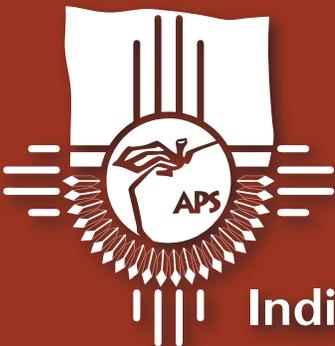


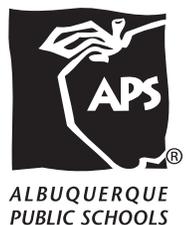
ALBUQUERQUE PUBLIC SCHOOLS

*Indian
Education
Plan*

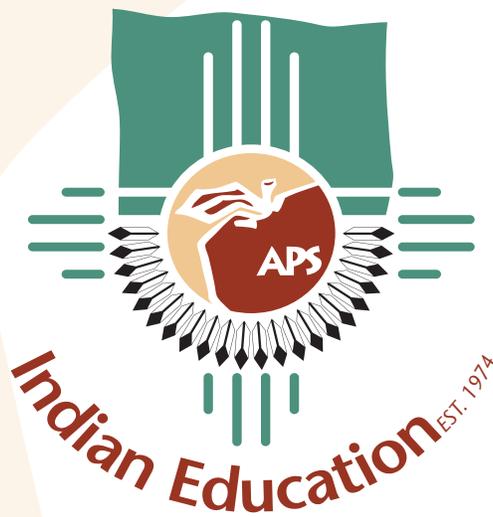
School Year 2009-2015



Indian Education Department



**Albuquerque Public Schools
INDIAN EDUCATION PLAN
School Year
2009-2015**



**ALBUQUERQUE
PUBLIC SCHOOLS**

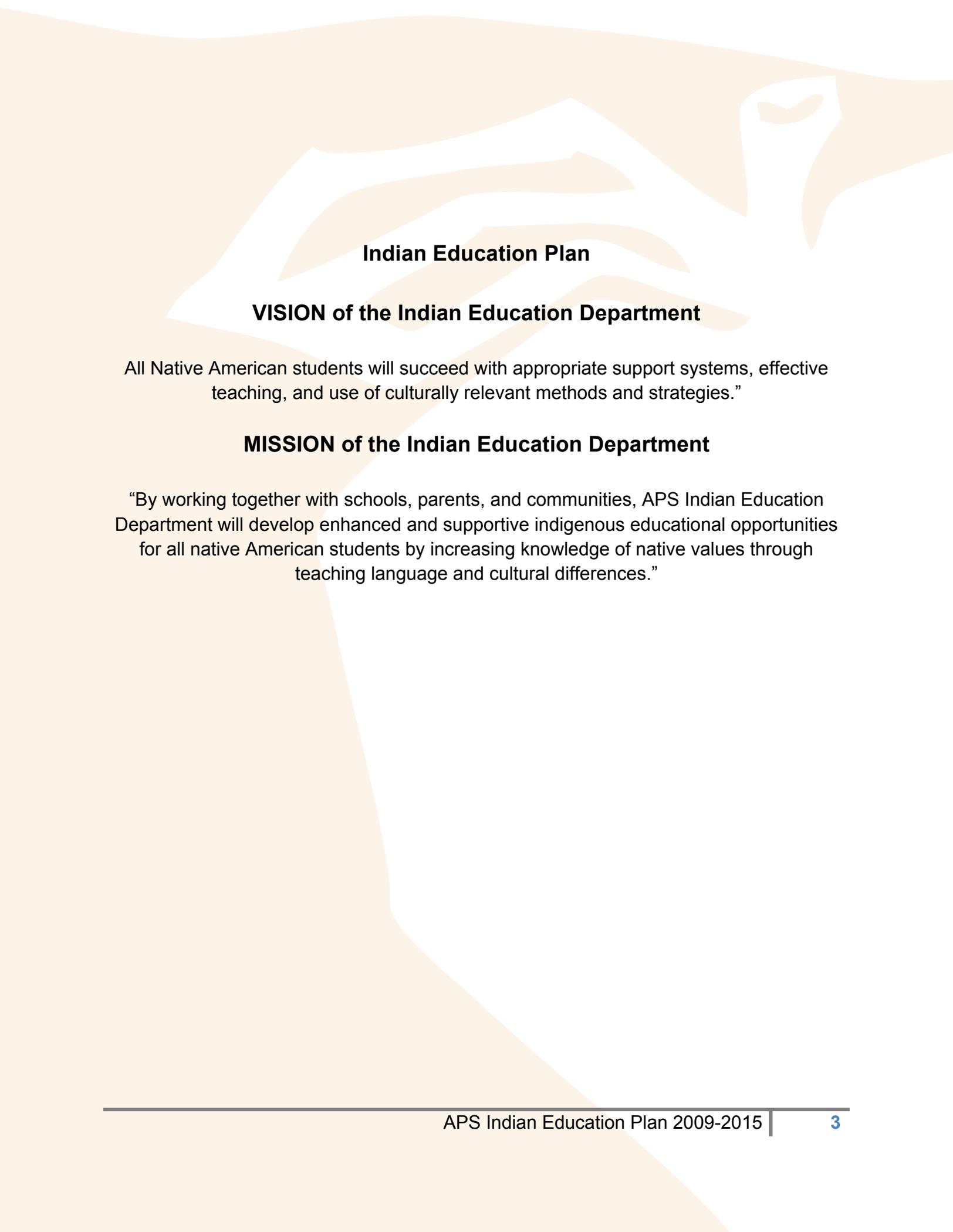
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Indian Education Plan

VISION of the Indian Education Department

All Native American students will succeed with appropriate support systems, effective teaching, and use of culturally relevant methods and strategies.”

MISSION of the Indian Education Department

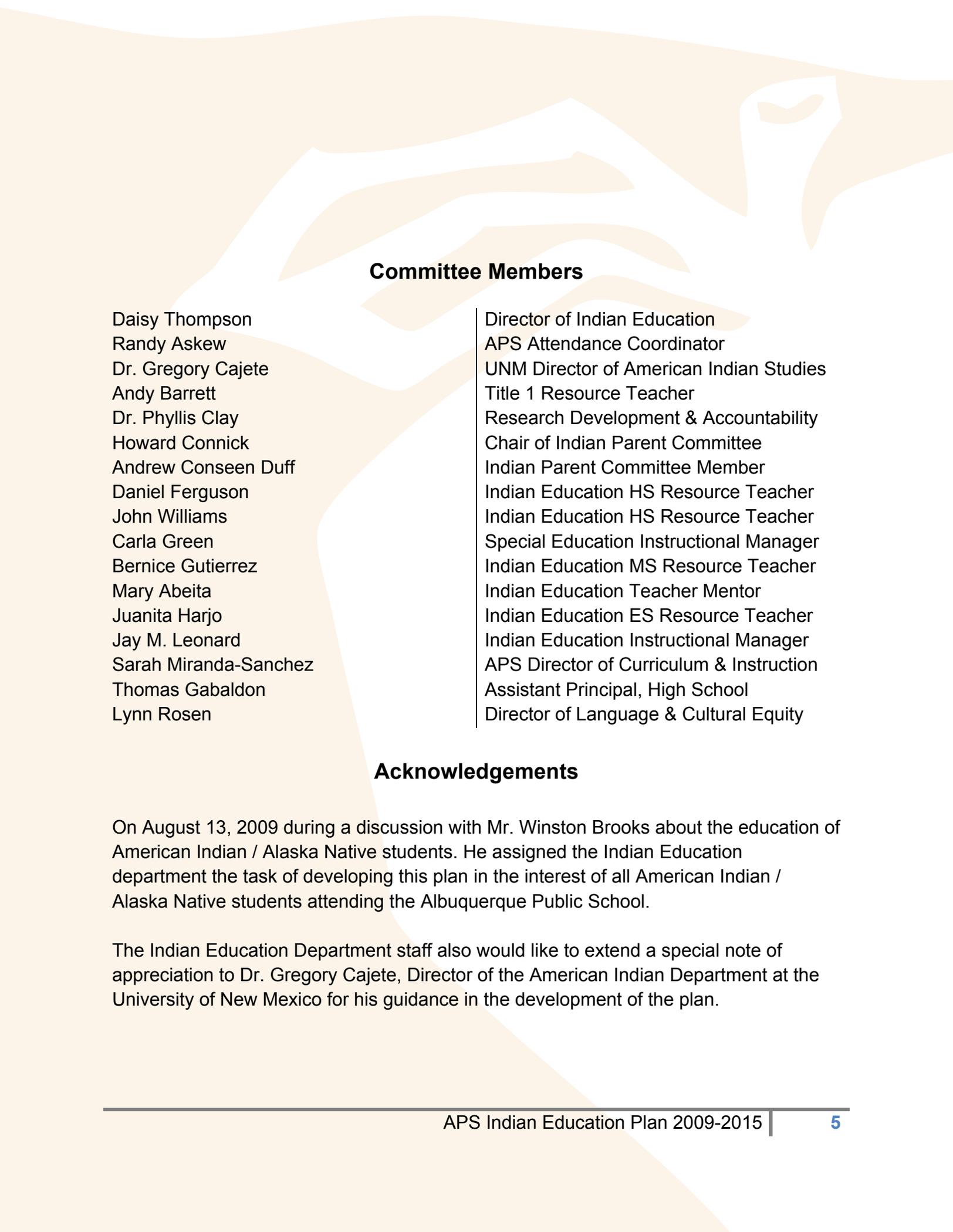
“By working together with schools, parents, and communities, APS Indian Education Department will develop enhanced and supportive indigenous educational opportunities for all native American students by increasing knowledge of native values through teaching language and cultural differences.”

APS School Board

Paula Maes	Board President (District 5)	Lorenzo Garcia	Board Member (District 3)
Dr. Analee Maestas	Board Vice President (District 1)	Martin Esquivel	Board Member (District 4)
Kathy Korte	Board Secretary (District 2)	David Robbins	Board Member (District 6)
Dr. David Percy	Board Member (District 7)		

District Administration

Winston Brooks	Superintendent	Diego D. Gallegos	Asst. Supt. for School & Community Support
Linda Sink	Chief Academic Officer	Don Moya	Chief Business Officer
Brad Winter	Chief Operations Officer	Tom Ryan	Chief Information Officer
Eduardo Soto	Associate Superintendent for Secondary Education	Rose-Ann McKernan	Executive Director of Instructional Accountability
Raquel Reedy	Associate Superintendent for Elementary Education	Andrea Trybus	Associate Superintendent for Human Resources
Diane Kershen	Associate Superintendent for Elementary Education	J. Patrick Garcia	Executive Director of Operations



Committee Members

Daisy Thompson	Director of Indian Education
Randy Askew	APS Attendance Coordinator
Dr. Gregory Cajete	UNM Director of American Indian Studies
Andy Barrett	Title 1 Resource Teacher
Dr. Phyllis Clay	Research Development & Accountability
Howard Connick	Chair of Indian Parent Committee
Andrew Conseen Duff	Indian Parent Committee Member
Daniel Ferguson	Indian Education HS Resource Teacher
John Williams	Indian Education HS Resource Teacher
Carla Green	Special Education Instructional Manager
Bernice Gutierrez	Indian Education MS Resource Teacher
Mary Abeita	Indian Education Teacher Mentor
Juanita Harjo	Indian Education ES Resource Teacher
Jay M. Leonard	Indian Education Instructional Manager
Sarah Miranda-Sanchez	APS Director of Curriculum & Instruction
Thomas Gabaldon	Assistant Principal, High School
Lynn Rosen	Director of Language & Cultural Equity

Acknowledgements

On August 13, 2009 during a discussion with Mr. Winston Brooks about the education of American Indian / Alaska Native students. He assigned the Indian Education department the task of developing this plan in the interest of all American Indian / Alaska Native students attending the Albuquerque Public School.

