

BUREAU OF INDIAN EDUCATION


School Improvement Grant Application Packet

1003 (g) Funds

Division of Performance and Accountability

2011 – 2012 Program Year

APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS

<p>Legal Name of Applicant:</p> <p>Crystal Boarding School</p>	<p>Applicant's Mailing Address:</p> <p>PO Box 1288 Navajo, NM 87328</p>
<p>LEA/School Contact for the School Improvement Grant</p> <p>Name: Alberto Castruita</p> <p>Position and Office: Principal</p> <p>Contact's Mailing Address:</p> <p>PO Box 1288 Navajo, NM 87328</p> <p>Telephone: 505 777-2385</p> <p>Fax: 505 777-2648 Email address: alberto.castruita@bie.edu</p>	
<p>Chief School Officer (Printed Name):</p> <p>Alberto Castruita</p>	<p>Telephone:</p> <p>505 777-2385</p>
<p>Signature of the Chief School Officer:</p> <p>X </p>	<p>Date:</p> <p>05-13-11</p>
<p>The LEA/School, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State/LEA/School receives through this application.</p>	

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

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

Comprehensive Needs Assessment
2011 - 2012 Title I School Improvement Grant
Section 1003(g)

School Name: Crystal Boarding School

Grade Levels: Kindergarten, First, Second, Third, Fourth, Fifth, Sixth

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

Needs Assessment for School Improvement Grants

Bureau of Indian Education

Tier III Schools

Support from the Associate Deputy Director & Education Line Office	
	YES or NO (Circle)
1. ADD/ELO procedures support school-based decision making.	Y <u>N</u>
2. ADD/ELO and school decision-makers are connected by frequent interaction, two-way communication, problem-solving, mutual coordination, and reciprocal influence.	<u>Y</u> N

3. The ADD/ELO has provided the school with a “letter of understanding” about the school’s intervention implementation and the ADD/ELO’s support of it.	Y <u>N</u>
Current Level of Implementation of Effective Practices	
I. School Leadership and Decision Making	
A. Effective Practice: Establish a team structure with specific duties and time for instructional planning	
Indicators	No / Somewhat / Yes (Circle)
1. A team structure is officially incorporated into the school improvement plan and school governance policy.	N <u>S</u> Y
2. All teams have written statements of purpose and by-laws for their operation.	<u>N</u> S Y
3. All teams operate with work plans for the year and specific work products to produce.	N <u>S</u> Y
4. All teams prepare agendas for their meetings.	N <u>S</u> Y
5. All teams maintain official minutes of their meetings.	N <u>S</u> Y
6. The principal maintains a file of the agendas, work products, and minutes of all teams.	N S <u>Y</u>
7. A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).	<u>N</u> S Y
8. The Leadership Team serves as a conduit of communication to the faculty and staff.	N <u>S</u> Y
9. The Leadership Team shares in decisions of real substance pertaining to curriculum, instruction, and professional development.	N S <u>Y</u>
10. The school’s Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.	N <u>S</u> Y
11. Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.	N <u>S</u> Y
12. Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.	<u>N</u> S Y

Describe your obstacles to full implementation of the indicators for this effective practice.

1. The staff did not have background knowledge and skills on teamwork and teambuilding and their importance for overall effectiveness of the school.
2. New Principal did not start until 7 weeks into the school year. By this time staff had established routines that did not include teams and teambuilding. Staff was reluctant to working as teams and were used to work as individuals.
3. Team meetings were not held because of the school day schedule that limited time for meetings.

Describe the kind of support and additional resources that would help you fully implement all the indicators for this effective practice.

1. Professional development scheduled will focus on teamwork and teambuilding. Meeting times that goes beyond tour of duty will be compensated monetarily or with compensatory time.
2. A schedule will be created that will allow time for meetings to be held on a continuous basis.
3. The principal is aware of obstacles and will endeavor to utilize all resources needed to remediate this.

B. Effective Practice: Focus the principal's role on building leadership capacity, achieving learning goals, and improving instruction

Indicators	No / Somewhat / Yes (Circle)
1. The principal makes sure everyone understands the school's mission, clear goals (short term and long term), and their roles in meeting the goals.	N <u>S</u> Y
2. The principal models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of sound practices.	N <u>S</u> Y
3. The principal participates actively with the school's teams.	N S <u>Y</u>
4. The principal keeps a focus on instructional improvement and student learning outcomes.	N S <u>Y</u>
5. The principal monitors curriculum and classroom instruction regularly.	N S <u>Y</u>
6. The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.	N <u>S</u> Y
7. The principal challenges, supports and monitors the correction of unsound teaching practices.	N <u>S</u> Y
8. The principal celebrates individual, team, and school successes, especially related to student learning outcomes.	N <u>S</u> Y

9. The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement.	N S <u>Y</u>
Describe your obstacles to full implementation of the indicators for this effective practice. <ol style="list-style-type: none"> 1. No orientation or specific training was provided for new principal in regards to the amount of time required for administrative responsibilities and the specific guidelines for these; thus at times, more than 50% of the principal's time is utilized for these. 2. Teachers were reluctant to take on leadership roles 3. Balancing of administrative and instructional functions was difficult for the principal due to a lack of specific administrative support staff, such as a business technician and cook supervisor. 	
Describe the kind of support and additional resources that would help you fully implement all the indicators for this effective practice. <ol style="list-style-type: none"> 1. Continuous and consistent professional development for the principal will be provided. 2. Professional development opportunities for staff will be provided; as well as support and opportunities to participate in leadership enhancement. 3. The Human Resources functions will be facilitated so that key staff can be hired in a timely basis. 	
C. Effective Practice: Align classroom observations with evaluation criteria and professional development	
Indicators	No / Somewhat / Yes (Circle)
1. The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers.	N S <u>Y</u>
2. The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.	<u>N</u> S Y
3. Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management.	N <u>S</u> Y
4. Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management.	<u>N</u> S Y
5. Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management.	<u>N</u> S Y
6. Teachers are required to make individual professional development plans based on classroom observations.	<u>N</u> S Y
7. Professional development of individual teachers includes an emphasis on indicators of effective teaching.	N <u>S</u> Y

8. Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching.	N S <u>Y</u>
9. The principal plans opportunities for teachers to share their strengths with other teachers.	N <u>S</u> Y
Describe your obstacles to full implementation of the indicators for this effective practice. <ol style="list-style-type: none"> 1. Classroom walkthrough instrument is not efficient for determining the actual performance of the teacher in the classroom 2. Professional development was scheduled and planned the previous year and did not allow for flexibility to include additional professional development needs. 	
Describe the kind of support and additional resources that would help you fully implement all the indicators for this effective practice. <ol style="list-style-type: none"> 1. A classroom walkthrough instrument that will determine actual teacher performance in the classroom in a more efficient manner will be utilized in conjunction with the present walkthrough instrument. 2. There will be a forum that will allow staff to become knowledgeable of specific staff roles and responsibilities in order to enhance communication, collaboration and reduce misunderstandings on what professional development is necessary. 	
D. Effective Practice: Help parents to help their children meet standards	
Indicators	No / Somewhat / Yes (Circle)
1. Parents receive regular communication (absent jargon) about learning standards, their children's progress, and the parents' role in their children's school success.	N S <u>Y</u>
2. Parent involvement policy, classroom visit policy, and homework policy are clear, constructive, and include a plan for communicating the policies to parents and teachers.	<u>N</u> S Y
3. The school's Compact outlines the responsibilities/expectations of teachers, parents, and students.	N S <u>Y</u>
4. The school regularly and clearly communicates with parents about its expectations of them and the importance of the "curriculum of the home."	N S <u>Y</u>
5. The school's Compact is annually distributed to teachers, school personnel, parents, and students.	N S <u>Y</u>
6. The "ongoing conversation" between school personnel and parents is candid, supportive, and flows in both directions.	N S <u>Y</u>
7. Professional development programs for teachers include assistance in working effectively with parents.	<u>N</u> S Y
Describe your obstacles to full implementation of the indicators for this effective practice. <ol style="list-style-type: none"> 1. The human resource process was not effective in the recruitment of a Parent Liaison. 2. The absences of a Parent Liaison was instrumental in our failure to fully implement the standard. 	

Describe the kind of support and additional resources that would help you fully implement all the indicators for this effective practice.

1. Human Resources will be encouraged to change their procedures for recruitment to include other resources than just the BIE website.
2. A parent Liaison will be hired this year.

II. Curriculum, Assessment, and Instructional Planning

A. Effective Practice: Engage teachers in aligning instruction with standards and benchmarks

Indicators	No / Somewhat / Yes (Circle)
1. Instructional Teams develop standards-aligned units of instruction for each subject and grade level.	N S <u>Y</u>
2. Units of instruction include standards-based objectives and criteria for mastery.	N S <u>Y</u>
3. Objectives are leveled to target learning to each student's demonstrated prior mastery based on multiple points of data (i.e., unit tests and student work).	N S <u>Y</u>

Describe your obstacles to full implementation of the indicators for this effective practice.

Not Applicable

Describe the kind of support and additional resources that would help you fully implement all the indicators for this effective practice.

Indicators are fully implemented.

B. Effective Practice: Engage teachers in assessing and monitoring student mastery

Indicators	No / Somewhat / Yes (Circle)		
1. Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives	N	S	<u>Y</u>
2. Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction.	N	S	<u>Y</u>
3. Unit pre-test and post-test results are reviewed by the Instructional Team.	<u>N</u>	S	Y
4. Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.	N	<u>S</u>	Y
5. Teachers re-teach based on post-test results.	N	<u>S</u>	Y

Describe your obstacles to full implementation of the indicators for this effective practice.

1. Review of pre and post tests was not done because staff did not meet as an instructional team to complete this task.
2. Teachers need to refine their skills in order to base their instruction and re-teaching based on test results.

Describe the kind of support and additional resources that would help you fully implement all the indicators for this effective practice.

1. A schedule for team meetings will be provided in the school calendar, and staff will be required to meet accordingly.
2. Teacher skills in individualized instruction will be enhanced through specific professional development.

C. Effective Practice: Engage teachers in differentiating and aligning learning activities

Indicators	No / Somewhat / Yes
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	(Circle)
1. Units of instruction include specific learning activities aligned to objectives.	N <u>S</u> Y
2. Instructional Teams develop materials for their standards-aligned learning activities and share the materials among themselves.	N <u>S</u> Y
3. Materials for standards-aligned learning activities are well-organized, labeled, and stored for convenient use by teachers.	N S <u>Y</u>
Describe your obstacles to full implementation of the indicators for this effective practice. <ol style="list-style-type: none"> 1. Instructional activity alignment to objectives is the responsibility of individual teachers during lesson planning; and some teachers did not plan appropriately. 2. Staff did not meet as instructional teams to complete these tasks. 	
Describe the kind of support and additional resources that would help you fully implement all the indicators for this effective practice. <ol style="list-style-type: none"> 1. Increase walkthroughs and progress monitoring of alignment of activities to objectives of individual teachers will be scheduled for next school year. 2. A schedule for team meetings will be provided in the school calendar, and staff will be required to meet accordingly. 	

D. Effective Practice: Assess student learning frequently with standards-based assessments	
Indicators	No / Somewhat / Yes (Circle)
1. The school tests each student at least 3 times each year to determine progress toward standards-based objectives.	N S <u>Y</u>
2. Teachers receive timely reports of results from standardized and objectives-based tests.	N S <u>Y</u>
3. The school maintains a central database that includes each student's test scores, placement information, demographic information, attendance, behavior indicators, and other variables useful to teachers.	N S <u>Y</u>
4. Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.	N S <u>Y</u>
5. The Leadership Team monitors school-level student learning data.	N S <u>Y</u>
6. Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.	N <u>S</u> Y
7. Instructional Teams use student learning data to plan instruction.	N S <u>Y</u>

8. Instructional Teams use student learning data to identify students in need of instructional support or enhancement.	N <u>S</u> Y
9. Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives).	N S <u>Y</u>
Describe your obstacles to full implementation of the indicators for this effective practice. 1. Staff worked as individuals and did not meet as instructional teams to complete these tasks.	
Describe the kind of support and additional resources that would help you fully implement all the indicators for this effective practice. 1. A schedule for team meetings will be provided in the school calendar, and staff will be required to meet accordingly.	

