KIN DAH ŁICHÍ'Í ÓLTA'

HOME OF THE WOLVERINES

Linda Youvella President | **Harriet Leuppe** Vice President | **Steve Kee** Board Member | **Christine Wallace** Board Member | **Ora James** Principal

March 20, 2013

Dear Sir and Madam,

We are requesting for your approval and support in the continuation of our Charter School for 7th and 8th grade program for the next following school years. You will see the improvements we made in our plans to support the upcoming school year to see growth in our student achievement with a more focus on instructions for all students. We will monitor all programs to be in compliance with the textbook guideline by alignment of curriculum to the Common Core Standards.

We know the deficiency of students' scores made in the state assessment and other required assessments made throughout the school years plus other factors there are hindering the process for student achievement as mentioned in the five year plan.

Our location of the school is the first factor, it is located in an isolated area with long distance of unpaved rough dirt roads, which when weather sets in are impassable due to wash out of roads and for this past winter, the bridge north of the school washed out and the students who reside on the north side of the school which is only 2.5 miles had to be re-routed to go get the students by driving 15 miles detour just to bring the students in.

Presently we have 45 students enrolled in the 7th and 8th grade; these students travel quite a distance to get to school by riding the bus for 45 minutes to one hour one way each day. This calculates each student to be on the bus 7 and half to 10 hours a week riding the bus each week just to get an education. When the time changes, the students get home late and some of the students have to walk from the bus stop to their home, the students that lives in the mountains.

There has been a turnover of eight administrators for the past five years and there was not strong leadership to drive the instruction and effective management of the overall daily school operations in all departments.

Within the teaching staff, there was a turnover of seven teachers which hindered the student learning but with this present staff, we see stability and we see some student growth with proof of the attached student scores in Passport Reading Journeys, DIBELS, and State test.

Arizona School Improvement Plan

Kin Dah Lichii Olta Charter – 7th and 8th Grade

1a. Student Median Growth Percentile (SGP) Reading Math	**<u>A sustained improvement plan that includes evidence of increased student growth through implementation of:</u>** <u>Curriculum</u> development is a continuous process. Curriculum Maps were developed during a 5 day intensive training and work session led by a qualified consultant. Additional professional development will be held to support implementation of Curriculum Maps and Assessments. Consultants will provide professional development on implementation of writing Curriculum maps to teach all Common Core Standards. Professional development will be provided by consultants in research-based strategies to teacher writing with emphasis on 6 traits strategies. We will ensure that Practice Hall Reading series is taught with fidelity to the core. Guidance will be provided to the Teachers to ensure that all students have access to the reading curriculum to improve their reading comprehension. We will use the Pacing calendars pacing to guide and provide teachers and students with a road map for instruction and assessment. The pacing guide will map out the key concepts to be taught and the amount of time to be devoted to each area of instruction. The guide will also provide a calendar of assessments, enabling the teachers to more effectively plan the curriculum they will use to teach the skills covered on assessments. In addition, we will use differentiated instruction as an understanding of how students learn. Instruction will begin with an assessment of what students already know, and build new concepts on their existing knowledge. Differentiation will provide students with varied experiences to engage with content. A differentiated classroom offers multiple ways for students to access content, to process and make sense of the concepts and skills, and to develop products that demonstrate their learning Technology supports classroom strategies by creating new routes to learning, addressing multiple learning needs, and providing forums for individualized access to content and expression. <u>Plans for monitoring integration of Common Core State Standards</u> into instruction with the standards, which clearly communicate what is expected of students at each grade level. This new standards allow our teachers to be better equipped to know exactly what they need to help students learn and establish individualized benchmarks for them. The Common Core State Standards focus on core conceptual understandings and procedures starting in the early grades, thus allowing teachers to take the time needed to teach core concepts and procedures well—and to give students the opportunity to master them. Ongoing training will be provided for the teaching staff. We are using the three Tiered Instructional model, which is a comprehensive program encompassing Instruction, instructional intervention, and assessment for each phase of a Response to Intervention process. This model combines valid Assessments with a rich curriculum that can be individualized to meet the needs of every student, integrated under a single teacher interface. Technology and data management are the keys to empowering teachers to reach every student in the classroom. At each tier, students are engaged in meaningful instruction, assessments measure growth and progress, and

reporting provides formative and Longitudinal data. Teachers build capacity to manage diverse learning needs and leverage technology to save time spent on record keeping and test-taking, becoming a true facilitator in the classroom. This means Teacher time is focused on direct interaction with students and using data to make informed instructional decisions.

The Three Tier Model

Tier 1: High-Quality Classroom Instruction, Screening, and Group Interventions Tier I - core classroom reading instruction that all students receive with assessment of student benchmarks three times per year and ongoing professional development for teachers Within Tier 1, all students receive high quality, scientifically based instruction provided by qualified personnel to ensure that their difficulties are not due to inadequate instruction. The behavioral baseline to identify struggling learners who need additional support. Students identified as being "at risk" through AIMS, NWEA, Reading and Math end of chapter assessments tests receive supplemental instruction during the school day in the regular classroom. The length of time for this step can vary, but it generally should not exceed 8 weeks. During that time, student progress is closely monitored using a validated screening system such as curriculum-based measurement. At the end of this period, students showing significant progress are generally returned to the regular classroom program. The students not showing adequate progress are moved to Tier 2.

Tier 2: Targeted Interventions. In Tier II - intervention and additional reading instruction with frequent progress monitoring) for struggling readers Students not making adequate progress in the regular classroom in Tier 1 are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. Intensity varies across group size, frequency and duration of intervention, and level of training of the professionals providing instruction or intervention. These services and interventions are provided in small-group settings in addition to instruction in the general curriculum. Interventions are usually in the areas of reading and math. A longer period of time may be required for this tier, but it should generally not exceed a grading period. Students who continue to show too little progress at this level of intervention are then considered for more intensive interventions as part of Tier 3.

Tier 3: Intensive Interventions and Comprehensive Evaluation. Tier III - more intensive intervention and frequent progress monitoring for students with reading difficulties who are not making adequate progress in Tiers I and II At this level, students receive individualized, intensive interventions that target the students' skill deficits. Students who do not achieve the desired level of progress in response to these targeted interventions are then referred for a comprehensive evaluation.

The entire staff will continue to use data to guide and plan instruction and have updated student achievement data readily available. Although school has sufficient resources, resources need to acquire more supplemental instructional resources to support student achievement. Administration will expand leadership capacity in creating more formal systems of communications between and among staff to ensure that a positive environment that is focused on student achievement. Timelines will be developed to ensure implementation of model activities to increase student achievement. The teachers will focus more on utilizing the textbooks, state, three tier model and assessments to refocus student learning on targets and report progress to parents and students. The use

of action plans for the three tiers is inserted to help the teachers focus on the students in the three tiers by following the action plan.

Plans for Monitoring and documenting

We will continue to monitor student progress to ensure that all students are successful in attaining proficiency on state and district standards. All teachers will teach and assess the indicators they are responsible for teaching on an ongoing basis so that they will know where their students are at any given time in relationship to those indicators. Teachers will regularly ask these four questions:

1. What do I want my students to know and do?
2. Where are my students?
3. What evidence do I have to know that?
4. What do I plan to do about it?

This plan will be an on-going monitoring to help the teachers determine whether their instructional strategies are working for all students and which students need instructional interventions. An examination of student performance on assignments and assessments will enable teachers to make informed instructional decisions regarding teaching and re-teaching specific indicators. It is probably obvious, though not always practiced, that classroom instruction and assessment must be aligned with the Common Core Standards to attain state standards and meet the state accountability target.

The evaluation of the of instructional practices of teachers is evidenced by daily lesson plans turned into the Principal office which is aligned to the common core standards using the textbooks and strategies to accommodate all students (ELL and Special Needs students).

Professional Development

To be more effective, professional development will be provided for all teachers with a way to directly apply what they learn to their teaching. The professional development will indicate the technique to better instruction and improved student learning when it connects to the curriculum materials aligned with the state standards that teachers use, and this can be used as a guide for their work, the required textbooks assessment and accountability that will measures the evaluation of each student's success. Therefore, ongoing professional development will continue to support teachers and instructional staff in the assessment and instruction of reading priorities. We will provide training in obtaining resources currently available to improve core instruction in reading and math.

We will provide training in preparing the teachers the knowledge and expertise in strategies and programs that builds teachers reading and math knowledge, enhance teacher's ability to differentiate instruction and develop students the power and reasoning and engage teachers in a variety of job embedded professional development learning communities. Lesson study, action research, demonstration sites and analysis of student work.

Professional development efforts are explicitly linked to practices and programs that have been shown to be effective through documented research. By aligning standards and processes for our school and educator quality and increasing access to high quality professional learning, Our school will create a school wide system to increase student learning.

By providing a high quality professional learning that spans the continuum of an educator's career which is essential to increase teacher's knowledge, skills, attitudes, and beliefs so that they may enable all students to learn at high levels. The professional learning that is effective in improving each teacher's practice through

- Intensive, ongoing, and connected to practice;
- Focused on student learning and addresses the teaching of specific curriculum content;
- Aligned with school improvement practices; and
- Builds strong working relationships among teachers

Professional development is being provided in analyzing and using students' progress data. Teachers and a consultant analyze each student's overall reading and math scores and scores in each skill area. Students at low mastery are identified and given additional instruction support in specific areas of need. The staff will using the student data analysis and the quarterly assessments results to plan instruction to meet student's needs.

Professional development opportunities in reading and math to improve students'' reading comprehension and math skills at their instructional level. We will provide more training on new Common Core is being used and implemented.

Staff will be trained in using the Implementation Checklist which will be used quarterly as a coaching tool for all staff. The Consultant, Teachers and Principal will utilize the Implementation Checklist as a needs assessment for Professional Development and as an evaluation tool. Using the newly developed Instructional Implementation Checklist quarterly to monitor staff and classroom implementation of the school improvement. We will continue to explore ways to improve instruction in the classroom for our economically disadvantage, special needs students and ELL students. We will continue to provide professional opportunities to help teachers work better, and focus on improving reading and math instruction. We will provide professional development opportunities in best practices in reading, writing, and math instruction.

1b. Student Median Growth Percentile (SGP) Bottom 25%

Reading

Math

A sustained improvement plan that includes evidence of increased student growth for students with growth in the lowest 25% through implementation of:

	AIMS - READING AND MATH FOR 7TH & 8TH GRADE FOR SY 2010-2012								
	7th Grade Math (20 students)					8th Grade Math (19 Students)			
	FALLS FAR BELOW	APPROACHES	MEETS	EXCEEDS		FALLS FAR BELOW	LOW	MEETS	EXCEEDS
2011	**73%**	**13%**	13%	0	**2011**	**60%**	**20%**	15%	5%
2012	9%	36%	**41%**	**14%**	**2012**	40%	47%	**53%**	0%
	7th Grade Reading (20 students)					8th Grade Reading (19 students)			
	FALLS FAR BELOW	APPROACHES	MEETS	EXCEEDS		FALLS FAR BELOW	LOW	MEETS	EXCEEDS
2011	**7%**	**60%**	33%	0%	**2011**	**35%**	**50%**	15%	0%
2012	0%	18%	**82%**	0%	**2012**	**33%**	**47%**	20%	0%

The 7th grade class in Math for SY 2011-2012 shows a decrease number of students in the Falls Far Below from 73% to 9% and shows 7% to 0% for Falls Far Below for 7 h grade class.

The 8th grade class in Math for SY 2011-2012 shows a decrease number of students in the Falls Far Below from 60% to 40% and shows a decrease of 35% to 33 % for Falls Far Below for 8th grade class.

Base on the graph showing that more than 25% of the students are not performing on grade level for 7th grade program; we will carefully study the curriculum and areas of strands that the students didn't pass so we will focus on the NWEA Descartes, AIMS and Arizona Common Core State strand to adjust the delivery of instruction.

In addition, we will provide a one on one tutoring services or small group for the students that were deficient. We will continue to monitor student progress to ensure that all students are working towards attaining proficiency on state and district standards. We will provide ongoing training for the staff to fully understand the importance of strands for NWEA Descartes, AIMS, and Arizona Common Core Standards.

2a. Percent Passing

Reading

Math

A Sustained improvement plan that includes evidence of increasing the percent of students passing the state assessment in reading and math through implementation of:

	AIMS - READING AND MATH FOR 7TH & 8TH GRADE FOR SY 2010-2012								
	7th Grade Math (20 students)					8th Grade Math (19 Students)			
	FALLS FAR BELOW	APPROACHES	MEETS	EXCEEDS		FALLS FAR BELOW	LOW	MEETS	EXCEEDS
2011	**73%**	**13%**	13%	0	**2011**	**60%**	**20%**	15%	5%
2012	9%	36%	**41%**	**14%**	**2012**	40%	47%	**53%**	0%
	7th Grade Reading (20 students)					8th Grade Reading (19 students)			
	FALLS FAR BELOW	APPROACHES	MEETS	EXCEEDS		FALLS FAR BELOW	LOW	MEETS	EXCEEDS
2011	**7%**	**60%**	33%	0%	**2011**	**35%**	**50%**	15%	0%
2012	0%	18%	**82%**	0%	**2012**	**33%**	**47%**	20%	0%

The 7th grade class in Math for SY 2011 and 2012 shows an increase number of students in the Meets and Precedency level for Math with a combined score from 13% to 55% and shows 33% to 82% growth in Meets and Exceeds for the 7th grade Reading program.

