

BUREAU OF INDIAN EDUCATION

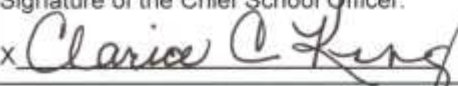
School Improvement Grant Application Packet

1003 (g) Funds

*Division of Performance and Accountability
2012 – 2013 Program Year*

Application packet for sub-grant for Section 1003(g) Funds for 2011-2012 school year.

APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS

Legal Name of Applicant: Two Eagle River School	Applicant's Mailing Address: P.O Box 160 Pablo, Montana 59855
LEA/School Contact for the School Improvement Grant Name: Clarice C. King Position and Office: Superintendent, Two Eagle River School Contact's Mailing Address: P.O. Box 160 Pablo, Mt 59855 Telephone: 406-675-0292 Fax: 406-675-0294 Email address: cking@ters.mt.k12us.com	
Chief School Officer (Printed Name): Clarice C. King	Telephone: 406-675-0292
Signature of the Chief School Officer: 	Date: 
The LEA/School, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State/LEA/School receives through this application.	

I. PROJECT ABSTRACT

ONE PAGE LENGTH

Two Eagle River School is applying for a School Improvement Grant to implement the Transformational Model beginning School Year 2012- 2013. While Two Eagle has been in restructuring for 5 years, the school has implemented MAP testing, professional development, the Native Star compliance monitoring system and a Math Counts program. While there have been some improvements in achievement, a considerable amount of further progress is needed.

The 2012 – 2013 school year presents an excellent opportunity to begin further . Significant structural changes, staff evaluation systems and extended learning time can be implemented with new leadership as well as enhancements to curriculum, staff training and incentives. The Leadership Team has been successfully established for two years and is implementing the indicators advised by the Center on Innovation and Improvement, but requires strong leadership to direct staff and monitor progress.

This proposal outlines significant changes in instructional delivery, extended learning time, staff training in differentiated instruction, and data evaluation as well as significant amounts of on-site training and consultation from NWEA and others. Two Eagle has only had a few days of on-site training time and limited opportunities for staff to attend the BIE Summer Institute and other trainings. The enhanced training as well as the on-site consultation will supply the staff with further skills to engage and motivate students. The additional teaching positions will allow for small classes, pull out instruction, and tutoring. The addition of a parent liaison will allow follow up for student absences, support to parents and students for truancy issues and improve student attendance. The addition of staff evaluation systems and incentives will provide motivation for improved staff performance.

II. PROJECT NARRATIVE

A. School Profile

PROVIDE BACKGROUND AND CURRENT STATUS OF SCHOOL APPROX. 4-5 PAGES

Two Eagle River school was first started in 1974 to assist Indian students who had dropped out of school. The Bureau of Indian Affairs contracted with the Two Eagle River School in 1979 as a contract/grant school and remains so today. The Northwest Association of Schools and Colleges first accredited Two Eagle River School in 1981 and the State of Montana Office of Public Instruction in 1983. Accreditation with Montana OPI has been consigned to a correction plan due to lack of Adequate Yearly Progress (AYP) for five years.

Many positive aspects of Two Eagle River School have been noted:

- Staff Stability-In approximately ten years, TERS has had only five faculty replacements.
- Discipline-Some students come to TERS from other schools as a result of disciplinary action. Once they overcome individual misperceptions about school, and become familiar with TERS expectations, discipline issues are maintained at a minimal level.
- Homework-The faculty has found that it is more beneficial to all stakeholders if schoolwork remains in the school setting with minimal homework assignments.
- Professional Development-On average staff has had 10 days of training for the 2011-2012 School Year.
- Student/Teacher ratio- 123/13
- Student/Instructional Staff ratio-123/6
- Student /Counselor ratio-123/1.5
- Experience of teachers- 7 BA, 3-BA+, 5-MA, 2-MA+
- Average class size- < 15
- Sections taught by teachers outside area of certification/endorsement-0
- Professional Development funding-Title II 27,300.00, Math Counts-13,470.00, AYP-66,074.00

In discussing concerns with the students, expressions of positive feedback include:

- safe environment
- tolerance over public school staff and students
- daycare for students' children
- point system allows students to work at their own pace
- everyone is friendly and understanding
- field trips/activities
- trust staff
- feedback (progress) occurs more often than public schools

Two Eagle River School has been working with students and staff to reach AYP, however, with numerous obstacles, AYP has not been attained. Students attending Two Eagle River School face numerous obstacles within modern society, and have experienced limited success academically, emotionally, and/or socially from other educational entities prior to attending Two Eagle River School. Often the students have difficulties at home, are homeless, or suffer from the various cycles of dysfunctional behavior that have been prevalent within families from generation to generation. In the student population, currently 96.43% of qualify for free and reduced lunches; 8% of the student population at Two Eagle River School is involved with the juvenile court system.

Students have a higher than average rate of absences, averaging only a 67.70% attendance rate, 2% have no permanent residence, and 59% of students have limited family involvement in school activities. Young parents encompass 24% of the student population, with the students struggling with balancing academics and the demands of parenthood. Current test scores demonstrate high levels of need in students, with 18% of the students classified as requiring Special Education services.

TERS has had little parental participation, but this is fairly common as “parent participation declines during the high school years” (Santos, 2012). The community supports academic, athletic, and multicultural events, and they are well attended. As part of the enrollment process, students and their families participate in entrance interviews. Two Eagle River is an alternative opportunity for students to achieve their education. In spite of risk factors, there are, however, many students who excel in many areas. In fact, 80% of the graduates go on to attend college. Students have been awarded GATES, Ken Rohrenbach, and other scholarships to assist in their financial needs for college.

Recognizing the academic and cultural needs of our students, the State of Montana graduation requirements are adhered to, but we utilize a contract and point system rather than the traditional grading system. In developing contracts, the academic as well as the cultural needs of the students are considered. Each student, after testing, works at his/her academic level.

Students enter TERS at various points in their educational careers. Their academic records do not always reflect the skills they have achieved. After registration, students are assigned an advisor from the staff and receive orientation through the counseling department. A schedule is chosen based on academic records, personal interests, class availability, student choice, and test scores, such as the MAP.

Students are encouraged to complete basic academic requirements during their earlier years in high school at Two Eagle River School. Students who master the basic academics are encouraged to progress into more advanced academics to make personal choices leading toward long-term career goals. Students are expected to take responsibility for their short-term choices. Successes and positive reinforcement are utilized to enhance the student's self-concept thereby promoting a force for motivation. This motivational force will move the student through the activities necessary to foster commitment to the long-term goals of their choice, e.g. high school graduation, further vocational training, and/or college.

Student progress is evaluated through the utilization of a "contract/point system" as opposed to the Carnegie unit credit (136 points are equal to a Carnegie unit credit). Courses are broken into manageable content units. These "contracts" are based on the individual student's need and skill level. The student and instructor review planned or completed learning activities, systematically value the activity according to established criteria, compute a total point value for the activity and distribute those points to areas of study. It is self-paced and open entry, but sets the points required of the student to have mastered the content/process/skills for completion of the contract. The point valuation system incorporates analysis of method, time, and learning importance of each activity. When a student has successfully mastered the contract unit as evaluated by the course instructor, points are awarded on the cumulative record. Students do not move forward until a project/activity is completed and/or a skill mastered. Thus, there is "no fail" which provides a sense of accomplishment for the student. Such short-term tasks assist in the motivational process.

On a three-week basis, all teaching staff meets for progress reports to assess each individual student's involvement in the educational process. This entails monitoring how and when the students are engaged in activities in the classroom. This progress on every student allows teachers and administrators as a whole staff to monitor students and their progress based on the student's academic, emotional, social, and family needs. If a student is not working to capability, the situation is assessed and often referred to the advisor and/or school counselor. There is an emphasis on

building in opportunities for experiences, which can reinforce the best qualities of the students and accentuate their strengths, building a stronger self-concept and motivating the student by redirecting rather than holding them back as failures.

Two Eagle River School test scores indicate high levels of need with a large percentage of low achieving students in reading, language arts, mathematics, and science. Scores indicate the necessity to address the learning needs of students in rigorous and innovative ways.

Students attending Two Eagle River School enter anywhere from the seventh through the twelfth grade, with the majority of the students testing below current grade level on entrance, making it difficult to meet proficiency standards by the time the students are required to complete the state mandated testing in tenth grade.

When the students first enter, an assessment is given to determine where the students are in the educational continuum. This educational testing is essential as, “experts and educators agree that using assessments can significantly increase student achievement” (Varlas, 2012) and the school personnel need to determine current academic placement in order to help the students achieve their individual educational goals. Having the right data is a key component of individualizing instruction for each child. Parents, teachers, and district administrators consider formative and interim tests far more valuable than summative assessments (Gewertz, 2012). The tests check for understanding along the way and guide teacher decision-making about future instruction; the tests also provide feedback to students so they can improve their performance (Dodge, n.d.). The school utilizes these formative assessments to place and monitor progress of students through out each academic year.