III. Classroom Instruction	
A. Effective Practice: Expect and monitor sound instruction in a variety of modes – Preparation	
Indicators	No / Somewhat / Yes (Circle)
1. All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.	N S <u>Y</u>
2. All teachers develop weekly lesson plans based on aligned units of instruction.	N <u>S</u> Y
3. All teachers maintain a record of each student's mastery of specific learning objectives.	N S <u>Y</u>
4. All teachers test frequently using a variety of evaluation methods and maintain a record of the results.	N S <u>Y</u>
5. All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.	<u>S</u>
Describe your obstacles to full implementation of the indicators for this effective practice. 1. Criteria for lesson plans were not clarified by the Education Line Office. 2. There is a lack of skills in teachers in differentiating instruction	

Describe the kind of support and additional resources that would help you fully implement all the indicators for this effective practice.

1. There will be increased communications between the site and the ELO.
2. Professional development focused on differentiated instruction will be provided for staff on an ongoing basis.

B. Effective Practice: Expect and monitor sound instruction in a variety of modes – Teacher-Directed Instruction

Indicators	No / Somewhat / Yes (Circle)
Introducing the Lesson	
1. All teachers review the previous lesson.	N <u>S</u> Y
2. All teachers clearly state the lesson's topic, theme, and objectives.	N <u>S</u> Y
3. All teachers stimulate interest in the topics.	N <u>S</u> Y
4. All teachers use modeling, demonstration, and graphics.	N <u>S</u> Y
Presenting the Lesson	
5. All teachers explain directly and thoroughly.	N <u>S</u> Y
6. All teachers maintain eye contact.	N <u>S</u> Y
7. All teachers speak with expression and use a variety of vocal tones.	N <u>S</u> Y
8. All teachers use prompting/cueing.	N <u>S</u> Y
Lesson Summary and Confirmation of Learning	
9. All teachers re-teach when necessary.	N <u>S</u> Y
10. All teachers review with drilling/class recitation.	N <u>S</u> Y
11. All teachers review with questioning.	N <u>S</u> Y
12. All teachers summarize key concepts.	N <u>S</u> Y

Describe your obstacles to full implementation of the indicators for this effective practice.

1. Teachers' familiarity with the curriculum was not to the level that would allow high effectiveness of its implementation.
2. Wide range of proficiency in teaching skills on lesson design and delivery is evident through lesson plans, observation and student data; and reading program may be too difficult to be effectively implemented by the majority of staff.

Describe the kind of support and additional resources that would help you fully implement all the indicators for this effective practice.

1. Professional development will be planned and conducted to focus on lesson delivery and enhancing repertoire of teaching skills, including specific training on these indicators.
2. The reading program will be replaced with one that is more conducive to the skills levels of the present staff in order to allow for more effective implementation.
3. More frequent walkthroughs and coaching sessions specific to these indicators will take place next year.

C. Effective Practice: Expect and monitor sound instruction in a variety of modes – Teacher-Student Interaction

Indicators	No / Somewhat / Yes (Circle)
1. All teachers re-teach following questioning.	N <u>S</u> Y
2. All teachers use open-ended questioning and encourage elaboration.	N <u>S</u> Y
3. All teachers encourage students to paraphrase, summarize, and relate.	N <u>S</u> Y
4. All teachers encourage students to check their own comprehension.	N <u>S</u> Y
5. All teachers verbally praise students.	N <u>S</u> Y

Describe your obstacles to full implementation of the indicators for this effective practice.

1. Teachers' familiarity with the curriculum was not to the level that would allow high effectiveness of its implementation.
2. Wide range of proficiency in teaching skills on lesson design and delivery is evident through lesson plans, observation and student data; and reading program may be too difficult to be effectively implemented by the majority of staff.

Describe the kind of support and additional resources that would help you fully implement all the indicators for this effective practice.

1. Professional development will be planned and conducted to focus on lesson delivery and enhancing repertoire of teaching skills.
2. The reading program will be replaced with one that is more conducive to the skills levels of the present staff in order to allow for more effective implementation.
3. More frequent walkthroughs and coaching sessions specific to these indicators will take place next year.

D. Effective Practice: Expect and monitor sound instruction in a variety of modes – Student-Directed Groups and Independent Work

Indicators	No / Somewhat / Yes (Circle)
1. All teachers travel to all areas in which students are working.	N <u>S</u> Y
2. All teachers interact instructionally with students (explaining, checking, giving feedback).	N <u>S</u> Y
3. All teachers interact managerially with students (reinforcing rules, procedures).	N <u>S</u> Y
4. All teachers interact socially with students (noticing and attending to an ill student, asking about 5. The weekend, inquiring about the family).	N S <u>Y</u>

Describe your obstacles to full implementation of the indicators for this effective practice.

1. Teachers' familiarity with the curriculum was not to the level that would allow high effectiveness of its implementation.
2. Wide range of proficiency in teaching skills on lesson design and delivery is evident through lesson plans, observation and student data; and reading program may be too difficult to be effectively implemented by the majority of staff.

Describe the kind of support and additional resources that would help you fully implement all the indicators for this effective practice.

1. Professional development will be planned and conducted to focus on lesson delivery and enhancing repertoire of teaching skills, including specific training on student engagement
2. The reading program will be replaced with one that is more conducive to the skills levels of the present staff in order to allow for more effective implementation.
3. More frequent walkthroughs and coaching sessions specific to these indicators will take place next year.

E. Effective Practice: Expect and monitor sound instruction in a variety of modes – Computer Based Instruction

Indicators	No / Somewhat / Yes (Circle)
1. Students are engaged and on task.	N <u>S</u> Y
2. All teachers travel about the room to assist students.	N <u>S</u> Y
3. All teachers have documentation of the computer program's alignment with standards-based objectives.	N <u>S</u> Y
4. All teachers assess student mastery in ways other than those provided by the computer program.	N S <u>Y</u>

Describe your obstacles to full implementation of the indicators for this effective practice.

Because of the lack of a business tech, financial issues, with vendors, hindered availability of appropriate computer based instructional programs for the school.

Describe the kind of support and additional resources that would help you fully implement all the indicators for this effective practice.

A business tech is now in place, and the school will be purchasing licenses for compute-based instructional programs such as: Plato, Accelerated Reader, and computer-based assessments.

F. Effective Practice: Expect and monitor sound homework practices and communication with parents	
Indicators	No / Somewhat / Yes (Circle)
1. All teachers maintain a file of communication with parents.	N S <u>Y</u>
2. All teachers regularly assign homework (4 or more days a week).	N <u>S</u> Y
3. All teachers check, mark, and return homework.	N <u>S</u> Y
4. All teachers systematically report to parents the student's mastery of specific standards-based objectives.	N S <u>Y</u>
Describe your obstacles to full implementation of the indicators for this effective practice. 1. The homework policy does not give specific guidelines on the number of days of homework a week that should be assigned to students.	
Describe the kind of support and additional resources that would help you fully implement all the indicators for this effective practice. <div style="margin-left: 40px;"> 1. Homework guidelines indicating the specific number of days a week that should assigned to students will be developed and listed in the student handbook. 2. All teachers will be monitored to ensure they check, mark, and return homework. </div>	
G. Effective Practice: Expect and monitor sound classroom management	
Indicators	No / Somewhat / Yes (Circle)
1. When waiting for assistance from the teacher, students are occupied with curriculum-related activities provided by the teacher.	N <u>S</u> Y

2. Students raise hands or otherwise signal before speaking.	N	<u>S</u>	Y
3. All teachers use a variety of instructional modes.	<u>N</u>	S	Y
4. All teachers maintain well-organized student learning materials in the classroom.	N	S	<u>Y</u>
5. All teachers display classroom rules and procedures in the classroom.	N	S	<u>Y</u>
6. All teachers correct students who do not follow classroom rules and procedures.	N	<u>S</u>	Y
7. All teachers reinforce classroom rules and procedures by positively teaching them.	N	<u>S</u>	Y
8. All teachers engage all students (e.g., encourage silent students to participate).	<u>N</u>	S	Y
Describe your obstacles to full implementation of the indicators for this effective practice. <ol style="list-style-type: none"> Teachers' familiarity with the curriculum was not to the level that would allow high effectiveness of its implementation. Wide range of proficiency in teaching skills on lesson design and delivery is evident through lesson plans, observation and student data; and reading program may be too difficult to be effectively implemented by the majority of staff. 			
Describe the kind of support and additional resources that would help you fully implement all the indicators for this effective practice. <ol style="list-style-type: none"> Professional development will be planned and conducted to focus on lesson delivery and enhancing repertoire of teaching skills, including specific training on these indicators. Professional development for classroom management will be scheduled for May 25-27, 2011 or the week of August 1-5, 2011. The reading program will be replaced with one that is more conducive to the skills levels of the present staff in order to allow for more effective implementation. More frequent walkthroughs and coaching sessions specific to these indicators will take place next year. 			

Northwest Evaluation Association (NWEA) Measures of Academic Progress® (MAP®).

Crystal Boarding School implements the NWEA MAP for grades K-6 in Reading and Math components. Assessments are implemented for benchmarks at the beginning, middle, and end of the year for all students. The MAP is a nationally standardized instrument with validity and reliability established with probabilities for performance on the New Mexico Standards Based Assessment. Data profiles for students provide for instructional zones of learning objectives aligned with the New Mexico State Standards and Objectives in Reading, Language and Math. Student's scores provide a valid basis for assessment of student progress to triangulate with other assessments such as the New Mexico Standards Based Assessment.

A summary of the 2010-2011 Fall to Spring assessment data shows growth for students using the three tier model of Benchmark, Strategic and Intensive learning levels.

The chart presenting aggregate numbers by grade and by school for each level is attached at the end of this document.

A summary of the data is presented here in the aggregate.

READING

	Beginning	Ending
Benchmark	12	32
Strategic	43	60
Intensive	48	17

A summary of the data is presented here in the aggregate.

MATH

	Beginning	Ending
Benchmark	20	15
Strategic	52	68
Intensive	34	28

Tier I : Intervention Model Selected

Targeted Tier III : School Improvement Strategy(s):

A) **Develop and increase teacher and school leader effectiveness.**

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

	<p>reform strategies; and</p> <p>B) <u>Comprehensive Instructional Reform Strategies</u></p> <ol style="list-style-type: none"> 1. Use and integrate technology-based supports and interventions as part of the instructional program; and <p>C) <u>Increase learning time and create community-oriented schools.</u></p> <ol style="list-style-type: none"> 1. Establish schedules and strategies that provide increased learning time (as defined in the final requirements); and 2. Provide ongoing mechanisms for family and community engagement
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Plan of Operation Worksheet for Title I School Improvement
Targeted Tier III School

Name of School:

Crystal Boarding School

School Improvement Strategy(s) to be Implemented:

A) **Develop and increase teacher and school leader effectiveness.**

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

B) **Comprehensive Instructional Reform Strategies**

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

C) **Increase learning time and create community-oriented schools.**

1. Establish schedules and strategies that provide increased learning time (as defined in the final requirements); and
2. Provide ongoing mechanisms for family and community engagement

Long Range Goal Statements: (1-3 Years)

Reading:

By May 2013, the **aggregate** number of students in the third, fourth, fifth and sixth grade who score at proficient on the New Mexico Standards Based Assessments in reading will increase by 45% from the May 2010 scores or meet the New Mexico State annual measurable objective(AMO) for that year.

Annually, a minimum of 50% of the students in Kindergarten and grades One through Six will move from Tier III (Intensive) to Tier II (Strategic) or from Tier II (Strategic) to Tier I (Proficient/Benchmark) using the NWEA MAP Reading Assessment, Fall to Spring Testing cycle.

Mathematics:

By May 2013, the aggregate number of students in the third, fourth, fifth and sixth grade who score at proficient on the New Mexico Standards Based Assessments in mathematics will increase by 45% from the May 2010 scores or meet the state annual measurable objective(AMO) for that year.

Annually, a minimum of 50% of the students in Kindergarten and grades One through Six will move from Tier III (Intensive) to Tier II (Strategic) or from Tier II (Strategic) to Tier I (Proficient/Benchmark) using the NWEA MAP MATH Assessment, Fall to Spring Testing cycle.