The 8th grade class in Reading for SY 2011 and 2012 show a slight increase number of students with a combined score in the Meets and Exceeds from 20% to 53% and shows a decrease of 15% to 20 % for Proficiency level for 8th grade class.

We will study the curriculum and focus on areas of strands that the students didn't pass so we will emphasis on the NWEA Descartes, AIMS and Arizona Common Core State strand to adjust the delivery of instruction.

In addition, we will provide a one on one or small group tutoring services for the students that were deficient. We will continue to monitor student progress to ensure that all students are working towards attaining proficiency on state and district standards. We will provide ongoing training for the staff to fully understand the importance of strands for NWEA Descartes, AIMS, and Arizona Common Core Standards.

We will monitor the 7th grade class to use DesCartes from NWEA, which is a resource designed to make it easier to use MAP scores to improve classroom instruction for all students, makes connections between specific skills and RIT scores to identify what students are ready to learn and to guide instructional planning and is structured by goal areas (such as Literal Comprehension for Reading and Geometry for Math) which are organized based on state standards.

2b. Composite School Comparison (Traditional and Small School only) Reading Math	**<u>A sustained improvement plan that includes evidence of increasing the percent of students passing the state assessment in reading and math as compared to schools that serve similar population through implementation of:</u>** We will study the curriculum and areas of strands that the students didn't pass so we will focus on the NWEA Descartes, AIMS and Arizona Common Core State strand to adjust the delivery of instruction to all students *(Free lunch program, ELL, and Special Needs students).* In addition, we will provide a tutoring service based on the student performance level. We will continue to monitor student progress to ensure that all *(Free lunch program, ELL, and Special Needs students)* students are working towards attaining proficiency on state and district standards. We will provide an ongoing training for the staff to fully understand the importance of strands for NWEA Descartes, AIMS, and Arizona Common Core Standards. We will use DesCartes from NWEA, which is a resource designed to make it easier to use MAP scores to improve classroom instruction for all students, makes connections between specific skills and RIT scores to identify what students are ready to learn and to guide instructional planning and is structured by goal areas (such as Literal Comprehension for Reading and Geometry for Math) which are organized based on state standards. We will work with the parents inform them that their child is not performing on grade level at each quarterly Parent Teacher Conference that their child is not performing on grade level. *ELL* -To address the complexity of the classroom, teachers are asked to formally recognize that there are different students in the classroom who have different needs and learning styles. The teacher needs to recognize this within her lesson plans. Use assessment methods that are fair to all, for instance, a student who is dyslexic may need a support worker to read exam questions to him. Welcome constructive feedback from students and others who are involved in educating them *Special Needs* instruction will be adapted based on a differentiation strategy that will be use to effectively engage each student. Sometimes the way we plan a particular activity or task is not always successful because it does not always allow ALL students to access or demonstrate their learning.

2c. Subgroup (2b. for Alternative

Ell Reading Math

FRL Reading Math

Student with Disabilities

Reading Math

A sustained improvement plan that includes evidence of increasing the percent of students passing the state assessments in reading and math in one or more of the following categories: ELL, FRL, students with disabilities through implementation of:

Student assessment scores show that 100% of the student population in 7th and 8th grade took the state assessment test in a three year average Proficient. The overall scores shows that:

	AIMS - READING AND MATH FOR 7TH & 8TH GRADE FOR SY 2010-2012								
	7th Grade Math (20 students)					8th Grade Math (19 Students)			
	FALLS FAR BELOW	APPROACHES	MEETS	EXCEEDS		FALLS FAR BELOW	LOW	MEETS	EXCEEDS
2010	**65%**	**15%**	15%	5%	**2010**	**47%**	**21%**	32%	0%
2011	**73%**	**13%**	13%	0	**2011**	**60%**	**20%**	15%	5%
2012	9%	36%	**41%**	**14%**	**2012**	40%	47%	**53%**	0%
	7th Grade Reading (20 students)					8th Grade Reading (19 students)			
	FALLS FAR BELOW	APPROACHES	MEETS	EXCEEDS		FALLS FAR BELOW	LOW	MEETS	EXCEEDS
2010	**15%**	**45%**	40%	0%	**2010**	**37%**	**21%**	42%	0%
2011	**7%**	**60%**	33%	0%	**2011**	**35%**	**50%**	15%	0%
2012	0%	18%	**82%**	0%	**2012**	**33%**	**47%**	20%	0%

Base on the three year data for 7th grade, the scores indicates that for SY 2010-2011 60% to 67% of the students fell in the Falls Far Below and Approaches, with only 33% to 40% in Proficient. For SY 2012, the students made 82% proficient and 18% in Approaches and 0% in Falls Far Below in Reading. So data show that there was a big growth in SY 2012.
Base on the three year data for 7th grade, the scores indicates that for SY 2010-2011 80% to 86% of the students fell in the Falls Far Below and Approaches, with only 13% to 20% in Proficient. For SY 2012, the students made 55% proficient and 09% Falls Far Below and 36% Approaches in Math. So data show that there was a slight growth in SY 2012.
Base on the three year data for 8th grade, the scores indicates that for SY 2010-2011 58% to 85% of the students fell in the Falls Far Below and Approaches, with only 20% to32% in Proficient. For SY 2012, the students made 53% proficient and 07% in Approaches and 40% in Falls Far Below in Reading. So data show that there was a big growth in SY 2012.
Base on the three year data for 8th grade, the scores indicates that for SY 2010-2011 68% to 80% of the students fell in the Falls Far Below and Approaches, with only 15% to 32% in Proficient. For SY 2012, the students made 53% proficient and 40% Falls Far Below and 07% Approaches in Math. So data show that there was a slight growth in SY 2012.

Some of the focused areas listed below will help the students perform better with the changes of teaching techniques to meet the student achievement of all students.

Curriculum Maps were developed and are aligned with the Common Core State Standards and evidence through a lesson plan with strategies for all ELL students. It is not a new law, method, or technological advance that creates success. Good teaching is simply good teaching; and that is what motivates students to improve.

Plan for monitoring integration of Common Core State Standards into instruction with the standards, which clearly communicate what is expected of students at each grade level.

This new standards allow our teachers to be better equipped to know exactly what they need to help students learn and establish individualized benchmarks for them. The Common Core State Standards focus on core conceptual understandings and procedures starting in the early grades, thus allowing teachers to take the time needed to teach core concepts and procedures well—and to give students the opportunity to master them.

Plans for Monitoring and documenting

We will continue to monitor student progress to ensure that all students are successful in attaining proficiency on state and district standards. All teachers will teach and assess the indicators they are responsible for teaching on an ongoing basis so that they will know where their students are at any given time in relationship to those indicators.

The evaluation of the of instructional practices of teachers is evidenced by daily lesson plans turned into the Principal office which is aligned to the common core standards using the textbooks and strategies to accommodate all students (*ELL, Free Lunch, and Special Needs students).*

AZELLA test scores for SY 2012:

SY 2012	# of Students	# of students tested	Total # of Valid Scores	# ineligible	Pre-Emergent # of students % of students	Emergent # of students % of students	Basic # of students % of students	Intermediate # of students % of students	Proficient # of students % of students
7th	22	22	22	0	0	0	0	0	22 / 100%
8th	15	15	15	0	0	0	0	4 / 27%	11 / 73%

For SY 2013 the graph shows that the 100% of the 7th grade class is at proficient level for all areas of listening, speaking, writing conventions, comprehension (listening and reading), oral (listening & speaking), Reading, and total writing conventions. The 8th grade class shows 27% performing at intermediate and 73% performing at Proficient. 27% of the 8th grade students need help in listening skills, comprehension (listening and reading), oral (listening & speaking), and Reading sections.

ELL students face the challenging task of mastering a new language while also learning subject-area content. Although there are signs of progress, including percentage of growth in reading and math scores for ELL student as reported on the NWEA, AIMS, and End of Chapter test using Textbook, there is still more improvement needed.
The content-based ELL instructional programs, strives to promote students' English language proficiency and mastery of academic content at the same time by integrating subject areas with language objectives. Our ELL students acquire English through participation in age-appropriate instruction that is aligned to national, state, and district content standards as well as English language proficiency standards. Our principal objective of teaching language through content is to make grade-level standards and curriculum accessible to ELL students at all levels. English language attainment and proficiency is the goal of all ELL services within our school.

About 80% of our Navajo students peak their home language and this makes learning easier for some of the students, because a concept of a lesson can be explained in their home language to fully understand the concept. The Navajo culture and Language class which the 7th and 8th grade students attend for 45 minutes a week is where the teacher

ensures that students receive sufficient high quality exposure to Navajo, and teachers have been designated solely for use of Navajo langue in content instruction. The Navajo culture and language teacher communicate in Navajo as the students are learning the language by hearing and using it. The scores of students in both the Navajo Language program on the state tests reflect growth in English academics, and the rate is better than the rate of growth when they were taught in English only.

Free Lunch program is associated with impaired academic and social development for students who have inadequate nutrition. Researchers do gathered data from low-income students before implementation of a universal free breakfast program and before the breakfast program; one-third of the students was "at nutritional risk" and had a history of lower attendance, tardiness, anxiety, and aggression.

Special-needs students often learn in different ways than students in mainstream classrooms. One of the teaching method to accommodate student with special needs to provide differentiating instruction which adapts lesson delivery to meet the learning needs of each students. Differentiation is a key tool to help special needs children learn. Differentiating instruction can involve adapting the content of the lesson, of what the student is expected to learn or it can mean adapting how the lesson is delivered. Teachers can provide alternate ways for special needs children to demonstrate that they have mastered a lesson.

Attendance Data for SY 2009 - 2011				
	2009	2010	2011	3 YR AVERAGE
Attendance rate	97	90	94	93

Attendance - Students who are living in low-income families — defined as being eligible for free school lunch — scored much lower on English Language Arts and math proficiency tests than those students not eligible for subsidized meals. Some of the factors that hinder education are attendance and students who live on the reservation have to worry about the road conditions, home environment, low-income families, and economic status.

3a. A-F Letter Grade State Accountability System	**<u>A sustained improvement plan that includes evidence of increasing student growth and proficiency not discussed in a previous measure.</u>** **<u>A sustained improvement plan to meet targets as described in the appropriate A-F Letter Grade Model not discussed in a previous measure.</u>** Kin Dah Lichi Olta Charter School will work with the teachers and administrators to sustain systematic improvement and ongoing staff development processes. Data analysis will be an integral part of this work with a focus on literacy instruction, and confirm that this was the appropriate target area by reviewing student assessment data and observing teacher planning meetings. The teaching team's objectives for data use included that all teachers would • engage in quality professional learning at least weekly to ensure delivery of effective instruction for students, and • collect student data from several sources—responses on standardized tests, writing samples, and projects—and meet weekly to analyze, interpret, and use the data to adjust instruction and plan lessons. The school will provide training during which the staff from all content areas learned how to properly implement research-based literacy instructional strategies. In addition, the teachers will regularly participated in teacher planning meetings and observed classroom instruction to assess the effectiveness of the literacy strategies and provide feedback for improvement. For the upcoming school year, the Principal will choose a Response to Intervention (RtI) to address students' diverse needs and foster school improvement. Which is designed for use in the general classroom, RtI uses graduated levels, or tiers, of support, individualized goals, and frequent monitoring to tackle students' specific learning and behavioral problems. The teachers will use student assessment data to designate reading tier placement for each student in the 7thy and 8th grade program and all content areas. All students will receive Tier 1, or core, instruction. Students scoring "some risk" were placed in Tier 2 and will receive additional targeted instruction to supplement the core instruction. Students scoring "at risk" were placed in Tier 3, where they will receive small-group or one-on-one intensive interventions in addition to core instruction. Ongoing data collection and analysis are an important part of RtI, so the teaching staff will incorporate this process into their weekly planning meetings. "A student work can be an extremely informative type of data."

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February 15, 2012

PERFORMANCE MANAGEMENT PLAN

FIVE YEAR NARRATIVE

KIN DAH LICHII OLTA CHARTER SCHOOL

The description of the past five years to demonstrate efforts conducted by the school to demonstrate a concerted effort and capacity to improve pupil achievement had problems in the following areas:

Housing – The Charter School was relocated from the Bureau of Indian Affairs building and property and housed east of the BIE school campus off site in a trailer to this day. The charter personnel made every effort to maintain daily continuity but this disruption did have an effect on the instruction to the students and the students adapting to the new environment.

Leadership – There has been a yearly change in the administration for the past five years and this lack of continuity and lack of commitment to the curriculum to the Charter Operations did not provide for the curriculum alignment, incorporation of the Arizona Standards, formal observations or formal, informal evaluations. In addition, this lack of leadership did not monitor pacing or provide lesson plan reviews or feedbacks to the curriculums which also contributed to the lack of student growth.

Personnel – There was a turnover of teaching staff in the Charter School until the last two years when a new teacher assumed Eighth Grade Duties. He has been a driving teacher

`assumed semblance of continuity in the instruction of Reading and Math and to maintain an environment for student growth.
The past year a Seventh Grade Teacher was hired who made full commitment on and off school hours to teach correctly the Seventh Grade Curriculum.