Two Eagle River School currently utilizes the Measures of Academic Progress (MAP) system through Northwest Evaluation Association (NWEA) to provide the necessary feedback to the teachers. MAP testing is used to give the teachers information so that they might be able to “prescribe instruction and to ensure that no child is left behind” (Marzano, 2006 p. 13)

The MAP test is research based and NWEA collaborates with leading universities and institutions around the country to conduct independent research, validating the findings received in the testing. NWEA works to “ensure that the information [schools] receive is both highly accurate and extremely stable” (NWEA, validated research). The MAP testing allows teachers to teach the standards and validate that students are learning the standards taught.

MAP is an on-line test. “The move to on-line and computer based assessment is a natural outcome of the increasing use of information and communication technologies to enhance learning” (http://en.wikipedia.org/wiki/Formative_assessment). The online format provides almost immediate feedback to students and school personnel allowing for any necessary modifications in a timely manner.

Montana Office of Public Instruction compiled an extensive report on Montana American Indian Student Achievement Data Report Fall 2010 showing the following results:

The dropout rate for American Indian students in grades 7-12 decreased to 7.2 percent compared to 8.8 percent for the previous year. In particular, the dropout rate for American Indian high school females decreased sharply from last year, a decrease of 2.1 percentage points. American Indian students show the highest dropout rates in the 11th

grade and drop out more often in the state's largest schools than at smaller schools on or near a reservation.

For the 2009-10 school year, American Indian students represented 10.9 percent of the total school enrollment for grades 7 through 12, but account for 26.0 percent of the total dropouts. The 2009-10 American Indian dropout rate for Montana grades 7 and 8 was 0.6 percent. The 2009-10 American Indian dropout rate for Montana high schools was 10.6 percent.

The results of this report are comparable with the data of Two Eagle River School. Many “argue that simple graduation rates do not measure institutional effectiveness” (Russell, 2009, p.1). Schools that openly accept students at risk are being condemned by the necessity of disclosing the schools graduation rates. “Research has repeatedly shown that students with certain ‘risk factors’ are less likely than others to graduate in a defined period of time. To the extent that institutions disproportionately serve “at-risk” students, they demonstrate, on average, lower graduation rates (Russell, 2009, p. 3) Two Eagle River School is in agreement with Alene Russell when she states “No institution should be penalized for serving low-income, non-traditional, or other “at-risk” students; they should not be pressured into increasing selectivity to produce better graduation rates. Federal and state policymakers who use the graduation rate as a measure of institutional performance must find a way to take into account fundamental institutional differences” (Russell, 2009, p. 6).

The team at Two Eagle River School believes that these two components, MAP testing and six year graduation standard, would allow the school to demonstrate that adequate progress is being made with the students. The MAP Testing for the 2012 SY demonstrated that 45% of the students made some gain during the school year, and 27% of the students gained one or more school year equivalency, with 13% of those gaining more than one school year equivalency. The school is taking into account student specialized needs, and the school is being successful in helping students attain educational opportunities which would not be realized in other schools.

There are many current factors which support the school's capacity to utilize the transformational model. Several improvements in the last two years include the fully implemented Native Star system, the establishment of an informed Leadership Team, a Data Team and the initial reports for the BIE Data Roll Up process. Three or more staff members have been involved in regular monthly Native Star Web-ex consultations with the Education Line Officer, Barb Parisian and the Ed Specialist and some members of the leadership team have completed the trainings offered by the ELO in Billings. Trainings have included using data with NWEA, Native Star and the Center for Innovation and Improvement (Sam Redding), Restructuring Options and consultation with other schools in this region. While many of the ideas presented have been considered for implementation at Two Eagle, there has not been appropriate resources to begin these potentially valuable improvements. The new administrator will support and implement the quality indicators and transformation requirements of the SIG. Staff will increase their knowledge and capacity through the support of leadership in meeting the requirements of a Transformation school, in collaboration with the ELO, and the Turnaround

Office. The selection of the new administrator will include the skills, functions and duties of an administrative leader in a Transformation School. The interview and selection process will be determined through the ability of the new leader to successfully implement the Transformation model and adhere to the assurances of a SIG school as well as meet the needs of TERS as the unique school that we are.

This spring, an initial consultation was conducted regarding plans for improving the reading program for next year. A single day of on-site consultation was completed by Byrne and Associates. A copy of the recommendations is included in the Appendix. The report clearly calls for a full time Reading teacher, enhanced curriculum and additional time for instruction, especially for 7th and 8th grades. The proposed budget does not include this position for the coming year. Building capacity and enhancing infrastructure as well as providing professional growth and development for our staff is essential to facilitating the academic performance of our students, the professional expertise of additional reading and math teachers is necessary to achieve this. The reading and math teachers would also be able to assist with implementing math and reading/language across the curriculum utilizing differentiated instruction.

Attendance is a major factor that contributes to the lack of academic progress that is evidenced through state and district-wide assessments. Students have a higher than average rate of absences, averaging only a 67.70% attendance rate.

Through implementing the Family Engagement Tool we are highlighting the importance of involving the family and community in our school change efforts. Through utilizing the data and making positive growth and changes our efforts will be highlighted through focused PR highlighting the positive growth and development of our students. We will create a Webpage to allow community access to what we are doing and to highlight the efforts of our staff and students. This will also increase communication and allow an opportunity to begin to change public perception through our use of data, media and encouraging community participation.

The annual CRT data, and the NWEA data highlights the need to provide rigorous curriculum review and implementation to facilitate instruction, enhance formative, summative and interim assessment to meet the individual and holistic needs of the students.

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

School Name: Two Eagle River School

Grade Levels: 7-12

Data Sources Used:

Summarize the results of the data analysis, including data sources used to select the intervention model or school improvement strategy(s) identified below

The Transformation Model was chosen as the current Superintendent/Principal will retire at the close of school year 2011-2012. The annual CRT data, and the NWEA data highlights (as evidenced in the summary) the need to provide rigorous curriculum review and implementation to facilitate instruction, enhance formative, summative and interim assessment to meet the individual and holistic needs of the students. We will implement a new evaluation tool to enhance educator's professional capacity and to reward those who impact student achievement (to be developed in coordination and consultation with ELO and Montana SIG specialists). The Family Engagement Tool (attached in appendix) will be implemented through coordination of the home school coordinator/parent liaison, social worker, the School Leadership Team, and also through Administrative efforts and leadership as a part of this process to encourage community and family engagement.

Tier I : Intervention Model Selected

Transformation Model

Tier III : School Improvement Strategy(s):

A. Needs Assessment Summary

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

- Please refer to attached Needs Assessment in the appendix completed by the Leadership Team in spring of school year 2010-2011.

The Transformation Model was the most viable option, of the four options available, through the restructuring process. The Transformation Model was chosen as the current Superintendent/Principal will retire at the close of school year 2011-2012. The Two Eagle School Board of Trustees is invested with the authority to hire a Principal/Superintendent with the skills necessary to successfully implement the Transformation Model. The TERS School Board of Trustees will select the best candidate to meet the unique needs of our school. Student achievement, school culture, student/family and community relations, are fundamental abilities that must be fostered within the school improvement process. The transformation model provides detailed requirements and indicators that must be met through the guidance and leadership of school administration. Understanding the requirements and the necessary changes and indicators that must be met will ensure that new administration will aid in the implementation of the tenets of school change under the Transformation Model.

Research supports teacher retention in relation to student achievement. Our goal is to provide a rigorous and transparent evaluation system to assist teachers to maximize their instructional practice and to retain community member teachers who are effective; therefore the Turnaround Model was not considered. The evaluation plan will be assessed and adapted as necessary for successful and meaningful implementation prior to next school-year. Upon notification of successfully becoming a SIG member school the School Leadership Team will work closely in coordination with the ELO to ensure that the evaluation system is transparent, rigorous, and implemented with fidelity as required by the Transformation model.

School year 2012-2013 will see some significant staff changes as well. This will have a direct impact on the culture of the school and the instructional capacity of the school to facilitate changes to increase the focused development of academic growth amongst the students. We will work to recruit and retain qualified staff that has a clear understanding and desire to meet the individual needs of the students in an academic, social and emotional approach. Qualified and committed para-professional staff will be recruited to meet the needs of the students; additional para-professionals will be hired to enhance the instructional capabilities of one-on-one opportunities to work on targeted skills to increase student's knowledge and performance. The

para-professional staff will be included in professional development opportunities offered to certified staff, thereby increasing their own knowledge base and their professional development and growth.