Annual Measurable Goal for Reading/Language Arts:

Objective 1: By May 2011, the aggregate number of students in the third, fourth, fifth and sixth grade who score at proficient on the New Mexico Standards Based Assessments in reading will increase by at least 15% from the May 2010 scores or meet the state annual measurable objective(AMO) for that year.

At least 90% of the students in grades Kindergarten, first and Second Grades will show decreases in gap scores between expected gain and targeted benchmark scores for their grade levels on the NWEA Benchmark Testing.

Objective 2: May 2012, the aggregate number of students in the third, fourth, fifth and sixth grade who score at proficient on the New Mexico Standards Based Assessments in reading will increase by 15% from the May 2011 scores or meet the state annual measurable objective(AMO) for that year.

Annually, a minimum of 50% of the students in Kindergarten and grades One through Six will move from Tier III (Intensive) to Tier II (Strategic) or from Tier II (Strategic) to Tier I (Proficient/Benchmark) using the NWEA MAP Reading Assessment, Fall to Spring Testing cycle.

Objective 3: By May 2013, the aggregate number of students in the third, fourth, fifth and sixth grade who score at proficient on the New Mexico Standards Based Assessments in reading will increase by 15% from the May 2012 scores or meet the state annual measurable objective(AMO) for that year.

Annually, a minimum of 50% of the students in Kindergarten and grades One through Six will move from Tier III (Intensive) to Tier II (Strategic) or from Tier II (Strategic) to Tier I (Proficient/Benchmark) using the NWEA MAP Reading Assessment, Fall to Spring Testing cycle.

Annual Measurable Goal for Mathematics:

Objective 1: By May 2011, the number of students in the third, fourth, fifth and sixth grade who score at proficient on the New Mexico Standards Based Assessments in mathematics will increase by at least 15% as an overall school average from the May 2010 scores or meet the state annual measurable objective(AMO) for that year. At least 90% of the students in grades Kindergarten, first and Second Grades will show decreases in gap scores between expected gain and targeted benchmark scores for their grade levels on the NWEA Benchmark Testing.

Objective 2: By May 2012, the aggregate number of students in the third, fourth, fifth and sixth grade who score at proficient on the New Mexico Standards Based Assessments in mathematics will increase by 15% from the May 2011 scores or meet the state annual measurable objective(AMO) for that year..

Annually, a minimum of 50% of the students in Kindergarten and grades One through Six will move from Tier III (Intensive) to Tier II (Strategic) or from Tier II (Strategic) to Tier I (Proficient/Benchmark) using the NWEA MAP MATH Assessment, Fall to Spring Testing cycle.

Objective 3: By May 2013, the number of students in the third, fourth, fifth and sixth grade who score at proficient on the New Mexico Standards Based Assessments in mathematics will increase by 15% as an overall school average from the May 2012 scores or meet the state annual measurable objective(AMO) for that year..

Annually, a minimum of 50% of the students in Kindergarten and grades One through Six will move from Tier III (Intensive) to Tier II (Strategic) or from Tier II (Strategic) to Tier I (Proficient/Benchmark) using the NWEA MAP MATH Assessment, Fall to Spring Testing cycle.

USDOE Required Action (s)

Strategies must be research-based and designed to address the particular needs of the school based on the results of the Needs Assessment.

Develop and increase teacher and school leader effectiveness.

Crystal Boarding School staff resolves to increase student achievement dramatically within a short time. In order to meet this goal there will need to be some major changes in the leadership structure of the school that will monitor the progress and respond in a timely manner to data that calls for changes in practices that will result in improved achievement. It

has been determined that rather than relying solely on Principal leadership, there needs to be a more distributed leadership structure that will allow all stakeholders a greater voice in making important decisions in the school. Three important teams will be established--the School Leadership Team, Instructional Teams and the School Community Council that will work with the principal to ensure that the school is progressing towards its student achievement goals and making changes based on data.

The Principal

The role and expectations of the principal will change. It is expected that the principal will build the leadership capacity of others in the school through working with the School's Leadership Team, Instructional teams and the School Community Council by scheduling and convening these decision-makers to meet and perform. The principal is the executor of plans laid by decision-making teams. Above all else the principal will be expected to spend at least half of his/her time as the instructional leader who will help teachers improve their teaching. The principal will also provide regular and timely recognition, reinforcement, and reward, including celebration for goal attainment.

The Leadership Team

The Leadership Team that is headed by the principal and includes teachers and other staff including the residential staff will meet twice each month. The team will operate with agendas, keep minutes, stay focused, and follow through with the plans they make. This team will review student achievement data and make instructional changes accordingly. They will make sure that the improvement plan stays on course and that changes are made in the operations of the school based are based on data from the needs assessment instrument developed by the Center for Innovation and Improvement. The Leadership team will monitor the operational functioning of the school by periodic reviews of the following data

- Documents such as the school's policies and procedures, schedule, programs, and improvement plans;
- Evaluations of the school's programs;
- Observational data collected from classroom observations;

Instructional Teams

Crystal Boarding school teachers will be grouped into flexible Instructional Teams who will

meet to develop instructional strategies aligned to the standards based curriculum and to monitor the progress of the students. Instructional Teams will meet twice a month for meetings every other Wednesday from 1:15-4:00 pm. Professional development will be provided at least once a month.

School Community Council

A School Community Council (SCC) composed of the principal, residential worker, and a teacher, along with parents who will make up the majority of voting members. The SCC will meet once each month for at least an hour each meeting. The school would like to hire a staff person as “parent education facilitator” to help execute the plans of the SCC.

Comprehensive Instructional Reform Strategies

Assessment

The school uses the following Assessments to monitor student progress:

- DIBELS Next,
 - Progress Monitoring: All students receiving Tier III Interventions will be Progress Monitored weekly and Tier II bi-weekly.
 - Benchmark Assessments: Three report-outs will be required (Beginning, Mid and End of Year).
- ACCESS APT: For all new students.
- ACCESS ELL: To be administered in February 2012 to identify ELL students
- NMSBA: To be administered in April 2011.
- NWEA assessments, grades K-6 assessed in August, January and May.

Instruction

Currently the school uses several research based programs as core instructional programs in Math and Reading. These programs are STORYTOWN (Harcourt/Houghton Mifflin) and Harcourt Math. The intervention programs identified are Read Well for grades K-2 and Language! For grades 3-6. **Crystal Boarding School proposes to replace the core reading program StoryTown with a new core, Corrective Reading/Reading Mastery (McGraw Hill/SRA), and continue implementing the Harcourt Math program. Both programs are**

research based; and will be implemented with fidelity. The school has hired a reading coach and will be hiring a math coach to provide ongoing professional development. Crystal Boarding School will be contracting with the consultants to provide on-site on-going professional development programs in differentiated instruction, implementation of the core programs, and classroom management.

Crystal Boarding school proposes to have effective teaching in every classroom.

Crystal Boarding School has identified the Sheltered Instruction Observation Protocol (SIOP) to ensure that there is a common language around effective teaching. This model is appropriate as it addresses the needs of the large numbers of English Language Learners in the school. Principal and/or coaches walk-throughs using the observation protocol developed by the BIE, as well as other appropriate observation instruments, will place an emphasis on monitoring and enhancing the effectiveness of teaching in every classroom.

Teachers will be expected to use the SIOP model for their instructional plans. It is expected that plans will include objectives aligned to state standards. Plans will identify high yield instructional strategies or other strategies that have been shown to be effective with English Language Learners and accommodations for students with special needs. For example, relative to instructional strategies, Marzano, Pickering, and Pollock (2001) identified the following nine instructional strategies:

1. Identifying similarities and differences
2. Summarizing and note-taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Nonlinguistic representations
6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Cues, questions, and advance organizers

Since nearly 70% of the students have tested as English Language Learners, Crystal Boarding School proposes to strengthen its academic programs by building the background knowledge necessary for students to be successful in navigating the core curriculum. As a part

of its curriculum work teachers will

- Identify Academic Terms in Language Arts, Mathematics, and Science to Be Taught at Each Grade Level
- Implement an Academic Vocabulary Program School wide using a common approach to instruction based on that provided in the core reading program.

To provide the time needed so that teachers can meet and get the professional development needed, early release days will be scheduled into the school calendar on at least a monthly basis. Presently, staff meetings are conducted every Friday from 7:00 am to 8:30 am and Professional Learning Communities (PLC) meetings are conducted every Tuesday from 7:00 am to 8:30 am. Teachers will meet twice a month every other Wednesday from 1:15-4:00 pm, in small teams, to discuss instructional issues and an examination of student progress on specific learning goals.

Increase learning time and create community-oriented schools

Increased Learning Time

Crystal Boarding School proposes to increase learning time for increased achievement in reading and math by increasing the students' school day by 45 minutes for core instructional time and intervention time; continue extended day opportunities through the Family Reading, Math, and Technology Nights programs; and increasing time by providing a summer school program. At the present time, the school has established a two hour daily uninterrupted reading block for teaching the core reading program as well as a 90 minute block for daily instruction in the core math program. In addition, the school has established daily reading intervention program for 45 minutes a day. The students are grouped according to their DIBELS Benchmark Assessments scores and the progress monitoring data into three tiers; and instruction is geared to their instructional needs. During intervention time, students who need intensive instruction are provided instruction by the teacher using Read Well (grades 1-3) or Language! (grades 4-6). Students who need strategic instruction use the reading intervention program provided in the core reading program. Students who have scored at Benchmark will be encouraged to read widely by reading library books at their independent reading levels and monitored with the Accelerated Reading Program. Incentives are provided to all students who

reach targeted goals in the form of books which they can take home.

Parent Involvement

The school has identified a need to increase collaboration with the families of students attending Crystal Boarding School to achieve the goal of creating a community oriented school. The school has identified a classroom that will serve as the Parent Center. In addition, a parent liaison will be hired to work with the School Community Council in implementing a plan for increasing the involvement of the parents in the school. Crystal Boarding School was granted funding for the Baby Face program, a parent education program for families with infants, which will be implemented for the next five years. The school will also improve communication of the school's expectations regarding the support that families can provide for their children. Currently the school offers a Family Reading Night and a Family Math Night on alternate Tuesdays from 6:00-7:30 pm. A Family Technology Night is offered every Thursday from 6:00-7:30 pm.

IV. BUDGET SPREADSHEET & NARRATIVE

The school's budget should cover a three-year period (SY11-12, SY12-13, and SY13-14) as the BIE has applied for a waiver to extend the period of availability of funds and the request should demonstrate the extent to which the budget is of sufficient size and scope, is reasonable, cost-effective, and integrates and aligns other sources of funding to fully and effectively implement the identified intervention model. **The budget must be planned not to exceed 2 million dollars per year.** Schools should identify in a consolidated narrative fashion how other sources of funds will be used with SIG funds. The budget spreadsheet on the following pages is to be used for SIG funds only. First year budgets may be higher than in subsequent years due to one-time start-up costs. All strategies/activities described in the Plan of Operation with associated costs will appear in the itemized budget. **Indirect cost is not allowable in the 1003(g) grant.**

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

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

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

Expenditure Classification	Pre-Implementation Costs	2011-2012	2012-2013	2013-2014	Total Budget
PERSONNEL SERVICES					
Teachers – Grades K-12					
Teachers – Special Education					
Instructional Assistants – K-12					
Instructional Assistants – K-12					
Substitutes		5,000	5,000	5,000	15,000
Extended Contracts		30,000	30,000	30,000	90,000
Stipends/Incentives		20,000	20,000	20,000	60,000
Other					
Other					
EMPLOYEE BENEFITS					
Health & Other Insurances					

Expenditure Classification	Pre-Implementation Costs	2011-2012	2012-2013	2013-2014	Total Budget
FICA Taxes					
Retirement					
TSP Match					
Other Benefits					
SUPPLIES & MATERIALS					
Textbooks/Curriculum Materials					
Instructional Software		20,000	20,000	20,000	60,000
General Supplies & Materials					
PROFESSIONAL DEVELOPMENT / TRAVEL					
Employee Travel					
Employee Professional Development					