She has been following with fidelity the Reading and Math Programs and does assessment for re-teaching on a regular basis. Both of these teachers have made the commitment to the Performance Management Plan to make immediate and long range to better enhance student growth.

Summary – The Performance Management Plan that has been created by the charter Staff will be addressing Curriculums in Reading and Math with responsibilities noted that should remedy the past efforts in the lack of student improvement in the past. The problems noted, such as Housing, Leadership, and Personnel may to a large degree has been solved and the PMP addresses the actions and evidence for student growth.

The Charter School of the past may have not detailed the process used for conducting an analysis of relevant pupil achievement data and it is questionable to what degree the charter may have fulfilled all of the Charter Grant Agreements.

It is not completely truthful to fully cite examples of this requirement since the turnover of personnel has been so great as to not allow information to be obtained.

We have looked from the present to the past and found that data walls, data training may not have taken place due to the former turnover of administration and teaching personnel.

The action plan that has been noted to demonstrate efforts for student analysis in the past is the North Central Accreditation that took place three ago and included the Charter Operations.

The NCA requires analysis of data for pupil achievement as one of the six strands from the onsite visits by the NCA Personnel.

This requirement did not take place and the Charter School was accredited.

The Kindergarten through Sixth Grade must be Re-authorized to maintain the Grant through the Navajo Nation, Department of Dine Education, (DODE). When this process takes place Kindergarten through Eighth must also conduct and analysis of relevant pupil achievement data. This process took place two years ago.

The PMP demonstrates a plan for monitoring standards and monitoring assessments of student data.

The findings from the data analysis for the past five years indicated that mathematic is taking a dramatic fall for the 2010 school year. There had not been such drastic drop as there was in that school year and the consensus from Charter staff have indicated that student instruction was poorly performed during that time period.

The chart/graph that was provided by the Arizona Charter Board for the February 2010 meeting clearly shows the drop in Math and the basis small changes in Reading.

The past three years is when we had a Memorandum of Understanding, (MOU), with an Academic Coach who has been tracking the Charter students in Reading and Math development.

The information that has been attained is very similar to the data from the charter board. The data analysis has driven the current proposed PMP to include actions that will continue to assist interpretation of the data.

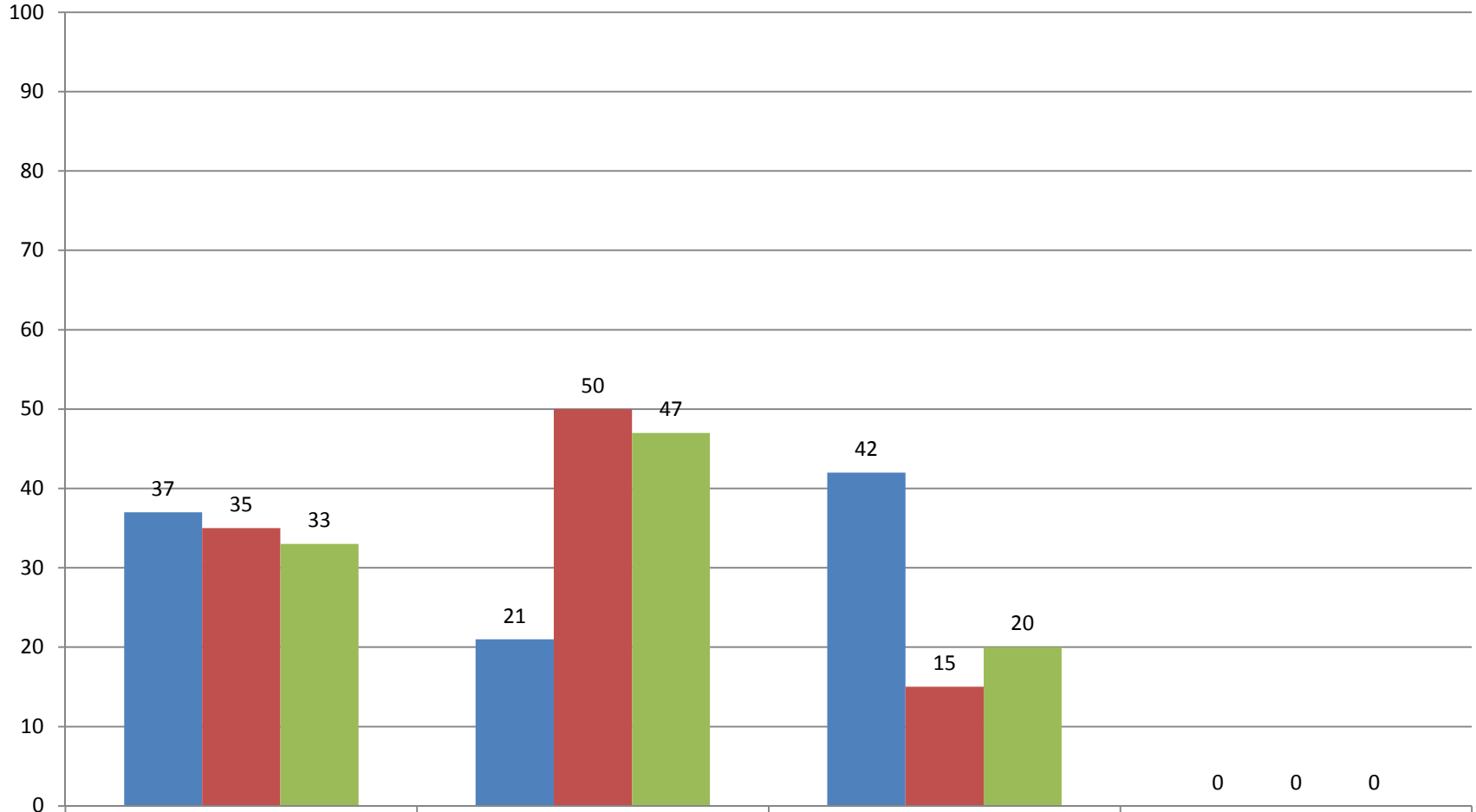
The K-6 school has a requirement to maintain a Data Team with monthly meetings and training and this provides us information from the lower grades that impact the charter

Seventh and Eighth Grades. The information obtained as recently as this month will be correlated from the Grant to the Charter School.

A description of how our proposed PMP is linked to the findings of the data analysis includes Student Achievement, State Standards, monitoring, documenting student proficiency, and professional development. The entire Charter Staff was involved in the analysis of the past and present data to show the immediate and long range needs in order to improve student achievement. The Action Step, Timelines, Responsible Parties, Evidence of Meeting Action Steps, and the Budget were evaluated to create the PMP.

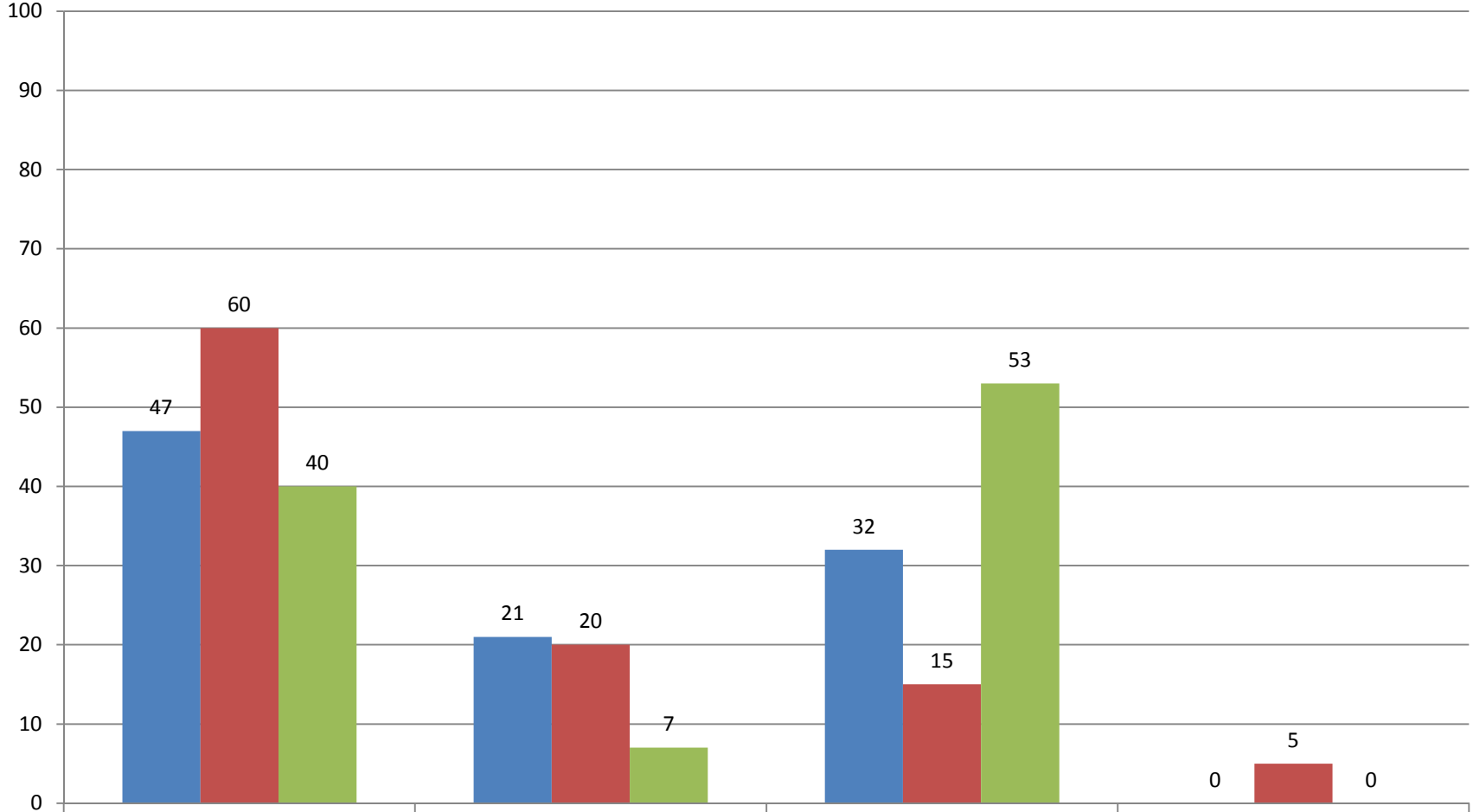
It should be noted that Budgets are always a factor and we are in the case of this PMP, but the priority of sequence, timelines, implementation were considered as priorities in the propose PMP.

KIN DAH LICHII OLTA
8TH GRADE AIMS READING SCORES
SY 2010-2012

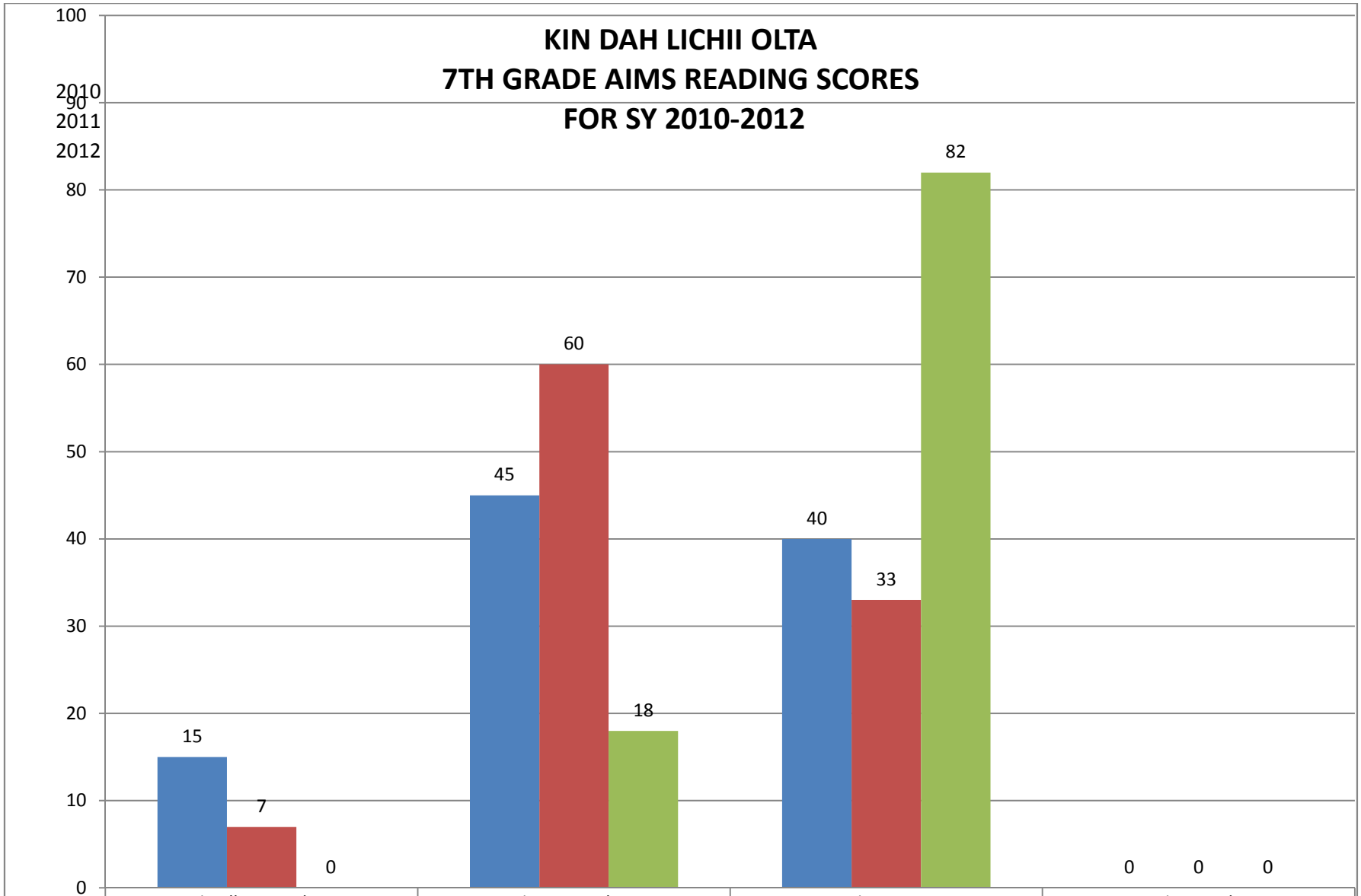


	% Falls Far Below	% Approaches	% Meets	% Exceeds
2010	37	21	42	0
2011	35	50	15	0
2012	33	47	20	0