The Indian Education Department staff also would like to extend a special note of appreciation to Dr. Gregory Cajete, Director of the American Indian Department at the University of New Mexico for his guidance in the development of the plan.

Improving Education Results for American Indian / Alaska Native Students

EXECUTIVE SUMMARY

Introduction

During School Year 2009-2010 the Indian Education Department conducted a series of planning meetings with parents, teachers, researchers, tribal leaders, state representatives, and district department directors to begin development of an *Indian Education Plan* to address the educational needs of American Indian / Alaska Native students attending Albuquerque Public Schools. The meetings commenced on September, 29, 2009 and concluded on April 6, 2010. The committee followed the *Comprehensive Educational Planning a Framework for Creation and Delivery*, prepared by Dr. Greg Cajete. Principals (elementary, middle, and high school) were invited with Thomas Gabaldon, assistant principal involved in every meeting and Nikki Dennis, High school principal who attended one time. The core committee membership was made up central office department supervisors and staff from Indian Education.

During the same year in the spring of 2010, *focus groups* made up of American Indian / Alaska native students were formulated by the Indian education resource teachers in elementary, middle, and high school levels. The committee believed that input from the students was crucial in the development of the education plan. Student input is included in the document.

Another group who had input into the education is the American Indian / Alaska Native parents.

During School Year 2010-2011, *Action Plans* for each activity was completed by the Indian Education Department director, Daisy Thompson; Instructional manager, Jay M. Leonard; and teacher mentor, Mary Abeita. Each Action Plan will be followed by a *Plan, Do, Study, Act* (PDSA) plan for a more detailed plan as each activity is prepared for implementation.

Purpose

The purpose of the *Indian Education Plan* is to examine past, current, and future effective methods and strategies that support the education of American Indian / Alaska

Native students. Four goals are targeted in the plan which includes: (1) Increased graduation rate, (2) Increased academic achievement, (3) Increased daily attendance rate, and (4) Increased appreciation and expression of culture, language, and heritage of American Indian / Alaska Native students.

Objectives

The objective of the *Indian Education Plan* is to (1) systematically change educational program delivery in needed areas, (2) align department goals with district goals, (3) align service delivery methods and strategies to proven effective research methods, (4) provide advice and receive guidance from stakeholders within and outside the district regarding critical education issues, and (5) establish and develop action plans for each of the identified target activities.

Results in Brief

The Indian Education Plan includes Goals, Objectives, and Improvement Indicators. There is an *Action Plan* for each improvement indicator listed. Plan, Do, Study, and Act (PDSA) are developed for each improvement indicator prior to implementation.

- I. **Increase Graduation rate** to 57% by 2014 by improving 3% every year beginning at a baseline average of 49.4% in 2009.
 - A. Analyze relevance of secondary education in Albuquerque Public Schools to American Indian / Alaska Native students
 - B. Develop college / career focus of all American Indian / Alaska Native students
 - C. Identify support of American Indian / Alaska Native students and their families

- II. **Increase Academic achievement** in reading and math by 3% beginning in 2009 with 6th graders the lowest in reading at 33% and the 11th graders the lowest in math at 21% to 2014 with 6th graders gaining an overall 38% in reading and 11th graders to 25% in math.
 - A. Develop cultural and linguistic relevance for academic achievement to support American Indian / Alaska Native students
 - B. Improve assessment of American Indian / Alaska Native students
 - C. Provide extra support for American Indian / Alaska Native students

- III. **Increase Daily Attendance rate** to 95% beginning in 2009 by targeting 37 elementary, 13 middle, and 9 high schools with less than 95% attendance rate.
 - A. Develop attendance monitoring of American Indian / Alaska Native students
 - B. Create support for good attendance

- C. Define and develop outreach to the community, agencies, and government entities

IV. Increase Appreciation and expression of cultures, languages, and heritage of American Indian / Alaska Native students' district wide in 2010 to 2015.

There are four Native language programs in 2010 and to increase programs by adding one new program each year to a total of nine programs in 2014.

- A. Create curriculum and educational programs for Native culture, language, and heritage
- B. Improve professional development
- C. Develop community and tribal outreach

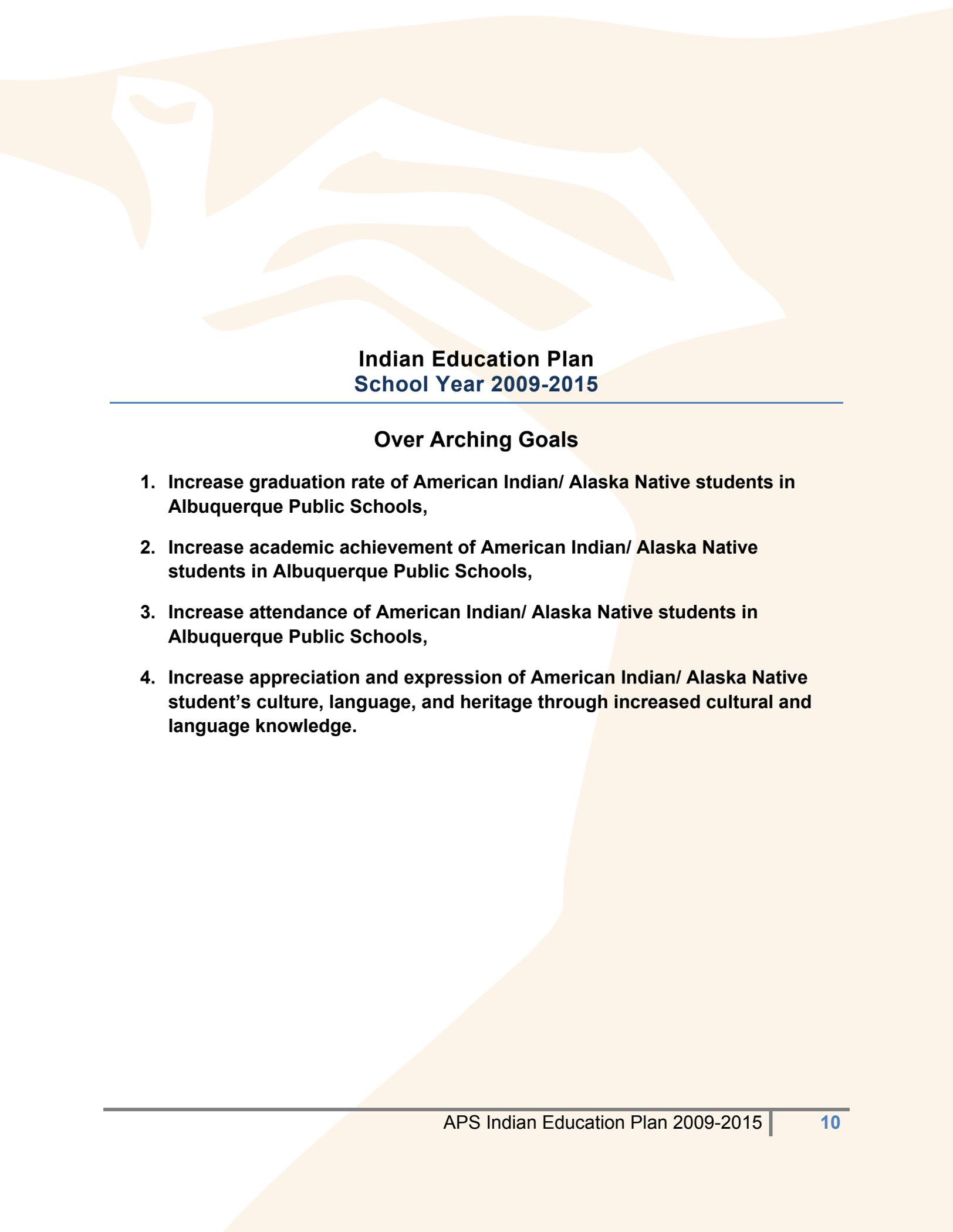
The complete Indian Education Plan is presented in Appendix A, with the Action Plans in Appendix B.

Future Plans

Additional input will be solicited during the months of May, June, and July 2010 from parents, students, community members, tribal leaders, and district staff through various venues including; (1) public hearings, (2) surveys, (3) student focus groups, and (4) meetings. An implementation action plan will be developed for each task listed under the goals. Activities will be phased in during a five year timeline with full implementation expected by spring 2015. Pilot year is expected beginning on August, 2010.

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APPENDIX A
INDIAN EDUCATION PLAN
SCHOOL YEAR 2009-2015

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Indian Education Plan School Year 2009-2015

Over Arching Goals

- 1. Increase graduation rate of American Indian/ Alaska Native students in Albuquerque Public Schools,**
- 2. Increase academic achievement of American Indian/ Alaska Native students in Albuquerque Public Schools,**
- 3. Increase attendance of American Indian/ Alaska Native students in Albuquerque Public Schools,**
- 4. Increase appreciation and expression of American Indian/ Alaska Native student's culture, language, and heritage through increased cultural and language knowledge.**

Goal 1: Graduation Rate

Increase Graduation rate to 57% by 2014 by improving 3% every year beginning at a baseline average of 49.4% in 2009

- A. Analyze Relevance of Secondary Education in Albuquerque Public Schools to American Indian/ Alaska Native Students**
 - a. Design Native American Government and Economics curriculum for American Indian/ Alaska Native high school students.
- B. Develop College/Career Focus of All American Indian/ Alaska Native Students**
 - a. Support of American Indian/ Alaska Native College days (on and off college campuses),
 - b. Provide technical support for scholarship search,
 - c. Expand Financial Aid Nights for college, and
 - d. Develop Memorandum of Agreements (MOA) for dual enrollment with Southwestern Indian Polytechnic Institute (SIPI) and the Institute of American Indian Arts (IAIA),
- C. Identify Support of American Indian/ Alaska Native Students and Their Families**
 - a. Increase provision of support services (Resource teachers) for all middle and high schools with large enrollment of American Indian/ Alaska Native students,
 - b. Develop partnerships with New Mexico tribes, pueblos, and businesses for Graduation incentives,
 - c. Continued financial support of summer credit recovery programs, and
 - d. Increase access of NOVA Net (online credit recovery) by American Indian/ Alaska Native students, including students from the Tohajiilee community.

Goal 2: Academic Achievement

Increase Academic Achievement In reading and math by 3%. Beginning in 2009 the 6th graders are the lowest in reading at 33% and the 11th graders are performing the lowest in math at 21%. In 2014, 6th graders will increase their overall score to 38% in reading and 11th graders will increase in math to 25%.

- A. Develop Cultural and Linguistic Relevance for Academic Achievement to Support American Indian/ Alaska Native Students**
- a. Design and implement a Native language and culture program at all high impact schools,
 - b. Incorporate language and culture into Individual Education Plans and Academic Improvement Plans,
 - c. Provide professional development to increase cultural relevancy of instructional strategies and curriculum, (i.e., training on the Zais Model¹ Zais (1976),
 - d. Design appropriate tracking of bilingual programs for American Indian / Alaska Native students, (i.e., support for content, scaffolding of instruction and academic language),
 - e. Sustain and expand partnerships with tribes and pueblos in curriculum development and sharing with the Albuquerque Public Schools,
 - f. Increased use of culturally relevant literature to teach Reading and Writing, Social Studies, Science, and Math,
 - g. Implement Native American Values (Belonging, Mastery, Generosity, and Independence) in all classrooms across the district to increase appreciation and knowledge by instructional staff,
 - h. Incorporate Native language and culture under the Indian Education Department in partnership with Language and Cultural Equity Department, and

¹ Zais curriculum model is comprised of four Components and four Foundations to include in curriculum development which include: Components, (1) Aims, (2) Content, (3) Learning Activities, (4) Evaluation, and Foundations; (1) Epistemology, (2) Society / culture, (3) The Learner, and (4) Learning Theory.