The annual CRT data, and the NWEA data highlights the need to provide rigorous curriculum review and implementation to facilitate instruction, enhance formative, summative and interim assessment to meet the individual and holistic needs of the students. Supplies and materials for testing, assessment, and curricular mandates are required to enhance and facilitate academic achievement. NWEA data, Winter Testing: Reading 31% of students were more than halfway to meeting their NWEA target goals; 4% halfway to meeting their NWEA target growth; 14% showed some growth and 51% of students showed no growth or their scores went down from fall testing. Math: 21% of students were more than halfway to meeting their NWEA target goals; 8% halfway to meeting their NWEA target growth; 11% showed some growth and 60% of students showed no growth or their scores went down from fall testing. Reading (HS): 20% of students met or exceeded the minimum “cut” score for Winter Proficiency on MAP; (Jr. High): 25% met or exceeded minimum “cut” score for Winter Proficiency on MAP. Math (HS): 18% met or exceeded the minimum “cut” score for Winter Proficiency on MAP; (Jr. High) 10% met or exceeded minimum “cut” score for Winter Proficiency on MAP.

One of the biggest needs for staff is how to use the NWEA data, the DesCartes information within the NWEA and how to meet the needs of the individual student and the class as a whole. Professional development will be required through NWEA to provide instructional development and enhancement of teacher’s skills and abilities’ to fully utilize NWEA data and information. The training offered through NWEA will increase the capacity of the educational staff in understanding and utilizing student data to differentiate instruction to maximize student’s academic growth and development. NWEA consultants will be required for a period of six days throughout the year; 2 days after fall MAP testing; 2 days after winter testing; and two days after the completion of spring testing.

A new evaluation tool will be implemented to enhance educator’s professional capacity and to reward those who positively impact student achievement. Close evaluation of the evaluation tools will commence in coordination with the ELO to ensure open communication. The ELO also has direct connections and communication with key personnel who actively implement. Regular walk throughs, professional development and incentives will positively impact the staff members that already have good working relationships with the students.

A staff incentive system will be implemented, that includes evaluative materials as connected to student academic achievement, identified professional goals and objectives, impact and effort (as evidenced through student scores, program implementation, and the evaluation system) of the educational staff member in relation to student growth. The incentive system will directly connect to implementation of the program and the academic growth goal of students. One-half of the incentive (\$500.00) will be based on program implementation, as demonstrated by principal evaluations and personal goals of the staff. The other one-half (\$500.00) will be based on student progress, with the amount correlated with the percentage of student achievement based on one year growth according to the RTI Status Norms for MAP testing scores, staff wide. The percentage of the incentive allocated to staff will equal the percentage of goal attainment.

The Family Engagement Tool will be implemented as a part of this process to encourage community and family engagement. Increased involvement by the staff in completing home visits should improve the rates of student attendance. Through following the Family Engagement Tool with fidelity this should ensure that the school is actively seeking to engage the family and the community in the school change process. It has been determined that a parent liaison and a social worker will be utilized to fully assist in this process to engage students, families and the community. This will also assist in student attendance issues.

**IV. Plan of Operation Worksheet for Title I School Improvement
Transformation Model**

Name of School: Two Eagle River School
Intervention Model to be Implemented: Transformation
Long Range Goal Statements: (1-3 Years) NWEA scores in proficient and advanced will increase by 30%-40% : Reading/Language Arts and Mathematics. Reading (HS): The reading scores as measured through the MAP test will increase from 20% to 50%-60% at or above proficiency. (Jr. High): Reading scores as measured through the MAP test will increase from 25% to 55%-65% at or above proficiency. Math (HS): Math scores as measured through the MAP test will increase from 18% to 48%-58% at or above proficiency. (Jr. High): Math scores as measured through the MAP test will increase from 10% to 40%-50% at or above proficiency.

Annual Measurable Goal for Reading/Language Arts:

Objective 1: Obtain updated Reading curriculum, hire and retain full time reading teachers for grades 7 through 12. Hire two full-time reading teachers. Obtain on-site consultation. Training and planning on differentiated instruction are critical, as are curriculum materials..

Objective 2: Implement expanded Reading curriculum with fidelity, complete teacher training. Utilize BOY MAP scores to assign leveled classes by Reading instructional levels. Improve reading scores of student achievement based on one year growth according to the RIT Status Norms for MAP testing scores.

Objective 3: Evaluate all data sources at mid-year, restructure schedules and student placement as needed. Goal of improving Reading scores such that student scores improve by one years growth according to the RIT Status Norms for MAP testing scores from BOY to EOY on MAP tests. (Baseline and goal included above)

Annual Measurable Goal for Mathematics:

Objective 1: Update and revise Math curriculum from both the Math Counts Program and the High school textbook program. Review student scores form BOY MAP tests and utilize RIT system to place students in classes based in instructional levels. Hire two full-time math teachers to meet student needs and to build capacity. Structure school schedule to provide instruction appropriate to levels with support of on-site consultant. Provide para-professional support.

Objective 2: Implement revised curriculum with support of additional training for teachers. Improve math scores on MAP test student achievement based on one year growth according to the RIT Status Norms for MAP testing scores by EOY testing.

Objective 3: Evaluate all data sources at mid-year, restructure schedules and student placement as needed. Goal of improving Math scores such that student scores improve based on one year growth according to the RIT Status Norms for MAP testing scores from BOY to EOY on MAP tests.

USDOE Required Action(s)	Strategies/Actions	Person(s) Responsible	Timelines	Evidence of Completion/Evaluation
<p>1. Replace the Principal</p> <p>2. Use rigorous, transparent evaluation systems for teachers and principals that</p> <p> a. Take into account data on student growth (as defined) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of</p>	<p>The current Principal/Superintendent has retired from her position and “resigned” effective as of May 25, 2012. The School Board and BIE and are currently beginning the advertising process.</p> <p>2. A new evaluation tool will be implemented. The school principal will evaluate all school personnel. A unique evaluation of the Superintendent/Principal will be implemented either through an agreement with the Billings Line Office or in another “Supervisory” approved agreement.</p> <p> a.</p> <p>1) Planning and Preparation-Selecting instructional goals, designing coherent instruction, demonstrating knowledge of content and pedagogy, demonstrating knowledge of students 2) Classroom</p>	<p>School Board</p> <p>Administration, School Board, Billings Line Office</p> <p>School Leadership Team, Administration</p>	<p>July 1, 2012</p> <p>August 30, 2012</p>	<p>Successful Completion of hiring new Principal/Superintendent.</p> <p>Professional development for evaluation instrument, which will be reviewed and evaluated to determine an appropriate selection to implement.</p>

<p>profession practice reflective of student achievement and increased high school graduation rates</p>	<p>Environment-Managing classroom procedures, managing student behavior, creating an environment to support learning, organizing physical space 3) Instruction-Engaging students in learning, demonstrating flexibility and responsiveness, communicating clearly and accurately, using question and discussion techniques 4) Professional Responsibilities-Communicating with family, following District Policy and Procedures, growing and developing professionally, reflecting on professional practice 5) Student Improvement-measuring student improvement/performance, use of assessment</p>			
<p>b. Are designed and developed with teacher and principal involvement.</p>	<p>b. The Team in consultation with the BIE Line Office has agreed that the evaluation tool would be beneficial and will be adapted to meet the needs of schools within a Native American setting.</p>	<p>School Leadership Team, Administration</p>		
<p>3. Identify and reward school leaders, teachers, and other staff who, in</p>	<p>3. Develop a visible and coordinated process to ensure staff recognition and rewards are in place for staff directly impacting student achievement. Research teacher incentive programs and</p>	<p>Administration, School Board</p>		

<p>implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.</p>	<p>models to implement with staff, hope to consult with Montana State OPI to review programmatic details on incentive program for teachers developed within the evaluation framework. The evaluation system will have a clear and detailed plan with a “Plan of Improvement” for staff who fail to improve their professional practice. All necessary steps will be adhered to and followed. A visible system for staff acknowledgement and effort will be highlighted through “staff of the month” recognition, article highlights through local news sources, and Tribal Council presentations.</p>		<p>August 30, 2012</p>	<p>Professional development for incentive system complete and adaptations made if necessary. Plan of Improvement in place.</p>
<p>4. Provide staff ongoing, high quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure</p>	<p>4. Professional Development will be aligned to identified staff needs (e.g. differentiated instruction) student data and needs assessment, DeCartes data on NWEA (detailing specific areas of deficiency), CRT scores, AIMS Web data, and attendance data will be analyzed by the Data Team. Professional Development will be planned aligning with the detailed needs of students. On-</p>	<p>School Leadership Team, (Data Team), Administration, School Board (School calendar is</p>	<p>August 30, 2012</p>	