KIN DAH LICHII OLTA
8TH GRADE AIMS MATH SCORES
FOR SY 2010-2012

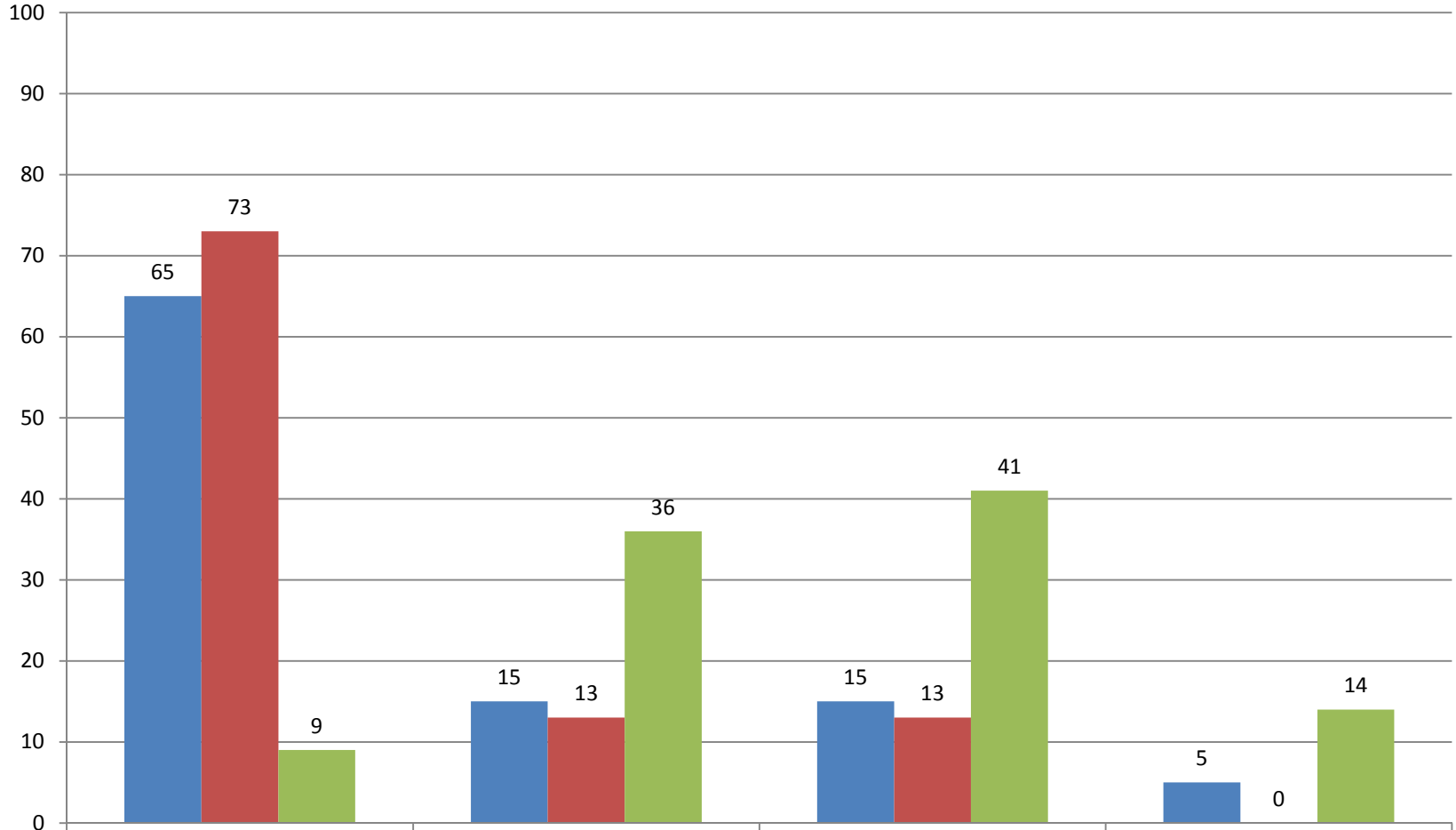


	% Falls Far Below	% Approaches	% Meets	% Exceeds
2010	47	21	32	0
2011	60	20	15	5
2012	40	7	53	0



	% Falls Far Below	% Approaches	% Meets	% Exceeds
2010	15	45	40	0
2011	7	60	33	0
2012	0	18	82	0

KIN DAH LICHII OLTA
7TH GRADE AIMS MATH SCORES
FOR SY 2010-2012



	% Falls Far Below	% Approaches	% Meets	% Exceeds
2010	65	15	15	5
2011	73	13	13	0
2012	9	36	41	14

	AIMS - READING AND MATH FOR 7TH & 8TH GRADE FOR SY 2010-2012								
	7th Grade Math (20 students)					**8th Grade Math (19 Students)**			
	FALLS FAR BELOW	APPROACHES	MEETS	EXCEEDS		FALLS FAR BELOW	LOW	MEETS	EXCEEDS
2010	**65%**	**15%**	15%	5%	2010	**47%**	**21%**	32%	0%
2011	**73%**	**13%**	13%	0	2011	**60%**	**20%**	15%	5%
2012	9%	36%	**41%**	**14%**	2012	40%	47%	**53%**	0%
	7th Grade Reading (20 students)					**8th Grade Reading (19 students)**			
	FALLS FAR BELOW	APPROACHES	MEETS	EXCEEDS		FALLS FAR BELOW	LOW	MEETS	EXCEEDS
2010	**15%**	**45%**	40%	0%	2010	**37%**	**21%**	42%	0%
2011	**7%**	**60%**	33%	0%	2011	**35%**	**50%**	15%	0%
2012	0%	18%	**82%**	0%	2012	**33%**	**47%**	20%	0%

Navajo Region
Classroom Action Plans for Language/Writing
7th Grade

School Name: **Kin Dah Lichi'iOlta**

SY 2012-2013 **Fall (BOY)**

Grade/Teacher: **7th/Mrs. Lucinda Wauneka**

Performance and Action Planning

BOY: What are the areas of strengths and areas of need?
What are ways you will be addressing these areas?

Strengths: **Punctuate/Spell Correctly**

Areas of Need: **Plan/Organize/Research**

The areas of need will be addressed with the Writing Curriculum , Buckle Down Writing Booklets Test A/B. The Teacher will model and demonstrate several writing topics related to the six traits of writing.

Goal Performance (Common Core Domains)

Rank #	Strands	BOY	MOY	EOY
	(Language Strands)			
1	Plan/Organize/Research	199.5	194.4	
2	Understand Grammar/Usage	203.3	195.4	
3	Punctuate/Spell Correctly	205.8	202.6	

(Write Traits +1 Strands)

Write Traits Categories	1	2	3	4
Ideas				
Organization				
Voice				
Word Choice				
Sentence Fluency				
Conventions				
Presentation (+1)				

BOY: What ***strategies*** will be used to accelerate growth for students most at risk?
(Identify targeted students)

- On line Aims Practice writing Prompts
- Demonstration and Modeling by Teacher
- Buckle Down Writing Booklets, Test A/B
- Journal Writing
- Teach six traits with several writing examples.

Growth Targets

Levels:	BOY # of Students	BOY % of Students	% NWEA Growth Goal Projection @ 60% tile
Basic	14	58%	38%
Nearing Proficient	9	38%	58%
Proficient	1	4%	4%
Advance	0	0%	0%

BOY: What ***strategies*** will assist all other students to obtain growth of 60%?
(Consider Goal Performances to adjust instruction.)

- Journal Writing
- Buckle down Writing Test A/B
- Six Traits will be acknowledged during writing Reading and Math subjects.
- Demonstration/Teacher Modeling will be present at all times during the day.

Targeted Students:

Basic/Nearing Proficient

Navajo Region
Classroom Action Plans for Language/Writing
8th Grade

School Name: **Kin Dah Lichi'iOlta**

SY 2012-2013 **Fall (BOY)**

Grade/Teacher: **8th-Mrs. Lucinda Wauneka**

Performance and Action Planning

BOY: What are the areas of strengths and areas of need?
What are ways you will be addressing these areas?

Strengths: **Punctuate/Spell Correctly**

Areas Of Need: **Understand Grammar usage/Plan-organize-Research**

The area of concern will be addressed with Practice writing prompts from the online AIMS practice Tests. The students will work and complete the Buckle Down Writing Booklets along with Test A/B. Teacher will address grammar and Plan/organize/research on a monthly basis by use of the Language –Literature Materials provided for that Grade Level.

Goal Performance (Common Core Domains)

Rank #	Strands	BOY	MOY	EOY
	(Language Strands)			
2.	Plan/Organize/Research	206.7	202.7	
1.	Understand Grammar/Usage	206.0	205.4	
3.	Punctuate/Spell Correctly	211.3	210.4	

(Write Traits +1 Strands)

Write Traits Categories	1	2	3	4
Ideas				
Organization				
Voice				
Word Choice				
Sentence Fluency				
Conventions				
Presentation (+1)				

BOY: What ***strategies*** will be used to accelerate growth for students most at risk?
(Identify targeted students)

- Buckle Down Writing Booklets and Test A/B.
- Weekly writing Prompts from the Teacher and Writing Curriculum
- Descartes Lessons to improve six traits of writing
- Journal Writing
- Planning/researching a Topic of interest.
- Teacher Modeling/Demonstrations of writings at every stage of six traits

Growth Targets

Levels:	BOY # of Students	BOY % of Students	% NWEA Growth Goal Projection @ 60% tile
Basic	13	57%	29%
Nearing Proficient	10	43%	46%
Proficient	0	0%	25%
Advance	0	0%	0%

BOY: What ***strategies*** will assist all other students to obtain growth of 60%?
(Consider Goal Performances to adjust instruction.)

- Buckle Down Writing Materials and Test A/B
- Online Aims Writing Prompts
- Demonstration/Modeling of six Traits of writing
- Journal Writing

Targeted Students:
Basic and Nearing Proficient

Math Counts! Action Plan for Targeted Group
Proficient/Tier I (2012-13 SY)

___ Proficient_____

School: _Kin Dah Lichi'i Olta_ Date: ____10/15/12____ Time Period: __Fall/Winter/Spring

Staff Who Developed this Plan: ___Eduardo Valles, Math Coach, Ora James, _Principal_____

Area for Action Plan	**Indicate Plans for Specific Targeted Grade and/or Group**	**Action to Be Taken** (Be specific enough so that it is possible to determine when the action has been implemented)	**Person Responsible**	**Report on Progress of Implementation**
Materials and Instructional Practices	Seventh Grade Proficient Students	1.**Math Block**: Seventh Grade is implementing the Saxon Math Core Program- **60 minutes** 2.**Intervention Block**: Vmath **45 minutes** **3. Common Core Instructional Shifts 20 min.** **4.AIMS Practice Buckle Down Math Work Books (15min)**	1.Classroom Teacher 2.Math Coach 3.Principal 4.Charter Staff	1.Pacing Calendar 2.Math Coach Log 3.Grade Level Meetings 4.Saxom math Grader. 5.Nasis Report Card 6.Vmath website
Time/Coverage/Mastery and Grouping Practices	Seventh Grade Proficient Students	1.**Saxon Math (resource for common core) Math Block** 60 minutes **2.NWEA RIT** Advance Descartes 45 minutes Common Core Instructional shifts Performance Tasks 45 minutes. 3. Fidelity to Math Block and Anchor Math activities for Proficient students. 4.Advanced Math Enrichment activity 5.AIMS-Buckle Down Math	1.Classroom Teacher 2.Math Coach 3.Principal 4.Charter Staff	1.Class schedule 2.RIT Band Group of innovative Performance tasks 3.Saxon Math Assessments 4.Vmath:Modules 1-8 Initial/Final-Pre/Post Assessments -Vmath live
Assessment Practices	Seventh Grade Proficient Students	1.Saxon math cumulative Assessments 2. Advance Proficient group will be progressed monitored with Vmath and Aims web. Common Core: Performance Tasks 3.Aimsweb Progress monitoring 4.Vmath Progress monitoring/ Vmath live updates	1.Classroom Teacher 2.Math Coach 3.Principal 4.Charter Staff	1.Pacing Calendar 2.School Master-Grade Report 3.Cumulative Assessments 4.Vmathlive updates 5.Aimsweb/NWEA Assessment 6.Buckle Down-Math