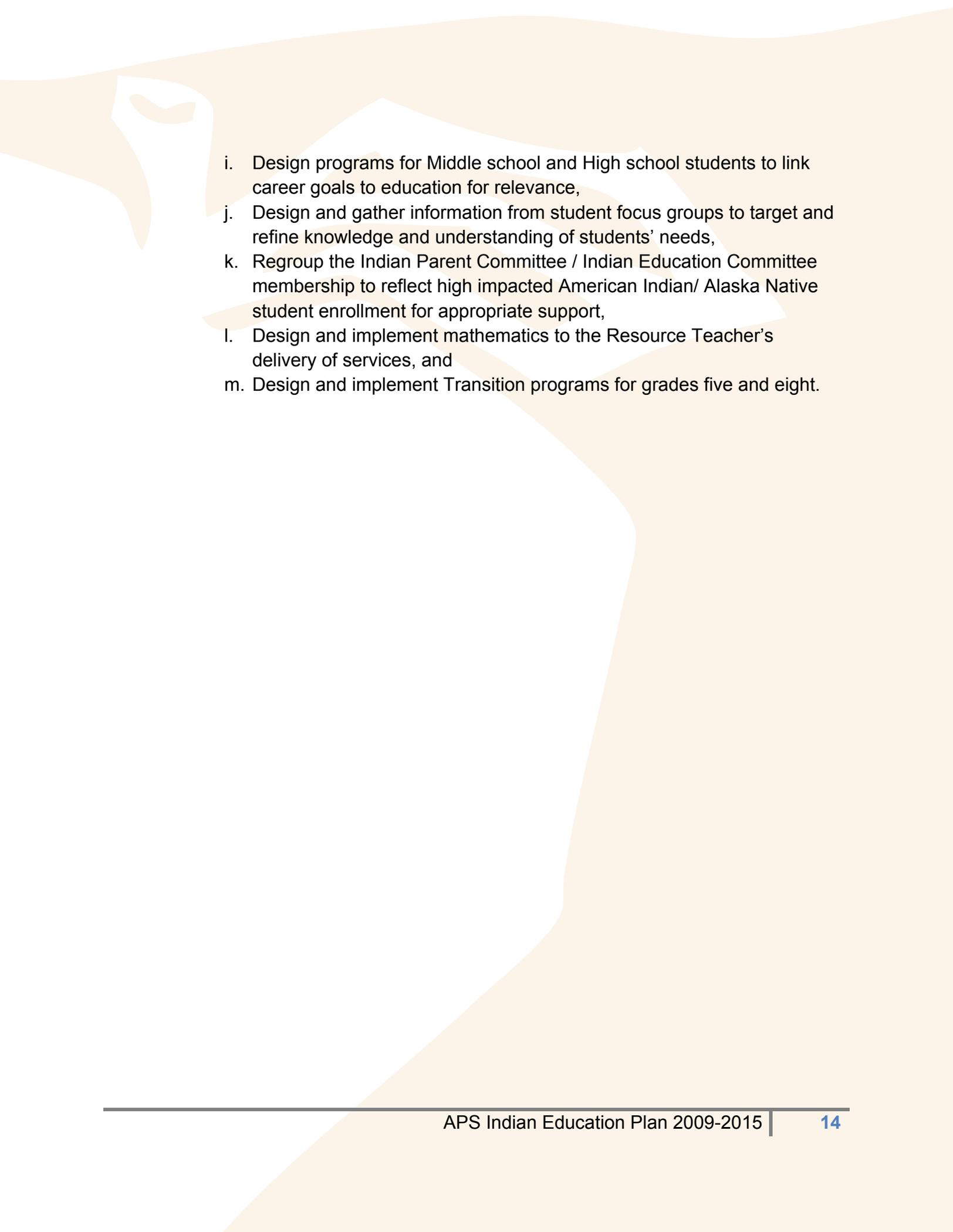
- i. Design and implement the Zais model into core Language Arts, Math, and Social Studies curriculum K-12,
- j. To support AI/AN students in design and creation of a science project that integrate culture, tradition, and language for entry to local, state, national, and international math and science competitions.
- k. To support AI/AN students to experience primary source of information and learning through educational field trips.

B. Improve Assessment of American Indian/ Alaska Native Students

- a. Identify gifted American Indian/ Alaska Native students,
- b. Support advanced placement participation of high school students,
- c. Research alternative assessment methods district-wide to support American Indian/ Alaska Native students to improve performance on tests,
- d. Ensure cultural congruence of test items via bias analysis,
- e. Design formative assessments conducive to American Indian/ Alaska Native students' learning styles, and
- f. Design and align special education evaluation and identification of American Indian/ Alaska Native students for disabilities and gifted.

C. Provide Extra Support For American Indian/ Alaska Native Students

- a. Support summer enrichment programs (i.e., American Indian writers' workshop, Native language, creative arts for students through Institute of American Indian Arts, etc.),
- b. Recruitment of Resource Teachers at all high impact K-12 schools,
- c. Create an American Indian/ Alaska Native preschool center for early intervention,
- d. Develop and support certified preschool programs that are conducive to the needs and participation of American Indian/ Alaska Native preschoolers,
- e. Design a preschool program for American Indian/ Alaska Native children in Albuquerque Public Schools,
- f. Create and design after-school programs targeting culturally based Math and Science in high impact schools sites,
- g. Design and implement an American Indian/ Alaska Native parent center for training and support,
- h. Identify and listen to "voices" of American Indian/ Alaska Natives in matters related to their education,

- 
- i. Design programs for Middle school and High school students to link career goals to education for relevance,
 - j. Design and gather information from student focus groups to target and refine knowledge and understanding of students' needs,
 - k. Regroup the Indian Parent Committee / Indian Education Committee membership to reflect high impacted American Indian/ Alaska Native student enrollment for appropriate support,
 - l. Design and implement mathematics to the Resource Teacher's delivery of services, and
 - m. Design and implement Transition programs for grades five and eight.

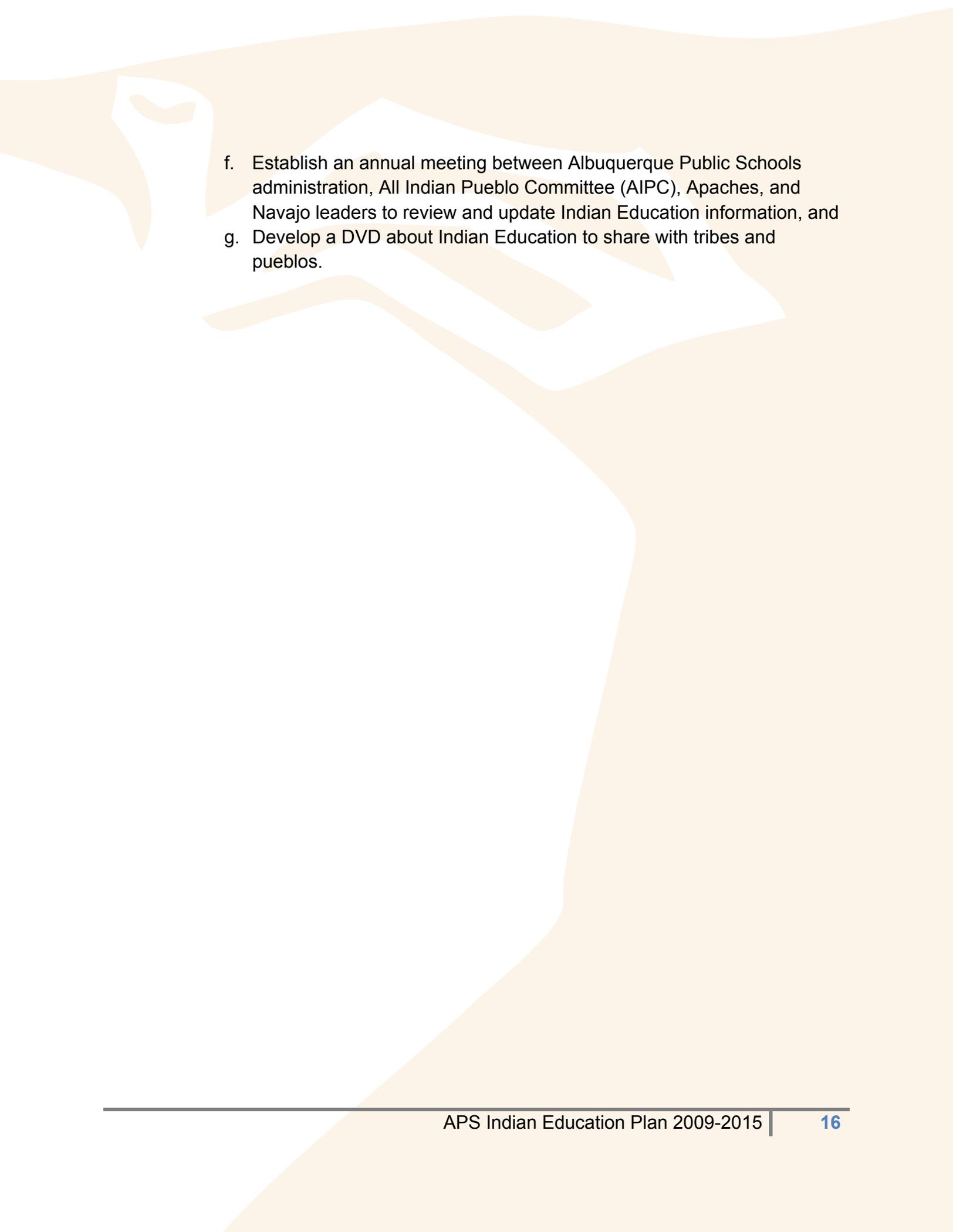
Goal 3: Daily Attendance Rate

Increase the Daily Attendance rate to 95% beginning in 2009 by targeting 37 elementary, 13 middle, and 9 high schools with less than 95% attendance rate.

- A. Develop Attendance Monitoring of American Indian/ Alaska Native Students**
 - a. Identify elementary schools that have an attendance rate below 95% for extra support,
 - b. Encourage parents to communicate with schools regarding their children's absences,
 - c. Develop an attendance contract with families of students with chronic absences at high impact schools, and
 - d. Design and implement student recognition and incentives twice a year.