<p>they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.</p>	<p>going staff development will be aligned with school's comprehensive instructional program to facilitate effective teaching and learning to successfully implement school reform strategies. Strategies such as Differentiated Instruction, Response to Intervention, and the use of formative, summative, and interim assessments are a few examples of immediate necessary professional development.</p> <p>BIE Summer Institute-provide scheduled, intense and immediate Professional Development before the start of the school year 2012-2013.</p> <p>Keeping Learning on Track (NWEA workshop) will be scheduled.</p>	<p>currently being worked on PD will align with school calendar and availability of PD trainers)</p>	<p>August 30, 2012</p>	<p>Professional Development Needs identified and aligned with school calendar (on-going assessment will continue to determine PD needs)</p>
<p>5. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place and retain staff</p>	<p>5. Research will be conducted to identify programmatic elements that successfully implement many of these strategies. Montana State OPI also has model programs implemented through its Schools of Promise SIG schools, coordinated with the SOPPA evaluation tool. All Schools of Promise SIG schools are of Native American populations</p>	<p>School Leadership Team, Administration</p>		

with the skills necessary to meet the needs of students in a transformation school.	located on reservations throughout Montana. Consultation with MT OPI and Billings Line Office will be coordinated. Consultation and collaboration with Salish and Kootenai College (SKC) may allow for school personnel to qualify for “dual enrollment” instructors-therefore, increasing their professional resumes, knowledge and skill base. Opportunities for staff to present their knowledge and skills will also be made available through staff presentations (in-house), to Tribal Council, and reservation wide presentations during the Reservation-Wide PIR Day in which all reservation schools attend (organized and hosted through the CSKT Department of Education).		August 30, 2012	Programmatic elements of providing financial incentives, professional enhancement, and to facilitate staff motivation to meet the needs of students in a transformation school will be identified and implemented. Memorandum of agreement made between Salish Kootenai College and Two Eagle River School.
6. Adopt new governance structure	6. A governance structure will be identified and developed that will maximize school efficiency and staff resources and expertise. School Board Training and development will be scheduled as a part of the professional development necessary to ensure that School Board members understand their roles and responsibilities, as there has	Administration, School Board		

<p>7. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.</p>	<p>been no school board training for school board members. Level 11 membership in the National Indian School Board Association (NISBA) will provide training and technical assistance as well as access to informational newsletters and bulletins; the trainings and technical assistance are not offered in Level 1 membership. In order to assure that the school is able and capable of running effectively and smoothly this has been identified as a necessary process.</p> <p>7. Curricular alignment and instruction will vertically align from one grade to the next, to include transition from High School to College level entrance requirements. Common core trainings and information through free webinars will be accessible as well as attending any training as scheduled through the local Comprehensive System of Personnel Development (CSPD) offered by Montana State OPI. Additional reading/language arts teachers and math teachers are required to meet the individual needs of at-risk students that score well below grade level. Juniors and</p>	<p>School Leadership Team, Administration</p>	<p>August 30, 2012</p>	<p>Governance structure changed, as necessary; school board training set.</p> <p>Curriculum alignment and staff</p>
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<p>8. Promote the continuous use of data</p>	<p>Seniors may also be required to take the TABE test to assess their ability to enter Salish Kootenai College without having to take remedial courses. An academic team comprising of Two Eagle personnel and Salish and Kootenai College personnel will meet to discuss assessment data and instructional needs and strategies to enhance student's academic performance. Further collaboration will ensure that there is on-going dialogue regarding students needing skill enhancement (CSKT Department of Academic Success) and further development and identification of "dual enrollment" opportunities for students exhibiting the academic, social and emotional capabilities to successfully complete college level coursework. Staff curriculums will be completed, books and curricular programs assessed and changed if necessary. A comprehensive research based Reading and Math curriculum will be identified and implemented. Dual credit opportunities will be provided in coordination with Salish Kootenai College.</p> <p>8. Data will be analyzed and assessed 3x per year for NWEA, 1x per year CRT</p>		<p>August 30, 2012</p>	<p>curriculums completed, professional development completed in relation to Common Core adoption. Memorandum of Agreement between Salish Kootenai College and Two Eagle River School.</p>
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<p>10. Provide ongoing mechanisms for family and community engagement.</p> <p>11. Develop sufficient operational flexibility</p>	<p>hours; including summer school programs. Efforts and strategies will be formulated into a concise and focused schedule to significantly increase student learning time to include a summer school program, tutoring, and credit recovery offered through the on-line program Acellus. (Refer to attached “draft” schedule Plan A (five day week) and Plan B (four day week, additional days)</p> <p>10. The Family Engagement Tool (FET) will be incorporated and implemented within the structure of the school (attached in appendix). This will assist with student attendance and parent involvement. A parent-teacher group will also be formed to encourage parent involvement within the school; they will meet at least monthly. A parent liaison will be utilized to facilitate the implementation of the FET as well as to assist with increasing parent, community, and student engagement within the school. Student attendance will also be a direct focus as well.</p>	<p>Team, Administration, School Board</p> <p>School Leadership Team, Administration</p>	<p>July 1, 2012</p> <p>September 1,</p>	<p>Extended learning time scheduled and set</p> <p>Family Engagement Tool implemented</p>
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to implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	11. Operational flexibility will be determined through collaboration with the School Board. Daily scheduling, additional student and staff days throughout the school year will be allowed and staff will be compensated for extra days/hours. Extra days required for staff will be included in staff contracts for school-year 2012-2013. The Staff and Board will collaborate to determine extended learning time for students and extended contractual days required for staff. A two week period of PD for staff may be a requirement prior to the start of school to ensure that staff is fully prepared to implement the Transformation Model. This must be done in collaboration and with the approval of the School Board.	Administration, School Board	2012	
12. Develop a plan for the school to work closely with the SEA Turnaround office in order to receive intensive technical assistance and related support.	12. A comprehensive plan will be developed in coordination with the Turnaround office and ELO from Billings Line Office. A complete and transparent system of communication regarding successes, struggles and implementation issues will be thoroughly discussed. Mandates, suggestions, and advice from	Leadership Team, Administration, ELO, Turnaround Office	August 30, 2012	School Board Minutes-action, school calendar

	<p>the Turnaround office will be closely adhered to and implemented when necessary in order to facilitate the greatest positive change within the present school structure, instructional practice and administrative oversight and to ensure fidelity to grant assurances. Collaboration will occur between Administration and the leadership team to monitor and evaluate the grant.</p>		<p>August 30, 2012</p>	<p>Plan developed and scheduled</p>
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V. BUDGET SPREADSHEET & NARRATIVE

BRIEF INTRODUCTION NARRATIVE TO THE BUDGET SECTION APPROX. 1 PAGE

The following budget is designed to support the plan for improving student achievement scores by 30% or more. The budget's three time periods detail expenses for pre-implementation, school year 2012-13 and school year 2013-2014. All detailed budget items are designed to enhance existing budgetary allocations currently received.

The budget outlines expenses for pre-implementation activities that will be completed prior to the first day of classes for fall 2012. These include extended contract time for staff members to review and purchase curriculum and equipment, plan schedules and training calendars, and review most recent student data to plan for classes. (State assessment scores are only received in June.) Additional expenses are for iPads, Smart Boards, and creation of a School Web Site for user friendly parent access. There are also staff hiring decisions and contracts to be completed.

The expenses for school year 2012 are focused on seven new certified staff positions, two para-professional positions, a parent-community liaison and a significant amount of staff training and enhancement from consultants. NWEA consultants and training are necessary for assistance in the complete implementation and understanding of MAP data analysis and assessment. Consultant time will be scheduled for the Reading and Math. There are monies for additional professional development time and travel for both instructional staff and instructional support staff. Training for the school board is included as a newly recognized necessity. Also new will be the inclusion of extended contract time for the extended learning time based on the possible calendar to be adopted. The addition of the possibility for staff to earn stipends or incentives will provide the administrator with motivational options.

The budget for the 2013-2014 school year is almost exactly the same as the prior year regarding the teaching and support staff and the on-site consultation. The training and professional development options will be designed to extend the professional growth of the staff, thereby building capacity, from the initial year.



SIG 1003(g) Budget Spreadsheet 2011-2012 Application

Agency:		Billings/Flathead			
Prepared By:		Cheryl Morigeau			
School/Organization:		Two Eagle River School			
Expenditure Classification	Pre-Implementation	2011-2012	2012-2013	2013-2014	Total Budget
INSTRUCTION					
PERSONNEL SERVICES					
Teachers – Grades K-12			170,000	170,000	\$ - 340,000
Teachers – Special Education					\$ -
Instructional Assistants – K-12			40,000	40,000	\$ - 80,000
Instructional Assistants – K-12					\$ -
Substitutes			2,800	2,800	\$ - 5,600
Extended Contracts	20,400				20,400
Stipends/Incentives			31,000	31,000	62,000
Other (Identify)					\$ -
Other (Identify)					\$ -
EMPLOYEE BENEFITS					
Health & Other Insurances	3,060		58,230	58,230	119,520

FICA Taxes		With Health			\$ -
Retirement		With Health			\$ -
TSP Match					\$ -
Other (Identify) Benefits:					\$ -
SUPPLIES & MATERIALS					
Textbooks/Curriculum Materials	Math/Reading Curriculum	30,000			\$ - 30,000
Instructional Software					\$ -
General Supplies & Materials			3,000	3,000	\$ - 6,000
Other (Identify) iPad - 2	20,750				\$ - 20,750
Other (Identify)					\$ -
PROFESSIONAL DEVELOPMENT / TRAVEL					
Employee Travel			3,000	3,000	\$ - 6,000
Employee Professional Development			4,000	4,000	\$ - 8,000
Other P.D./Travel					\$ -
EQUIPMENT					
Instruction Equipment-2 Smartboard			10,000		\$ - 10,000
Other Equipment					\$ -
PURCHASED SERVICES					
Contracts					\$ -