Expenditure Classification	Pre-Implementation Costs	2011-2012	2012-2013	2013-2014	Total Budget
Other P.D./Travel					
EQUIPMENT					
Direct Instruction Equipment					
Other Equipment					
PURCHASED SERVICES					
Contracts					
Other Charges					
Vehicle Rents /Leases					
INSTRUCTIONAL SUPPORT					
PERSONNEL SERVICES					
Principal					
Instructional Supervisor					

Expenditure Classification	Pre-Implementation Costs	2011-2012	2012-2013	2013-2014	Total Budget
Subject Matter Specialist					
Instructional Coach		61,505	61,505	61,505	184,515
Social Worker					
Parent-Community Liaison		41,463	41,463	41,463	124,389
Counselor					
Other (Identify)					
Other (Identify)					
EMPLOYEE BENEFITS					
Health & Other Insurances		3,200	3,200	3,200	9,600
FICA Taxes		7,600	7,600	7,600	22,800
Retirement		6,500	6,500	6,500	19,500
TSP Match		2,700	2,700	2,700	8,100
Other Benefits					

Expenditure Classification	Pre-Implementation Costs	2011-2012	2012-2013	2013-2014	Total Budget
PURCHASED SERVICES (CONTRACTED SERVICES)					
Education Management Organization					
Charter Management Organization					
On-Site Consultants					
Other					
SUPPLIES & MATERIALS					
Assessments /Evaluations					
Assessment Software					
General Supplies & Materials					
Other					

Expenditure Classification	Pre-Implementation Costs	2011-2012	2012-2013	2013-2014	Total Budget
PROFESSIONAL DEVELOPMENT / TRAVEL					
Employee Professional Development					
Employee Travel					
Parent Professional Development					
Parent Travel					
Student Travel					
Other					
EQUIPMENT					
Instructional Support Equipment					
Other					
OTHER INTERVENTION MODEL REQUIREMENTS/NEEDS					
Extended Learning Time					

Displacement Costs					
Expenditure Classification	Pre-Implementation Costs	2011-2012	2012-2013	2013-2014	Total Budget
School Closure Costs					
Extended Professional Development (Career Growth)					
Other					
Other					
Other					
PROGRAM TOTALS		197,968	197,968	197,968	593,904

Budget Narrative

Direct Instruction Personnel Services

Substitute

.....\$5,000.00

The substitute will be utilized when teachers are involved in professional development activities with the coach, and other professional development such as NWEA, DIBELS progress monitoring, or professional development, etc.

Extended Contracts.....\$30,000.00

These are amounts for teacher planning and professional development for 10 days and having professional development Saturdays throughout the school year.

300/day X10 teachersX10 days=\$30,000.00

Stipends/Incentives.....\$20,000.00

These dollars are for stipends for an extended day program throughout the school year. There is some incentive money for teachers who reach higher levels on their yearly evaluations based on student progress. \$25.00/day X 3 days per week X people X 30 weeks= \$20,000

Instructional Software

.....\$20,000.00

This is the amount for subscriptions to Plato Learning and Accelerated Reader; instructional software for reading and math interventions.

Textbooks/Curriculum Materials.....\$ 40,000.00

The costs include the initial adoption textbooks and materials for the new core reading program. Some of the funds will be used for upgrading the math core with supplementary materials

Instructional Support- Personnel Services

Instructional Coach\$61,505.00

One math instructional coach is requested. The coach will be instrumental in providing on-going professional development and teacher support for improved instruction. He/she will be responsible for direct observation and feedback to teachers; conducting demonstration lessons; meeting with Instructional team to plan flexible groupings of students based on analysis of data reviewing implementation of the core math program with teachers and plans for improvement; providing training to teachers on analysis of DIBELS Math and NWEA data; and continuously working with teachers on curriculum alignment to New Mexico state standard. Based on walkthroughs with principals, the coaches will identify professional development needs and plan development around the achievement needs of students and identified needs of staff. The school is requesting funding for the math coach for all three years. Funding for a Reading Coach is coming from the Ed Jogs Funds.

Education Technician/ Parent School Liaison.....\$35,000.00

The education technician (Parent School Liaison) will be responsible for working with the Principal and School Community Council to plan school events for parents and serve as the liaison for more effective communications between the community and school.. This employee will fill the need to have someone contact parents immediately in regards to attendance, behavior and other issues which may keep a student from achieving. This person will help with the Walk to Read and the 45 minute Math Intervention program and after school programs, allowing teachers to teach the students with intensive and struggling needs in smaller groups at their level.

Employee Benefits.....\$20,000.00

Employee benefits for the math coach and the parent liaison include Health and other insurances, FICA Taxes, Retirement, TSP Match, and other Benefits.

Professional Development

On site Consultants for Training.....\$40,000.00

On site consultants will be used to provide training in the area of improving the reading and Math programs.

Alignment of Other Funding Sources with Project/ Plans to sustain project after funding ends

Currently 95% of ISEP funds are used to pay salaries. ISEP funds are used to pay for the in-school intervention provided by the academic staff and it will continue to do so. The school has extended learning time for all students in reading and math. There is a two hour reading block and a one hour math block daily. In addition, ISEP will pays for the 45 minute intervention time set aside for reading and math. The school will sustain these efforts.

Title I and Tile IIA funds has been used this summer to develop a standards based curriculum and pacing guides for reading and math. Teachers will continue to revise, modify and update the curriculum throughout the coming years.

School Leadership teams and instructional teams will be an integral part of school improvement. These teams will be sustained past the project period. While it might not be possible to keep coaches after the funding period, the capacity of the leadership teams and instructional teams will be firmly in place. The teams will be able to provide continuous support for school improvement.

ARRA Education Jobs funds are budgeted for a reading coach for next year. This will be the second year for the Reading Coach. This position will be sustained through additional grants and ISEP Funds.

The major costs in this project are for professional development of teachers using educational consultants and reading and math coaches. In the three year period, the teachers will be trained and there will no longer be a need to sustain the same level of funding. The goal for this project is for the school to make AYP. If the school makes AYP, the school will have the capability to maintain AYP utilizing funds available through ISEP and other federal funds. Title IIA funds can be used to continue professional development as needed.

Equipment and textbooks are onetime costs.

Other training needs will be paid out of The 10% set aside for Title one and Title IIA, teacher enhancement. In addition there will be training for technology using ARRA and regular Title II-D funds.

VI. 2011-2012 Title I 1003(g) School Improvement Grant Assurances

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

The school must assure that it will:

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

- ☒ Establish annual goals for student achievement on State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in Section III of the final requirements in order to monitor the school's progress.
- ☐ Include in the contract or agreement a provision that the education management organization will be held accountable for complying with the final requirements if implementing a restart model in a Tier I.
- ☒ Report to the BIE the school-level data (i.e., NATIVE Star, NWEA) required under Section III of the final requirements.

WAIVERS: The BIE has obtained waivers of requirements applicable to the school's School Improvement Grant. The School must indicate which of those waivers it intends to implement.

The school must check each waiver that the school will implement. The School believes that the requested waiver(s) will increase the quality of instruction for students and improve the academic achievement of students in Tier I and Targeted Tier III schools by enabling the school to use more effectively the school improvement funds to implement one of the four school intervention models in Tier I schools and to carry out school improvement activities in Targeted Tier III schools. The four school intervention models are specifically designed to raise substantially the achievement of students in the BIE's persistently lowest-achieving schools.

☒

Extending the period of availability of school improvement funds.

☐

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

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

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

APPENDICES

Appendix D

The Transformation Model – Assurances

The school replaces the principal (although the school may retain a recently hired principal where a turnaround, restart, or transformation was instituted in the past two(2) years); implements a rigorous self evaluation and development system; rewards staff who increase student achievement and/or graduation rates and removes staff who have not improved after ample opportunity; institutes comprehensive instructional reform; increases learning time and applies community-oriented school strategies; and provides greater operational flexibility and support.

1. The school assures that it will select a new leader and that it has identified the experience, training, and skills they expect the new leader to possess.
2. The school assures that it has a procedure in place to allow the principal to make strategic staff replacements.
3. The school assures that it has the capacity to support transformation, including the implementation of required, recommended, and diagnostically determined strategies, and where lack of capacity is determined; the school assures that it will work closely with the BIE Turnaround Office.
4. The school assures that changes in decision making policies, mechanisms, and operational practice (including greater school-level flexibility in budgeting, staffing, and scheduling) will be made in order to effectively implement the transformation model.
5. The school assures that it will utilize the expertise of the BIE vetted external providers.

Signatures of School Team	Signatures of School Team	Signatures of School Team
Linda Davis	L DAVIS	
Zelda Cantrell	Zelda Cantrell	
Mary Dedman	Mary Dedman	
Geraldine Blackgoat	Geraldine Blackgoat	
Ron Brutz	Ron Brutz	
Alberto Castreita		

Beginning and End of Year Student NWEA MATH Score Data Levels

	K BO Y	K EO Y	1 B O Y	1 E O Y	2 B O Y	2 E O Y	3 B O Y	3 E O Y	4 B O Y	4 E O Y	5 B O Y	5 E O Y	6 B O Y	6 E O Y	Tot al BO Y	TOT AL EOY	Perce nt BOY	Perce nt EOY
BENCHMARK	2	1	9	10	5	1	2	1	0	1	2	1	0	0	20	15	18.9%	13.5%
STRATEGIC	1	5	6	8	6	8	11	16	12	12	9	11	7	8	52	68	49.1%	61.3%
INTENSIVE	6	3	11	8	2	3	1	0	3	0	6	7	5	7	34	28	32.1%	25.2%
TOTAL	9	9	26	26	13	12	14	17	15	13	17	19	12	15	106	111		

Beginning and End of Year Student NWEA Reading Score Data Levels

	K BO Y	K EO Y	1 B O Y	1 E O Y	2 B O Y	2 E O Y	3 B O Y	3 E O Y	4 B O Y	4 E O Y	5 B O Y	5 E O Y	6 B O Y	6 E O Y	Tot al BO Y	TOT AL EOY	Perc ent BOY	Perc ent EOY
BENCHMARK	1	3	1	8	2	5	1	7	2	3	3	3	2	3	12	32	11.7%	29.4%
STRATEGIC	4	5	3	10	5	7	5	8	10	10	8	12	8	8	43	60	41.7%	55.0%
INTENSIVE	3	1	21	7	5	0	10	1	2	0	5	4	2	4	48	17	46.6%	15.6%
TOT AL	8	9	25	25	12	12	16	16	14	13	16	19	12	15	103	109		

TARGETED TIER III PROGRESS REPORT

1. Project Details

Date 5-13-2011	
Project name Project location/ site locations	Crystal Boarding School P.O. Box 1288 Navajo, NM 87328
Report compiled by	Alberto Castruita, Principal Dr. Ronald Brutz, Reading Coach Vernice Thomas, Special Education Teacher Theresa Kedelty, Teacher Emily Arvizo, Reading Specialist –AZ Navajo South

Contact Details

LEA/School Contact for the School Improvement Grant

Name: Alberto Castruita

Position and Office: Principal

Contact's Mailing Address

Crystal Boarding School

P.O. Box 1288

Navajo, NM 87328

Email: alberto.castruita@bie.edu

Telephone: 505-777-2385

Fax: 505-777-2648

Project website address (if applicable)

Section one: Summary

What are the main objectives of the School Improvement Strategy(s) (as listed in the Action plan)?

A) Develop and increase teacher and school leader effectiveness.

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

B) Comprehensive Instructional Reform Strategies

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

C) Increase learning time and create community-oriented schools.

1. Establish schedules and strategies that provide increased learning time (as defined in the final requirements).
2. Provide ongoing mechanisms for family and community engagement.

Section two: Activities and Progress:

What was your annual measurable goal for Reading/Math? To what extent have these objectives been achieved to date?

Objective 1: By May 2011, the number of students in the third, fourth, fifth and sixth grade who score at proficient on the New Mexico Standards Based Assessments in reading will increase by at least 15% as an overall school average from the May 2010 scores or meet the state annual measurable objective(AMO) for that year. At least 90% of the students in grades Kindergarten, first and Second Grades will show decreases in gap scores between expected gain and targeted benchmark scores for their grade levels on the DIBELS and/or NWEA Benchmark Testing.