- B. Create Support For Good Attendance**
 - a. Identify elementary school students with chronic absences for mentorship,
 - b. Develop support to schools through training of staff related to Indian education,
 - c. Design a case management model with families of students with chronic absences, and
 - d. Design a program for middle and high school students to mentor elementary students,

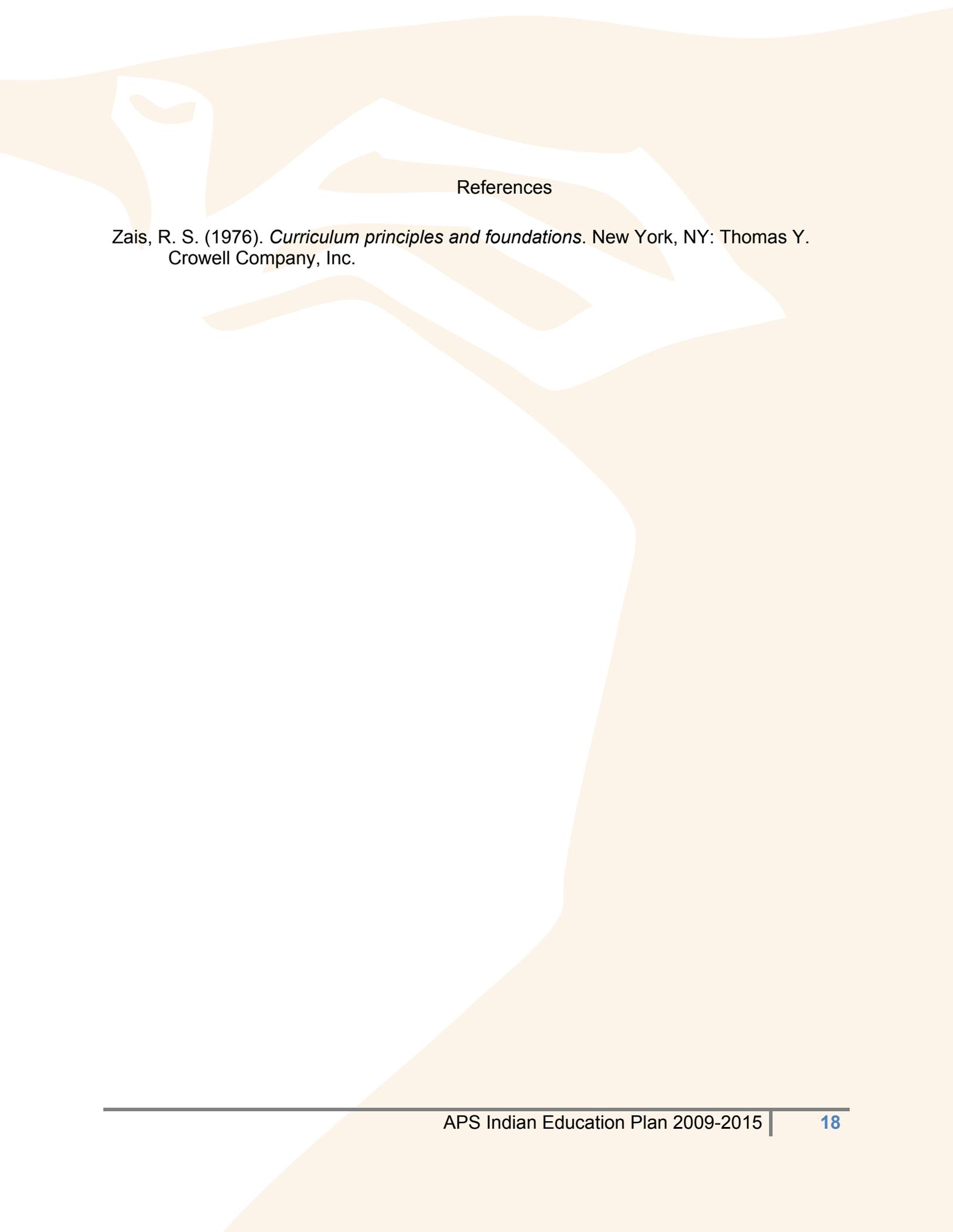
- C. Define and Develop Outreach to the Community, Agencies, and Government Entities**
 - a. Develop Memorandum of Agreements with high impact tribes and pueblos for attendance,
 - b. Coordinate with tribal liaisons in attendance monitoring of tribal members,
 - c. Develop a district attendance plan for students participating in cultural ceremonies,
 - d. Include Tohajiilee community in delayed school announcements,
 - e. Design a collaborative plan between the Albuquerque Public Schools' Attendance Office and Indian Education Department,

- 
- A large, stylized graphic in the background shows a hand in a light tan color holding a white sheet of paper. The hand is positioned at the top left, with fingers curled around the paper. The paper is slightly wrinkled and has some faint, illegible text on it. The overall background is a light beige color.
- f. Establish an annual meeting between Albuquerque Public Schools administration, All Indian Pueblo Committee (AIPC), Apaches, and Navajo leaders to review and update Indian Education information, and
 - g. Develop a DVD about Indian Education to share with tribes and pueblos.

Goal 4: Increase Appreciation and Expression of Cultures, Languages, and Heritage of American Indian/ Alaska Native Students

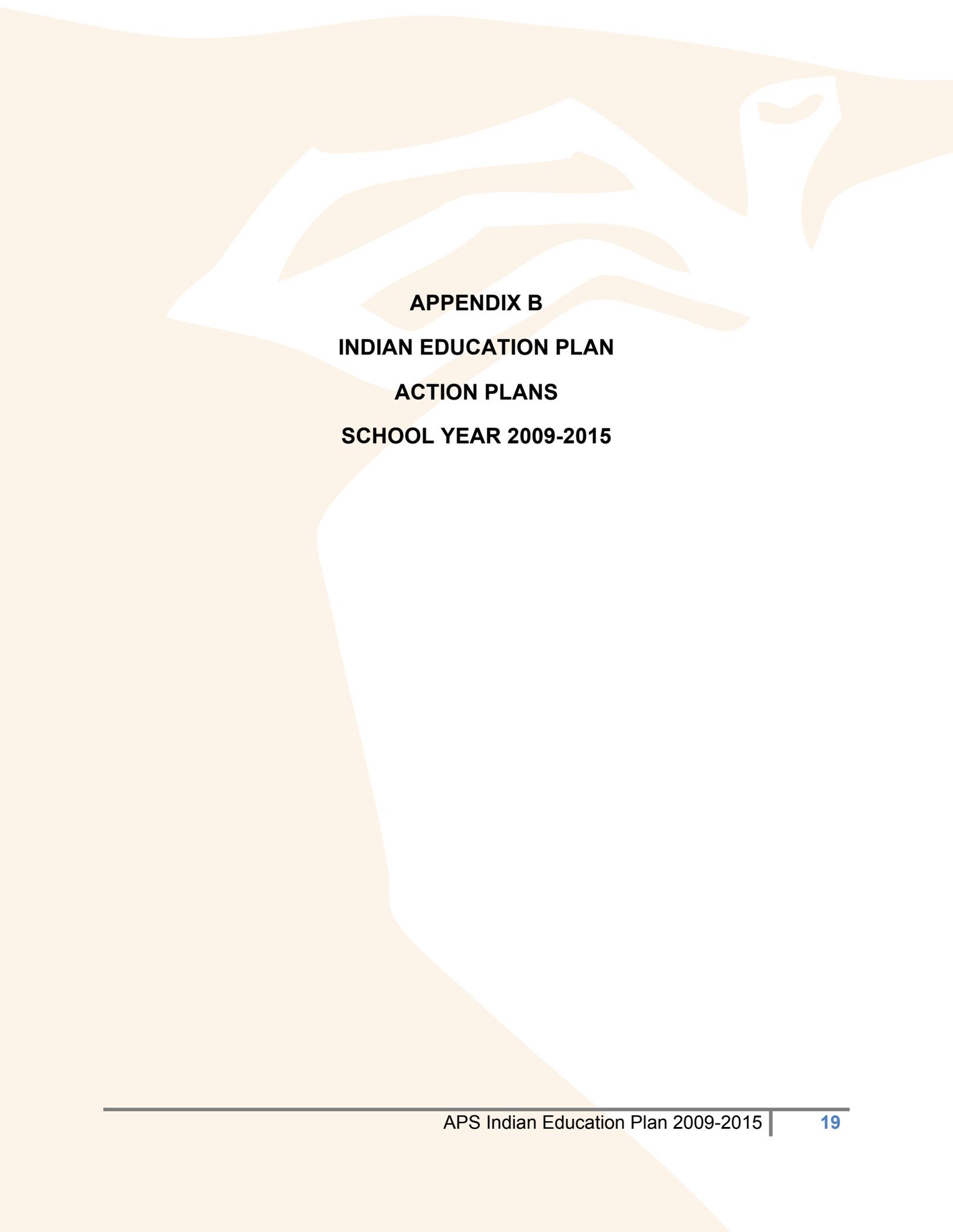
District wide in 2010 to 2015. There are four native Language programs in 2010 and to increase programs by adding one new program each year to a total of nine programs in 2014.

- A. Create Curriculum and Educational Programs for Native Culture, Language and Heritage**
 - a. Establish an *Indigenous Education Center* to house programs, instructional materials and activities,
 - b. Increase the number of and participation in Native language institutes, during the summer and school year,
 - c. Develop and support Native Language courses for American Indian/ Alaska Native students including offering the class as foreign language (e.g. Lakota, Cherokee, Dine, and New Mexico Pueblo Languages) and,
 - d. Support American Indian / Alaska Native students in native Language courses, and,
 - e. American Indian languages offered as a foreign language (i.e., Lakota, Cherokee, Dine, and New Mexico Pueblo languages).
 - f. Develop a process for graduating bilingual Native American speakers to attain an APS bilingual seal.
- B. Improve Professional Development**
 - a. Design and implement a summer culture institute for Albuquerque Public School teachers and administrators,
 - b. Design Professional Development related to Native American values for use in the classroom, and
 - c. Design Professional Development activities through collaborative planning between the Indian Education Department and other district departments and schools.
- C. Develop Community and Tribal Outreach**
 - a. Develop communication and collaboration with high impact tribes in Albuquerque Public Schools,
 - b. Design partnership with local American Indian/ Alaska Native businesses and organizations for educational support of students in Albuquerque Public Schools,
 - c. Promote the district Cultural Proficiency initiative.

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References

Zais, R. S. (1976). *Curriculum principles and foundations*. New York, NY: Thomas Y. Crowell Company, Inc.

The background of the page features a stylized, light beige illustration of two hands. One hand is positioned at the top right, holding a white sheet of paper that is being presented to another hand reaching up from the bottom left. The overall aesthetic is clean and professional, with a focus on the theme of education and support.

APPENDIX B
INDIAN EDUCATION PLAN
ACTION PLANS
SCHOOL YEAR 2009-2015

Goal 1:

Increase Graduation Rate to 57% by 2014 by improving 3% every year beginning at a baseline average of 49.4% in 2009.

Objective: A Analyze Relevance of Secondary Education in Albuquerque Public Schools to American Indian/ Alaska Native Students.

Improvement Indicator: (a) Design curriculum maps for American Indian/ Alaska Native high school students for Native American Government and Economics.

Purpose: The purpose of the *Indian Education Plan* is to examine past, current, and future effective methods and strategies to support the education of American Indian /Alaska native students. Four goals are targeted in the plan: (1) Increased graduation rate, (2) Increased academic achievement, (3) Increased daily attendance rate, and (4) Increased appreciation and expression of culture, language, and heritage of American Indian / Alaska Native students.

Staffing: High School Resource Teachers, Director, Instructional Manager, and APS Curriculum Board.

Strategies/Tasks/Action Steps <i>What will be done</i>	Responsibilities: <i>Who will do it?</i>	Resources: <i>Funding/Time/People/Materials</i>	Timeline: By when? <i>Day/month</i>
1). Meet with high school resource teachers to plan benchmarks.	IE Director IE Instructional Manager HS Resource Teachers IE Editor	Title VII 1 ½ hour meeting 6 IE staff IE Action Plan	November 9, 2010
2). High school resource teachers will use the six Strands from the Government and Economics courses to complete the curriculum illustrations.	IE High School Resource Teachers	Title VII funding Government and Economics textbooks, State Standards for government and economics courses	November 2010 to February 2011
3). Resource teachers to complete Curriculum maps for proofreading and editing.	IE Director IE Instructional Manager IE High school Resource Teachers IE Editor	Title VII funding Government and Economics textbooks, State Standards for government and economics courses	November 2010 to February 2011
4). Curriculum illustrations submitted to the APS High School Curriculum Department for review and approval.	IE Director APS HS Curriculum Board IE HS Teachers	People Time	March/April 2011

<p>5). Completed curriculum illustrations course work submitted to the APS School Board and Superintendent for adoption.</p>	<p>I & A Director</p>	<p>Curriculum</p>	<p>April/May 2011</p>
<p>6. Training of regular high school Social Studies Teachers from the district during summer SY2010-2011. Indigenized Government and Economics courses.</p>	<p>IE Director IE Instructional Manager IE High School Teachers</p>	<p>Government and Economics Curriculum and State Standards</p>	<p>June 2011</p>
<p>7. Collaboration with the Navajo Nation scholarship Office for approval for the Native American Government to meet requirements for Navajo Nation Scholarship.</p>	<p>IE Director IE Instructional Manager Navajo Nation Scholarship Office</p>	<p>Government and Economics Curriculum and State Standards</p>	<p>May/June 2011</p>

Implications for Professional Development:

Beginning fall 2010 high school Resource Teachers will begin working on the design and development of the curriculum illustrations for the Government and Economics courses. Professional development gained from the research involved from the development is on-going. The high school resource teachers to attend a week-long "Native American Businessmen Summit" in May, 2011.