Other Charges					\$ -
Vehicle Rents /Leases					\$ -
TOTAL INSTRUCTION	\$ -	\$ -	\$ -	\$ -	\$ 708,270
INSTRUCTIONAL SUPPORT					
PERSONNEL SERVICES					
Principal			75,000	75,000	150,000
Instructional Supervisor					\$ -
Subject Matter Specialist					\$ -
Instructional Coach					\$ -
Social Worker			38,510	38,510	76,420
Parent-Community Liaison			30,000	30,000	\$ - 60,000
Counselor					\$ -
Other (Identify) Extended Contracts	16,800				16,800
Other (Identify)					\$ -
EMPLOYEE BENEFITS					
Health & Other Insurances	2,520		34,525	34,525	71,570
FICA Taxes	With health				\$ -
Retirement	With health				\$ -
TSP Match					\$ -
Other Benefits					\$ -

PURCHASED SERVICES (CONTRACTED SERVICES)					
Education Management Organization					\$ -
Charter Management Organization					\$ -
On-Site Consultants			50,000	50,000	\$ - 100,000
Other					\$ -
SUPPLIES & MATERIALS					
Assessments /Evaluations	7,500			3,000	10,500
Assessment Software					\$ -
General Supplies & Materials					\$ -
Other (Identify)					\$ -
PROFESSIONAL DEVELOPMENT / TRAVEL					
Employee Professional Development			2,500	2,500	\$ - 5,000
Employee Travel			3,500	3,500	\$ - 7,000
Parent Professional Development					\$ -
Parent Travel					\$ -
Student Travel					\$ -
Other (Identify) School Board Training			5,000	5,000	\$ - 10,000
EQUIPMENT					
Instructional Support Equipment	3,000				\$ - 3,000

Other (Identify)					\$ -
Other (Identify)					\$ -
TOTAL INSTRUCTIONAL SUPPORT	\$ -	\$ -	\$ -	\$ -	\$ 510,290
OTHER INTERVENTION MODEL REQUIREMENTS/NEEDS					
Extended Learning Time			30,720	30,720	\$ - 61,440
Displacement Costs					\$ - 0
School Closure Costs					\$ - 0
Extended Professional Development (Career Growth)					\$ -
Other (Identify) Student Incentives			10,000	10,000	20,000
Other (Identify)					\$ -
Other (Identify)					\$ -
TOTAL INTERVENTION MODEL REQUIREMENT/NEEDS	\$ - 0	\$ -	\$ -	\$ -	\$ 81,440
GRAND TOTAL PROGRAMS	\$ -	\$ -	\$ -	\$ -	\$ -

BUDGET NARRATIVE

Title of line item

Provide detailed, descriptive, and comprehensive narrative for purchases made in this line item.

Instruction

Personnel Services

Teachers – Grades K – 12

Two full time Reading Teachers and three full time Math Teachers to provide small class sizes for both High School and Junior High students.

Instructional Assistants – K 12

2 Full time paraprofessionals dedicated time to the Reading and Math classrooms with specific emphasis on prior training in reading and math and ability for pull out

Substitutes –

20 days times 2 subs – for leave time, professional development time and training with consultants

Extended Contracts –

40 hours prior to school start up @ \$30 / hour for 17 instructional staff – pre implementation

Stipends / Incentives –

\$500 to \$ 1, 000 incentives for 31 staff tied to meeting professional development goals, satisfactory performance evaluations, attendance and student achievement improvements

Employee Benefits

Figures align with personnel services above

Supplies and Materials

Curriculum –

Updated and New Curriculum

General Supplies and Materials - teacher supplies and materials

Other - 24 iPads for instruction

Professional Development

Employee Travel

Travel to BIE Summer Institute, and other trainings for instructional staff – 9 staff

Employee Professional Development

Registration for BIE Summer Institute and other trainings for instructional staff – 9 staff

Equipment - Smart Boards – two – one for Reading , one for Math

Instructional Support

Personnel Services

Principal –

New administrative leader to implement new measures.

Parent- Community Liaison

Community person for attendance follow up, home visits,

Social Worker –

Community person to ascertain problems which contribute to student's poor performance and assist students in adjustment to our school.

Extended Contracts –

40 hours prior to school start up @ \$30 / hour for 14 instructional support staff – pre implementation

Employee Benefits

Figures align with personnel services above

Purchased Services (Contracted Services)

On-Site consultants –

NWEA – 3 times/year. Other consultation to be determined

Instructional Support Equipment

Website development and implementation-assist with family, parent, and community engagement. Increases community engagement, allow for parent-teacher-school communication. Facilitate community and tribal knowledge and awareness of academic endeavors, performance and goals. Year 1 and 2 (will be maintained by staff after initial training and implementation.

Professional Development / Travel

Employee Travel

Travel to BIE Summer Institute, and other trainings for instructional support staff

Employee Professional Development

Registration for BIE Summer Institute and other trainings for instructional support staff –

Other – Training for School Board – from National Indian School Board Association trainer

Other Intervention Model Requirements/ Needs

Extended Learning Time – Addition costs for added time to original school calendar

VI. Measuring Progress

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

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

METRIC	SOURCE	Achievement Indicators	Leading Indicators
School Data			
Which intervention the school used (i.e., turnaround, restart, closure, or transformation)	NEW SIG		
AYP Status	EDFacts	√	
Which AYP targets the school met and missed	EDFacts	√	
School improvement status	EDFacts	√	
Number of minutes within the school year	NEW SIG		√
STUDENT OUTCOME/ACADEMIC PROGRESS DATA			
Percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics (e.g., Basic, Proficient, Advanced) by grade and by student subgroup	EDFacts	√	
Student participation rate on State assessments in reading/language arts and in mathematics by student subgroup	EDFacts		√
Average scale scores on State assessments in reading/language arts and in mathematics by grade, for the "all students" group for each achievement quartile and for each subgroup	NEW SIG	√	
Percentage of limited English proficient students who attain English language proficiency	EDFacts	√	
METRIC	SOURCE	Achievement Indicators	Leading Indicators
Graduation Rate	EDFacts	√	
Dropout Rate	EDFacts		√
Student attendance rate	EDFacts		√

Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	NEW SIG HS only		√
STUDENT CONNECTION AND SCHOOL CLIMATE			
Discipline incidents	EDFacts		√
Truants	EDFacts		√
TALENT			
Teacher attendance rate	NEW SIG		√

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

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

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

The school must assure that it will:

☒

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 or Tier II school.

☒

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

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

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

☒

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.

APPENDIX A

SCHOOL NEEDS ASSESSMENT TOOLS

Needs Assessment for School Improvement Grants

Bureau of Indian Education

Tier I Schools

Or

Needs Assessment for School Improvement Grants

Bureau of Indian Education

Tier III Schools

INSERT YOUR NEEDS ASSESSMENT HERE THAT WAS INCLUDED IN THE APPLICATION

Support from the Associate Deputy Director & Education Line Office	
	YES or NO (Circle)
1. ADD/ELO procedures support school-based decision making.	Y N 6
2. ADD/ELO and school decision-makers are connected by frequent interaction, two-way communication, problem-solving, mutual coordination, and reciprocal influence.	Y N 6
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 N ?

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 S 1 Y 5
2. All teams have written statements of purpose and by-laws for their operation. District policy	N S Y 6
3. All teams operate with work plans for the year and specific work products to produce.	N 2 S Y 4
4. All teams prepare agendas for their meetings.	N 1 S Y 5
5. All teams maintain official minutes of their meetings.	N S Y 6
6. The principal maintains a file of the agendas, work products, and minutes of all teams.	N S Y 6
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).	N S Y 6
8. The Leadership Team serves as a conduit of communication to the faculty and staff.	N S 1 Y 5
9. The Leadership Team shares in decisions of real substance pertaining to curriculum, instruction, and professional development.	N S 2 Y 4

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	S	2	Y	4
11. Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.	N	3	S	Y	3
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. ID02	N	2	S	Y	4
B. Effective Practice: Focus the principal's role on building leadership capacity, achieving learning goals, and improving instruction					
Indicators Select Principal and Recruit teachers IE09	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	S	Y	4	
2. The principal models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of sound practices.	N	S	Y	4	
3. The principal participates actively with the school's teams.	N	S	1	Y	3
4. The principal keeps a focus on instructional improvement and student learning outcomes.	N	S	Y	4	
5. The principal monitors curriculum and classroom instruction regularly.	N	2	S	Y	2
6. The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.	N	S	2	Y	not answered
7. The principal challenges, supports and monitors the correction of unsound teaching practices.	N	S	Y		
8. The principal celebrates individual, team, and school successes, especially related to student learning outcomes.	N	S	2	Y	2
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	1	Y	3