Please note: The measurement of the objectives for this grant have been changed to reflect true measurements of achievement for grades K-6 with NWEA test scores, rather than rely on growth in gap scores that had no defined targets (for example, “expected gains” was not defined).

Student achievement scores for the NMSBA will not be available until July 2011. We have not completed our final DIBELS assessments. The final DIBELS testing was scheduled after the submission deadline for this grant application. However, our End of Year NWEA testing has been completed. NWEA tests data has indicated considerable growth in reading achievement for our students from grades K-6. The percentage of decrease in students in the intensive tier was 31%. Growth for students in the strategic tier was 13.3%. The growth for students in the proficient tier was 17.7%. The SIG plan for 2010 indicated an expectation of 15% growth in reading for students on the NMSBA, if NWEA is an accurate predictor for NMSBA, we will have met our goal for reading for all our students. The percentage decrease of students in the intensive tier and growth of students in the strategic and benchmark tiers indicates that we are making satisfactory progress in reading toward achieving our long term goal of 45% proficiency.

What was your annual measurable goal for Mathematics? Were measurable objectives developed for this goal? To what extent have these objectives in the plan been delivered so far? Explain how much of the work is complete 25%, 50% or 75%.

Objective 1: By May 2011, the number of students in the third, fourth, fifth and sixth grade who score at proficient on the New Mexico Standards Based Assessments in mathematics will increase by at least 15% as an overall school average from the May 2010 scores or meet the state annual measurable objective(AMO) for that year. At least 90% of the students in grades Kindergarten, first and Second Grades will show decreases in gap scores between expected gain and targeted benchmark scores for their grade levels on the NWEA Benchmark Testing.

Please note: The measurement of the objectives for this grant have been changed to reflect true measurements of achievement for grades K-6 with NWEA test scores, rather than rely on growth in gap scores that had no defined targets (for example, “expected gains” was not defined).

Student achievement scores for the NMSBA will not be available until July 2011. NWEA tests data indicates that we did not achieve our objective in mathematics. We had a 6.9% decrease in students in the intensive tier. Growth for students in the strategic tier was 12%. However, there was 5.4% negative growth in the benchmark tier. While

overall there is 18.9% growth for our students in math in two tiers, the benchmark tier that indicates proficiency indicates negative growth of 5.4% ; resulting in overall growth of 13.5%. However this growth is not what we need to meet our objective. Thus, it can be said we that did not make progress towards our objective and our long term goal of 45% proficiency in three years.

Section three: Institutional & External Project Partner Issues

What *partnership* issues if any have emerged during the period of this report? How have the systems in place ensured that these relationships have been effective?

The partnerships between the parents and school have not been as effective as planned. The lack of a parent liaison has been one of the key obstacles in achieving effective partnership outcomes such as effective parent and school organizations. PTO meetings have been satisfactory, but could be a lot better as far as the degree of parent participation, projects, and accomplishments. The Indian Health Service (IHS) partnership with Crystal Boarding School has been very beneficial. It has afforded students the opportunities to be screened for eye, hearing, height/weight, and scoliosis issues. The IHS conducts classes on awareness for diabetes, obesity, and healthy lifestyles. Crystal Boarding School was granted funding for the Baby Face program, a parent education program for families with infants, which will be implemented for the next five years.

Next year, after more effective recruitment practices, we will have a parent liaison in place. The new principal has much experience in guiding parent liaisons to become high performing facilitators of parent classes, parent academies, site-based councils, and parent and community organizations. The school will also improve communication of the school's expectations regarding the support that families can provide for their children.

Section four: Outputs and Deliverables

When was the project operational? According to the implementation of the action plan and the review of data what has been the improvement or lack of improvement during the first year of SIG implementation at your school?

The project became operational prior to the beginning of the school year, as teaching staff was involved in planning and professional development with the CORE Reading and Math consultants before the first day of school. School began on August 11 under the direction of an acting principal, since the new principal had not obtained his security clearance. Many of the activities in the plan were not initiated; because the acting principal felt that these should be initiated by the new principal.

When the new principal arrived in mid-September, there were several obstacles to full implementation of the plan. The principal was coming from public school systems in Arizona and was new to the Bureau of Indian Education and New Mexico State Education School systems. He is still learning the many policies and procedures involved with the administrative responsibilities for BIE schools in New Mexico. To make matters even more difficult, the school's business technician had already been approved by the previous administration to be released from her contract with Crystal Boarding School at the end of September. Her replacement was not available until January 2011. This situation gave the new principal added responsibilities that resulted in his having less time for attending to instructional matters during the time there was no business technician and the ongoing training for the new business technician. On examination of the SIG plan and after assessing the strengths and needs of the instructional staff, the new principal decided to focus training on: data analysis and data driven instruction, implementation of the new StoryTown reading core, team building, and other continuous school improvement process strategies. Use and integration of technology-based supports and interventions as part of the instructional program was not fully implemented due to budget process delays and issues exacerbated by the lack of a budget technician. Implementation of the Accelerated Reader and Plato Learning programs was fragmented when licenses were canceled and then reinstated by the vendors. However, presently, Accelerated Reader is now being fully implemented school wide. Two other obstacles that we encountered during implementation of the plan was the inability to hire a math coach and a parent liaison. The obstacles were due to inability to reconcile our budgets, because of the lack of a business technician; and the inability to hire personnel, due to the school's isolated location, the lack of qualified applicants, and the bureaucracy involved with the hiring process.

The ongoing school wide CORE professional development on vocabulary and math was completed. Some of the recommendations given by the consultants mirror those listed as supports in the needs assessment for direct instruction techniques, differentiating

instruction, student engagement, and classroom management. The principal and reading coach provided ongoing professional development with staff during staff meetings and PLC meetings. Some of the topics covered included: SIOP strategies, Marzano's strategies that work, identifying and utilizing power standards, five dysfunctions of an organization, continuous school improvement strategies by Lezotte, teamwork, differentiated instruction, appropriate implementation of the core reading program, Accelerated Reader and appropriate implementation of the ACCESS ELL, NMSBA, DIBELS, and NWEA assessments. The leadership team was trained on appropriate use of Native Star. Some other professional development opportunities were provided by consultants on NWEA, PLATO Learning, and Best Behavior.

As indicated in the first sections of this progress report, our reading objective was met; but our math objective was not met. Thus, we only met 50% of our objectives for this year's plan. The following section will discuss our adjustments for next year in order to increase achievement in math and achieve our goals.

Section five: Outcomes and Lessons Learned

After periodic objective reviews of implementation and data, have decisions been made by the leadership team to amend or change the program? Have changes to your schools SIG program been developed according to the requirements of the Transformation Model?

The measurement of the objectives for this grant have been changed to reflect true measurements of achievement for grades K-6 with NWEA test scores, rather than rely on growth in gaps scores that had no defined targets (for example, "expected gains" was not defined). NMSBA scores will be used to measure the official gains for grades 3-6; however, NMSBA scores will not be available until July 2011, and the NWEA test scores can be used to monitor progress up to the deadline for this grant. As indicated in the previous section, the reading objective was met, but the math objective was not met.

After assessing walk through observations data by the principal, the reading coach, and the ELO, it was clear that teachers were not properly implementing the StoryTown core reading program. Some of the reasons for this included: lack of basic teaching skills, the StoryTown reading core too difficult to implement, or lack of specific skills needed to implement the reading core with fidelity. While student growth in reading did occur, it is not at the rate for us to make AYP by the third year of this program. Therefore, after research and consulting with various resources, the new principal has decided to replace the StoryTown reading core with one that is easier to implement with the present staff; yet has potential for student achievement growth that will get us meet AMO's to achieve AYP by our third year or fourth year of this program. The new core reading program will be Corrective Reading/Reading Mastery (McGraw Hill/SRA). The use of this program was selected after researching its successful implementation by other BIE

schools with similar demographic as ours. The principal consulted with the ELO and the DPA Chief who gave approval for the change in reading core after the first year of implementation. Teaching staff will be given intensive support with material resources, professional development, and ongoing progress monitoring in order to ensure proper implementation of the new reading core.

Major changes will be forthcoming with our math program. We will enhance our recruiting practices in order to be able to hire a math coach before the beginning of the school year. Rather than depending on the BIE website to attract qualified applicants, we will be using the newspapers, radio, and other media to advertise positions. We will also send school representatives to job fairs for recruiting qualified applicants. The math coach is essential for assisting staff with research-based math strategies, staff development, modeling math techniques that work, and progress monitoring. The AIMS Web Math-CBM will be implemented to conduct progress monitoring on a biweekly basis.

The original SIG plan developed for the 2010-2011 school year included all the necessary elements of the transformational model. None of these elements have been changed; but some of these have been refined or adjusted to meet our needs according to our needs assessments.

Section Six: How did you adjust the budget according to the final funding plans? How are adjustments made to the original amount requested for the project and the amount awarded?

Budget adjustments to the final funding plans for the 2010-2011 SIG plan are still ongoing. The original plan asked for \$318,000 and only \$102,500 was granted. However, our former budget technician had paid for many of our budgeted items such as staff development consultants, supplies and materials, short term contracts, awards and stipends, and textbooks out of various unexpended budget funds from FY 2008-2009 and FY 2009-2010. Some of the funds were carryover money and some were Undelivered Orders (UDO's). The ELO was made aware that because of the lack of a business manager and the inability to recruit qualified staff, much of our funding is still unspent; the DPA Chief was made aware of our situation as well. The principal and business tech are working with the ELO's business manager to come up with a spending plan for the funds. Much of the funding will be spent before the end of June 2011, and will be used to pay for the new reading core (Corrective Reading/Reading Mastery) textbook materials and supplies, professional development, short term contracts for summer, and for technology support items. Funding that will be awarded for the 2011-2012 school year is already earmarked as indicated in the budget pages for this application. Adjustments, if necessary, will be made through consolidation of some of the funding from Title VI part B, IDEA part B, Title II

D, and Jobs Bill.

Section Seven: Next Steps: What next steps will your school be taking in the implementation the SIG grant according to the requirements of the Transformation Model?

The next steps that our school will be taking are already indicated in the application under section USDOE which is aligned according to requirements of the Transformation Model. This Tier III school is looking forward to receiving both financial and leadership support from ADP. Even though the new principal was new to BIE and did not began work at the school until late September of this year, he has become familiar with BIE policies and processes, become familiar with the strengths and weaknesses of the present instructional staff and instructional programs, and has implemented the SIG plan according to the requirements of the Transformation Model. Having overcome many of the obstacles that hindered full implementation of the SIG plan, the school has shown significant progress in reading and met the plan's objective for reading. Although the plan's objective for mathematics was not met, there was enough progress made with students in the intensive and strategic categories that, in combination with new strategies that mirror those used in reading this year, will yield satisfactory results next year and will place us on target to meet our long term goals by the dates indicated. This school year has afforded the teaching staff opportunities to become familiar with the new principal, learn and implement Transformational Model strategies, and gain the self-efficacy to become a high performance staff who will succeed in getting our students to achieve adequate yearly progress.

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

The new principal has quickly learned many of the BIE policies and processes and has made strides in overcoming obstacles that earlier hindered full implementation of this year's SIG plan. He has high expectations for his staff, students, parents, and community. The principal has a record of high performance with staff and students in the public schools, including his regular schools and his alternative school each making AYP five years in a row. He has confidence that this record of success will be mirrored by Crystal Boarding School. The principal, staff, students, and parents at Crystal Boarding School have gotten to know each other; school culture is now changing to where expectations are getting higher; and all stakeholders are now starting to work together towards a common goal of success for all students, with no excuses.

Appendix 1

Management, Key Milestones & Spending

Please report projected dates and expenditure as recorded in the implementation plan with actual dates and expenditure.

Objective(s)	Projected Date	Actual Date	Projected Spend		Actual Spend		Reasons for Deviation
			Current	Resources	Current	Resources	
Math Coach	8-10-11	Not Hired	53,058		0		Coach not hired
Parent Liaison	8-10-11	Not Hired	41,906		0		Parent Liaison not Hired
Employee Benefits	8-10-11	Not Hired	18,500		0		Positions not hired

If required, modified dates and expenditure

Objective(s)	Projected Date	Projected Spend		Unused funds to be carried forward, as applicable
		Current	Resources	
Core Reading Texts and Materials	5-26-11	40,000		
Onsite Consultants for Staff Development	5-26-11	40,000		
Technology Hardware	5-26-11	4,659		

Crystal Boarding School

Indicator Checklist Report

Key Indicators are shown in **RED**.