Data Utilization Practices	Seventh Grade Proficient Students	1. Data collected from NWEA Maps. 2.Aimweb, AIMS Assessment 3.Saxon Math and Vmath 4. Triangulated to ensure student progress. Assessment Data will be recorded by classroom Teacher in Vmath website and through School Master/Excel Spread Sheet	1.Classroom Teacher 2.Math Coach 3.Principal 4.Staff 5.School Board	1.School Master Quarterly Math Grade 2.Vmath-Proress monitoring/Bench Marks-Graphs 3.NWEA Assessments 4.Buckle Down Math Data
Area for Action Plan	**Indicate Plans for Specific Targeted Grade and/or Group**	**Action to Be Taken** (Be specific enough so that it is possible to determine when the action has been implemented)	**Person Responsible**	**Report on Progress of Implementation**
Professional Development	Seventh Grade Staff	1.Train new staff to use Saxon Math Curriculum with Common Core integration 2.Bring in Math Consultant through Pearson – Common core program (Future Plans) 3.Attend Math Training workshops 4.Math Course work(Future Plans)	1.Math Coach 2.Common Core-Math Consultant 3.Math Intervention Group	1.Math Coach 2.Classroom Teacher 3.Parent partnership committee
School-wide Organization and Support	Seventh Grade Staff	1.Monthly Math Meetings 2.Math Consultant Visit 3.Peer math Teaching 5.Common Core-Performance Task Model	1.Math Coach 2.Math Con-sultant 3.Principal 4. PAC	1.Math Coach 2.Principal 3.Observance of Data 4.Sign-in Log
School Leadership: Principal	Seventh Grade Staff	1.Weekly Individual meeting with Math Coach 2.Daily Classroom walk through 3. Provide incentive for performance of high achievement with proficient math group.	1.Principal 2.Math Coach 3.Teacher 4.Teacher Assistant	1. Math coach 2. Principal 3.Record/ Analysis of Collect Data 4.Instructional Walk Through/Feedback
Math Counts Coach	Seventh Grade Staff	1. Instructional Classroom walk through 2. Data Collection and Analysis 3. Procurement of Math materials/supplies 4. Model Math Lessons 5. Maintain Math Coach Log	1.Math Coach 2.Principal	1. Math Coach log 2.School Board report 3.Analysis of data 4.Data Triangulation

Math Counts! Action Plan for Targeted Group
Proficient/Tier I (2012-13 SY)

___ Proficient_____

School: _Kin Dah Lichi'i Olta_ Date: ____10/15/12____ Time Period: __Fall/Winter/Spring

Staff Who Developed this Plan: ___Eduardo Valles, Math Coach, Ora James, _Principal_____
_____ _____ _____
_____

Area for Action Plan	Indicate Plans for Specific Targeted Grade and/or Group	Action to Be Taken (Be specific enough so that it is possible to determine when the action has been implemented)	Person Responsible	Report on Progress of Implementation
Materials and Instructional Practices	Eighth Grade Proficient Students	1.**Math Block**: Eighth Grade is implementing the Saxon Math Core Program- **60 minutes** 2.**Intervention Block**: Vmath **45 minutes** **3.Common Core Instructional Shifts 20 minutes** **4.AIMS Buckle Down Math Practice Bks**	1.Classroom Teacher 2.Math Coach 3.Principal 4.Charter Staff	1.Pacing Calendar 2.Math Coach Log 3.Grade Level Meetings
Time/Coverage/Mastery and Grouping Practices	Eighth Grade Proficient Students	1.**Saxon Math (resource for common core) Math Block** 60 minutes **2.NWEA RIT** Advance Descartes 45 minutes Common Core Instructional shifts Performance Tasks 45 minutes. 3. Fidelity to Math Block and Anchor Math activities for Proficient students. 4.Advanced Math Enrichment activity 5.AIMS Math Buckle Down	1.Classroom Teacher 2.Math Coach 3.Principal 4.Charter Staff	1.Class schedule 2.RIT Band Group of innovative Performance tasks 3.Saxon Math Assessments 4.Vmath live
Assessment Practices	Eighth Grade Proficient Students	1.Saxon Math cumulative Assessments 2. Advance Proficient group will be progressed monitored with Vmath and Aims web. Common Core: Performance Tasks 3.Aimsweb Progress monitoring 4.Vmath Progress monitoring/ Vmath live updates	1.Classroom Teacher 2.Math Coach 3.Principal 4.Charter Staff	1.Pacing Calendar 2.School Master-Grade Report 3.Saxon Cumulative Assessments 4.Vmathlive Bench Marks updates/Module 1-8 Pre/ Post

				Assessments 5.NWEA/ Aimsweb Assmt.
Data Utilization Practices	Eighth Grade Proficient Students	Data collected from NWEA Maps. Aimweb, AIMS Assessment, Saxon Math and Vmath is triangulated to ensure student progress. Assessment Data will be recorded by classroom Teacher in Vmath website Aims Buckle Down Data Excel spread sheet.	1.Classroom Teacher 2.Math Coach 3.Principal	1.School Master Average math Grade 2.Vmath-Proress monitoring/Graphs 3.School Board
Area for Action Plan	**Indicate Plans for Specific Targeted Grade and/or Group**	**Action to Be Taken** (Be specific enough so that it is possible to determine when the action has been implemented)	**Person Responsible**	**Report on Progress of Implementation**
Professional Development	Eighth Grade Staff	1.Train new staff to use Saxon Math Curriculum with Common Core integration 2.Bring in Math Consultant through Pearson –Common core program 3.Attend Math Training workshops 4.Math Course work(Future Plans)	1.Math Coach 2.Common Core-Math Consultant 3.Math Instructor	1.Math Coach 2.Classroom Teacher 3.Parent partnership committee
School-wide Organization and Support	Eighth Grade Staff	1.Monthly Math Meetings 2.Math Consultant-(Future Plan) 3.Peer math Teaching 5.Common Core-Performance Task Model	1.Math Coach 2.Math Consult ant (Future Plan) 3.Principal	1.Math Coach 2.Principal 3.Observance of Data
School Leadership: Principal	Eighth Grade Staff	1.Weekly meeting with Math Coach 2.Daily Classroom walk through 3. Provide incentive for performance of high achievement with proficient math group.	1.Principal 2.Math Coach	1. Math coach 2. Principal 3.Record/ Analysis of Collect Data
Math Counts Coach	Eighth Grade Staff	1. Instructional Classroom walk through 2. Data Collection and Analysis 3. Procurement of Math materials/supplies 4. Model math Lessons 5. Maintain Math Coach Log	1.Math Coach 2.Principal	1. Math Coach log 2.School Board report 3.Analysis of data

Navajo South Region
Classroom Action Plans for Math
7th Grade

School Name: **Kin Dah Lichi'i Olta** | SY 2012-2013 **Fall (BOY)** | Grade/Teacher: **7th/Mr. Eugene Curley**

Performance and Action Planning

BOY: What are the areas of strengths and areas of need?
What are ways you will be addressing these areas?
Strength: Real & complex Number System
Weakness; Algebra & functions
Provide more Math language and working with algebra properties

Goal Performance (Common Core Domains)

Rank #	Strands	BOY	MOY	EOY
1	**Algebra & Function**	**210.3**	**206.0**	
4	**Real & Complex Number System**	**213.4**	**213.2**	
2	**Geometry**	**211.2**	**213.6**	
3	**Statistic & Probability**	**211.8**	**210.5**	

BOY: What ***strategies*** will be used to accelerate growth for students most at risk?
(Identify targeted students)

- Descartes
- Graph Organizers: lattice and graphs
- Actual hands on activities
- Real world problems

Growth Targets

Levels:	BOY # of students	BOY % of Students	NWEA Growth Goal Projection @ 60% tile Met Goals Yes/No
Basic	**15**	**63%**	**38%**
Nearing Proficient	**8**	**33%**	**46%**
Proficient	**0**	**4%**	**17%**
Advance		**0**	**0%**

BOY: What ***strategies*** will assist all other students to obtain growth of 60%?
(Consider Goal Performances to adjust instruction.)A
Assign Prepdog.com activities for algebra and functions
Advanced problems
Anchor Math Activities

Targeted Students:
Nearing Proficient and proficient

Navajo South Region
Classroom Action Plans for Math
8th Grade

School Name: **Kin Dah Lichi'iOlta**

SY 2012-2013 **Fall (BOY)**

Grade/Teacher: **8th/Mr. Eugene Curley**

Performance and Action Planning

BOY: What are the areas of strengths and areas of need?
What are ways you will be addressing these areas?

- Strengths: algebra & functions
- Area of need: Statistics & Probability
- Collect data with manipulative,

Goal Performance (Common Core Domains)

Rank #	Strands	BOY	MOY	EOY
4	Algebra & Functions	227.9	228.3	
2	Real & Complex Number System	227.6	228.3	
3	Geometry	227.7	230.0	
1	Statistics & Probability	225.7	227.4	

BOY: What ***strategies*** will be used to accelerate growth for students most at risk?
(Identify targeted students)

- Descartes
- Graph Organizers: lattice, tables, and graphs
- Actual hands on activities
- Real world problems
- Vmath Live- activities on Computer

Growth Targets

Levels:	BOY # of students	BOY % of Students	NWEA Growth Goal Projection @ 60% tile Met Goals Yes/No
Basic	**4**	**17%**	**17%**
Nearing Proficient	**14**	**58%**	**25%**
Proficient	**6**	**25%**	**58%**
Advance	**0**	**0%**	**0%**

BOY: What ***strategies*** will assist all other students to obtain growth of 60%?
(Consider Goal Performances to adjust instruction.)

- Assign Prepdog.com activities for algebra and functions.
- Advanced problems in Buckle Down math.
- Use technology research for careers in mathematics.

Targeted Students:
Nearing Proficient and proficient.

Math Counts! Action Plan for Targeted Group

Strategic/Tier II (2012-13 SY)

School: _____Kin Dah Lichi'l Olta_____ Date: _10/11/12__ Time Period: __Fall/Winter/Spring

Staff Who Developed this Plan: __Eduardo Valles-Math Coach__ Ora James –Principal Vicky Jones- Grant Writer___

Area for Action Plan	**Indicate Plans for Specific Targeted Grade and/or Group**	**Action to Be Taken** (Be specific enough so that it is possible to determine when the action has been implemented)	**Person Responsible**	**Report on Progress of Implementation**
Materials and Instructional Practices	Seventh Grade Strategic Group	1. **Math Block**-Seventh Grade is implementing The Saxon math Core program. 2**. Vmath** intervention Program. Intervention designed for Strategic students 3.**NWEA RIT Band –Descartes** 4.Common Core **: Performance Tasks**	1.Classroom Teachers 2.Math Coach 3.Principal 4.Charter Staff	1.Saxon Math Assessments 2.Vmath Assessments 3.Pacing Calendar 4.Math Meetings
Time/Coverage/Mastery and Grouping Practices	Seventh Grade Strategic Group	1.Saxon Math Bloc -60 minutes (daily) 2.Vmath Intervention- 45 minutes (daily) 3.NWEA- Decartes-45 minutes (daily) 4. Fidelity to math Block schedule will ensure that essential math components are provided that will enrich and challenge the strategic students. 5.Instructional Shifts under CCSS - Performance tasks	1.Classroom Teachers 2.Math Coach 3.Principal 4.Charter Staff	1.Class Schedule 2.Vmath Strategic Group 3.Vmath –Assessments 4.NWEA Assessments 5.Saxon Math Assessments
Assessment Practices	Seventh Grade Strategic Group	1.Periodic Saxon Math Assessments 2.Vmath progress monitoring 3.Vmath Live Updates 4.Aimsweb Progress monitoring 5.Instructional Shifts-CCSS-Performance Tasks	1.Classroom Teachers 2.Math Coach 3.Principal 4.Charter Staff	1.Saxon Math Cumulative Assessments 2.Vmath Assessments 3.Vmath Live Assessments 4.School Master- Grade Report 5.Performance Task