C. Effective Practice: Align classroom observations with evaluation criteria and professional development					
Indicators IF04 to IF06	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 4	Y 2
2. The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.	N	S 3	Y 3
3. Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management.	N	S 5	Y 1
4. Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management.	N	S	Y 6
5. Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management.	N	S	Y 6
6. Teachers are required to make individual professional development plans based on classroom observations.	N	S 1	Y 5
7. Professional development of individual teachers includes an emphasis on indicators of effective teaching.	N	S 4	Y 2
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 4	Y 2
9. The principal plans opportunities for teachers to share their strengths with other teachers.	N	S 2	Y 4

D. Effective Practice: Help parents to help their children meet standards			
IF10	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 1	Y 5
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.		
	N	S 1	Y 5
3.	The school's Compact outlines the responsibilities/expectations of teachers, parents, and students.		
	N	S 1	Y 5
4.	The school regularly and clearly communicates with parents about its expectations of them and the importance of the "curriculum of the home."		
	N 1	S 2	Y 3
5.	The school's Compact is annually distributed to teachers, school personnel, parents, and students.		
	N	S 2	Y 4
6.	The "ongoing conversation" between school personnel and parents is candid, supportive, and flows in both directions.		
	N 2	S 3	Y 1
7.	Professional development programs for teachers include assistance in working effectively with parents.		
	N 3	S 2	Y 1
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 2 S Y 5
2. Units of instruction include standards-based objectives and criteria for mastery.	N S 2 Y 5
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 2 Y 5
B. Effective Practice: Engage teachers in assessing and monitoring student mastery	
Indicators	No / Somewhat / Yes (Circle)
IIIA40	
1. Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives	N S 5 Y 2
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 5 Y 2
3. Unit pre-test and post-test results are reviewed by the Instructional Team.	N 4 S 2 Y 1
4. Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.	N S 4 Y 2
5. Teachers re-teach based on post-test results.	N S 4 Y 2

C. Effective Practice: Engage teachers in differentiating and aligning learning activities	
Indicators	No / Somewhat / Yes (Circle)
1. Units of instruction include specific learning activities aligned to objectives.	N S 1 Y 6
2. Instructional Teams develop materials for their standards-aligned learning activities and share the materials among themselves.	N S 4 Y 3
3. Materials for standards-aligned learning activities are well-organized, labeled, and stored for convenient use by teachers.	N 3 S 2 Y 2
D. Effective Practice: Assess student learning frequently with standards-based assessments	
Indicators	No / Somewhat / Yes (Circle)
IIIA40	

1. The school tests each student at least 3 times each year to determine progress toward standards-based objectives.	N 2 S 2 Y 2
2. Teachers receive timely reports of results from standardized and objectives-based tests.	N 3 S 1 Y 2
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 1 Y 5
4. Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.	N 1 S 3 Y 2
5. The Leadership Team monitors school-level student learning data.	N S 4 Y 2
6. Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.	N S 4 Y 2
7. Instructional Teams use student learning data to plan instruction.	N S 3 Y 3
8. Instructional Teams use student learning data to identify students in need of instructional support or enhancement.	N S 1 Y 5
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 3 Y 3

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 1 S 1 Y 4
2. All teachers develop weekly lesson plans based on aligned units of instruction.	N S 2 Y 4
3. All teachers maintain a record of each student's mastery of specific learning objectives.	N 2 S 1 Y 3
4. All teachers test frequently using a variety of evaluation methods and maintain a record of the results.	N 1 S 2 Y 3
5. All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.	S 3 Y 3

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

Indicators	No / Somewhat / Yes (Circle)
IF05	
Introducing the Lesson	
1. All teachers review the previous lesson.	N Sx Y
2. All teachers clearly state the lesson's topic, theme, and objectives.	N Sx Y
3. All teachers stimulate interest in the topics.	N Sx Y
4. All teachers use modeling, demonstration, and graphics.	N Sx Y
Presenting the Lesson	
5. All teachers explain directly and thoroughly.	N Sx Y
6. All teachers maintain eye contact.	N S Yx
7. All teachers speak with expression and use a variety of vocal tones.	N S Yx
8. All teachers use prompting/cueing.	N S Yx
Lesson Summary and Confirmation of Learning	
9. All teachers re-teach when necessary.	N S Yx
10. All teachers review with drilling/class recitation.	N Sx Y
11. All teachers review with questioning.	N S Yx
12. All teachers summarize key concepts.	N S Yx

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 S Yx

2. All teachers use open-ended questioning and encourage elaboration.	N	S	Yx
3. All teachers encourage students to paraphrase, summarize, and relate.	N	Sx	Yx
4. All teachers encourage students to check their own comprehension.	N	S	Yx
5. All teachers verbally praise students.	N	S	Yx

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	S	Yx
2. All teachers interact instructionally with students (explaining, checking, giving feedback).	N	S	Yx
3. All teachers interact managerially with students (reinforcing rules, procedures).	N	S x	Y
4. All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family).	N	S	Yx

E. Effective Practice: Expect and monitor sound instruction in a variety of modes – Computer Based Instruction			
Indicators	No / Somewhat / Yes (Circle)		
IIIC01			
1. Students are engaged and on task.	N x	S	Y
2. All teachers travel about the room to assist students.	N	x S	Y
3. All teachers have documentation of the computer program's alignment with standards-based objectives.	N	S x	Y
4. All teachers assess student mastery in ways other than those provided by the computer program.	N	S x	Y

F. Effective Practice: Expect and monitor sound homework practices and communication with parents
--

Indicators	No / Somewhat / Yes (Circle)
IF10	
1. All teachers maintain a file of communication with parents.	N S Yx
2. All teachers regularly assign homework (4 or more days a week).	NA N S Y
3. All teachers check, mark, and return homework.	NA N S Y
4. All teachers systematically report to parents the student's mastery of specific standards-based objectives.	N S Yx

G. Effective Practice: Expect and monitor sound classroom management	
Indicators	No / Somewhat / Yes (Circle)
IIIC12	
1. When waiting for assistance from the teacher, students are occupied with curriculum-related activities provided by the teacher.	N S 5 Y
2. Students raise hands or otherwise signal before speaking.	N 2 S 2 Y
3. All teachers use a variety of instructional modes.	N S 1 Y 4
4. All teachers maintain well-organized student learning materials in the classroom.	N S 2 Y 3
5. All teachers display classroom rules and procedures in the classroom.	N S 1 Y 4
6. All teachers correct students who do not follow classroom rules and procedures.	N S 2 Y 3
7. All teachers reinforce classroom rules and procedures by positively teaching them.	N S 3 Y 2
8. All teachers engage all students (e.g., encourage silent students to participate).	N S 3 Y 2



APPENDIX B

ASSURANCES

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
		
		
		
		
		
		

APPENDICES

INCLUDE OTHER APPENDICES HERE

le. Student data, consultant proposals, master calendar, etc.

Formatted off of ELO Winter Data Roll Up

Barb: Two Eagle River School

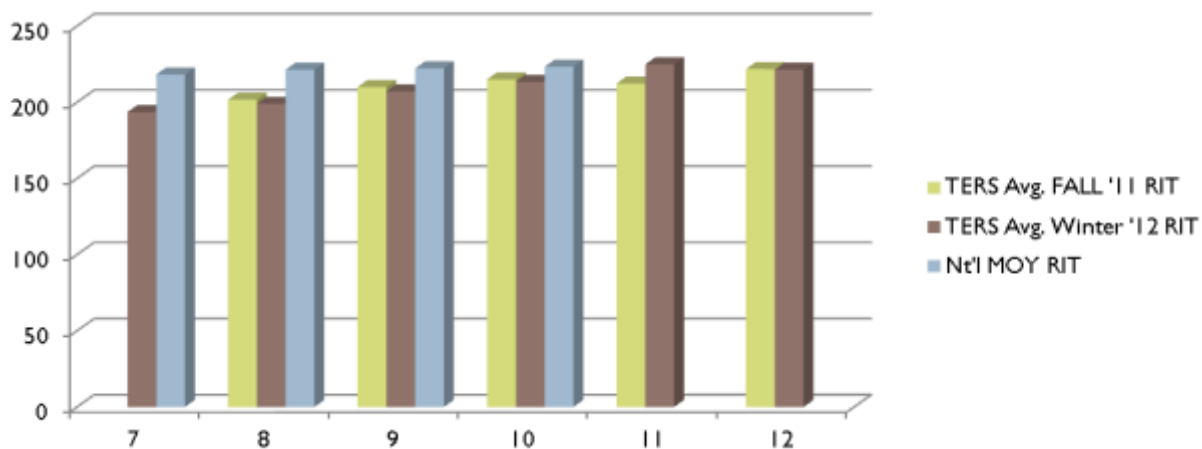
Two Eagle River School SY 2011-12

Avg. Fall RIT, Winter RIT compared to Normative MOY data

READING

	7	8	9	10	11	12
TERS Avg. FALL '11 RIT		201.7	210	215	212.3	221.8
TERS Avg. Winter '12 RIT	193.5	199	207.1	213.4	224.9	221.3
Nt'l MOY RIT	218.2	221.4	222.2	223.3		