Implications for Family Involvement:

Families of students taking these courses will be involved as their students discuss the selections of these courses to earn credit for graduation.

Evidence of Success: *(How will progress be measured? What are the benchmarks?)*

Completion of the curriculum illustrations.
Adoption by the HS Curriculum Board and final adoption by the APS School Board and Superintendent.
Senior Native American students will have increased choices of completing Government and Economics courses.

Evaluation Process: *(What measures will be used to determine attainment of goals?)* Increased graduation rates of Native American students will be used to evaluate this program.

Results / Accomplishments:

Next Steps:

Date:

Goal 1:

Increase Graduation Rate to 57% by 2014 by improving 3% every year beginning at a baseline average of 49.4% in 2009.

Objective:

B Develop College/Career Focus of All American Indian/Alaska Native Students

Improvement Indicator: (a) Support of American Indian/ Alaska Native College days (on and off college campuses)

Purpose:

The purpose of the *Indian Education Plan* is to examine past, current, and future effective methods and strategies to support the education of American Indian /Alaska native students. Four goals are targeted in the plan: (1) Increased graduation rate, (2) Increased academic achievement, (3) Increased daily attendance rate, and (4) Increased appreciation and expression of culture, language, and heritage of American Indian / Alaska Native students.

Staffing:

Instructional Manager, 1 College and Career Readiness Monitor, 3 High School Resource Teachers

Strategies/Tasks/Action Steps <i>What will be done</i>	Responsibilities: <i>Who will do it?</i>	Resources: <i>Funding/Time/People/Materials</i>	Timeline: By when? <i>Day/month</i>
1). Annual designation of 2 “College Connection Days” by the Indian Education Department.	IE Director IE Instructional Manager Local and out of state Higher education recruiters	Title VII and JOM funding 4 hours on Saturdays	August October February
2). Local and out of state colleges and universities are contacted and scheduled to attend College Connection Day event at IAIA, and others.	IE Instructional Manager Local and out of state Higher education recruiters	Title VII and JOM funding Recruiters provide their own materials	October February
3). Fort Lewis College, IAIA and others contacted to schedule student visit to college site.	IE Instructional Manager IE staff College personnel	Title VII and JOM funding	October January February

Implications for Professional Development:

(1) Based on past event experiences, there would not be a need for professional development for the IE staff.

Implications for Family Involvement:

- (1) Parent permission will be required for students to attend the out of state field trip.
- (2) Parents may be required to attend out of state event as chaperones.

Evidence of Success: (How will progress be measured? What are the benchmarks?)

- (1) Success will be determined by students attending one or both of these events.

(2) Sign in sheets will be used to determine benchmarks.

Evaluation Process: *(What measures will be used to determine attainment of goals?)* Sign in sheets for students and participation by college and university staff will be used to evaluate these event.

Results Accomplishments:

Next Steps:

Date:

Goal 1: Increase Graduation Rate to 57% by 2014 by improving 3% every year beginning at a baseline average of 49.4% in 2009.

Objective: B Develop College/Career Focus of All American Indian/ Alaska Native Students
Improvement Indicator: (b) Provide technical support for scholarship search

Purpose: The purpose of the *Indian Education Plan* is to examine past, current, and future effective methods and strategies that support the education of American Indian / Alaska Native students. Four goals are targeted in the plan which includes: (1) Increased graduation rate, (2) Increased academic achievement, (3) Increased daily attendance rate, and (4) Increased appreciation and expression of culture, language, and heritage of American Indian / Alaska Native students.

Staffing: Indian Education Department staff, HS Administration and Counselors, University and College Recruiters, US Department of Education (USDOE) Free Application for Federal Student Aid (FAFSA) Project.

Strategies/Tasks/ Action Steps <i>What will be done</i>	Responsibilities: <i>Who will do it?</i>	Resources: <i>Funding/Time/People/Materials</i>	Timeline: <i>By when? Day/month</i>
1). Identify all Native American 11 th and 12 th grade students in APS.	IE Instructional Manager IE Data Clerk	Operational/Title VII	October 2010
2). Provide Scholarship information to high school Students.	IE Director IE Instructional Manager College/university recruiting staff	Operational/Title VII/JOM	October 2010
3). Create partnership with the Department of Education FAFSA sites in APS for support of Native American students.	IE Director IE Instructional Manager DOE staff IE/APS staff	Operational DOE Grant funding	January 2011

Implications for Professional Development:
 Professional Development will be on-going as required.

Implications for Family Involvement:
 Parents/families will be involved through mail, email, and phone calls throughout this process.

Evidence of Success: *(How will progress be measured? What are the benchmarks?)*
 Sign in sheets, numbers of FAFSA applications completed will be benchmarks for success.

Evaluation Process: *(What measures will be used to determine attainment of goals?)*

Numbers of student participation will be used for evaluation purposes.

Results / Accomplishments:

Next Steps:

Date:



Goal 1:

Increase Graduation Rate to 57% by 2014 by improving 3% every year beginning at a baseline average of 49.4% in 2009.

Objective:

B Develop College/Career Focus of All American Indian/ Alaska Native Students

Improvement Indicator: (c) Expand Financial Aid Nights for College.

Purpose:

The purpose of the *Indian Education Plan* is to examine past, current, and future effective methods and strategies that support the education of American Indian / Alaska Native students. Four goals are targeted in the plan which includes: (1) Increased graduation rate, (2) Increased academic achievement, (3) Increased daily attendance rate, and (4) Increased appreciation and expression of culture, language, and heritage of American Indian / Alaska Native students.

Staffing:

Fort Lewis College staff, Institute of American Indian Arts (IAIA) staff, Indian Education staff

Strategies/Tasks/ Action Steps <i>What will be done</i>	Responsibilities: <i>Who will do it?</i>	Resources: <i>Funding/Time/People/Materials</i>	Timeline: <i>By when?</i>
1) Identify eligible Native American 11 th and 12th grade students interested in attending higher education institutions.	IE Director IE Instructional Manager IE Staff	Operational/Title VII/JOM	October 2010
2). Visits by IAIA staff to meet with Native American Students at Cibola, Highland, West Mesa and Albuquerque High Schools will be scheduled.	IE Director IE Instructional Manager IAIA, Fort Lewis Staff	Operational/Title VII/JOM	October 2010 January 2011 February 2011
3. College and Career Readiness Monitor will be Assigned to monitor students to transition to Educational institutions beyond high school.	IE Director IE Instructional Manager	Title VII and JOM	August 2011
4. All high schools in the district will be involved In this process.	IE Director IE Instructional Manager College and Career Readiness Monitor High School Teachers	Title VII and JOM	Fall 2011

Implications for Professional Development:

Based on past event experiences, there would not be a need for professional development for the IE staff.

Implications for Family Involvement:

Parent and family involvement will be a requirement for these student activities.

Evidence of Success: *(How will progress be measured? What are the benchmarks?)*
Student participation for these events will be determinant for success.

Evaluation Process: *(What measures will be used to determine attainment of goals?)*
Student participation and plus/delta comments will be used to evaluate these student activities.

Results / Accomplishments:

Next Steps:

Date:

Goal 1: Increase Graduation Rate to 57% by 2014 by improving 3% every year beginning at a baseline average of 49.4% in 2009

Objective: B Develop College/Career Focus for all American Indian/Alaska Native students
Improvement Indicator: (d) Develop Memorandum of Agreements (MOA) for dual enrollment with Southwestern Indian Polytechnic Institute (SIPi) and the Institute of American Indian Arts (IAIA).

Purpose: The purpose of the Indian Education Plan is to examine past, current, and future effective methods and strategies that support the education of American Indian /Alaska Native students. Four goals are targeted in the plan which includes: (1) Increased graduation rate, (2) Increased academic achievement, (3) Increased daily attendance rate, and (4) Increased appreciation and expression of culture, language, and heritage of American Indian / Alaska Native students.

Staffing: Support staff to assist high school students

Strategies/Tasks/ Action Steps What will be done	Responsibilities: Who will do it?	Resources: Funding /Time/People/Materials	Timeline: By when?
1). Schedule a face-to-face- preliminary meeting with staff from SIPi and IAIA who are responsible for; registration, class schedules, and coursework requirements. Include pertinent APS staff. Schedule time and arrange for transportation (as needed).	IE Director IE Instructional Manager	Time People MOA Transportation	April, 2010
2). Follow up on the discussion from the preliminary Meeting With the staff who attended the first meeting. Schedule an On-site visit to SIPi and IAIA. Tour the facilities and receive documents that will be needed. Include pertinent APS staff. <ul style="list-style-type: none"> • Schedule a visitation to the site • Meet again at the site during the visit. 	IE Director IE Instructional Manager	Time People	August, 2010
3). Schedule a meeting at City Center with SIPi and IAIA Staff including impacted APS departments and High School principals. Develop an implementation plan with input from all involved. Will review schedules that will work for all high schools, develop a timeline for the year, review the MOA.	IE Director IE Instructional Manager SIPi and IAIA staff High School principals, Other departments.	MOA Time People	September, 2010
4). Develop the MOA with input from all entities involved: SIPi, IAIA, and APS. Review draft MOA by SIPi and IAIA staff,After final review, send to APS superintendent for signature.	IE Director IE Instructional Manager HS Curriculum	Time People MOA	November, 2010

Began implementation tasks as MOA is finalized with signatures from all entities.	Manager, I & A Executive Director			
5). Pilot the initiative in spring 2011 with four High schools: (Highland HS, Cibola HS, West Mesa HS, & Albuq. HS. Select the high schools to pilot the initiative.	IE Director IE Instructional Manager IE staff	Time People	September, 2010	
6). Send original signed copies to IAIA to get signatures from The president of the college. These MOAS need to be Signed before any additional activities can continue. (leave 1 original copy to IAIA and one to Curriculum Instructional manager).	IE Director IE Instructional Manager Curriculum Instructional Manager College President APS Superintendent	Signed original MOA	October, 2010	
7). Develop an IAIA site visitation schedule for interested students. Get all pertinent parent permission forms signed and schedule the transportation to the sites.	IE Director IE Instructional Manager Assigned IE staff	Fees for student transportation for site visit to SIPI and IAIA.	September- December, 2010	
8). Send a letter to all parents and high school students to determine interest. Send memos to high school principals and counselors to notify of coming registration and course availability.	IE Director IE Instructional Manager IE Secretary,	Fees for postage	December, 2010	
9). Conduct a parent meeting with all interested students at a monthly Indian Parent meeting in December. Invite SIPI and IAIA to present their programs to parents.	IE Director IE Instructional Manager IE Clerk IE Assigned staff	Meeting costs	December, 2010	
10). Conduct registration of interested students, work out transportation for students to go to and from the sites, Obtain parent permission for travel, help students get books and other school supplies. Implement initiative.	High School Counselors IE Director IE Instructional Manager IE Staff	Fees for school supplies, Transportation, support staffing,	December, 2010	

Implications for Professional Development:

Information will be shared by the higher education institutions with parents and students. The IE support staff will receive additional information from SIPI and IAIA.

Implications for Family Involvement: Presentation by the higher education institutions will help parents make informed educational decisions for their high school aged children.

Evidence of Success: *(How will progress be measured? What are the benchmarks?)*

The success of the program will be measured in three ways: (1) the number of students taking the coursework from SIPI and IAIA and (2) academic performance by completing their coursework with passing grades, and (3) attendance.

Evaluation Process: *(What measures will be used to determine attainment of goals?)* 1. A finalized MOA on file, (2) Program implementation of initiative, and (3) level of student participation.