Data Utilization Practices	Seventh Grade Strategic Group	1.Analysis of Data Triangulation to ensure student progress: a) Saxon Assessments b) Vmath Assessments c) NWEA/Aimweb Assessments d) Stanford 10	1.Classroom Teachers 2.Math Coach 3.Principal 4.Charter Staff	1.Saxon Math Sores 2.Vmath Scores 3.NWEA RIT 4.Nasis- Average scores
Area for Action Plan	**Indicate Plans for Specific Targeted Grade and/or Group**	**Action to Be Taken** (Be specific enough so that it is possible to determine when the action has been implemented)	**Person Responsible**	**Report on Progress of Implementation**
Professional Development	Seventh Grade Staff	1.Train New staff to implementation of Saxon math Curriculum 2.Integrate Instructional Shifts-CCSS 3.Math Consultant (Future Plan) 4.Math Workshops 5.Math Coursework	1.Math Coach 2.Principal 3.Math Consult ant (future) 4.Math Instructor	1.Math Team Meetings 2.Daily Walk through 3.Certificate of accomplishment 4.Final Grade
School-wide Organization and Support	Seventh Grade Staff	1.Monthly Math meetings 2.Math Consultant (Future Plan) 3.Leadership meetings 4.Peer Math Teaching 5.Instructional Shift –Performance Task Model	1.Math Coach 2.Principal 3.Math Consult ant (future) 4.Intervention Group	1.Math Coach 2.Classroom Teacher 3.Parent Committee 4.Math Intervention Group
School Leadership: Principal	Seventh Grade Staff	1.Weeky Meetings with math Coach 2.Daily class Walk through 3.Provide incentives for Performance of high achievement math group/Teacher	1.Math Coach 2.Principal 3.Classroom Teacher 4.Principal 5.School Board	1.Record/Analysis of Data 2.Math Coach Binder/Log agenda/Math meetings signatures/Sign-in Log 3.Monthly:Achievement/inc entive reports
Math Counts Coach	Seventh Grade Staff	1.Instructional Classroom Walk Through 2.Lesson Modeling 3.Analysis of Data 4.Show graphs	Math Coach	1.Math Log, Meeting Agenda , Signatures 2.Board Meeting Report 3.Data Report

Reading First! Action Plan for Targeted Group
Intensive/Tier III (2012-13 SY)

Intensive Group

School: Kin DahLichi'i Olta Charter **Date:** Fall **Time Period:** Fall/Spring /Winter

Staff Who Developed this Plan: Lori Schultz, Reading Coach , Ora James, Principal

Area for Action Plan	Indicate Plans for Specific Targeted Grade and/or Group	Action to Be Taken (Be specific enough so that it is possible to determine when the action has been implemented)	Person Responsible	Report on Progress of Implementation
Materials and Instructional Practices	**Seventh Grade Intensive students**	**1.Literature Reading: Seventh Grade is implementing the Reading Core Program- 60 minutes** **2.Voyager (Journeys)Intervention Reading Block: 45 minutes** **3. Common Core Reading Instructional Shifts 20 min.** **4.AIMS Practice Buckle Down Reading Work Books (15min)**	1.Classroom Teachers 2.Reading Coach 3.Principal 3.Charter Staff	1.Pacing Calendar 2.Reading Coach Log 3.Grade Level Meetings 4. 5.School Master Report Card 6.Voyager Reading Program
Time/Coverage/Mastery and Grouping Practices	**Seventh Grade Intensive students**	1.Reading (Common Core Resource) Reading Block 60 minutes 2.NWEA RIT Advance Descartes 45 minutes Common Core Instructional shifts Performance Tasks 45 minutes. 3. Fidelity to Reading Block and Anchor Reading activities for Proficient students. 4.Advanced Reading Enrichment activity 5.AIMS-Buckle Down Reading 6. Ticket to Read-Lap Top Computer.	1.Classroom Teachers 2.Reading Coach 3.Principal 3.Charter Staff	1.Class schedule 2.RIT Band Group of innovative Performance tasks 3.Voyager Learning Assessments 4.Voyager Reading Kits/Ticket to read 5.Pacing Calendar
Assessment Practices	**Seventh Grade Intensive students**	1.Reading end of selection Assessments 2. Advance Proficient group will be progressed monitored with Voyager Learning : Twice Monthly 3.Buckle Down Reading Assessments 4. Quarterly Bench Marks Assessments	1.Classroom Teachers 2.Reading Coach 3.Principal 3.Charter Staff	1.Pacing Calendar 2.School Master-Grade Report 3. Weekly Assessments 4.Voyager Reading Updates/Reports 5.Aimsweb/NWEA Assessment

				6.Buckle Down-Reading
Data Utilization Practices	**Seventh Grade Intensive students**	1. Reading data collected from NWEA Maps. 2. AIMS Assessment 3.Reading: End of selection Assessments 4. Voyager Learning Reading Assessments 5. Check Points, Progress Monitoring, Bench Marks and Progress Assessments. 6. Triangulated to ensure student progress	1.Classroom Teachers 2.Reading Coach 3.Principal 3.Charter Staff	1.School Master Quarterly Reading Grade 2.VoyagerLearning-Proress monitoring/Bench Marks-Graphs 3.NWEA Assessments 4.Buckle Down Reading Data
Area for Action Plan	**Indicate Plans for Specific Targeted Grade and/or Group**	**Action to Be Taken** (Be specific enough so that it is possible to determine when the action has been implemented)	**Person Responsible**	**Report on Progress of Implementation**
Professional Development	**Seventh Grade Charter Staff**	1.Train new staff to use Reading Literature Curriculum with Common Core integration 2.Bring in Reading Consultant through Pearson – Common core program 3.Attend Reading Training workshops 4.Reading Webinars 4.Teacher Channel –Reading Strategies	1.Reading Coach 2.Common Core Consultant 3.Reading Consultant	1.Instructional Walk through 2.Math Team Meetings 3.Final Grade1.ReadingCoach 4.Classroom Teacher 5.Parent partnership committee
School-wide Organization and Support	**Seventh Grade Charter Staff**	1.Individual Teacher Reading Meeting 2.Reading Consultant Visit 3.Leadership Meetings 4.Peer reading Teaching 5.Common Core –Performance Task Model	1.Reading Coach 2.Reading Consultant 3.Reading Intervention Group 3.Principal 4. PAC	1.Reading Coach 2.Classroom Teacher 3.Parent partnership 4.Sign-in Logs
School Leadership: Principal	**Seventh Grade Charter Staff Principal**	1.Weekly meeting with Math Coach 2.Daily Classroom walk through 3.Provide incentive for performance of high achievements in intensive math group 4.Instructional Walk Through/Feedback	1.Principal 2.Reading Coach 3.Charter Staff	1.Reading Coach 2.Principal 3.Observance of Data 4.Sign-in Log 5. Principal 6.Record/ Analysis of Collect Data
Reading Coach	**Seventh Grade Charter Staff**	1.Instructional Walk through 2.Data Collection and Analysis 3.Procurement of Reading materials/supplies 4.Math support and assistance of assessments 5.Model Reading Lesson	1.Reading Coach 2.Principal 3.Charter Staff	1.Reading Coach Log 2.School Board report 3.Analysis of Data 4.Triangulation of Data

Reading First! Action Plan for Targeted Group
Intensive/Tier III (2012-13 SY)

Intensive Group

School: __Kin DahLichi'i Olta__ Date: Fall Time Period: Fall/Winter/Spring

Staff Who Developed this Plan: Lori Schultz, Reading Coach_ , Ora James, Principal

Area for Action Plan	Indicate Plans for Specific Targeted Grade and/or Group	Action to Be Taken (Be specific enough so that it is possible to determine when the action has been implemented)	Person Responsible	Report on Progress of Implementation
Materials and Instructional Practices	Eighth Grade Intensive students	**1.Literature Reading: Seventh Grade is implementing the Reading Core Program- 60 minutes** **2.Voyager (Journeys)Intervention Reading designed for Strategic students. 45 minutes** **3. Common Core Reading Instructional Shifts 20 min.** **4.AIMS Practice Buckle Down Reading Work Books (15min)** **5.NWEA RIT Band –Descartes** **6. Common Core : Performance Tasks**	1.Classroom Teachers 2.Principal 3.Math Coach	1.Pacing calendar 2.Coaching Log 3.Grade Level meeting minutes
Time/Coverage/Mastery and Grouping Practices	Eighth Grade Intensive students	1.Reading (Common Core Resource) Reading Block 60 minutes 2.NWEA RIT Advance Descartes 45 minutes Common Core Instructional shifts Performance Tasks 45 minutes. 3. Fidelity to Reading Block and Anchor Reading activities for Proficient students. 4.Advanced Reading Enrichment activity 5.AIMS-Buckle Down Reading 6.Ticket to Read-Lap Top Computer	1.Classroom Teachers 2.Principal 3.Math Coach	1.Class schedule 2.RIT Band Groups 3.Vmath Pre/Post test 4.Saxon Assessments 5.Vmath Live
Assessment Practices	Eighth Grade Intensive students	1.Reading end of selection Assessments 2. Advance Proficient group will be progressed monitored with Voyager Learning : Twice Monthly 3.Buckle Down Reading Assessments 4. Quarterly Bench Marks Assessments	1.Classroom Teacher 2.Reading Coach 3.Principal 4.Charter Staff	1.Pacing Calendar 2.School Master-Grade Report 3. Weekly Assessments 4.Voyager Reading Updates/Reports 5.Aimsweb/NWEA

				Assessment 6.Buckle Down-Reading 7.Performance Task
Data Utilization Practices	Eighth Grade Intensive students	1. Reading data collected from NWEA Maps. 2. AIMS Assessment 3.Reading: End of selection Assessments 4. Voyager Learning Reading Assessments 5. Check Points, Progress Monitoring, Bench Marks and Progress Assessments. 6. Triangulated to ensure student progress.	1.Classroom Teacher 2.Reading Coach 3.Principal 4.Staff 5.School Board 6.Parents 7.Auditors	1.School Master Quarterly Reading Grade 2.VoyagerLearning-Proress monitoring/Bench Marks-Graphs 3.NWEA Assessments 4.Buckle Down Reading Data
Area for Action Plan	**Indicate Plans for Specific Targeted Grade and/or Group**	**Action to Be Taken** (Be specific enough so that it is possible to determine when the action has been implemented)	**Person Responsible**	**Report on Progress of Implementation**
Professional Development	Eighth Grade staff	1.Train new staff to use Reading Literature Curriculum with Common Core integration 2.Bring in Reading Consultant through Pearson – Common core program 3.Reading Training workshops 4.Reading Webinars 5.Teacher Channel –Reading- Ideas/Strategies	1.Reading Coach 2.Common Core Consultant 3.Reading Consultant	1.Instructional Walk through 2.Math Team Meetings 3.Final Grade
School-wide Organization and Support	Eighth Grade staff	1.Individual Teacher Reading Meeting 2.Reading Consultant 3.Peer Math Teaching 4.Common Core –Performance Task Model 5.Monthly Reading Meetings 6.Reading Consultant Visit 7.Peer Reading Teaching 8.Common Core-Performance Task Model 9. Instructional Shift –Performance Task Model	1.Reading Coach 2.Reading Consultant 3.Reading Intervention Group	1.Reading Coach 2.Classroom Teacher 3.Parent partnership 4.Sign-in Log
School Leadership: Principal	Eighth Grade Staff Principal	1.Weekly Individual meeting with Reading Coach 2.Daily Classroom walk through 3. Provide incentive for performance of high achievement with proficient Reading group	1.Principal 2.Reading Coach	1.ReadingCoach 2.Principal 3.Observance of Data 4.Charter Meetings
Reading First Coach	Eighth Grade staff	1.Instructional Walk through 2.Data Collection and Analysis 3.Procurement of Math materials/supplies 4.Reading support and assistance of assessments 5.Model Reading Lessons 6.Demonstration of Templates-Graphs 7.Procurement of Reading materials /supplies 8. Model Reading Lessons	1.Reading Coach 2.Principal 3.Charter Staff	1.Reading Coach Log 2.School Board report 3.Analysis of Data 4.Triangulation of Data

Reading First! Action Plan for Targeted Group

Strategic/Tier II (2012-13 SY)

School: **Kin Dah Lichi'i Olta Charter** **Date:** **Fall** **Time Period:** **Fall/Winter/Spring**

Staff Who Developed this Plan: **Lori Schultz-Reading Coach,** **Ora James –Principal**

Area for Action Plan	Indicate Plans for Specific Targeted Grade and/or Group	Action to Be Taken (Be specific enough so that it is possible to determine when the action has been implemented)	Person Responsible	Report on Progress of Implementation
Materials and Instructional Practices	**Seventh Grade Strategic Group**	1.Literature Reading: Seventh Grade is implementing the Reading Core Program- 60 minutes 2.Voyager (Journeys)Intervention Reading Block: 45 minutes 3. Common Core Reading Instructional Shifts 20 min. 4.AIMS Practice Buckle Down Reading Work Books (15min)	1.Classroom Teachers 2.Reading Coach 3.Principal 4.Charter Staff	1.Pacing Calendar 2.Reading Coach Log 3.Grade Level Meetings 4. Buckle Down reading. 5.School Master Report Card 6.Voyager Reading Program 7. Practice Reading AIMS
Time/Coverage/Mastery and Grouping Practices	**Seventh Grade Strategic Group**	1.Reading (Common Core Resource) Reading Block 60 minutes 2.NWEA RIT Advance Descartes 45 minutes Common Core Instructional shifts Performance Tasks 45 minutes. 3. Fidelity to Reading Block and Anchor Reading activities for Proficient students. 4.Strategic Reading Enrichment activity 5.AIMS-Buckle Down Reading 6.Ticket to Read-Lap Top Computer	1.Classroom Teachers 2.Reading Coach 3.Principal 4.Charter Staff	1.Class schedule 2.RIT Band Group of innovative Performance tasks 3.Voyager Learning Assessments 4.Voyager Reading Kits/Ticket to read 5.Pacing Calendar
Assessment Practices	**Seventh Grade Strategic Group**	1.Reading end of selection Assessments 2.Strategic group will be progressed monitored with Voyager Learning : weekly 3.Buckle Down Reading Assessments 4. Quarterly Bench Marks Assessments	1.Classroom Teachers 2.Reading Coach 3.Principal 4.Charter Staff	1.Pacing Calendar 2.School Master-Grade Report 3. Weekly Assessments 4.Voyager Reading Updates/Reports 5.Aimsweb/NWEA

