	B OY Proficient 30%	EOY Proficient 46%	Goal Proficient 44%	All areas were strategic in the BOY. MOY showed movement of the interpretive strand moving from lowest to highest. EOY: Exceeded goal

School -Level Process for Data Analysis and Goal Setting

School -side Goal Setting: **Mathematics** School Name: **Nenahnezad Community School**
 EOY

Grade Level	Number of students of students Fall Map Test	Number of students of students Advanced	Number of students of students Proficient	Number of students of students Nearing Prof	Number of students of students Below Nearing	Number of students of students Advanced	Number of students of students Proficient	Number of students of students Nearing Prof	Number of students of students Below Nearing
K	22	14	6	2	0	64%	27%	9%	0%
1st	22	8	11	2	1	36%	50%	9%	5%
2nd	25	0	16	7	2	0%	64%	28%	8%
3rd	23	0	15	6	2	0%	65%	26%	9%
4th	26	0	16	8	2	0%	62%	31%	8%
5th	24	4	16	3	1	17%	67%	13%	4%
6th	26	2	11	9	4	8%	42%	35%	15%

Total	168	28	91	37	12				
%	100%	17%	54%	22%	7%				

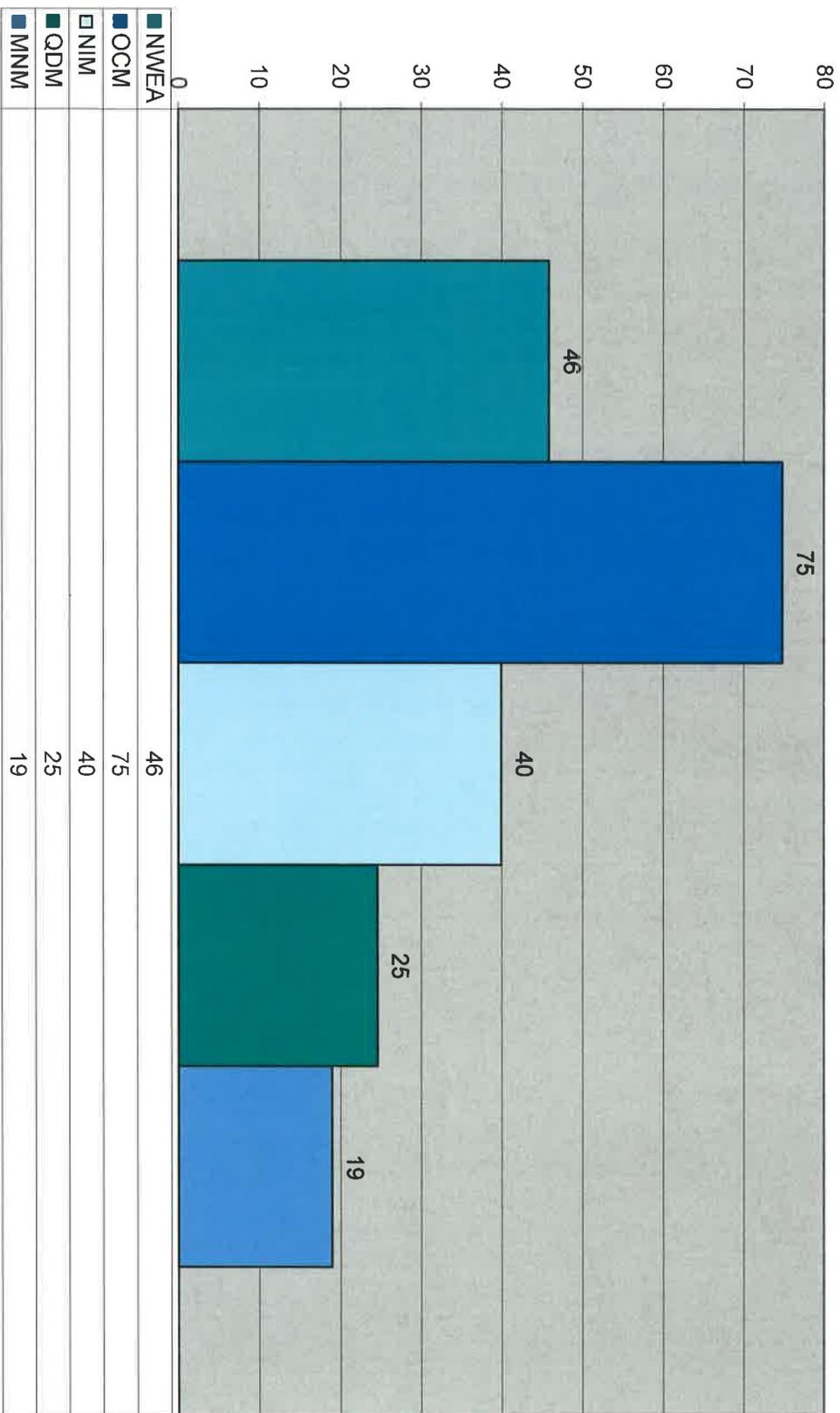
Ambitious Goals

Grade Level	Number of students of students Fall Map Test	Number of students of students Advanced	Number of students of students Proficient	Number of students of students Nearing Prof	Number of students of students Below Nearing	Number of students of students Advanced	Number of students of students Proficient	Number of students of students Nearing Prof	Number of students of students Below Nearing
K	21	10	8	3	0	48%	38%	14%	0%
1st	25	9	10	5	1	36%	40%	20%	4%
2nd	25	10	12	3	0	40%	48%	12%	0%
3rd	23	2	13	8	0	9%	57%	35%	0%
4th	27	2	13	12	0	7%	48%	44%	0%
5th	25	4	15	5	1	16%	60%	20%	4%
6th	26	9	14	2	1	35%	54%	8%	4%