Results / Accomplishments:

Review of results will be conducted in May, 2011. Next Steps will be determined by planning for summer 2011 and fall 2011.

Next Steps:

Date: May, 2011

Goal 1: Increase Graduation Rate to 57% by 2014 by improving 3% every year beginning at a baseline average of 49.4% in 2009

Objective: C Identify Support of American Indian / Alaska Native Students and Their Families
Improvement Indicator: (a) Increase Provision of Support Services (Resource Teachers) For All Elementary/Middle/High Schools with Large Enrollment of American Indian / Alaska Native Students.

Purpose: The purpose of the *Indian Education Plan* is to examine past, current, and future effective methods and strategies to support the education of American Indian /Alaska native students. Four goals are targeted in the plan: (1) Increased graduation rate, (2) Increased academic achievement, (3) Increased daily attendance rate, and (4) Increased appreciation and expression of culture, language, and heritage of American Indian / Alaska Native students.

Staffing: Resource Teachers (Reading, Math, and Culture)

Funding: Title VII funds pays for all teacher salaries, teacher training in reading (Orton Gillingham) and math (Carnegie 2011@ 2 each year, 2012, 2013), supplies and materials for classrooms, books and supplies for resource room.

Strategies / Tasks / Action Steps <i>What will be done</i>	Responsibilities: <i>Who will do it?</i>	Resources: <i>Funding/Time/People/Materials</i>	Timeline: <i>By when?</i>
1). The department staff in coordination with school Clerks/secretaries will strive to get all Native American students enrolled in APS certified with a completed 506 form. Will take the initiative to get these forms completed through coordination with schools.	IE Staff, School clerks, & Secretaries IE Director IE Instructional Manager	Time People	Summer & Fall Registration August-January Each year
2). Submit Part A of the Title VII application with correct Student count to the USDOE. Students with completed 506 forms.	IE Director RDA data technicians Executive Director (1 & A)	Title VII Part A Application and Correct student count data From RDA	January, 2011 (selected date) Within the 10 day Window.
3). Receive funding amount based on submitted Correct student data (students with completed 506 forms).	IE Director Executive Director (1&A)	Budget allocation notification Letter from USDOE	April, 2011
3). Review Native student enrollment and assign fulltime Resource teachers to schools with high native enrollment. Work with school principals for classroom space and Class schedules. Negotiate with schools for a 45 minute Time slot for RTI Level 2 literacy and math support by the	IE Director IE Instructional Manager IE Resource teacher School Principals AIMS/QA/School Max	Title VII award funds all salaries For the resource teachers. All other staff is cost shared By district resources.	Early spring of Each Preceding school year

Resource teachers assigned to the schools.	Data	Classroom materials and supplies	Early spring of
4). Notification is sent to all schools impacted which include an introduction of the incoming or current Resource teacher at the school, teacher responsibilities, and request for a meeting with the building principal. 5). Resource teachers are provided targeted training Annually in the areas of math and reading. Math (Carnegie) and Reading (Orton Gillingham) methods.	IE Director IE Instructional Manager IE Resource Teachers School Principals IE Teacher Mentor IE Instructional manager IE Director	Are supported by the department School-wide training should also include the resource teacher. Budget allocation for annual Training for Math and Reading. Math training contract for 2011: \$18,397.85 at 4 consecutive days of training on two components.	Each preceding school year School year at Appropriate intervals.
6). Resource teachers are given a budget allocation each Year for their classroom needs. They also are designated To obtain student certification for CIBs and 506 for Continued funding.	IE Director IE Bookkeeper IE Data clerk	Budget allocation (\$1,000) per teacher for purchase of own classroom supplies and materials.	Budgets are received beginning of the year and expire In mid January each year.

Implications for Professional Development:

School year 2011 is the first year the resource teachers will begin the year with Math methods training so they will become Reading/math/ culture teachers. Training in reading methods for grades 6-12 in Orton Gillingham will be conducted in SY2011, and Carnegie Math training will begin in February 2011 and another in March 2011 for a total of two (week long trainings) to run consecutive 3 years at 2 trainings per year, with the final training in SY2013. Training for culturally relevant topics and methods will continue through book studies every year.

Implications for Family Involvement:

Parental involvement is evident at all stages of the plan. The *Indian Parent Committee (IPC)* approves the Title VII application at submittal, they conduct public hearings in the community utilizing the draft application prior to final submittal. The parents are informed of the application contents with student data at the hearings. The IPC approve the propose sites for teacher assignments which is based on Native student enrollment and monthly reports and updates are given by the program teachers throughout the school year. Students and parents come to the meetings and also provide presentations each month. Teacher mentor is included on all IPC meeting agendas where she reports all program related information including trainings and her visitation schedule. IPC and other families from the community are included and involved at every level of program activities.

Evidence of Success: *(How will progress be measured? What are the benchmarks?)*

A PDSA is developed for this program which describes the process for student identification and placement in the program. All program students are assessed for baseline data in the fall of every school year and post tested again in the spring to measure gains and/or regression. All standardized test data are compiled for the program students. Parents are contacted throughout the school year by the resource teachers and updated about their child's progress.

Evaluation Process: (*What measures will be used to determine attainment of goals?*) Student's baseline is assessed with the Orton Gillingham assessment and now with the Carnegie Math assessments at the beginning of the program and at the end of the school year in the spring. Students are assessed twice a month for progress monitoring and displayed in every Resource teacher classroom at the school.

Results / Accomplishments:

Next Steps:

Date:

Goal 1: Increase Graduation Rate to 57% by 2014 by improving 3% every year beginning at a baseline average of 49.4% in 2009.

Objective: C Identify Support of American Indian / Alaska Native Students and Their Families
Improvement Indicator: (b) Develop Partnerships with NM tribes, Pueblos, and Businesses for Graduation Incentives

Purpose: The purpose of the *Indian Education Plan* is to examine past, current, and future effective methods and strategies that support the education of American Indian /Alaska Native students. Four goals are targeted in the plan which includes: (1) Increased graduation rate, (2) Increased academic achievement, (3) Increased daily attendance rate, and (4) Increased appreciation and expression of culture, language, and heritage of American Indian / Alaska Native students.

Staffing: IE Parent Committee Members and staff

Strategies / Tasks / Action Steps <i>What will be done</i>	Responsibilities: <i>Who will do it?</i>	Resources: <i>Funding / Time / People / Material</i>	Timeline: <i>By when?</i>
1. IPC members to solicit donations from possible Business partners to be utilized during <i>student recognition Events and activities</i> .	IE Director IE Book keeper IPC members	Funding: Time:x People:x Materials:x (Letters)	Each year
2. Letter to be written by the Director introducing the Parent member and explanation about the event / activity. Follow up with a thank you letter to all donors after the Event.	IE Director IE Instructional Manager IPC Members	Funding: Time:x People:x Materials:x (Letters)	Each year
3. To schedule an annual meeting with partners with IE Parent Committee members and the IE staff.	IE Director IE Instructional Manager IPC Members	Funding: Time:x People:x Materials:x (Letters)	Annually

Implications for Professional Development: As the partnerships increase there will be a need to provide an annual meeting for information sharing and come up with ways there can be closer coordination and collaboration with partners.

Implications for Family Involvement: Parents in businesses can be utilized to provide training and support for the High School seniors economics classes.

Evidence of Success: *(How will progress be measured? What are the benchmarks?)* The increase of partners from year to year will show program success.

Evaluation Process: *(What measures will be used to determine attainment of goals?)* the partners will complete a Plus/Delta after

each meeting. The IE department will adjust and refine as per evaluation comments and suggestions.

Results / Accomplishments:

Next Steps:

Date:



Goal 1: Increase Graduation Rate to 57% by 2014 by improving 3% every year beginning at a baseline average of 49.4% in 2009.

Objective: C Identify Support of American Indian / Alaska Native Students and Their Families
Improvement Indicator: (c) Continued Financial Support of Summer Credit Recovery Programs

Purpose: The purpose of the *Indian Education Plan* is to examine past, current, and future effective methods and strategies that support the education of American Indian /Alaska Native students. Four goals are targeted in the plan which includes:
 (1) Increased graduation rate, (2) Increased academic achievement, (3) Increased daily attendance rate, and (4) Increased appreciation and expression of culture, language, and heritage of American Indian / Alaska Native students.

Staffing: IE Staff (Clerk and Bookkeeper)

Strategies / Tasks / Action Steps <i>What will be done</i>	Responsibilities: <i>Who will do it?</i>	Resources: <i>Funding/Time/People/Materials</i>	Timeline: <i>By when?</i>
1. Target funding in Title VII funds each year (44,000 – \$50,000) to assist 257-300 Native American students with completed 506 forms with credit recovery assistance. Each year the budgeted amount is approximately \$53,000 for 180 middle and high school students with 99.9% successful completion.	IE Director IE Book keeper	Title VII And 506 forms and correct data entry	Spring
2. Referral from school counselors, course enrollments and projected costs from the summer school office, list of participants and list of successful course completion from summer school office, and finalized billing.	District Counselors Summer School Staff IE Instructional Manager	Time School counselors Summer school staff	Spring
3. Upon receipt of Title VII award notification budget is developed to support eligible Native American students For summer school participation for credit recovery for Core courses.	IE Director IE Bookkeeper IE Instructional Manager Extended School year Committee	Title VII	Spring
4. Middle and high school students are notified by their School counselors of their eligibility to attend summer school To maintain on-track for graduation and or transition into High school each year.	School counselor Parents Students (middle and high school) IE Instructional Manager Extended School year Committee	Begin to keep track of enrollment And successful completion of the Summer coursework by students Partner with the district summer School office for correct billing.	Spring

<p>5. Native Americans students and their families come to the summer school office and register for the summer Coursework. The students and families come to the Indian Education Department bookkeeper with proof of enrollment And fees needed.</p> <p>6. Develop a letter indicating support for students who successfully complete their courses and stating that parents are responsible for payment of tuition if their child do not successfully complete the coursework. Share this letter with The extended school year committee.</p>	<p>Native parents and Students, IE Bookkeeper School counselors IE Instructional Manager Extended School year Committee</p>	<p>Budgeted funding in Title VII</p>	<p>May-June</p>
<p>7. Indian Education Bookkeeper and other department Staff verify completed 506 and CIBs for each students Seeking assistance with summer tuition. Fees are determined and in most cases cost shared with Title 1 for eligible students.</p>	<p>IE Director IE Instructional manager IE Bookkeeper IE Secretary</p>	<p>Letter and possibly stamps if mail Out is initiated.</p>	<p>May-June</p>
<p>8. Obtain final bill from the Summer School office and A listing of all Native student participants. Verify successful Completion of coursework. Payment of bills for successful Completions only.</p>	<p>IE Bookkeeper IE Instructional Manager Extended School year Committee</p>	<p>Certificate of Indian Blood 506 forms</p>	<p>May -June</p>

Implications for Professional Development: Training of school clerks on completion of 506 forms.

Implications for Family Involvement: Parents and students accompany their children to enroll them in the summer program and come to the Indian Education bookkeeper with a copy of the proposed coursework and the projected costs.

Evidence of Success: *(How will progress be measured? What are the benchmarks?)*

Verification of participant lists and confirmation of those who successfully complete the summer coursework by the summer school office and the students grade slip and or transcripts.

Evaluation Process: *(What measures will be used to determine attainment of goals?)*

List of completion on the school data system and the graduation of students.

Results / Accomplishments:

Next Steps:

Date:

Goal 1: Increase Graduation Rate to 57% by 2014 by improving 3% every year beginning at a baseline average of 49.4% in 2009.

Objective: C Identify Support of American Indian / Alaska Native Students and Their Families
Improvement Indicator: (d) Increase access of NOVA Net (Online credit recovery) by AI/AN, including students from the Tohajiilee Community.