Data Utilization Practices	**Seventh Grade Strategic Group**	1. Reading data collected from NWEA Maps. 2. AIMS Assessment 3.Reading: End of selection Assessments 4. Voyager Learning Reading Assessments 5. Check Points, Progress Monitoring, Bench Marks and Progress Assessments. 6. Triangulated to ensure student progress	1.Classroom Teachers 2.Reading Coach 3.Principal 4.Charter Staff	1.School Master Quarterly Reading Grade 2.VoyagerLearning-Proress monitoring/Bench Marks-Graphs 3.NWEA Assessments 4.Buckle Down Reading Data
Area for Action Plan	**Indicate Plans for Specific Targeted Grade and/or Group**	**Action to Be Taken** (Be specific enough so that it is possible to determine when the action has been implemented)	**Person Responsible**	**Report on Progress of Implementation**
Professional Development	**Seventh Grade Charter Staff**	1.Train new staff to use Reading Literature Curriculum with Common Core integration 2.Bring in Reading Consultant through Pearson –Common core program 3.Attend Reading Training workshops 4.Reading Webinars	1.Reading Coach 2.Principal 3.Reading Consult ant 4.Reading Instructor	1.Reading Team Meetings 2.Daily Walk through 3.Certificate of accomplishment 4.Final Grade
School-wide Organization and Support	**Seventh Grade Charter Staff**	1.Monthly Reading Meetings 2.Reading Consultant Visit 3.Peer Reading Teaching 5.Common Core-Performance Task Model	1.Reading Coach 2.Principal 3.Reading Consultant 4.Reading Intervention Group	1.Reading Coach 2.Classroom Teacher 3.Parent Committee 4.Reading Intervention Group
School Leadership: Principal	**Seventh Grade Charter Staff**	1.Weekly Individual meeting with Reading Coach 2.Daily Classroom walk through 3. Provide incentive for performance of high achievement with proficient Reading group	1.Math Coach 2.Principal 3.Classroom Teacher 4.Principal 5.School Board	1.Record/Analysis of Data 2.Math Coach Binder/Log agenda/Math meetings signatures/Sign-in Log 3.Monthly:Achievement/incentive reports
Math Counts Coach	**Seventh Grade Charter Staff**	1. Instructional Classroom walk through 2. Data Collection and Analysis 3. Procurement of Reading materials/supplies 4. Model Reading Lessons 5. Maintain Reading Coach Log	1.Reading Coach 2.Principal 3.Charter Staff	1.Reading Log, Meeting Agenda , Signatures 2.School Board Meeting Report 3.Data Update-Report

Reading First! Action Plan for Targeted Group

Strategic/Tier II (2012-13 SY)

School: **Kin Dah Lichi'i Olta Charter** **Date:** **Fall** **Time Period:** **Fall/Winter/Spring**

Staff Who Developed this Plan: **Lori Schultz, Reading Coach, Ora James –Principal**

Area for Action Plan	Indicate Plans for Specific Targeted Grade and/or Group	Action to Be Taken (Be specific enough so that it is possible to determine when the action has been implemented)	Person Responsible	Report on Progress of Implementation
Materials and Instructional Practices	**Eighth Grade Strategic Group**	1.Literature Reading: Seventh Grade is implementing the Reading Core Program- 60 minutes 2. Voyager (Journeys)Intervention Reading designed for Strategic students. 45 minutes 3. Common Core Reading Instructional Shifts 20 min. 4.AIMS Practice Buckle Down Reading Work Books (15min) 5.NWEA RIT Band –Descartes 6. Common Core : Performance Tasks	1.Classroom Teachers 2.Reading Coach 3.Principal 4.Charter Staff	1.Pacing Calendar 2.Reading Coach Log 3.Grade Level Meetings 4. Buckle Down Reading 5.School Master Report Card 6.Voyager Reading Program 7. Practice Reading AIMS
Time/Coverage/Mastery and Grouping Practices	**Eighth Grade Strategic Group**	1.Reading (Common Core Resource) Reading Block 60 minutes 2.NWEA RIT Advance Descartes 45 minutes Common Core Instructional shifts Performance Tasks 45 minutes. 3. Fidelity to Reading Block and Anchor Reading activities for Proficient students. 4.Strategic Reading Enrichment activity 5.AIMS-Buckle Down Reading 6.Ticket to Read-Lap Top Computer	1.Classroom Teacher 2.Reading Coach 3.Principal 4.Charter Staff	1.Class schedule 2.RIT Band Group of innovative Performance tasks 3.Voyager Learning Assessments 4.Voyager Reading Kits/Ticket to read 5.Pacing Calendar
Assessment Practices	**Eighth Grade Strategic Group**	1.Reading end of selection Assessments 2.Strategic group will be progressed monitored with Voyager Learning : Weekly 3.Buckle Down Reading Assessments 4. Quarterly Bench Marks Assessments	1.Classroom Teachers 2.Reading Coach 3.Principal 4.Charter Staff	1.Pacing Calendar 2.School Master-Grade Report 3. Weekly Assessments 4.Voyager Reading Reports 5.Aimsweb/NWEA Assessment 6.Buckle Down-Reading 7.Performance Task

Data Utilization Practices	**Eighth Grade Strategic Group**	1.Analysis of Data Triangulation to ensure student progress: 2. Reading data collected from NWEA Maps. 3. AIMS Assessment 4.Reading: End of selection Assessments 5. Voyager Learning Reading Assessments 6. Check Points, Progress Monitoring, Bench Marks and Progress Assessments. 7. Triangulated to ensure student progress.	1.Classroom Teacher 2.Reading Coach 3.Charter Staff 4.School Board 5.Parents 6.Auditors	1.School Master Quarterly Reading Grade 2.VoyagerLearning-Proress monitoring/Bench Marks-Graphs 3.NWEA Assessments 4.Buckle Down Reading Data
Area for Action Plan	**Indicate Plans for Specific Targeted Grade and/or Group**	**Action to Be Taken** (Be specific enough so that it is possible to determine when the action has been implemented)	**Person Responsible**	**Report on Progress of Implementation**
Professional Development	**Eighth Grade Charter Staff**	1.Train new staff to use Reading Literature Curriculum with Common Core integration 2.Bring in Reading Consultant through Pearson –Common core program 3.Attend Reading Training workshops 4.Reading Webinars	1.Reading Coach 2.Common Core-Reading Con-sultant 3.Reading Inter-vention Group	1.Reading Team Meetings 2.Daily Walk through 3.Certificate of accomplishment 4.Final Grade
School-wide Organization and Support	**Eighth Grade Charter Staff**	1.Monthly Reading Meetings 2.Reading Consultant Visit 3.Peer Reading Teaching 4.Common Core-Performance Task Model 5.Instructional Shift –Performance Task Model	1.Reading Coach 2.Reading Con-sultant 3.Principal 4. PAC 4.Intervention Group	1.Reading Coach 2.Classroom Teacher 3.Parent Committee 4.ReadingIntervention Group 5.School Board
School Leadership: Principal	**Eighth Grade Charter Staff**	1.Weekly Individual meeting with Reading Coach 2.Daily Classroom walk through 3. Provide incentive for performance of high achievement with proficient Reading group.	1.Principal 2.Reading Coach 3.Teacher 4.Teacher Assistant 5.Charter Staff	1.Record/Analysis of Data 2.Reading Coach Binder/Log agenda/Reading Team meetings signatures/Sign-in Log 3.Monthly:Achievement/incentive reports
Reading First Coach	**Eighth Grade Charter Staff**	1.Instructional Classroom Walk Through 2.Reading- Model Lesson-ideas/strategies 3.Analysis of Data 4.Demonstration of Templates-Graphs 5.Data Collection and Analysis 6.Procurement of Reading materials /supplies	1.Reading Coach 2.Principal 3.CharterStaff	1. Reading Coach log 2.School Board report 3.Analysis of data 4.Data Triangulation

Math Counts! Action Plan for Targeted Group

Strategic/Tier II (2012-13 SY)

School: _____Kin Dah Lichi'l Olta_____ Date: _10/11/12__ Time Period: __Fall/Winter/Spring

Staff Who Developed this Plan: __Eduardo Valles-Math Coach__ Ora James –Principal Vicky Jones- Grant Writer___

__Lori Schultz, Reading Coach__, _____

Area for Action Plan	**Indicate Plans for Specific Targeted Grade and/or Group**	**Action to Be Taken** (Be specific enough so that it is possible to determine when the action has been implemented)	**Person Responsible**	**Report on Progress of Implementation**
Materials and Instructional Practices	Eighth Grade Strategic Group	1. **Math Block**-Eighth Grade is implementing The Saxon math Core program. 2**. Vmath** intervention Program. Intervention designed for Strategic students 3.**NWEA RIT Band –Descartes** 4.Common Core **: Performance Tasks**	1.Classroom Teachers 2.Math Coach	1.Saxon Math Assessments 2.Vmath Assessments 3.Pacing Calendar 4.Math Meetings
Time/Coverage/Mastery and Grouping Practices	Eighth Grade Strategic Group	1.Saxon Math Bloc -60 minutes (daily) 2.Vmath Intervention- 45 minutes (daily) 3.NWEA- Decartes-45 minutes (daily) 4. Fidelity to math Block schedule will ensure that essential math components are provided that will enrich and challenge the strategic students. 5.Instructional Shifts under CCSS - Performance tasks	1.Classroom Teachers 2.Math Coach 3.Principal	1.Class Schedule 2.Vmath Strategic Group 3.Vmath –Assessments 4.NWEA Assessments 5.Saxon Math Assessments
Assessment Practices	Eighth Grade Strategic Group	1.Periodic Saxon Math Assessments 2.Vmath progress monitoring 3.Vmath Live Updates 4.Aimsweb Progress monitoring 5.Instructional Shifts-CCSS-Performance Tasks	1.Classroom Teachers 2.Math Coach 3.Principal	1.Saxon Math Cumulative Assessments 2.Vmath Assessments 3.Vmath Live Assessments 4.School Master-Grade Report Card 5.Performance Task

Data Utilization Practices	Eighth Grade Strategic Group	1.Analysis of Data Triangulation to ensure student progress: a) Saxon Math Assessments b) Vmath Assessments c) NWEA/Aimweb Assessments d) AIMS Assessment	1.Classroom Teacher 2.Math Coach	1.Saxon Math Sores 2.Vmath Scores 3.NWEA RIT 4.School Master- Average scores
Area for Action Plan	**Indicate Plans for Specific Targeted Grade and/or Group**	**Action to Be Taken** (Be specific enough so that it is possible to determine when the action has been implemented)	**Person Responsible**	**Report on Progress of Implementation**
Professional Development	Eighth Grade Staff	1.Train New staff to implementation of Saxon math Curriculum 2.Integrate Instructional Shifts-CCSS 3.Math Consultant (Future Plans) 4.Math Workshops 5.Math Coursework	1.Math Coach 2.Principal 3.Math Consult ant (future) 4.Math Instructor	1.Math Team Meetings 2.Daily Walk through 3.Certificate of accomplishment 4.Final Grade
School-wide Organization and Support	Eighth Grade Staff	1.Monthly Math meetings 2.Math Consultant (Future Plans) 3.Leadership meetings 4.Peer Math Teaching 5.Instructional Shift –Performance Task Model	1.Math Coach 2.Principal 3.Math Consult ant (future) 4.Intervention Group	1.Math Coach 2.Classroom Teacher 3.Parent Committee 4.Math Intervention Group
School Leadership: Principal	Eighth Grade Staff	1.Weeky Meetings with math Coach 2.Daily class Walk through 3.Provide incentives for Performance of high achievement math group/Teacher	1.Math Coach 2.Principal 3.Classroom Teacher	1.Record/Analysis of Data 2.Math Coach Binder/Log agenda/Math meetings signatures/Sign-in Log 3.Monthly:Achievement/incen tive reports
Math Counts Coach	Eighth Grade Staff	1.Instructional Classroom Walk Through 2.Lesson Modeling 3.Analysis of Data 4.Show graphs	1.Math Coach	1.Math Log, Meeting Agenda , Signatures 2.Board Meeting Report 3.Data Report

Navajo Region

Classroom Action Plans for Reading

8th Grade

School Name: KinDah Lichi'iOlta

SY 2012-2013 **Fall (BOY)**

Grade/Teacher: 8th Ms. Lucinda Wauneka

Performance and Action Planning

BOY: What are the areas of strengths and areas of need?
What are ways you will be addressing these areas?
Strengths: Foundations/Vocabulary
Weakness: Informational Text
Provide more opportunities for the students to read a varied amount of informational text.

Goal Performance (Common Core Domains)

Rank #	Strands	BOY	MOY	EOY
	(Reading Strands)			
2	Literature	208.7		
1	Informational Text	207.5		
3	Foundations/Vocabulary	208.8		

BOY: What ***strategies*** will be used to accelerate growth for students most at risk?
(Identify targeted students)

- Descartes
- Grouping by tiers
- Buckle Down AIMS
- Shared Reading (think, pair, share)
- Guided Reading (provide questions on elements of reading)
- Retell Story (oral, visuals, etc.)