TERS approx. grade level performance Winter '12 RIT		4	5	6	11	8
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Reports referenced: "BIE RIT Scores & Norm-Indexed Growth Fall 10-Sprg 11"; "2011 Normative Data Reference";

"BIE Performance & Growth Roll-up Report Winter 2012 and Fall 11 to Winter 12 Growth"

Author: Loverty Erickson updated on 3/5/12

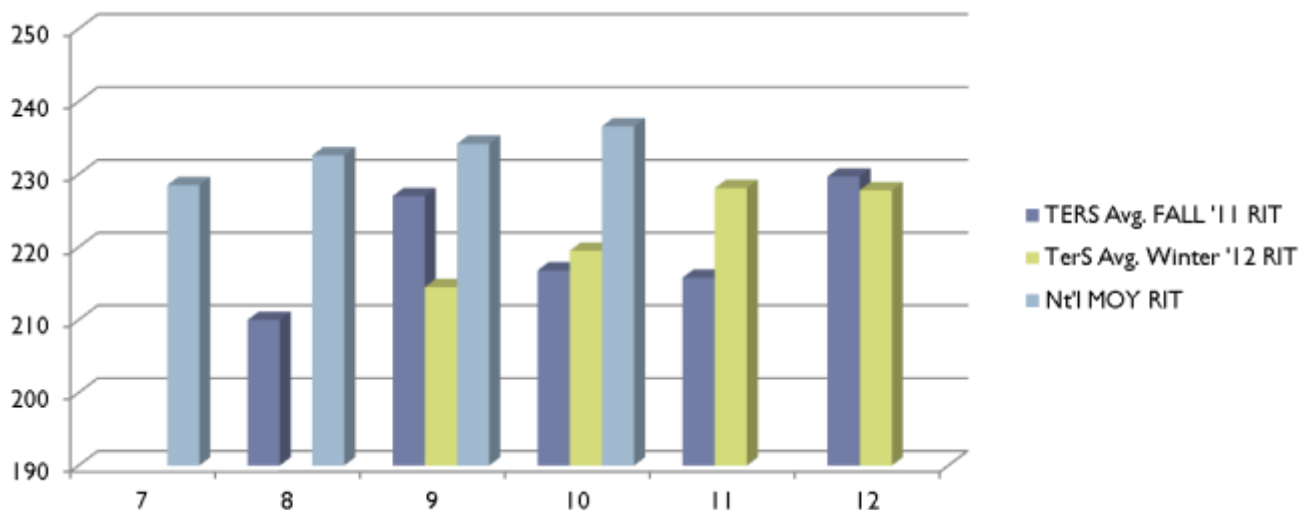
Barb: Two Eagle River School

Two Eagle River School SY 2011-12

Avg. Fall RIT, Winter RIT compared to Normative MOY data

MATH

	7	8	9	10	11	12
TERS Avg. FALL '11 RIT		210	227	216.8	215.8	229.7
TerS Avg. Winter '12 RIT			214.5	219.5	228.1	227.8
Nt'l MOY RIT	228.5	232.6	234.2	236.6		
TERS approx. grade level performance Winter '12 RIT			4	5	6	6



Reports referenced: "BIE RIT Scores & Norm-Indexed Growth Fall 10-Sprg 11"; "2011 Normative Data Reference"

"BIE Performance & Growth Roll-up Report Winter 2012 and Fall 11 to Winter 12 Growth"

Author: Loverly Erickson updated on 3/5/12

Report from Consultant Byrne and Associates Reading and Math Consultation

I. **High School Reading/Special Ed** – March 22, 2012:

- Valann, Rebekah, Kristina and I met to preview the day and share background information, needs, and data.
- CRT scores have dropped over the last three years.
- A major issue is the funding for 2012-2013 Reading HS position is not included in budget.
- Data reflects a need for a reading teacher in grades 7-10, in addition to the core program teachers.
- Curriculum documents written by Rebekah and Kristina are in place and should be used as fluid documents to allow for additional reading strand ideas to meet the needs of students.
- Assessments in addition to the MAPS and CRT are informal classroom assessments with very little Progress monitoring toward monthly progress.
- On the CRT assessments, students work well in answering the multiple choice questions. However, the short answer questions are usually not answered. Therefore, there is a need for additional Professional Development and instruction on writing and justifying answers in written response. This has been observed at all grade levels.
- Classroom Observations Summary: The English classes are well structured and student engagement is at a high level. The Reading classes are a bit more relaxed with some off task behaviors. This was shared in the teacher debriefs at the end of the day.
- Recommendations from the visit:
 1. Hire a Resource Teacher to work with below level students in both reading and math. This school has a high number of Special Education students who need the services of an additional Resource Teacher.
 2. Hire a Grade 7-10 Reading Teacher to provide below level instruction to students not in Special Education but working below grade level. Remember that students at TER have not been successful in regular educational settings and the majority is functioning 2-3 years below grade level. This has a direct impact on all subject areas.
 3. Provide structured technological instruction (computers, Ipads, smart board presentational skills, etc.) for all 7th -12th graders. This is the world we live in today!



4. When new leadership is on board, set up Professional Learning Communities and regularly meet to discuss growth activities for TER.
5. Activate the Leadership Committee to act as a brainstorming group for problem-solving.
6. Continue to use, revisit, and revise the current reading curriculum guides.
7. Use the Scholastic Corrective Reading which you have for Tier II and Tier III reading instruction.

Brief Narrative: Clarice observed Heather teaching 8th grade CMC math. Seventh graders were on a field trip and girls' groups were also off campus, leaving only one student in Heather's group. Clarice also addressed the interruptions by the intercom and said it could not be turned off in Heather's groups. She recognizes the interruptions indeed have an impact on lesson flow and student learning. Clarice is going to retire May 25th and the Board and Tribe are in the process of finding a replacement.

Recommendations for continued practice, future actions, and additional support:

- Continue to monitor classroom interruptions and protect the math block so the teaching/learning cycle is consistent.
- Keep up the great job in providing for the safety of staff and students. The Lock-Down was handled very professionally by staff and the administration.

III. Math Coach and Math Teacher

Brief Narrative: Bill, Math Coach, functions very well as the interventionist by delivering small Tier II and Tier III group math instruction. Because this school is structured differently than regular middle schools or junior high schools, the coaching position becomes an intervention teacher position as well. Bill monitors the AIMSweb PM. He and Heather discuss students and adjust groups using the data. Since Heather is the only other teacher, she delivers Tier II and III instruction as well as a full load of regular 8th grade classes. Al Bone teaches Benchmark 7th and 8th students and his regular 7th grade curriculum. Therefore Bill's duties as a Coach are limited and he uses his time to tutor or work with small groups of students. Bill has improved his instruction since last visit. His classroom management is also improving as he handles the students very calmly. He and Heather have created the Math Folders I suggested last visit and are working together to organize their instructional settings and materials. Heather does a fine job of teaching her small groups. She follows the CMC presentation guide and provides individual assistance to those students who need additional clarification of content.

Recommendations for continued practice, future actions, and additional support:

- Bill should plan his week by using the Coach Weekly Schedule. At the end of each week he should reflect on his accomplishments and record his thoughts. This should be emailed to me on Fridays.
- Bill and Heather should continue to plan together.
- They should finalize the Summer School plan by my April visit. Dates are May 29-July 27.

- Progress Monitoring should be administered weekly for Intensive, bi-weekly for Strategic, and monthly for the BM groups. Please keep this current and continue to use the data to adjust groups.
- Bill NEEDS a space to instruct which is not intrusive to other staff.
- Please be sure to follow the CMC presentation guide during instruction.
- Hold students accountable for having their books, papers, pencils ready for class.
- Bill should use a folder or binder to keep student papers, etc. so they will be ready for class.

IV. Intervention



Brief Narrative: Bill and Heather are using the Math Folders for targeted instructional plans. Intervention is occurring regularly.

Recommendations for continued practice, future actions, and additional support:

- Use the Math Folders to hold regular conferences with students. Discuss their progress.
- Continue to instruct your Tier II and III groups even though there are interruptions.
- When students are absent, continue to teach your planned lessons. Use the tutor time during 7th and 8th periods for make- up instruction.

V. Data Analysis

Recommendations for continued practice, future actions, and additional support:

- Keep AIMSweb Progress Monitoring current.

VII. Strengths

- There is a real spirit of team work at TER.
- Clarice is very supportive of Bill and Heather.
- Instruction is consistently delivered daily.
- Bill and Heather are prepared for their lessons.

VIII. Areas of Concern

- Interruptions continue to disrupt the teaching-learning cycle.
- Certain students are allowed to disrupt the classroom without consequences.
- Too much free time is allowed in the classroom. When teachers are instructing, most students are attentive. However, when there is unscheduled time, students get out of control.