100%
100%
100%
100%
100%
100%
100%

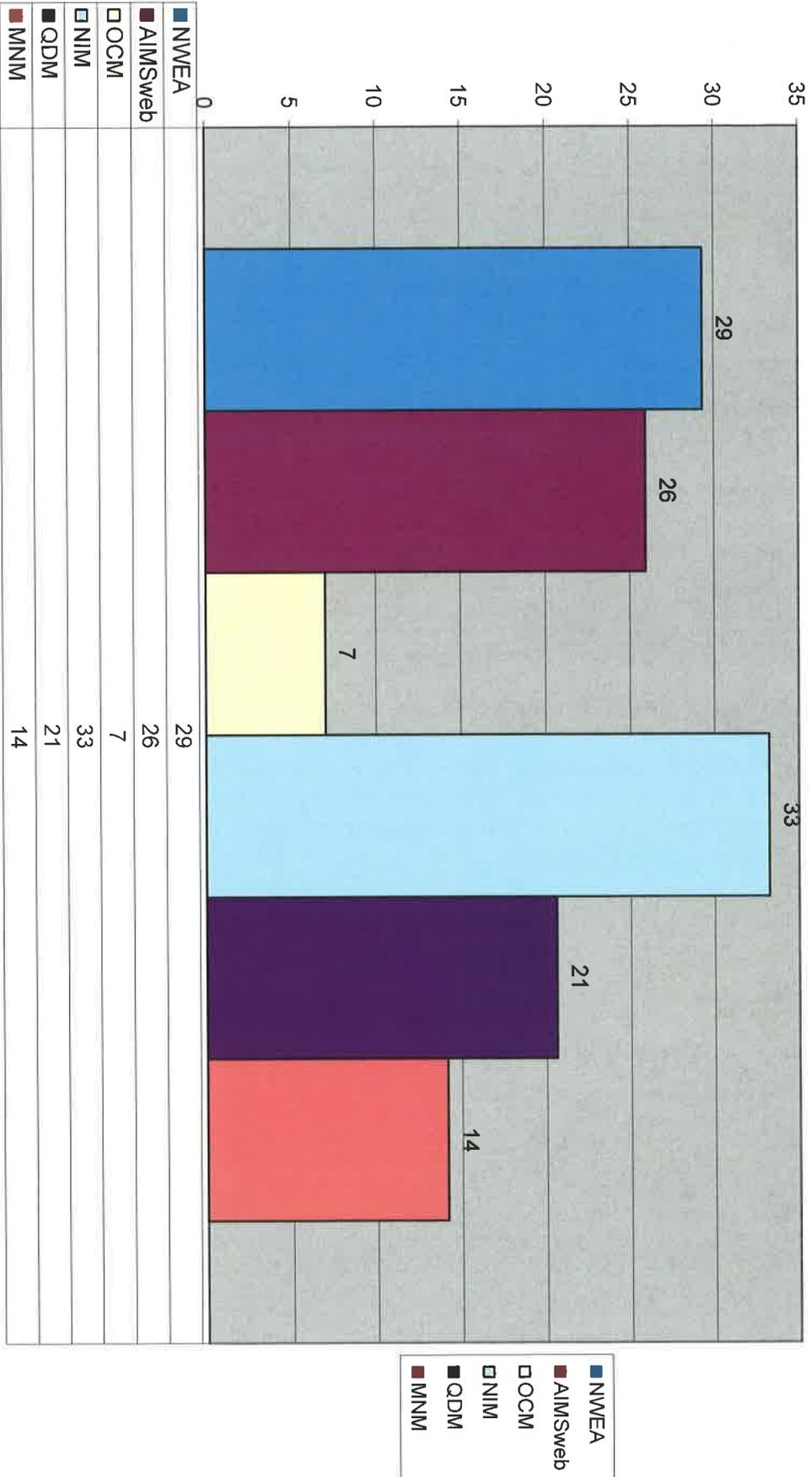
Total	172	46	85	38	3				
%	100%	27%	49%	22%	2%				
Goal Difference F-Spr		10%	-5%	0%	-5%				

K- Math- Average Gain/Loss- Fall-Spring- 2011-2012-
 NWEA (RIT), OCM-NIM-QDM-MNM (# Correct)