School Improvement Team

School Leadership and Decision Making			
Establishing a team structure with specific duties and time for instructional planning			
Indicator	ID03 - All teams operate with work plans for the year and specific work products to produce. (38)		
	Level of Development:	Limited Development	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The school implements some teams with the intent to establish and staff additional needed teams for a fully functioning school.	
Plan	Assigned to:	Alberto Castruita	
	How it will look when fully met:	The school will implement and staff teams with	

		specific assignments to operate and monitor a successful school program
	Target Date:	02/25/2011
	Tasks:	
	1. The principal will inform the staff in staff meetings of the recommended teams and request volunteers/assign staff members.	
	Assigned to:	Alberto Castruita
	Target Completion Date:	02/25/2011
	Comments:	Teams are in place with agenda and minues
	Task Completed:	02/28/2011
Implement	Percent Task Complete:	100%

Indicator	ID04 - All teams prepare agendas for their meetings. (39)	
	Level of Development:	Full Implementation
	Evidence:	Agenda and minutes maintained on file.

Indicator	ID05 - All teams maintain official minutes of their meetings. (40)	
	Level of Development:	Full Implementation
	Evidence:	Minutes maintained for all meetings.

Indicator	ID06 - The principal maintains a file of the agendas, work products, and minutes of all teams. (41)		
	Level of Development:	Full Implementation	
	Evidence:	Agenda, minutes and sign in sheets are maintained.	

Indicator	ID07 - A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting). (42)		
	Level of Development:	Full Implementation	
	Evidence:	<p>Leadership team in place and functioning during the 2009-2010 school year and continuing into the 2010-2011 school year.</p> <p>Artifacts include agenda, minutes, School improvement grant, NCA/AdvancED Standards Assessment Report, school year calendar, professional development.</p>	

Indicator	ID08 - The Leadership Team serves as a conduit of communication to the faculty and staff. (43)		
	Level of Development:	Limited Development	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes)

			in current policy and budget conditions)
	Describe current level of development:	Information shared in staff meetings.	
Plan	Assigned to:	Ron Brutz	
	How it will look when fully met:	<p>The Leadership Team maintains a school culture that is friendly, supportive, and focused on children’s learning. The Leadership Team provides training and guidance for non-certified and support staff so they understand the school’s purpose and their role in it, greet visitors cordially, and interact positively with students. The Leadership Team is composed of representatives of the staff:</p> <p>Principal Teacher Special Education Teacher Navajo Culture Teacher Reading Coach Residential Supervisor</p> <p>The Leadership Team will establish a calendar of meetings two times per month.</p> <p>The LT will present updates to the full staff at staff meetings and/or in summary bulletins.</p> <p>The LT will update the Governing Board and Community on a regular basis.</p>	
	Target Date:	09/30/2010	
	Tasks:		
		1. The Leadership Team reports to the staff following team meetings.	
		Assigned to:	Ron Brutz
		Target Completion Date:	01/24/2011
		Comments:	This an ongoing activity.

		Task Completed:	01/24/2011
Implement	Percent Task Complete:		100%
	Objective Met:		1/31/2011 1/1/0001
	Experience:		1/31/2011 Principal established team, meeting schedule, agenda, reporting to staff.
	Sustain:		1/31/2011 It is challenging to maintain schedule with small staff, instructional priority, and no substitute teachers. Paraprofessionals provide support with monitoring classes during meeting times.
	Evidence:		1/31/2011 Agenda, sign in sheets, minutes and source documents completed.

Indicator	ID09 - The Leadership Team shares in decisions of real substance pertaining to curriculum, instruction, and professional development. (44)		
	Level of Development:	Limited Development	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Started Curriculum, Reading and Math, with the production of a working document. Within 1003(g) grant, the team agreed to implement a reading coach, math coach, and parent liaison.	

Plan	Assigned to:	Ron Brutz
	How it will look when fully met:	<p>The principal works with the school leadership team to structure school improvement conversations based on the investigation of data that describes present and desired student achievement. Out of this analysis goalsetting for the school will be developed.</p> <p>School improvement goals, objective, timelines, and teams or persons responsible will be reviewed and adopted for implementation.</p> <p>All staff will be afforded opportunities to dialogue and contribute to the overall plan.</p> <p>Regular meetings of the LT will include information, training and action items related to curriculum, instruction and professional development.</p>
	Target Date:	01/02/2011
	Tasks:	
	1. The School Leadership team meets monthly to address curriculum, instruction, and professional development.	
	Assigned to:	Alberto Castruita
	Target Completion Date:	02/01/2011
	Comments:	
Implement	Percent Task Complete:	0%

Indicator	ID10 - The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (45)	
	Level of Development:	Limited Development

	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Standards Assessment Report (AdvacEd); Restructuring and 1003(g) program development were implemented. The leadership team will further develop agenda and meeting schedule to implement this indicator.	
Plan	Assigned to:	Ron Brutz	
	How it will look when fully met:	The LT will place on its regular agenda the review of school, classroom and individual student data for analysis and planning for school improvement and professional development needs. The entire instructional staff will also meet on a monthly basis for the same purpose. While finding time for a group of teachers to meet is not easy, the history of successful turnaround schools notes that this is an essential element for planning professional development directly tied to classroom observations and analysis of student learning data. The school will collect and analyze a range of data in addition to achievement test results. The principal, coach and teachers will collect and analyze data on the school's climate, its sense of community, and its curriculum and instruction. The school will consider data at three levels: at the school level to focus on areas that needed schoolwide improvement to meet adequate yearly progress, at the classroom level to focus on teachers' instructional strengths and weaknesses, and at the student level to focus on instructional needs of individual students. At the school level, data will be use to identify instructional areas that need schoolwide improvement. The school will develop systems to help teachers understand and use the data to guide their teaching, and disaggregating data to indicate specific areas of weakness in instruction. In addition, the school will	

		<p>develop processes for defining target areas for schoolwide change. At the classroom and program levels, data will be used to determine areas of weakness for targeting improvement efforts. This information will be studied in instructional team meetings and the LT to focus the improvement efforts on specific programs and classes. In addition to disaggregated test data, the school will use the principal, instructional coach and peer observations to better understand what is happening in the classrooms and to identify instructional needs.</p> <p>At the student level, data will be used to plan instruction to meet individual needs. The school will disaggregate performance data by grade level, learning objectives, responses to individual items, and other factors. The staff will then use the disaggregated data to identify individual students who need help on specific skills.</p>
	Target Date:	01/02/2011
	Tasks:	
	1. Calendar of Meetings created. Data Walls prepared in all classrooms.	
	Assigned to:	Alberto Castruita
	Target Completion Date:	01/24/2011
	Comments:	The reading coach will assist the principal to assure implementation by all classroom teachers.
	Task Completed:	01/24/2011
Implement	Percent Task Complete:	100%
	Objective Met:	1/31/2011 1/1/0001
	Experience:	LT reviews student data and considered possible alternative interventions: extended school day; reading interventionist; professional development.

	Sustain:	On going review of progress monitoring data and benchmark data to determine professional development needs.
	Evidence:	Data analysis presentations/charts/graphs.

Indicator	ID11 - Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams. (46)		
	Level of Development:	No development or Implementation	
		Will include in plan	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	There is one teacher per grade level in grades Kindergarten through Sixth. Meetings of teachers have been with all K-6 teachers invited. Teacher do not appear to have held meetings in subgroups such as k-2, for example.	
Plan	Assigned to:	Ron Brutz	
	How it will look when fully met:	The Crystal Boarding School will formalize the Professional Learning Community with weekly meetings of the instructional staff regularly scheduled for 7 a.m. each Tuesday. Teachers will review program design, teaching strategies, student data profiles and other professional development.	
	Target Date:	01/11/2011	

	Tasks:		
	1. Schedule for PLC meetings established as Tuesdays before or after school day as announced.		
		Assigned to:	Ron Brutz
		Target Completion Date:	02/01/2011
		Comments:	
	2. Teachers will meet in Grade level clusters K-2 and 3-6		
		Assigned to:	Alberto Castruita
		Target Completion Date:	02/01/2011
		Comments:	
Implement	Percent Task Complete:		0%

Indicator	ID13 - Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data. (48)		
	Level of Development:	Limited Development	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

	Describe current level of development:	Previous and current year implementation included 1 to 1.5 hours of time each Friday morning. In June, 2010, all teachers and educational technicians met to review and develop curriculum documents with aligned with NM State Standards in reading, math and culture.
Plan	Assigned to:	Ron Brutz
	How it will look when fully met:	<p>The principal will identify times/dates on the school calendar to meet to develop instructional strategies aligned to the standards-based curriculum and to monitor the progress of the students in the grade levels or subject area for which the team is responsible.</p> <p>Instructional Teams will schedule time for two purposes: 1) meetings, and 2) curricular and instructional planning. A 45-minute meeting twice a month is scheduled for maintaining communication and organizing the work at hand, operating with agendas, minutes, and focus. A block of 4 to 6 hours of time once a month will be scheduled for curricular and instructional planning, and additional whole days before and after the school year. Each week, teachers generate a test for each of the core subject areas and data sheets showing the results of the previous week's tests. The previous week's data guide team planning. Teachers and the principal discuss individual student progress and identify areas where students need additional instruction. Teachers will differentiate instruction to meet individual student needs. The instructional staff will use weekly test data to regroup students across the grade level and to plan targeted instruction to address the students' particular learning needs.</p>
	Target Date:	01/02/2011
	Tasks:	
		1. The principal will direct grade level clusters to meet to develop and refine units of instruction and review student learning data.

		Assigned to:	Alberto Castruita
		Target Completion Date:	02/01/2011
		Comments:	
	2. The grade level cluster teams will present agenda and minutes at the instructional staff meetings.		
		Assigned to:	Alberto Castruita
		Target Completion Date:	04/08/2011
		Comments:	
	3. The teachers will meet in Professional Learning Community sessions for this purpose.		
		Assigned to:	Alberto Castruita
		Target Completion Date:	03/01/2011
		Comments:	
Implement	Percent Task Complete:		0%

School Leadership and Decision Making	
Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction	
Indicator	IE01 - The principal makes sure everyone understands the school's mission, clear goals (short term and long term), and their roles in meeting the goals. (52)

	Level of Development:	Limited Development	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	New Principal initiating this indicator @ 70% level as of this date.	
Plan	Assigned to:	Alberto Castruita	
	How it will look when fully met:	tba	
	Target Date:	01/21/2011	
	Tasks:		
		1. The principal will place the mission statement on each agenda and letterhead to be reviewed on regular basis.	
		Assigned to:	Alberto Castruita
		Target Completion Date:	02/01/2011
		Comments:	
Implement	Percent Task Complete:	0%	

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

	Level of Development:	Full Implementation
	Evidence:	The principal provided active training to the instructional staff during meetings and throughout the school schedule.

Indicator	IE05 - The principal participates actively with the school's teams. (56)		
	Level of Development:	Limited Development	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The Principal is working towards full implementation of this indicator.	
Plan	Assigned to:	Alberto Castruita	
	How it will look when fully met:	<p>IE05 The principal will participate actively with the school's team.</p> <p>The principal is present at all scheduled school's team meetings. He keeps the team focusing on continuous school improvement. The principal enhances leadership by empowering team members to monitor leadership team objectives, including facilitating, monitoring, and holding subcommittees accountable in meeting specific school improvement objectives. Subcommittees also provide opportunities for leadership roles. The principal promotes and monitors collaboration and cooperation among all staff. He honors decisions and recommendations made by the various teams, so long as these are within policy and/or budget</p>	

		parameters. The principal is available as a resource for continuous school improvement guidance and support. January 2, 2011
	Target Date:	01/02/2011
	Tasks:	
	1. The principal provides guidance and attends school team meetings.	
	Assigned to:	Alberto Castruita
	Target Completion Date:	02/01/2011
	Comments:	
Implement	Percent Task Complete:	0%

Indicator	IE06 - The principal keeps a focus on instructional improvement and student learning outcomes. (57)		
	Level of Development:	Limited Development	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The principal is working towards full implementation of this indicator in all meetings.	