- Bill continues to move students to other classrooms to instruct which wastes instructional time as doors are locked, teachers do not want him in the class, students are disruptive during transitions.

Recommendations for continued practice, future actions, and additional support:

- Bill should have a classroom for instructional purposes.
- Students should have planned activities during 3rd period: If computer, assign an activity; if reading, give a focus question; pair students and monitor what they are doing.

IX. Follow-up Tasks

See sections above.

- Priority: Complete Summer School planning.
- Get PM completed and keep it up to date.
- Celebrate each day's successes! Small successes each day become a thread of successes and soon a quilt of successes!!

Plan A-Four Day Week Draft School Schedule

4-DAY WEEK

AUG '12

Monday	Tuesday	Wednesday	Thursday	Friday
		1 Board MTG	2	3
6	7	8	9	10
13	14	15	16	17
20 PIR	21 PIR	22 PIR	23 PIR	24
27 PIR	28/1	29/2	30/3	31

Sept '12

3 Labor day	4/4	5/5 Board MTG	6/6	7
10/7	11/8	12/9	13/10	14 Tribal PIR
17/11	18/12	19/13	20/14	21
24/15	25/16	26/17	27/18	28

OCT '12

1/19	2/20	3/21 Board MTG	4/22	5
8/23	9/24	10/25	11/26	12
15/27	16/28	17/29	18/30 MEA	19 MEA
22/31	23/32	24/33	25/34	26 District VB & FB
29/35	30/36	31/37		

NOV '12

			1/38 PIR	2 PIR Div VB
5/39	6/40	7/41 Board MTG	8/42	9
12/43	13/44	14/45	15/46	16
19/47	20/48	21/49 noon	22 Thanksgiving Day	23
26/50	27/51	28/52	29/53	30

FEB '13

Monday	Tuesday	Wednesday	Thursday	Friday
				1
4/84	5/85	6/86 Board MTG	7/87	8
11/88	12/89	13/90	14/91 Dist BB	15 Dist BB
18 Pres Day	19/92	20/93	21/94 Div BB	22 Div BB
25/95	26/963	27/97	28/98 State GBB	

Mar '13

				1 State GBB
Apr-99	5/100	6/101 Board MTG	7/102 State BBB	8 State BBB
11/103 Spring Pract	12/104	13/105	14/106	15
18/107	19/108	20/109	21/110	22
25/111	26/112	27 Spring Break	28 Spring Break	29

APR '13

1 Easter	2 Spring Break	3/113 Board MTG	4/114	5
8/115	9/116	10/117	11/118	12
15/119	16/120	17/121	18/122 PIR	19 PIR
22/123	23/124	24/125	25/126	26
29/127	30/128			

MAY '13

		1/129 Board MTG	2/130	3
6/131	7/132	8/133	9/134	10
13/135	14/136	15/137	16/138	17 Div Track
20/139	21/140	22/141	23/142	24 PIR State Track
27 Memoria l Day	28/143	29/144	30/145	31

DEC '12

3/54	4/55	5/56 Board MTG	6/57	7
10/58	11/59	12/60	13/61	14
17/62	18/63	19/64	20/65	21
24 x-mas Break	25 x-mas Day	26 x-mas Break	27 x-mas Break	28
31 x-mas Break				

JUNE '13

3/146 Elder's Week	4/147 Elder's Week	5/148 Elder's Week/Board MTG	6/149 noon	7 PIR
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

JAN '13

	1 New Year Day	2/66 Back to school	3/67	4
7/68	8/69	9/70 Board MTG	10/71	11
14/72	15/73	16/74	17/75	18
21/76 MLK Day	22/77	23/78	24/79	25
28/80	29/81	30/82	31/83	

JULY '13

1	2	3 Board MTG	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

5-DAY WEEK**AUG '12**

Monday	Tuesday	Wednesday	Thursday	Friday
		1 Board MTG	2	3
6	7	8	9	10
13	14	15	16	17
20 PIR	21 PIR	22 PIR	23 PIR	24
27 PIR	28/1	29/2	30/3	31/4

FEB '13

Monday	Tuesday	Wednesday	Thursday	Friday
				1/103
4/104	5/105	6/106 Board MTG	7/107	8/108
11/109	12/110	13/111	14/112 Dist BB	15/113 Dist BB
18 Pres Day	19/114	20/115	21/116 Div BB	22/117 Div BB
25/118	26/119	27/120	28/121 State GBB	

Sept '12

3 Labor day	4/5	5/6 Board MTG	6/7	7/8
10/9	11/10	12/11	13/12	14 Tribal PIR

Mar '13

				1/122 State GBB
1/122	5/123	6/124 Board MTG	7/125 State BBB	8/126 State BBB
11/127 Spring Pract	12/128	13/129	14/130	15/131

17/13	18/14	19/15	20/16	21/17
24/18	25/19	26/20	27/21	28/22

18/132	19/133	20/134	21/135	22/136
25/137	26/138	27/139	28 Spring Break	29 Spring Break

OCT '12

1/23	2/24	3/25 Board MTG	4/26	5/27
8/28	9/29	10/30	11/31	12/32
15/33	16/34	17/35	18/36 MEA	19/37 MEA
22/38	23/39	24/40	25/41	26/42 District VB & FB
29/43	30/44	31/45		

APR '13

1 Easter	2 Spring Break	3/140 Board MTG	4/141	5/142
8/143	9/144	10/145	11/146	12/147
15/148	16/149	17/150	18/151 PIR	1/152 PIR
22/153	23/154	24/155	25/156	26/157
29/158	30/159			

NOV '12

			1/46 PIR	2/47 PIR Div VB
5/48	6/49	7/50 Board MTG	8/51	9/52
12/53	13/54	14/55	15/56	16/57
19/58	20/59	21/60 noon	22 Thanksgiving Day	23
26/61	27/62	28/63	29/64	30/65

MAY '13

		1/160 Board MTG	2/161	3/162
6/163	7/164	8/165	9/166	10/167
13/168	14/169	15/170	16/171	17/172 Div Track
20/173	21/174	22/175	23/176	24/177 PIR State Track
27 Memorial Day	28/178 Elders' Week	29/179 Elders' Week	30/180 Elders' Week	31 PIR

DEC '12

3/66	4/67	5/68 Board MTG	6/69	7/70
10/71	11/72	12/73	13/74	14/75
17/76	18/77	19/78	20/79	21/80
24 x-mas Break	25 x-mas Day	26 x-mas Break	27 x-mas Break	28
31 x-mas Break				

JUNE '13

3	4	5 Board MTG	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

JAN '13

	1 New Year Day	2/81 Back to school	3/82	4/83
7/84	8/85	9/86 Board MTG	10/87	11/88
14/89	15/90	16/91	17/92	18/93
21/94 MLK Day	22/95	23/96	24/97	25/98
28/99	29/100	30/101	31/102	

JULY '13

		3 Board MTG		
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

SAMPLE DAY SCHEDULE

PERIOD STAFF	Period 1	Period 2	Period 3 Advising Teams	Period 4	Period 5	Period 6	Period 7	Period 8
TIMES	8:20-9:17	9:20-10:17	10:20-10:53	10:56-11:53	11:56-12:53	1:28-2:25	2:28-3:25	3:28-4:25
English 149	Reading Block 4		Team Enrichment	Reading Block 5		Reading Block 6		Prep
Reading 158	Reading Block 1		Team Enrichment	Reading Block 2		Reading Block 3		
Math 160	Math Block 4		Team Enrichment	Math Block 5		Prep	Math Block 6	
Math ?	Math Block 1		Team Enrichment	Math Block 2			Math Block 3	
Science 151	Earth Science	Earth Science	Team Enrichment	Anatomy & Physiology	Prep	Chemistry	Biology	Biology
History 156	Prep	THG	Team Enrichment	US History	THG	US History	World History	World History
PE/Health 177	PE	PE	Team Enrichment	Anatomy & Physiology	Health	PE	PE	PE
Business 146	General Business	General Business	Team Enrichment	General Business	General Business	General Business	Prep	General Business
Art 117	Prep	Computer Arts	Team Enrichment	3-D Art	Photography	3-D Art	2-D Art	2-D Art
Home Cultures 141	Home Cultures	Home Cultures	Team Enrichment	Prep	Home Cultures	Home Cultures	Home Cultures	Star Quilting
Salish 114	Salish	Salish	Team Enrichment	Outfit Making	Prep	Salish	Salish	Salish
Spec. Serv 106	Practical Living Skills	Financial Skills	Team Enrichment	Vocational Skills	Vocational Skills	NA	NA	NA
Spec. Serv 106	NA	Prep	Team Enrichment	NA	NA	Guided Reading	Guided Math	Target Math
Heather 8 th Grade	8 th Grade Reading Block		Team Enrichment	8 th Grade	Prep	8 th Grade Math Block		8 th Grade
Allen 7 th Grade	7 th Grade Math Block		Team Enrichment	7 th Grade	Prep	7 th Grade Reading Block		7 th Grade

Family Engagement Tool (FET) (Refer to attached email with application)