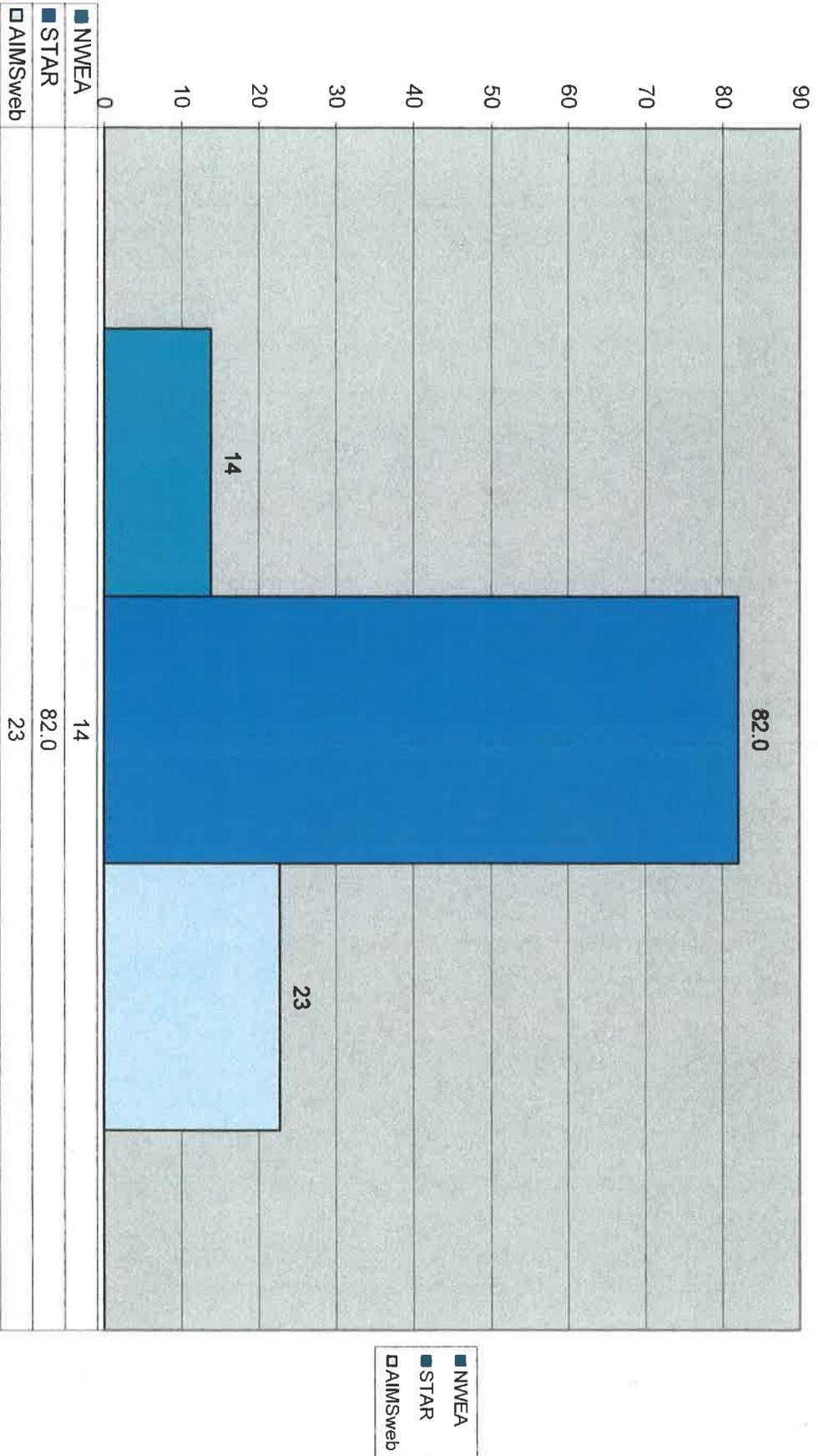


■	NWEA
■	OCM
□	NIM
■	QDM
■	MNM

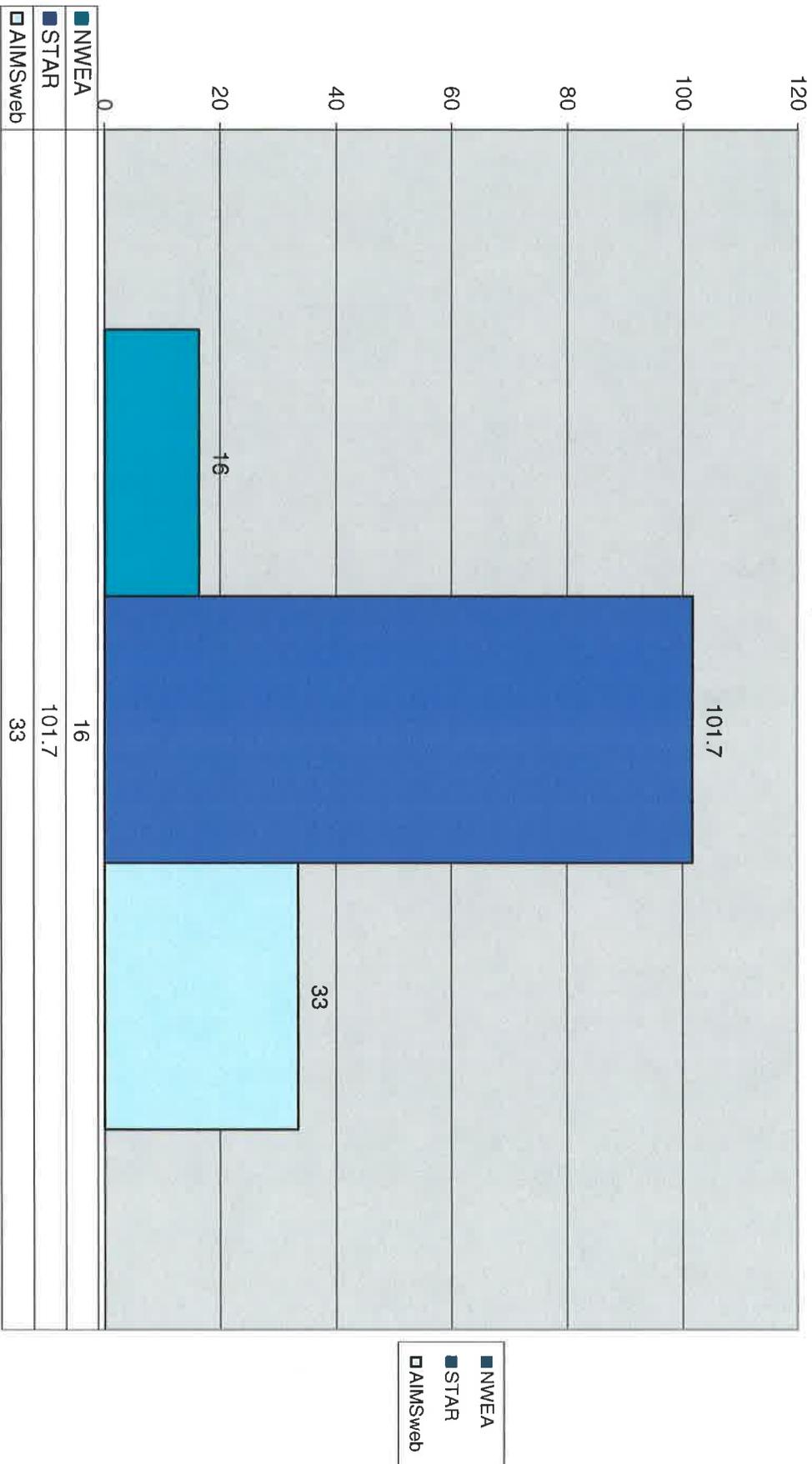
1st Math: Average Gain/Loss- Fall-Spring 2011-2012