Plan	Assigned to:	Alberto Castruita
	How it will look when fully met:	<p>The principal ensures that staff, students, parents, and community work toward achievement of the shared vision, goals and objectives of the school plan. He promotes a positive school climate that is focused on continuous student academic growth. The principal monitors the school's academic programs through regular classroom and team meeting observations to ensure proper student assessment data analysis, alignment of instructional planning and implementation with the standards and data analysis results, and implementation of all instructional support programs. He ensures provision of quality staff development aligned with the school's plan and the individual skills levels of the staff.</p> <p>January 2, 2011</p>
	Target Date:	01/02/2011
	Tasks:	
		1. The principal will establish a schedule to visit all classrooms and meet with the Reading Coach and Instructional staff weekly to monitor academic programs.
		Assigned to: Alberto Castruita
		Target Completion Date: 10/01/2010
		Comments:
Implement	Percent Task Complete:	0%

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

	Level of Development:	Limited Development	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The principal intends to fully implement this indicator as management protocols are learned in the BIE.	
Plan	Assigned to:	Alberto Castruita	
	How it will look when fully met:	<p>IE07 The principal will keep a focus on instructional improvement and student learning outcomes</p> <p>The principal ensures that staff, students, parents, and community work toward achievement of the shared vision, goals and objectives of the school plan. He promotes a positive school climate that is focused on continuous student academic growth. The principal monitors the school's academic programs through regular classroom and team meeting observations to ensure proper student assessment data analysis, alignment of instructional planning and implementation with the standards and data analysis results, and implementation of all instructional support programs. He ensures provision of quality staff development aligned with the school's plan and the individual skills levels of the staff.</p> <p>January 2, 2011</p>	
	Target Date:	01/02/2011	
	Tasks:		
	1. The principal established a schedule of staff meetings, professional development and classroom visits to monitor academic programs.		

		Assigned to:	Alberto Castruita
		Target Completion Date:	10/01/2010
		Comments:	
	2. The principal established a schedule of staff meetings, professional development and classroom visits to monitor academic programs.		
		Assigned to:	Alberto Castruita
		Target Completion Date:	10/01/2010
		Comments:	
Implement	Percent Task Complete:		0%

Indicator	IE08 - The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations. (59)		
	Level of Development:	Limited Development	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	New Principal working towards this indicator as management orientation is completed.	
Plan	Assigned to:	Alberto Castruita	

	How it will look when fully met:	IE08 The principal will spend at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations. The principal plans his day to ensure at least 50% of his time working directly with teachers and other instructional staff by scheduling daily classroom observations and/or cognitive coaching sessions, and/or participation in staff, leadership team, committee, and/or professional learning community team meetings. During all these activities, the principal focuses on continuous school improvement, fidelity to the curriculum, quality instructional program implementation, and growth in individual student achievement. August, 2011	
	Target Date:	08/01/2011	
	Tasks:		
		1. The principal will work with teachers in the classroom, office, and meetings/walk thru observations.	
		Assigned to:	Alberto Castruita
		Target Completion Date:	02/01/2011
		Comments:	
Implement	Percent Task Complete:	0%	

School Leadership and Decision Making
Helping parents to help their children meet standards

Indicator	IG02 - Parents receive regular communication (absent jargon) about learning standards, their children's progress, and the parents' role in their children's school success. (76)		
	Level of Development:	Limited Development	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Information shared at PTO with small percentage of parents attending. Some notices/letters sent home to all parents. The implementation of a parent liaison position is scheduled during the 2010-2011 school.	
Plan	Assigned to:	Vernice Thomas	
	How it will look when fully met:	<p>IG02</p> <p>Parents will receive regular communication (absent jargon) about learning standards, their children's progress, and the parents' role in their children's school success.</p> <p>Describe how it will look when this objective is being fully met in your school.</p> <p>After doing some research, I found four essential ingredients to building open and positive communication between schools and families. They are called the Four P's:</p> <ul style="list-style-type: none"> • Positive <p>Many times students and parents are cautious about a note or call from a teacher. Sending home words of praise and encouragement can change the perception and improve communication with the family.</p> <ul style="list-style-type: none"> • Personalized <p>Parents may be overwhelmed by Xeroxed memos. These memos may seem impersonal and less</p>	

		<p>relevant to their child. Try to jot personal notes on the duplicated memos sent home.</p> <ul style="list-style-type: none"> • Proactive <p>It is very important to keep parents informed of class rules, expectations, and current activities. Provide plenty of notice for special events, so that parents will have time to plan to attend. Always inform parents immediately if you have a concern and work together to solve the problems and to prevent problems from developing.</p> <ul style="list-style-type: none"> • Partnership <p>When parents are well-informed, they can work as partners in their children's education. Encourage parents to respond to your notes by leaving space for comments or including a few quick questions for their response (Patrikakou, et. al., n. d.)</p> <p>Regular communication between parents and school is very important. Students benefit when there is positive and meaningful two-way communication between and school and home. Family members need to listen to teachers, and teachers need to listen to family members in order to arrive at mutually supportive ways to send the clear message to children that both are working together to help them succeed.</p> <p>The school administration will distribute annually a description and explanation of the curriculum to be used. Also, the school administration will distribute a description and explanation of annual student academic assessments for students in grades 3 – 6, which is required by the State and will also distribute a description and explanation of local school assessments that are given periodically. In a reasonable amount of time following these assessments, individual interpretive, descriptive and diagnostic reports including information regarding achievement of the state standards will be produced to the parents of students participating in these assessments.</p> <p>The school community recognizes that a child's academic progress depends on active partnership of its members. It is important that all members share the responsibility for the achievement of high academic performance. As a component of this partnership, a home-school compact has been developed to outline these responsibilities.</p>
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		<p>The school community recognizes the importance of the parents as the first educator and advocate to each child. The success of each student is dependent on continued open and honest communication between all educators and with a desire to continue open communication, teachers and administrators will work through school meetings, newsletters, progress reports, teacher conferences, report cards and individual appointments to distribute and discuss any information regarding the student. Parents should utilize meeting participation, teacher conferences, and written notes or letters to the teacher to enhance communication of concerns, issues, or questions regarding their child. Most teachers can be contacted via email, telephone and all are available in person by appointment.</p> <p>To provide assistance to parents in their effort to enhance the education experiences of their child, it is the vision of the school community that, to the best of our ability, all parents be directly involved with their child's school education. To achieve this goal the school community will contact and encourage parental participation in committees and school events that improve the education environment for student success. The school community wishes to work closely with parents to enhance the understanding of teachers, principals, and other staff and community members in the importance of parental contributions and how to continue working toward an equal partnership in student education.</p>
	Target Date:	01/02/2011
	Tasks:	
	1. The teachers will host parent-teacher conferences after each grading period.	
	Assigned to:	Alberto Castruita
	Target Completion Date:	04/01/2011

		Comments:	
Implement	Percent Task Complete:	0%	

Curriculum, Assessment, and Instructional Planning			
Engaging teachers in aligning instruction with standards and benchmarks			
Indicator	IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level. (88)		
	Level of Development:	Limited Development	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Initial development in Reading and Math. Science and Social Studies remain to be developed.	
Plan	Assigned to:	Theresa Kedelty	
	How it will look when fully met:	Plan tba	
	Target Date:	01/31/2011	
	Tasks:		
	1. The standards-aligned units of instruction will be developed for Reading/Language Arts, Math and Navajo Culture.		

		Assigned to:	Theresa Kedelty
		Target Completion Date:	08/11/2010
		Comments:	These three subjects were completed prior to the 2010-2011 school year.
	2. Standards Aligned curriculum will be developed by teachers in Summer, 2011.		
		Assigned to:	Alberto Castruita
		Target Completion Date:	08/01/2011
		Comments:	
Implement	Percent Task Complete:		0%

Curriculum, Assessment, and Instructional Planning			
Assessing student learning frequently with standards-based assessments			
Indicator	IID04 - The school maintains a central database that includes each student’s test scores, placement information, demographic information, attendance, behavior indicators, and other variables useful to teachers. (102)		
	Level of Development:	Limited Development	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes)

			in current policy and budget conditions)
	Describe current level of development:	The school uses NASIS for all parameters except the student test scores. The identification of an individual or position to input data in this system.	
Plan	Assigned to:	Vernice Thomas	
	How it will look when fully met:	<p>IID04</p> <p>The school will maintain a central database that includes each student's test scores, placement information, demographic information, behavior indicators, and other variables useful to teachers. Describe how it will look when this objective is being fully met in your school.</p> <p>The school will utilize the Native American Student Information System (NASIS) as the data base management system to maintain student information. This database is in use at the present, but we will begin to make use of it further to enter student scores, placement information, demographic information, behavior indicators, and other variables that will be helpful to teachers.</p> <p>The NASIS system will let you insert student assessment data such as: name of test, type of test, start and end date, state code and; NCLB assessment (i.e., reading, math, science, LEP), raw score, scale score, and reason for exemption (i.e., absence or nonselection of test scores) and; attendance information to be inserted, such as, exact decimal of days absent, count of tardies per term and as total; insert grading task name (progress grade, semester grade), term (Term 1, Term 2) and student's grade and GPA per term and; inserting behavior indicators such as discipline summary event, event comments, role comments, resolution comments, reported by staff member, referred to staff member, resolution, resolution start date and resolution end date and; other variables such as student demographic of each child in the individual classrooms, school calendar, enrollment history, health, and Medicaid information. A system administrator will be trained and then assigned to train to teachers to either enter all necessary data or</p>	

		enter only what will be allowed, depending on access to the NASIS system.
	Target Date:	01/02/2011
	Tasks:	
	1. The NASIS system is provided as the central data base.	
	Assigned to:	Alberto Castruita
	Target Completion Date:	02/01/2011
	Comments:	
Implement	Percent Task Complete:	0%

Classroom Instruction		
Expecting and monitoring sound instruction in a variety of modes		
Indicator	IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. (110)	
	Level of Development:	Full Implementation
	Evidence:	Curriculum documents are provided for all teachers in reading and math for grades K - 6.

Indicator	IIIA02 - All teachers develop weekly lesson plans based on aligned units of instruction. (111)
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	Level of Development:	Limited Development	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Lesson plans are submitted by several, yet not all, teachers on weekly basis.	
Plan	Assigned to:	Theresa Kedelty	
	How it will look when fully met:	Plan tba.	
	Target Date:	01/31/2011	
	Tasks:		
		1. All teachers will submit to the principal weekly lesson plans.	
		Assigned to:	Alberto Castruita
		Target Completion Date:	04/08/2011
		Comments:	
Implement	Percent Task Complete:	0%	

Indicator	IIIA05 - All teachers maintain a record of each student's mastery of specific learning objectives. (114)

	Level of Development:	Limited Development	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The leadership is interpreting this as having an 'ILP'(individual learning plan)which will be developed in the planning document.	
Plan	Assigned to:	Vernice Thomas	
	How it will look when fully met:	<p>IIIA05</p> <p>All teachers will maintain a record of each student's mastery of specific learning objectives. Describe how it will look when this objective is being fully met in your school.</p> <p>Teachers have been aligning instruction with standards and benchmarks in the areas of reading and math. The objectives are leveled to target learning to each student's demonstrated prior mastery based on multiple points of data (e.g., unit tests and student work). The units of instruction include pre-/post tests to assess student mastery of standards-based objectives and are administered to all students in the grade level and subject covered by the unit of instruction. Teachers will individualize instruction based on pre-test results to provide support for some students and enhance learning opportunities for others. Teachers will maintain a portfolio of the learning objectives, what assessment tool used, and record results on a checklist or a given form.</p>	
	Target Date:	01/02/2011	
	Tasks:		

		1. Teachers maintain student performance folders and grade record books for mastery of learning objectives.	
		Assigned to:	Alberto Castruita
		Target Completion Date:	02/01/2011
		Comments:	
		2. Teacher maintain posted data wall charts and data profile sheets for all students.	
		Assigned to:	Alberto Castruita
		Target Completion Date:	02/01/2011
		Comments:	
Implement	Percent Task Complete:	0%	

Indicator	IIIA06 - All teachers test frequently using a variety of evaluation methods and maintain a record of the results. (115)		
	Level of Development:	Limited Development	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Benchmark Assessments were completed for Northwest Evaluation Association; Accelerated Reader, DIBELS, and Storytown Reading.	