Growth Targets

Levels:	BOY # of Students	BOY % of Students	NWEA Growth Goal Projection @ 60% tile
Basic	12	52%	17%
Nearing Proficient	10	43%	70%
Proficient	1	4%	13%
Advance	0	0%	0%

BOY: What ***strategies*** will assist all other students to obtain growth of 60%?
(Consider Goal Performances to adjust instruction.)

- Explorations (Writing essays, verbal report)
- Book report on choice of book.
- Publish a book.
- Assign projects after researching a topic.

Targeted Students:
Basic students.

Reading First! Action Plan for Targeted Group
Proficient/Tier I (2012-13 SY)

Proficient

School: **Kin Dah Lichi'i Olta** **Date:** **Fall** **Time Period:** **Fall/Winter/Spring**

Staff Who Developed this Plan: **Lori Schultz,Reading Coach,** **Ora James, _Principal**

Area for Action Plan	Indicate Plans for Specific Targeted Grade and/or Group	Action to Be Taken (Be specific enough so that it is possible to determine when the action has been implemented)	Person Responsible	Report on Progress of Implementation
Materials and Instructional Practices	**Eighth Grade** Proficient Students	1.Literature Reading: Seventh Grade is implementing the Reading Core Program- 60 minutes 2. Voyager (Journeys) Intervention Reading designed for Strategic students. 45 minutes 3. Common Core Reading Instructional Shifts 20 min. 4.AIMS Practice Buckle Down Reading Work Books (15min) 5.NWEA RIT Band –Descartes 6. Common Core : Performance Tasks	1.Classroom Teacher 2.Reading Coach 3.Principal 4.Charter Staff	1.Pacing Calendar 2.Reading Coach Log 3.Grade Level Meetings 4. Buckle Down reading 5.School Master Report Card 6. Voyager Reading Program 7. Practice Reading AIMS
Time/Coverage/Mastery and Grouping Practices	**Eighth Grade** Proficient Students	1.Reading (Common Core Resource) Reading Block 60 minutes 2.NWEA RIT Advance Descartes 45 minutes Common Core Instructional shifts Performance Tasks 45 minutes. 3. Fidelity to Reading Block and Anchor Reading activities for Proficient students. 4.Advanced Reading Enrichment activity 5.AIMS-Buckle Down Reading 6.Ticket to Read-Lap Top Computer	1.Classroom Teacher 2.Reading Coach 3.Principal 4.Charter Staff	1.Class schedule 2.RIT Band Group of innovative Performance tasks 3.Voyager Learning Assessments 4.Voyager Reading Kits/Ticket to read 5.Pacing Calendar
Assessment Practices	**Eighth Grade** Proficient Students	1.Reading end of selection Assessments 2. Advance Proficient group will be progressed monitored with Voyager Learning : Twice Monthly 3.Buckle Down Reading Assessments 4. Quarterly Bench Marks Assessments	1.Classroom Teacher 2.Reading Coach 3.Principal 4.Charter Staff	1.Pacing Calendar 2.School Master-Grade Report 3. Weekly Assessments 4.Voyager Reading Updates/Reports 5.Aimsweb/NWEA

				Assessment 6.Buckle Down-Reading 7.Performance Task
Data Utilization Practices	**Eighth Grade** Proficient Students	1. Reading data collected from NWEA Maps. 2. AIMS Assessment 3.Reading: End of selection Assessments 4. Voyager Learning Reading Assessments 5. Check Points, Progress Monitoring, Bench Marks and Progress Assessments. 6. Triangulated to ensure student progress. 7.Use Data to Drive /Adjust instruction	1.Classroom Teacher 2.Reading Coach 3.Principal 4.Staff 5.School Board 6.Parents 7.Auditors	1.School Master Quarterly Reading Grade 2.VoyagerLearning-Proress monitoring/Bench Marks-Graphs 3.NWEA Assessments 4.Buckle Down Reading Data
Area for Action Plan	**Indicate Plans for Specific Targeted Grade and/or Group**	**Action to Be Taken** (Be specific enough so that it is possible to determine when the action has been implemented)	**Person Responsible**	**Report on Progress of Implementation**
Professional Development	**Eighth Grade Charter Staff**	1.Train new staff to use Reading Literature Curriculum with Common Core integration 2.Bring in Reading Consultant through Pearson – Common core program 3.Attend Reading Training workshops 4.Reading Webinars	1.Reading Coach 2.Common Core-Reading Consultant 3.Reading Inter-vention Group	1.Reading Coach 2.Classroom Teacher 3.Parent partnership committee
School-wide Organization and Support	**Eighth Grade Charter Staff**	1.Monthly Reading Meetings 2.Reading Consultant Visit 3.Peer Reading Teaching 5.Common Core-Performance Task Model 6. Instructional Shift –Performance Task Model	1.Reading Coach 2.Reading Con-sultant 3.Principal 4. PAC	1.Reading Coach 2.Principal 3.Observance of Data 4.Sign-in Log 5.School Board
School Leadership: Principal	**Eighth Grade Charter Staff**	1.Weekly Individual meeting with Reading Coach 2.Daily Classroom walk through 3. Provide incentive for performance of high achievement with proficient Reading group..	1.Principal 2.Reading Coach 3.Teacher 4.Teacher Assistant	1. Reading Coach 2. Principal 3.Record/ Analysis of Collect Data 4.Instructional Walk Through/Feedback
Reading First Coach	**Eighth Grade Charter Staff**	1.Instructional Classroom Walk Through 2.Lesson Modeling 3.Analysis of Data 4.Demonstration of Templates-Graphs 5.Instructional Classroom walk through 6.Data Collection and Analysis **7.Procurement of Reading materials /supplies**	1.Reading Coach 2.Principal 3.Charter Staff	1. Reading Coach log 2.School Board Report 3.Analysis of data 4.Data Triangulation 5.Data Update-Report

Reading First! Action Plan for Targeted Group
Proficient/Tier I (2012-13 SY)

Proficient

School: _Kin Dah Lichi'i Olta Charter **Date: Fall** **Time Period: Fall/Winter/Spring**

Staff Who Developed this Plan: ___Lori Schultz, Reading Coach, Ora James, _Principal_____

Area for Action Plan	Indicate Plans for Specific Targeted Grade and/or Group	Action to Be Taken (Be specific enough so that it is possible to determine when the action has been implemented)	Person Responsible	Report on Progress of Implementation
Materials and Instructional Practices	**Seventh Grade Proficient Students**	1.**Literature Reading**: Seventh Grade is implementing the Reading Core Program- **60 minutes** 2. Voyager (Journeys)**Intervention Reading designed for Strategic students. 45 minutes** **3. Common Core Reading Instructional Shifts 20 min.** **4.AIMS Practice Buckle Down Reading Work Books (15min)** 5.NWEA RIT Band –Descartes 6. Common Core : Performance Tasks	1.Classroom Teacher 2.ReadingCoach 3.Principal 4.Charter Staff	1.Pacing Calendar 2.Reading Coach Log 3.Grade Level Meetings 4. Buckle Down reading 5.School Master Report Card 6. Voyager Reading Program 7. Practice Reading AIMS
Time/Coverage/Mastery and Grouping Practices	**Seventh Grade Proficient Students**	1.**Reading (Common Core Resource) Reading Block** 60 minutes **2.NWEA RIT** Advance Descartes 45 minutes Common Core Instructional shifts Performance Tasks 45 minutes. 3. Fidelity to Reading Block and Anchor Reading activities for Proficient students. 4.Advanced Reading Enrichment activity 5.AIMS-Buckle Down Reading 6.Ticket to Read-Lap Top Computer	1.Classroom Teacher 2.ReadingCoach 3.Principal 4.Charter Staff	1.Class schedule 2.RIT Band Group of innovative Performance tasks 3.Voyager Learning Assessments 4.Voyager Reading Kits/Ticket to read 5.Pacing Calendar
Assessment Practices	**Seventh Grade Proficient Students**	1.Reading end of selection Assessments 2. Advance Proficient group will be progressed monitored with Voyager Learning : Twice Monthly 3.Buckle Down Reading Assessments 4. Quarterly Bench Marks Assessments	1.Classroom Teacher 2.Reading Coach 3.Principal 4.Charter Staff	1.Pacing Calendar 2.School Master-Grade Report 3. Weekly Assessments 4.Voyager Reading Updates/Reports

				5.Aimsweb/NWEA Assessment 6.Buckle Down-Reading 7.Performance Task
Data Utilization Practices	**Seventh Grade Proficient Students**	1. Reading data collected from NWEA Maps. 2. AIMS Assessment 3.Reading: End of selection Assessments 4. Voyager Learning Reading Assessments 5. Check Points, Progress Monitoring, Bench Marks and Progress Assessments. 6. Triangulated to ensure student progress. 7.Use Data to Drive /Adjust instruction	1.Classroom Teacher 2.Reading Coach 3.Principal 4.Staff 5.School Board 6.Parents 7.Auditors	1.School Master Quarterly Reading Grade 2.VoyagerLearning-Proress monitoring/Bench Marks-Graphs 3.NWEA Assessments 4.Buckle Down Reading Data
Area for Action Plan	**Indicate Plans for Specific Targeted Grade and/or Group**	**Action to Be Taken** (Be specific enough so that it is possible to determine when the action has been implemented)	**Person Responsible**	**Report on Progress of Implementation**
Professional Development	**Seventh Grade Charter Staff**	1.Train new staff to use Reading Literature Curriculum with Common Core integration 2.Bring in Reading Consultant through Pearson – Common core program 3.Attend Reading Training workshops 4.Reading Webinars	1.Reading Coach 2.Common Core-Reading Con-sultant 3.Reading Inter-vention Group	1.ReadingCoach 2.Classroom Teacher 3.Parent partnership committee
School-wide Organization and Support	**Seventh Grade Charter Staff**	1.Monthly Reading Meetings 2.Reading Consultant Visit 3.Peer Reading Teaching 5.Common Core-Performance Task Model 6. Instructional Shift –Performance Task Model	1.Reading Coach 2.Reading Con-sultant 3.Principal 4. PAC	1.Reading Coach 2.Principal 3.Observance of Data 4.Sign-in Log 5.School Board
School Leadership: Principal	**Seventh Grade Charter Staff**	1.Weekly Individual meeting with Reading Coach 2.Daily Classroom walk through 3. Provide incentive for performance of high achievement with proficient Reading group.	1.Principal 2.Reading Coach 3.Teacher 4.Teacher Assistant	1. Reading Coach 2. Principal 3.Record/ Analysis of Collect Data 4.Instructional Walk Through/Feedback
Reading First Coach	**Seventh Grade Charter Staff**	1.Instructional Classroom Walk Through 2.Lesson Modeling 3.Analysis of Data 4.Demonstration of Templates-Graphs 5.Instructional Classroom walk through 6.Data Collection and Analysis	1.Reading Coach 2.Principal 3.Charter Staff	1. Reading Coach log 2.School Board Report 3.Analysis of data 4.Data Triangulation 5.Data Update-Report

		7.Procurement of Reading materials /supplies		

Navajo Region
Classroom Action Plans for Reading
7th Grade

KinDahLichi'i Olta	SY 2012-2013 **Fall (BOY)**	Grade/Teacher 7th - -Ms . Lucinda Wauneka

Performance and Action Planning

BOY: What are the areas of strengths and areas of need?
What are ways you will be addressing these areas?

Strengths Foundation/Vocabulary

- Weakness : Informational text – Reading step by step in sequence order for comprehension of informational text. Utilize Buckle Down Reading for 7th grade class.
- Correlating utilizing various recipes, instructional manuals and visual diagrams.
- These sessions will take place on Tuesdays and Thursdays, from 9:00 a.m. to 10:00 a.m. weekly for 1 hr. - 2 times a week.

Provide more support

Goal Performance (Common Core Domains)

Rank #	Strands	BOY	MOY	EOY
	(Reading Strands)			
	Literature	208.7	195.3	
	Informational Text	207.5	194.4	
3	Foundations/Vocabulary	208.8	197.9	

BOY: What ***strategies*** will be used to accelerate growth for students most at risk?
(Identify targeted students)

Des Cartes
Grouping by Tiers
Buckle Down AIMS
Google Search Reading (teacher research)

- Shared Rearding (think pair share)
- Group reading for re-enforcement strategies in groups for 4 per group. After pulling the

Growth Targets

Levels:	BOY # of Students	BOY % of Students	NWEA Growth Goal Projection @ 60% tile
Basic	12	52	17%
Nearing Proficient	10	43	70 %
Proficient	1	4	13%

lowest group or Intensive group. They return to their previous reading group. • These sessions will take place on Tuesdays and Thursdays, from 9:00 a.m. to 10:000 a.m. weekly for 1 hr. - 2 times a week. Guided Reading (provide question on elements of reading)	Advance	0	0	0%
BOY: What ***strategies*** will assist all other students to obtain growth of 60%? (Consider Goal Performances to adjust instruction.) • Allow students to research on their own on the Internet to further their growth in informational text reading. • Reading small stories for comprehension of various stories for re-telling. • These sessions will take place on Tuesdays and Thursdays, from 9:00 a.m. to 10:00 a.m. daily for 1 hr. – 2 times a week.	***Targeted Students:***			