NWEA (RIT), AIMSweb (Digits Correct), OCM-NIM-QDM-MNM (Digits Correct)



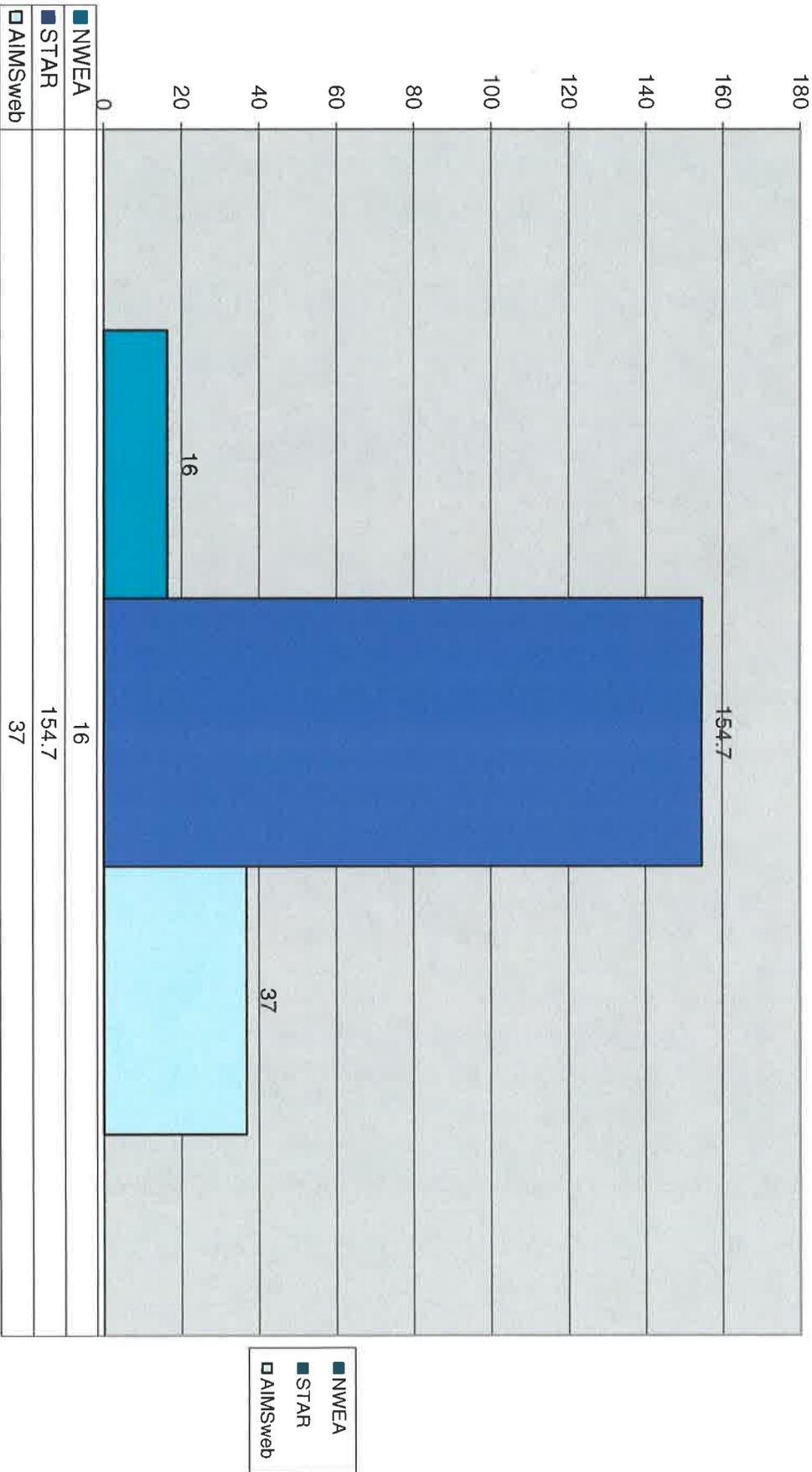
2nd Math: Average Gain/Los Fall-Spring 2011-2012- NWEA (RIT), STAR , AIMSweb)