Plan	Assigned to:	Vernice Thomas
	How it will look when fully met:	<p>IIIA06</p> <p>All teachers will test frequently using a variety of evaluation methods and maintain a record of the results.</p> <p>Describe how it will look when this objective is being fully met in your School.</p> <p>Evaluating students will be done periodically and completed by utilizing the online programs: NWEA, DIBELS, Accelerated Reader, STAR Math, Star Reading, and WIDA. Annually will be the New Mexico Standards Based Assessment and Terra Nova (k-2) which are paper and pencil tests. The results can help teachers and administrators make decisions regarding the instructional program and also help teachers develop programs that suit students' achievement levels in each subject area. Paper and pencil tests give teachers only part of the picture of a child's strengths and weaknesses. Teachers combine the results of many methods to gain insights into the skills, abilities, and knowledge of a child. The other methods are observing the student in the classroom, evaluating their day-to-day classwork, grading their homework assignments, meeting with parents, and keeping close track of how students change or grow throughout the year. Maintaining a record of evaluation results will be done by student performance folder assessment. Although folder development may vary, all of the major research and literature on portfolios reinforce the following characteristics:</p> <ul style="list-style-type: none"> • They clearly reflect stated learner outcomes identified in the core curriculum that students are expected to study. • They focus upon students' performance-based learning experiences as well as their acquisition of key knowledge, skills and attitudes. • They contain samples of work that stretch over an entire marking period, rather than single points in time. • They contain works that represent a variety of different assessment tools. • They contain a variety of work samples and evaluations of the work by the student, peers, and teachers, possible even parents' reactions.

		Assessing student learning frequently gives the administrators and teachers a clear view of the standards-based objectives that were taught. If progress is noted or achieved then the school has done their job for the term. If no progress is observed then teachers will have to modify or adjust their teaching content or strategies so that the students will benefit and exhibit progress.
	Target Date:	12/01/2010
	Tasks:	
		1. A schedule of progress monitoring and benchmark assessments will be established for Storytown Reading, DIBELS; NWEA MAPs; Star Reading.
		Assigned to: Ron Brutz
		Target Completion Date: 12/01/2010
		Comments:
		2. The teachers will implement progress monitoring in Reading using DIBELS and Core Reading assessments on alternating weeks.
		Assigned to: Ron Brutz
		Target Completion Date: 02/01/2011
		Comments: Teachers implement these two progress monitoring tools by hand and input data manually into the DIBELS system.
Implement	Percent Task Complete:	0%

Indicator	IIIA07 - All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (116)
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	Level of Development:	Limited Development	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Professional development in reading and math is in progress to address this indicator with modeling, implementation and observation.	
Plan	Assigned to:	Theresa Kedelty	
	How it will look when fully met:	<p>Lesson plans will include objectives in three tiers: target, enhanced, pre-requisite. Professional Development will be scheduled.</p> <p>Differentiate the learning activities for whole-class, independent work, small groups and center based activities.</p> <p>Students are learning in an independent mode or small groups.</p> <p>Teachers will create individual student learning plans.</p> <p>Teachers will establish a classroom culture tht encourages student-directed work and accountability.</p> <p>The assignments given to each student will be targeted to that student's level of mastery, and will be carefully aligned with the objectives included in the unit plan to provide a variety of ways for a</p> <p>student to achieve mastery as evidenced in both the successful completion of the learning activities and correct responses on the unit post-test.</p> <p>Teacher plans align with the standards and benchmarks.</p>	

	Target Date:	02/01/2011
	Tasks:	
	1. Professional Development will be scheduled to facilitate implementation of differentiation of instruction for all students.	
	Assigned to:	Ron Brutz
	Target Completion Date:	02/01/2011
	Comments:	
Implement	Percent Task Complete:	0%

Indicator	IIIA08 - All teachers review the previous lesson. (117)		
	Level of Development:	Limited Development	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	All teachers are not submitting lesson plans to the principal, therefore this indicator has limited implementation.	
Plan	Assigned to:	Theresa Kedelty	
	How it will look when fully met:	Plan TBA	
	Target Date:	01/31/2011	

	Tasks:		
	1. Principal will monitor this objective during classroom visits and post observation conferencing.		
	Assigned to:	Alberto Castruita	
	Target Completion Date:	02/25/2011	
	Comments:		
Implement	Percent Task Complete:	0%	

Indicator	IIIA09 - All teachers clearly state the lesson's topic, theme, and objectives. (118)		
	Level of Development:	Limited Development	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Teachers are commencing implementation through posting standards and objectives on the board, presenting at beginning of lessons.	
Plan	Assigned to:	Theresa Kedelty	
	How it will look when fully met:	<p>New lessons will be connected to a prior lesson or lessons.</p> <p>The teachers will develop interest in new topics by using illustrations, demonstrating, modeling, cueing, using graphic organizers and question sprinkling.</p> <p>The teachers will proceed in small steps, using verbal</p>	

		explanations and, where appropriate, physical demonstrations. The teachers will use 'think alouds' and summaries of key points.
	Target Date:	01/02/2011
	Tasks:	
	1. The principal will review all teacher lesson plans for grades K-6 to assure implementation of this objective to clearly state the lesson's topic, theme, and objectives.	
	Assigned to:	Alberto Castruita
	Target Completion Date:	02/25/2011
	Comments:	
Implement	Percent Task Complete:	0%

Indicator	IIIA10 - All teachers stimulate interest in the topics. (119)		
	Level of Development:	Limited Development	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Some do; some don't. Need to include in professional development/coaching agenda.	
Plan	Assigned to:	Theresa Kedelty	

	How it will look when fully met:	Lesson plans will include evidence of review, presentation and summary. The teachers will use cues to communicate to students what is to be learned, how to learn it, and what students should expect as the lesson unfolds. The teachers will focus upon what is important versus what is unused. The teachers will use graphic organizers where appropriate. The teachers will use cues, background information, and questions, for example, in a fast paced presentation to 'rope in' the students by activating prior knowledge and providing a framework for organizing what is coming next in the lesson.	
	Target Date:	01/02/2011	
	Tasks:		
		1. The principal will observe these practices during walk thru's.	
		Assigned to:	Alberto Castruita
		Target Completion Date:	02/01/2011
		Comments:	
Implement	Percent Task Complete:	0%	

Indicator	IIIA11 - All teachers use modeling, demonstration, and graphics. (120)		
	Level of Development:	Limited Development	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)

	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Further professional develop/coaching to be planned	
Plan	Assigned to:	Theresa Kedelty	
	How it will look when fully met:	New lessons will be connected to a prior lesson or lessons. The teachers will develop interest in new topics by using illustrations, demonstrating, modeling, cueing, using graphic organizers and question sprinkling. The teachers will proceed in small steps, using verbal explanations and, where appropriate, physical demonstrations. The teachers will use 'think alouds' and summaries of key points. * description field is required	
	Target Date:	01/02/2011	
	Tasks:		
	1. The principal will observe these practices during walk thru's		
		Assigned to:	Alberto Castruita
		Target Completion Date:	02/01/2011
		Comments:	
Implement	Percent Task Complete:	0%	

Classroom Instruction
Expecting and monitoring sound classroom management

Indicator	IIIC06 - All teachers maintain well-organized student learning materials in the classroom. (161)		
	Level of Development:	Limited Development	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Classroom observation has noted that several, yet not all, classrooms have learning materials in a well-organized design.	
Plan	Assigned to:	Vernice Thomas	
	How it will look when fully met:	tba	
	Target Date:	01/21/2011	
	Tasks:		
		1. The principal will observe this objective during walk thru's.	
		Assigned to:	Alberto Castruita
		Target Completion Date:	02/01/2011
		Comments:	
Implement	Percent Task Complete:	0%	

Indicator	IIIC08 - All teachers display classroom rules and procedures in the classroom. (163)	
	Level of Development:	Full Implementation
	Evidence:	These are posted in all classrooms.

Indicator	IIIC09 - All teachers correct students who do not follow classroom rules and procedures. (164)		
	Level of Development:	Limited Development	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The majority of teachers are implementing this indicator. Monthly review of classroom rules and consistent practice are an expectation.	
Plan	Assigned to:	Roberta Jumbo	
	How it will look when fully met:	<p>The teachers will promptly correct students who do not follow classroom rules and procedures on consistent basis.</p> <p>The Rules and procedures are posted in the classroom, and students are reminded of them and learn to operate according to them. The teachers will “teach” classroom procedures in a positive way rather than relying solely on correction of violations. The classroom rules will be posted at a level appropriate for all of the children to be able see and read from all areas of the classroom.</p>	

		The strategies for effective classroom management and implementation of the behavior management system will be reviewed at staff meetings once per month.
	Target Date:	11/05/2010
	Tasks:	
		1. Teachers remind students of classroom and school rules on weekly basis and provide correction daily as needed.
	Assigned to:	Roberta Jumbo
	Target Completion Date:	02/01/2011
	Comments:	
Implement	Percent Task Complete:	0%

Indicator	IIIC10 - All teachers reinforce classroom rules and procedures by positively teaching them. (165)		
	Level of Development:	Limited Development	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The majority of teachers and paraprofessionals are implementing the program with fidelity. Further emphasis with a limited number of teachers is planned.	

Plan	Assigned to:	Roberta Jumbo
	How it will look when fully met:	<p>The teachers will promptly correct students who do not follow classroom rules and procedures on consistent basis. The Rules and procedures are posted in the classroom, and students are reminded of them and learn to operate according to them. The teachers will “teach” classroom procedures in a positive way rather than relying solely on correction of violations. The classroom rules will be posted at a level appropriate for all of the children to be able see and read from all areas of the classroom. The strategies for effective classroom management and implementation of the behavior management system will be reviewed at staff meetings once per month. *</p> <p>* description field is required</p> <p>. Teacher Expectation/Role Definition/Sense of Efficacy: Teachers accept responsibility for teaching their students. They believe that students are capable of learning. They re-teach if necessary, and alter materials as needed.</p> <p>2. Student Opportunity to Learn: Teachers allocate most of their available time to instruction, not non-academic activities, and learning activities are carefully aligned to standards.</p> <p>3. Classroom Management and Organization: Teachers organize their learning environments and use group management approaches effectively to maximize time students spend engaged in lessons.</p> <p>4. Curriculum Pacing: Teachers move through the curriculum rapidly but in small steps that minimize student frustration and allow continuous progress.</p> <p>5. Active Teaching (sometimes called Direct Instruction): Teachers actively instruct, demonstrating skills, explaining concepts, conducting participatory activities, reviewing when necessary. They teach their students rather than expecting them to learn mostly from curriculum materials. They do not just stress facts or skills, they also emphasize concepts and understanding.</p> <p>6. Teaching to Mastery: Following active instruction, teachers provide opportunities for students to practice and apply learning. They monitor each</p>

		student's progress and provide feedback and remedial instruction as needed, making sure students achieve mastery. 7. A Supportive Learning Environment: In addition to their strong academic focus, these teachers maintain pleasant, friendly classrooms and are perceived as enthusiastic, supportive instructors.
	Target Date:	11/05/2010
	Tasks:	
	1. The school behavior plan is developed which includes posted rules and procedures for all classrooms, buildings and outdoor playground and walkways.	
	Assigned to:	Roberta Jumbo
	Target Completion Date:	11/05/2011
	Comments:	
	2. Teachers teach rules weekly in positive approach to students as recorded in weekly lesson plans.	
	Assigned to:	Alberto Castruita
	Target Completion Date:	02/01/2011
	Comments:	
	3. Teachers teach rules weekly in positive approach to students as recorded in weekly lesson plans.	
	Assigned to:	Alberto Castruita
	Target Completion Date:	02/01/2011
	Comments:	
Implement	Percent Task Complete:	0%