Purpose: The purpose of the *Indian Education Plan* is to examine past, current, and future effective methods and strategies that support the education of American Indian /Alaska Native students. Four goals are targeted in the plan which includes: (1) Increased graduation rate, (2) Increased academic achievement, (3) Increased daily attendance rate, and (4) Increased appreciation and expression of culture, language, and heritage of American Indian / Alaska Native students.

Staffing: District Administration and IE Director

Strategies / Tasks / Action Steps <i>What will be done</i>	Responsibilities: <i>Who will do it?</i>	Resources: <i>Funding/Time/People/Materials</i>	Timeline: <i>By when?</i>
1). The community leaders in Tohajiilee will determine site for the NovaNet access capability.	Tohajiilee chapter Leaders, IE Director	Time People Location/room/site/computers	Fall, 2011
2). The Associate Superintendent for Secondary Education Will purchase the NovaNet software and will allocate funding for a .2 FTE to assist high school students at the site.	Associate Superintendent For Secondary Education IE Director	Funding for .2 FTE Time Materials	Fall, 2011
3). A schedule for the site and usage of the NovaNet by the Students will be developed by the appointed FTE.	.2 FTE IE Director Tohajiilee Leadership	Time, Materials, Room Schedule	Fall, 2011

Implications for Professional Development: The .2 FTE will need training on the access and use of the NovaNet before he/she can assist the students with the program. The Tohajiilee community will need updates about the NovaNet program and site hours.

Implications for Family Involvement: Parents and students to use the program will sign participation forms as computers will be used. Parents will be informed about the program their children are participating in.

Evidence of Success: *(How will progress be measured? What are the benchmarks?)* High school utilizing the NovaNet program will be able to earn credits necessary to count towards graduation in needed content areas.

Evaluation Process: *(What measures will be used to determine attainment of goals?)*

Program success will be determined by the students participants and the number graduating who have used the program during the

school year.

Results / Accomplishments:

Next Steps:

Date:



Goal 2:

Increase Academic Achievement In reading and math by 3%. Beginning in 2009 the 6th graders are the lowest in reading at 33% and the 11th graders are performing the lowest in math at 21%. In 2014, 6th graders will increase their overall score to 38% in reading and 11th graders will increase in math to 25%.

Objective: **A** Develop Cultural and Linguistic Relevance for Academic Achievement to Support American Indian / Alaska Native Students

Improvement Indicator: (a). Design and implement a Native language and culture program at all high impact schools.

Purpose: The purpose of the *Indian Education Plan* is to examine past, current, and future effective methods and strategies to support the education of American Indian /Alaska native students. Four goals are targeted in the plan: (1) Increased graduation rate, (2) Increased academic achievement, (3) Increased daily attendance rate, and (4) Increased appreciation and expression of culture, language, and heritage of American Indian / Alaska Native students.

Staffing: Tribe approved and state certified Native language teachers

Strategies / Tasks / Action Steps <i>What will be done</i>	Responsibilities: <i>Who will do it?</i>	Resources: <i>Funding/Time/People/Materials</i>	Timeline: <i>By when?</i>
1. Continuous saving and keeping of student data to determine Federally recognized tribes, state recognized, and tribally Recognized tribes.	IE data clerk RDA data technician	AIMS and School Max Student Data, schools, Language Curriculum, MOA, Course description, and Language Assessments	Year round
2. To review data on groups of native students attending APS according to their language clusters. Identify the top Six large groups that include: Navajo (3,029), Keres (541), Zuni (221), Lakota (128), Tiwa (128), and Towa (110).	IE Instructional Manager IE Director	Utilize the AIMS and School max to determine the cluster numbers by languages being spoken in APS.	
3. Contact individual tribal leaders for each group Individually to discuss possibilities. Concentrate on one Language per year. Get support from the tribal leaders. Navajo and Tiwa are in place now. Navajo language is now taught as an elective course at HHS and plan to increase to fulltime in second semester of 2010-11. In November 2010 concentrate on Keres. Tiwa is on part time basis now.	IE Director IE Instructional Manager IE Secretary Language teacher/s (Tiwa, Navajo, and Keres)	Emails, letters, face to face meetings	Nov 2011 (Keres) Nov 2012 (Zuni)

<p>4. The Keres speakers include the pueblos of; Acoma, Kewa, And Laguna. Consider the dialect differences between the tribes by getting input directly from all impacted tribes. On November 22, 2010 the language teachers from Kewa (Santo Domingo pueblo) indicated that the council leaders do not want the Keres language taught in Albuquerque and they prefer to have their urban families return to the pueblo to learn their language. The lieutenant governor from the Pueblo of Laguna indicated a favorable response from the Tribal leaders but want a presentation in their pueblo.</p>	<p>IE Director IE Instructional manager IE Secretary Targeted Language Teachers and coordinators</p>	<p>Telephone calls, emails, meetings</p>	<p>December, 2010</p>
<p>5. Meeting topics to include; use tribally certified language Teachers who are recognized by each tribe, use of language Curriculum that have been endorsed by each tribe, support Of an APS parent to serve on the IPC/IEC to represent each Tribe selected, development of an MOA agreement with each Tribe listed, and presentation for support of initiative in each Impacted tribe.</p>	<p>IE Director IE Instructional Manager Tribal leaders and Committees IPC/ IEC members</p>	<p>Telephone calls, emails, meetings</p>	<p>December 2010</p>
<p>6. Upon reaching an agreement with the impacted tribe; Begin dialog with the language teacher about curriculum, Recruitment, location, hours, program, and at the same time Write a letter to all impacted students and families about the Proposed initiative and the MOA. Begin recruitment of Interested students for the proposed language class. Begin Small (afterschool program) to establish credibility and interest from participants.</p>	<p>IE Director IE Instructional Manager Targeted Language Teachers and coordinators</p>	<p>Telephone calls, emails, meetings</p>	<p>January 2011</p>
<p>7. Locate place for the afterschool program, set up Keres And Tiwa language teachers as consultants for now. But may Increase to full time as participants increase.</p>	<p>IE Director IE Instructional Manager Principals</p>	<p>School visits, Complete and submit proper forms. Secure site for programs.</p>	<p>January, 2011</p>

Implications for Professional Development: Language teachers will receive training related to topics that include; classroom management, curriculum, assessments, and FERPA regulations.

Implications for Family Involvement: Native families will receive program information and possibly the opportunity to participate in the adult section of the program alongside their child/ren.

Evidence of Success: (How will progress be measured? What are the benchmarks?) Success of the program will be measured by; (1) Attainment of tribal leader's approval of the language programs, (2) Increased enrollment of participants in the language

programs, (3) language assessments will indicate increase towards proficiency in the language.

Evaluation Process: (*What measures will be used to determine attainment of goals?*) Measurements of attainment of goals are; (1) development of a *Memorandum of Agreement* complete with required signatures from each impacted tribe, (2) Registration and participation of students and families in each program, (3) Delivery and completion of a Native Language curriculum by each impacted tribe, (4) Progress of students to proficiency.

Results / Accomplishments:

Next Steps:

Date:

Goal 2:

Increase Academic Achievement in reading and math by 3%. Beginning in 2009 the 6th graders are the lowest in reading at 33% and the 1th graders are performing the lowest in math at 21%. In 2014, 6th graders will increase their overall score to 38% in reading and 1th graders will increase in math to 25%.

Objective: **A** Develop Cultural and Linguistic Relevance for Academic Achievement to Support American Indian / Alaska Native Students

Improvement Indicator: (b). Incorporate language and culture into Individualized Education Plans and Academic Improvement Plans

Purpose: The purpose of the *Indian Education Plan* is to examine past, current, and future effective methods and strategies to support the education of American Indian /Alaska native students. Four goals are targeted in the plan: (1) Increased graduation rate, (2) Increased academic achievement, (3) Increased daily attendance rate, and (4) Increased appreciation and expression of culture, language, and heritage of American Indian / Alaska Native students.

Staffing: Special Education staff, AIP staff, and IE Director and Instructional manager

Strategies / Tasks / Action Steps <i>What will be done</i>	Responsibilities: <i>Who will do it?</i>	Resources: <i>Funding/Time/People/Materials</i>	Timeline: <i>By when?</i>
1. Native American students who have identified disabilities And those who are struggling academically too need Their cultural heritage recognized and appreciated to help Them become rooted in their identity.	APS District Staff	IDEA regulations, IEP forms, AIP forms, training format related to the changes	Spring, 2012
2. Meet with the appropriate staff members from the Special Education department to begin discussion where this Particular item would “fit” in the scheme of provision of Education for the “total child” and IDEA regulations. Native American students who at risk need to be rooted In who they are before they can be motivated to learn. One Way to provide this is to establish “belonging” in their Environment (educational system) so they will be ready to Learn. The IEP and AIPs will do this for them at meetings about their educational performance.	IE Director IE Instructional Manager Special Education Staff	Meetings	Fall, 2011
3. After the meeting about the IEP with Special Education Staff, move to the appropriate staff who Develop the Academic Improvement Plans to have the same discussion.	IE Director IE Instructional Manager Academic Improvement Plans staff	Meetings	Fall, 2011

<p>4. Keep in mind that if the forms change and are modified to reflect the Native child's culture and language it will take training of staff who are responsible for development of the forms and meetings at the schools.</p>	<p>IE Director IE Instructional Manager Academic Improvement Plans staff</p>	<p>Meetings with impacted department And staff.</p>	<p>Winter, 2011</p>
<p>5. If data is impacted then the data managers will be included because of the changes to the data input system.</p>	<p>IE Director IE Instructional Manager Data Managers</p>	<p>Meetings</p>	<p>Winter, 2011</p>

Implications for Professional Development: Training of district IC's and others about the change in the IEPs and the AIPs.

Implications for Family Involvement: Family input is important for culture and language issues. The family has to be aware of the proposed plans.

Evidence of Success: *(How will progress be measured? What are the benchmarks?)* Native children with special needs with IEPs and Native children with AIPs will have their language and culture addressed during meetings about their academic achievement and other extracurricular activities in district meetings.

Evaluation Process: *(What measures will be used to determine attainment of goals?)* The native child's language and culture will be addressed in all individualized meetings about academic achievement and success of the Native students with IEPs and AIPs.

Results / Accomplishments:

Next Steps:

Date:

Goal 2:

Increase Academic Achievement in reading and math by 3% beginning in 2009 with 6th graders the lowest in reading at 33% and the 11th graders the lowest in math at 21% to 2014 with 6th graders gaining an overall 38% in reading and 11th graders to 25% in math.

A Development Cultural and Linguistic Relevance for Academic Achievement to support American Indian/ Alaskan Native students.

Improvement Indicator: (c) Provide professional development to increase cultural relevancy of instructional strategies and curriculum, (i.e., training on the Zais Model¹ Zais (1976)

Purpose: The purpose of the *Indian Education Plan* is to examine past, current, and future effective methods and strategies to support the education of American Indian /Alaska native students. Four goals are targeted in the plan: (1) Increased graduation rate, (2) Increased academic achievement, (3) Increased daily attendance rate, and (4) Increased appreciation and expression of culture, language, and heritage of American Indian / Alaska Native students.

Staffing: IE Director, Instructional Manager, Mentor Resource Teacher, IE Resource Teachers (ES, MS, HS), College and Career Readiness Monitor, and Clerical staff and Parent Committee Members.