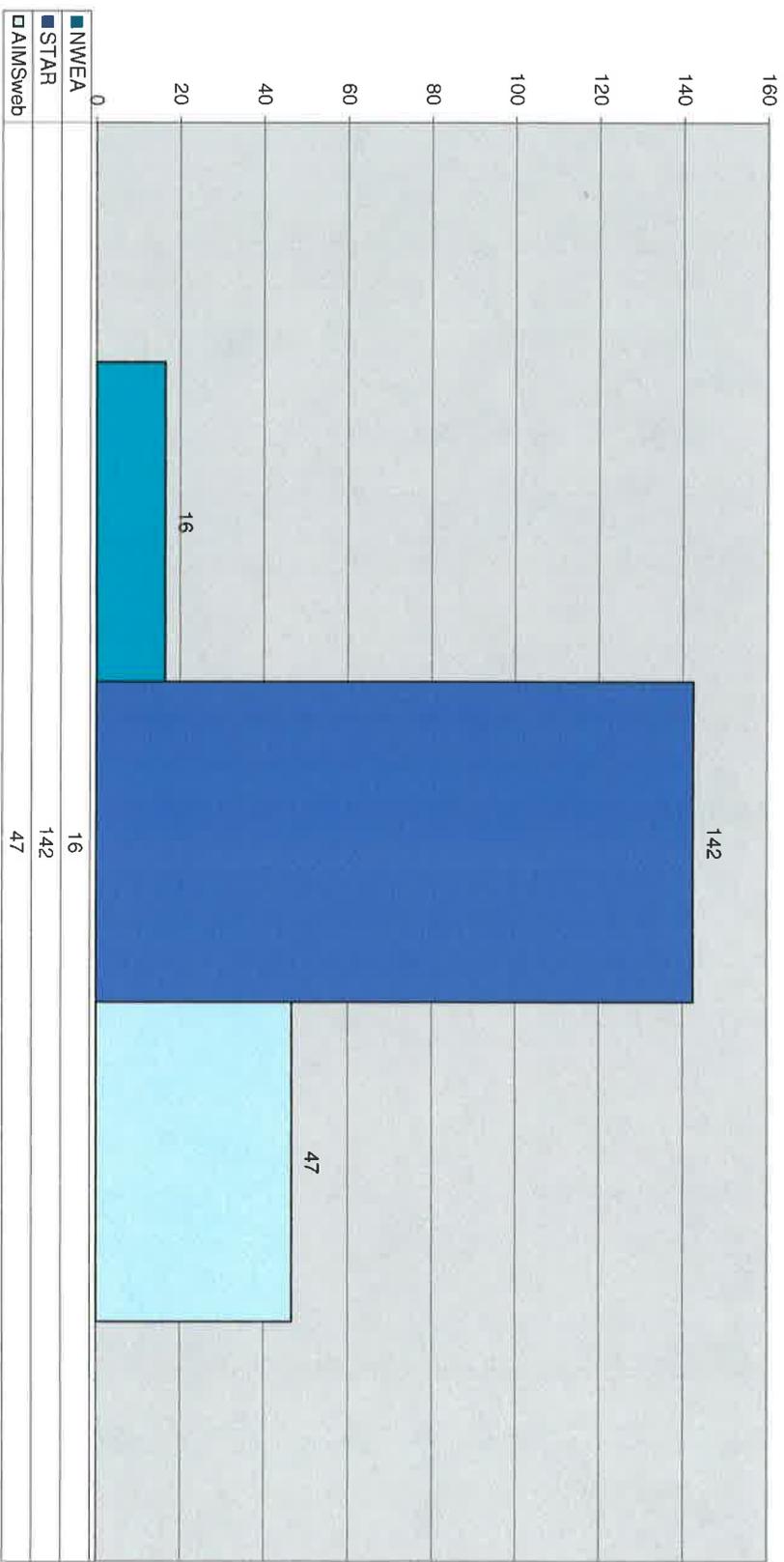
3rd Math: Average Gain/Loss- Fall-Spring 2011-2012
NWEA(RIT), STAR , AIMSweb



4th Math: Average Gain/Loss- Fall-Spring 2011-2012
NWEA (RIT), STAR , AIMSweb

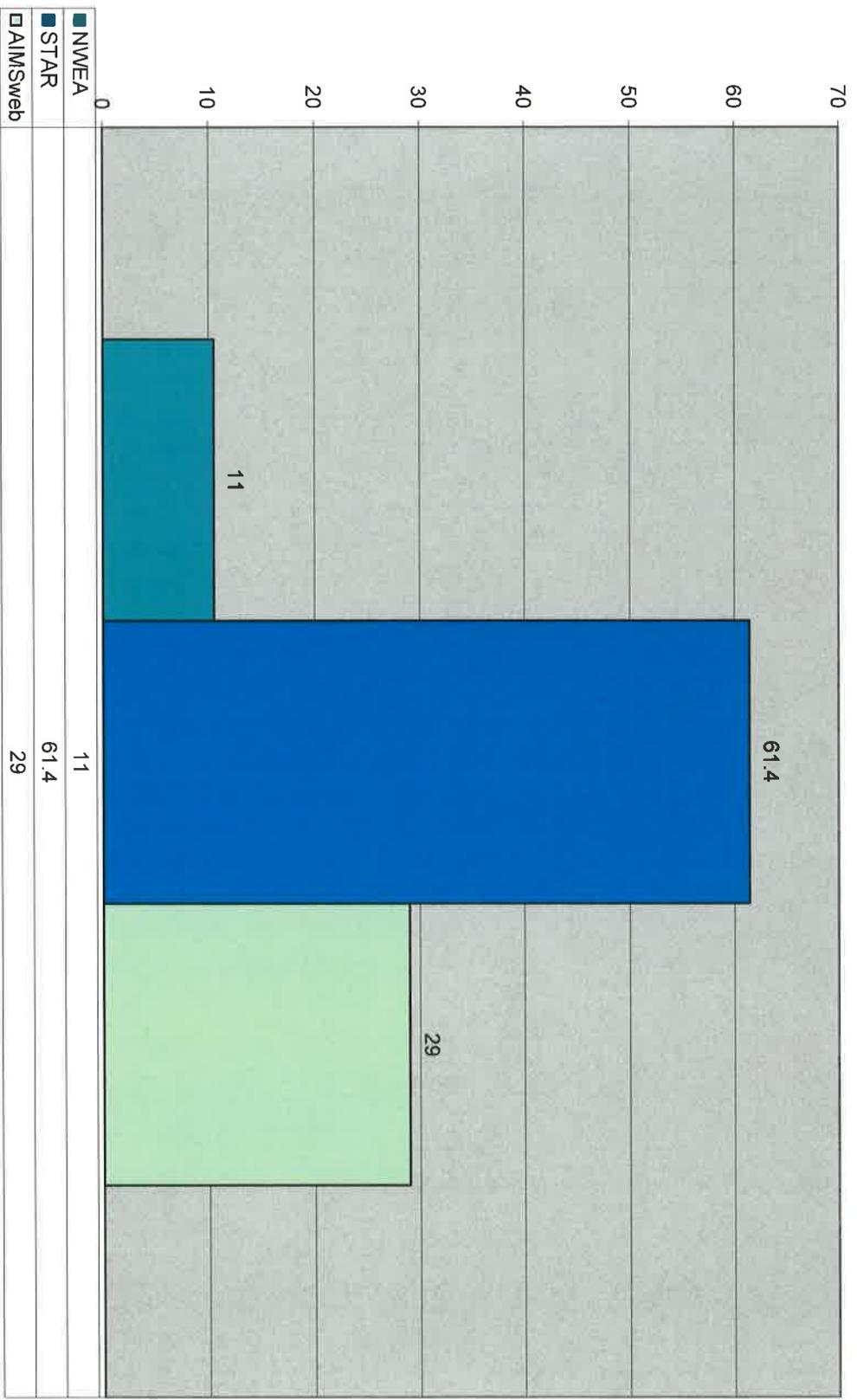


5th Math: Average Gain/Loss- Fall-Spring 2011-2012
 NWEA (RIT), STAR, AIMSweb



■ NWEA
 ■ STAR
 □ AIMSweb

6th Math- Average Gain/Loss- Fall-Spring-2011-2012
 NWEA (RIT), STAR , AIMSweb



Nenahmezad Community School
2011-2012

Student Assessment Profile

Primary: Kindergarten

Teacher(s): Dr. Kee-Parsons

Student: XXXXXXXXXX

Assessment	Fall	Winter	+/-	Fall to Winter (1/2)Goal	Spring	+/-	Fall to Spring Goal	Intensive	Strategic	Benchmark	Advanced
Math:											
NWEA Math	111	140	29					0-143	144-154	155-182	>=183
AIMSweb OCM	13	84	71					0-57	58-70	71-89	>=90
NIM	25	56	31					0-48	49-55		56
ODM	8	17	9					0-18	19-26		28
MNM	0	7	7					0-14	15-19	20	21

Reading:

NWEA Reading	110	144	34					0-128	129-156	157-183	>=184
Early Literacy: SS	531	537	6								
DIBELS ISF	5	36	31					0-19	20-34	35	
LNF	5	64	59					0-38	39-49	50	
PSF		35						0-19	20-44	45	
NWF		34						0-24	25-34	35	
Dolch Words	10	23	13								

NMELPA

	Fall 2011	Spring 2012	Proficient or Non-Proficient
	1		

Parent Signature

Teacher Signature

NWEA Math Northwest Evaluation Assessment YAA
 AIMSweb OCM: Oral Counting to 100 in 60 seconds YAA
 NIM: Number Identification 0-20 in 60 seconds YAA
 QDM: Quantity Discrimination 0-20 in 60 seconds BYAA
 MNM: Missing Number 0-20 in 60 seconds BYAA

NWEA Reading: Northwest Evaluation Assessment YAA
 Early Literacy: SS: Star Test YAA
 DIBELS ISF: Initial Sound Fluency YAA
 LNF: Letter Naming Fluency BYAA
 PSF: Phonemic Segmentation Fluency BYAA
 NWF: Nonsense Word Fluency BYAA

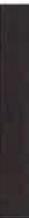
1st Around Assessment: YAA Dolch Words: 100 High Frequency Word List YAA
 Beg. In January - YAA BYAA

Nenahnezad Community School
2011-2012

Student Assessment Profile

Third Grade

Teacher(s):



Assessment	Fall	Winter	+/-	Fall to Winter	Spring	+/-	Fall to Spring Goal	Intensive	Strategic	Benchmark	Advanced
Math:											
NWEA Math	192	205	13	197	208	16	203	0-176	177-199	200-218	>=219
STAR	568	575	7	622	711	143	676	0-542	543-580	581-602	>=603
Harcourt Math	NT				75%						
AIMSweb: M-COMP	37	60	23	53	68	31	60	0-39	40-54	55-60	>=61

Reading:

NWEA Reading	185	203	18	190	267	22	195	0-174	175-190	191-215	>=216
STAR	271	381	110		376	105		0-337	338-393	394-435	>=436
DIBELS Benchmark	102	106	4	112	143	39	130	0-89	90-119	120-129	>=130
Dolch Words	590				391						

NMELPA	Spring 2009	Spring 2010	Spring 2011	Proficient or Non-Proficient

Parent Signature

Teacher Signature

Nenahnezad Community School
2011-2012

Student Assessment Profile

Sixth Grade

Teacher(s) _____

Student _____

Assessment	Fall	Winter	+/-	Fall to Winter (Spring	+/-	Fall to Spring	Intensive	Strategic	Benchmark	Advanced
Math:											
JWEA Math	212	221	gain 9		218	gain 6		0-204	205-227	228-241	>=242
STAR	662	796	gain 134		665	gain 3		0-700	701-740	741-756	>=767
arcourt Math											
b: M-COMP	24	26	gain 22		58	gain 34		0-21	22-32	33-50	>=51
NMSBA	2008				2009			2010	2011		

Reading:

EA Reading	218	203	loss 15		209	loss 9		0-193	195-215	216-232	>=233
STAR	388	468	loss 68		357	gain 19		0-566	567-669	670-756	>=757
L.S Benchmark	109	107	gain 5		141	gain 32		0-114	115-134	135-144	>=145
Jolch Words											
NMSBA	2008				2009			2010	2011		

NMELPA

	Spring 2009	Spring 2010	Spring 2011	Proficient or Non-Proficient

Parent Signature _____

Teacher Signature _____



Intervention Plan and Log

Student Name: _____
 Grade: _____
 ELL Student: yes no
 Instructor/Interventionist: _____

Reading Assessment Data		Reading Instruction		Progress Monitoring	Instructional Grouping:		
PM 1	PM 2	2Week Reading Goal: Fluency:	CORR- Re-teach After Theme Test	Dibels Monitoring PM	Small Grouping 1:1		
Test	Retest					CORR- Support Current Theme	Student Pair
Theme Results						Voyager: Comprehension/Fluency	

Week 1 Date: _____

Activity Focus	Purpose Task	Tools/Materials	Student Response		Time Attendance
Phonemic A. Phonics Vocabulary Comprehension Fluency Sight Words	Pre-teaching Re-teaching Reinforcing Review	paired reading guided reading intervention book templates vocabulary cards picture cards word building HFV	Monday		
			Tuesday		
			Wednesday		
			Thursday		

SUMMARY:



Intervention Plan and Log

Student Name: _____
Grade: _____
ELL Student: yes no
Instructor/Interventionist: _____

Math Assessment Data: Goals

Math Instruction

Digits Correct : PM1 Goal PM2 RE-TEACH CORE CH: Increase performance on retest from ___ % to ___ %

Test Retest

PRTEACH-CORE : CH: Increase performance on test to ___ %

Chapter Results

Informal Assessments:

Number Sense

Week 1 Date: _____

Student Response

Monday

Time Attendance

Tuesday

Wednesday

Thursday

SUMMARY:

12M
12F

7A

Shiprock OYD/BGCDN

Participant Sign-In Sheet

Activity: ~~UAW~~

Princess Pageant

Name	Age	M	F	Chapter
Jacob Keoni	7	✓		
Nathan W Vanden To	9	✓		
Rafael Begaye	7	✓		
Daniel Quiroz	7	✓		Troy King
CHAUDA KING	33		✓	NENAHNEZAD
Tristan ISO	8	✓		Fruitland
Don'Alyssa White-David	7		✓	Nenanezad
Dakota Skeet	2		✓	Farmington
Christina L. Chavez Tsosie	39		✓	Nenanezad
Ilyana Tsosie	8		✓	Nenanezad
Gabriel David	33	XA		Nenanezad
Tynisha Yazzie	7		✓	
Charkhail Johnson S	10		X	Nenanezad
Manielle Dan Smiley tiny	10		X	water flow
Shinmielle Smiley	11		✓	water flow
Devonna Tual	10		✓	water flow
Lamael Smiley	8	✓		water flow
Faye Enosh (Quintana)	11		F	Nenanezad
Vanessa James	33		✓	Sonastee
Darius Bogal	9	✓		Fruitland
John Amago	9	✓		Fruitland
Bessie Ignacio	11		JA	Fruitland
Jerry & Kacey & Jarrett Curtis			A	SHIPROCK
Ethan Wiley	10	✓		KIAA
Brian Shorty	9	✓		
Randal Begaye	8		✓	Nenanezad
Patricia D...	7		✓	NENAH
Casimir	8	✓		Shiprock
Lamael Smiley	11		✓	water flow

DATE: 9-25-12 LOCATION: Nenanezad CS Dorm

Nenahnezad Community School Residential Program

Study Hour: ~~Feb. 27th to March 1st~~ from 5:00 pm to 6:00 pm

#	Name	Grade	#	Name	Grade
1	Serena Etithy	3rd	1	Kiema Jones	3rd
2	Duanetue Norberts	3rd	2	Shane slime	3rd
3	Rena Sleet	3rd	3	Duanetue Norberts	3rd
4	Lakeem Begaye	3rd	4	Lakeem Begaye	3rd
5	Shane Slim	3rd	5	Serena Etithy	3rd
6	Dominic cambridge	3rd	6	Rena Kerae Sleet	3rd
1	Duanetue Norberts	3rd			
2	Shane slime	3rd			
3	Lakeem Begaye	3rd			
4	Kerae Sleet	3rd			
5	Serena Etithy	3rd			
6	Dominic Cambridge				
1	Duanetue Norberts	3rd			
2	Shane slime	3rd			
3	Lakeem Begaye	3rd			
4	Kerae Sleet	3rd			
5	Serena Etithy	3rd			
6	Dominic Cambridge				

Staff Signature:





**United States Department of the Interior
Bureau of Indian Education
Associate Superintendent – ADD Navajo
P.O. Box 746
Tuba City, AZ 86045
928-283-2218 / 928-283-2286 Fax**



November 26, 2012

Jack Edmo, Education Specialist
Division of Performance and Accountability
1011 Indian School Road NW
Suite 332
Albuquerque, NM 87104

Mr. Edmo,

I am writing this letter of support for the 21st Century Grant Application on behalf of Nenahnezad Community School .

Nenahnezad Community School has been proactive the last few years in providing various activities to guide learning and engage students through various modalities to enhance academic achievement, cultural appreciation, prevention of bullying, and recreational activities such as skating, swimming and trips to local landmarks and parks.

The administrative staff has displayed exemplary oversight of the funding and has demonstrated fiscal responsibility to maximize funds directly related to student events and activities. I have full faith the school will continue to meet all compliance related reports and data compilation.

The students of Nenahnezad will benefit from the funding and the staff will ensure student related programs and services are of great benefit to all involved.

Sincerely,

Lemuel B. Adson
Associate Superintendent

Nevahnezad

J. APPLICATION CHECKLIST AND REQUIRED FORMS

A COMPLETE APPLICATION MUST CONTAIN THE FOLLOWING ITEMS AND BE ORGANIZED AND TABBED AS OUTLINED BELOW.

- Application for Federal Assistance (Standard Form 424), completed according to the instructions and signed by an authorized official (page 1) Form may be found at the US Department of Education Grant application and other forms page. www.ed.gov
- Cover Page
- Table of Contents (1 page)
- Program Summary and Abstract (2 page)
- Program Narrative (no more than 35 pages single-spaced)
- Participants Served Chart
- Performance Measures Template
- Schedule of Operations
- Budget Form –Appendix III (complete one for each center site)
- 21st CCLC Assurance Form
- Appendices – only those described below:
 - Job descriptions for key staff members
 - Documents of support from school and tribe
 - Memorandums of Agreement/Contracts for key partners
 - Assessment of objective data regarding the need for before and after school programming
 - Letter of support from the Official Tribal Grant, Contract School or Dormitory Official stating full compliance, support and financial integrity with the BIE's 21st CCLC RFP application requirements

NOTE:

- Attachments not requested by the RFP will result in disqualification of the application. Send only the information specified in this RFP.
- Proposals not in the required format will be automatically disqualified.

 1-17-13

(Original)



21st Century Programs

Nenahnezad Community
School
(Application)