Strategies/Tasks/ Action Steps <i>What will be done</i>	Responsibilities: <i>Who will do it?</i>	Resources: <i>Funding/Time/People/Materials</i>	Timeline: <i>By when?</i>
1). In-service with IE Staff on “Indigenous Learning Styles and Evaluation” to include Indigenous research, instructional strategies and practices for the classroom, and to develop an indigenous rubric to evaluation student activities.	IE Director IE Instructional Manager All IE Staff	AII/AN Consultants	May 27, 2008
2). IE Staff will engage in book study on Decolonizing Methodologies Research and Indigenous Peoples by Linda T. Smith to further Understanding the principles of Indigenous research.	Mentor Teacher IE Director IE Instructional Manager All IE Staff	AII/AN Consultant	May 2008
3). In-service on the History of American Indian Education; AII/AN Leadership Development and Indigenous Values.	Mentor Teacher IE Director IE Instructional Manager All IE Staff	Consultant, University of New Mexico	January 2009
4). In-service on Culturally Responsive curriculum Development utilizing the Zais Model for Curriculum Design and Learning Styles of Native American students (Zais); and to include study groups around	Mentor Teacher IE Director IE Instructional Manager	Consultants, University of New Mexico 1. Igniting the Sparkle Dr. Cajete; 2. Look to the Mountain Dr. Cajete	April 2009 1. May 2008 2. May 2009 3. May 2010

research based books.		3. Native Science, Dr. Greg Cajete 4. Curriculum Principles and Foundations Robert S. Zais	
5).Resource Teachers (ES,MS,HS) will develop Native American Literacy themes and activities to be interwoven with Native American values to be reflected in their weekly lesson plans.	Mentor Teacher Resource Teachers (ES, MS, HS)	IE Resource Library and Resource Materials	On-going
6).Resource Teachers (ES,MS,HS) will develop Native American Science Projects relative to the nine themes from, Native Science.	Mentor Teacher Resource Teachers (ES, MS, HS)	IE Resource Library and Resource Materials	On-going

Implications for Professional Development: To current date IE Staff participated in Professional Development to began training in understand the principles of Indigenous research, Learning styles of AI/AN Students, Native values and socio-cultural concepts in creating culturally responsive curricula for AI/AN Students.

Implications for Family Involvement: Families involved Parents were responsive in the way IE is developing the Indigenous curriculum and felt it gave students cultural connection and kept student grounded in Native values and identify; and, participated in annual surveys.

Evidence of Success: *(How will progress be measured?)*

- (1) Participants will articulate understanding through group discussions on presentations and book studies,
- (2) Completion of Instructional Units will be uploaded on the APS Instructional Management Systems (AIMS) and will be available to APS Teachers.
- (3) On-going Training on Culturally Responsive Curriculum to APS Instructional Coaches (IC's) and school Administrators.
- (4) Presentations at Local and National Conference.

Evaluation Process: *(What measures will be used to determine attainment of goals?)*

- (1) Participants will use Plus Delta to evaluate presentation activities.
- (2) Resource Teachers will include indigenous values and evaluations in their weekly lesson plans and professional development plan.

Results / Accomplishments:

Next Steps:

Date:

Goal 2:

Increase Academic Achievement in reading and math by 3% beginning in 2009 with 6th graders the lowest in reading at 33% and the 1th graders the lowest in math at 21% to 2014 with 6th graders gaining an overall 38% in reading and 1th graders to 25% in math.

Objective: A Development Cultural and Linguistic Relevance for Academic Achievement to support American Indian/ Alaskan Native students.

Improvement Indicator: (d) Design Appropriate Tracking of Bilingual Programs for Ai/AN Students, (i.e., support for content, scaffolding of instruction and academic language).

Purpose: The purpose of the *Indian Education Plan* is to examine past, current, and future effective methods and strategies to support the education of American Indian /Alaska native students. Four goals are targeted in the plan: (1) Increased graduation rate, (2) Increased academic achievement, (3) Increased daily attendance rate, and (4) Increased appreciation and expression of culture, language, and heritage of American Indian / Alaska Native students.

Staffing: IE Native Language teachers and District Bilingual Department

Strategies/Tasks/ Action Steps <i>What will be done</i>	Responsibilities: <i>Who will do it?</i>	Resources: <i>Funding / Time / People / Material</i>	Timeline: <i>By when?</i>
1. The department will coordinate with parents and The district Language and Cultural Equity Dept. to Ensure appropriate placement of Ai/AN students.	IE Director IE Instructional manager LCE Director	Time x People x	Fall, 2011
2. Coordination between IE, LCE, and school principals will be on-going on a case by case issue. Because some parents do approve of their children in a Spanish Program.	IE Director IE Instructional manager LCE Director School Principal	Time x People x	Winter, 2012
3. Appropriate tracking of Ai/AN ESL students will Be developed between the IE and the LCE Departments.	IE Director IE Instructional manager	Time x People x	Spring, 2012

Implications for Professional Development: school staff and IE staff will receive information about the process for tracking Ai/AN students who may be inappropriately placed in a Spanish Bilingual Program.

Implications for Family Involvement: Parents and families who are in agreement with their children often do not call in but parents who feel that their child should not be in the program will call in with the concern. Our department often will support the parents who have concerns.

Evidence of Success: *(How will progress be measured?)* The IE department often will help resolve the issues by getting the children

in a program that is agreeable with the parents.

Evaluation Process: *(What measures will be used to determine attainment of goals?)* Often parents will state their satisfaction with the results.

Results / Accomplishments:

Next Steps:

Date:

Goal 2:

Increase Academic Achievement in reading and math by 3%. Beginning in 2009 the 6th graders are the lowest in reading at 33% and the 1th graders are performing the lowest in math at 21%. In 2014, 6th graders will increase their overall score to 38% in reading and 1th graders will increase in math to 25%.

Objective: **A** Develop Cultural and Linguistic Relevance for Academic Achievement to Support American Indian / Alaska Native Students

Improvement Indicator: (e) **Sustain and expand partnerships with tribes and pueblos in curriculum development and sharing with the Albuquerque Public Schools.**

Purpose: The purpose of the *Indian Education Plan* is to examine past, current, and future effective methods and strategies to support the education of American Indian /Alaska native students. Four goals are targeted in the plan: (1) Increased graduation rate, (2) Increased academic achievement, (3) Increased daily attendance rate, and (4) Increased appreciation and expression of culture, language, and heritage of American Indian / Alaska Native students.

Staffing: Keres and Zuni language teachers

Strategies / Tasks / Action Steps <i>What will be done</i>	Responsibilities: <i>Who will do it?</i>	Resources: <i>Funding/Time/People/Materials</i>	Timeline: <i>By when?</i>
1. Reassurance of tribes (Pueblos) that their language can Only be taught by people they have approved for certification and approved curriculum by each targeted tribe is key to building partnerships and trust for the teaching of native languages to the targeted high impact tribes in the school district. Powerpoint presentation related to the targeted pueblo language, develop an MOA, insure the tribes use of their own Curriculum for the Keres and the Zuni languages, develop list of certified teachers for the Keres and the Zuni languages.	IE Director IE Instructional Manager	Powerpoint	Fall, 2012
2. Meet with the pueblos of Laguna, Acoma, and Kewa to Begin dialog about curriculum and teacher recruitment for the Kewa language in APS. The second language to offer is "Zuni" Meeting with the bilingual teacher from the pueblo of Zuni is To be scheduled.	IE Director IE Instructional Manager Designated bilingual Coordinators from the Pueblos listed.	Meetings	January, 2011 August, 2011

<p>3. Presentation in the pueblos will consist of discussion and Reassurance that all curriculum taught will come from the Pueblos and will pass through their approval process. Additionally, the pueblos will be reassured that all instructors Will be one of their certified language teachers.</p>	<p>IE Director IE Instructional Manager</p>	<p>Meetings for presentations</p>	<p>Fall, 2011</p>
<p>4. As the pueblos approve the language programs for APS, An MOA will be developed specifically for partnership related To the Keres and the Zuni Language program.</p>	<p>IE Director IE Instructional Manager Pueblos of Acoma, Zuni, Laguna, and Kewa.</p>	<p>Development of MOA with the Pueblos of Laguna, Acoma, Kewa, and Zuni.</p>	<p>Winter, 2011</p>
<p>5. The MOA will address the targeted pueblo language, attendance, Curriculum, certified teacher, and parent representatives.</p>	<p>IE Director IE Instructional Manager The education council From each of the Pueblos.</p>	<p>Meetings with each specific pueblo</p>	<p>Winter, 2011</p>

Implications for Professional Development: The IE director and the instructional manager will present to each pueblo council related to the language curriculum and teachers to be utilized for the language instruction in APS. Recruited bilingual teachers for the Keres and the Zuni languages will receive training and support by the IE teacher mentor and other certified teachers through bimonthly collaboration and other additional days.

Implications for Family Involvement: Opportunities for parental involvement through the possibility of offering a Keres or a Zuni language class for parents parallel to their child's program. Parent's have been requesting this program the last 4 years.

Evidence of Success: (How will progress be measured? What are the benchmarks?) Success will be measured by the offering of a Keres or a Zuni language class to students and possibly for their parents.

Evaluation Process: (What measures will be used to determine attainment of goals?) Annual parent surveys will include information about the program. The program will be assessed by the program participants and their parents at the end of the program each semester.

Results / Accomplishments:

Next Steps:

Date:

Goal 2:

Increase Academic Achievement in reading and math by 3% beginning in 2009 with 6th graders the lowest in reading at 33% and the 11th graders the lowest in math at 21% to 2014 with 6th graders gaining an overall 38% in reading and 11th graders to 25% in math.

A Development Cultural and Linguistic Relevance for Academic Achievement to support American Indian/ Alaskan Native students.

Improvement Indicator: (f) Increase use of culturally relevant literature to teach Reading and Writing, Social Studies, Science and Math.

Purpose: The purpose of the *Indian Education Plan* is to examine past, current, and future effective methods and strategies to support the education of American Indian /Alaska native students. Four goals are targeted in the plan: (1) Increased graduation rate, (2) Increased academic achievement, (3) Increased daily attendance rate, and (4) Increased appreciation and expression of culture, language, and heritage of American Indian / Alaska Native students.

Staffing: IE Director; Instructional Manager; Mentor Resource Teacher; Elementary, Middle and High School Resource Teachers (ES,MS,HS).

Strategies/Tasks/ Action Steps <i>What will be done</i>	Responsibilities: <i>Who will do it?</i>	Resources: <i>Funding/Time/People/Materials</i>	Timeline: <i>By when?</i>
1. Appropriate cultural materials (books, videos, music, curriculum, computer soft-ware, Native Language resources, etc..) will be purchased for the IE Resource Library.	IE Director IE Instructional Manager Mentor Teacher Resource Teachers (ES,MS,HS)	Title VII and JOM Funding	On-going
2. IE Resource Teachers will utilize Native American Resource materials and curriculum in the library for classroom instruction for grades K-12 grades.	IE Director IE Instructional Manager Mentor Teacher Resource Teachers (ES,MS,HS)	Title VII and JOM Funding	On-going
3. IE Resource Teachers (EM,MS,HS) will identify NMPED State Standards/ core curriculum in Science, Math and Social Studies that support Native American perspectives and cultural Activities for classroom instruction.	IE Director IE Instructional Manager Mentor Teacher Resource Teachers (ES,MS,HS)	NM PED State Standards	On-going

<p>4. IE resource Teachers will use the Orton-Gillingham Multi-Sensory Methods to teach reading by using Native American literature in grades K-12.</p>	<p>Mentor Teacher Resource Teachers (ES,MS,HS)</p>	<p>Microsoft Office Word, Readability Program, Flesch-Kincaid (grade level statistics)</p>	<p>Winter, 2011</p>
<p>5. Development of instructional Units based on nine cultural themes from Native Science, will integrated NMPED State standards and Benchmarks for Social Studies, Science and Math.</p>	<p>IE Director Instructional Manager Mentor Teacher Resource Teachers (ES,MS,HS)</p>	<p>Native Science by Dr. Greg Cajete Resource Library</p>	<p>On-going</p>

Implications for Professional Development: Resource Teacher will: Attend local and national workshops that support best practices and instructional strategies in reading and math for Native American Indian Students. . . Continue to attend Orton-Gillingham Multi-Sensory training for the elementary level, and the Advance Orton-Gillingham for the Middle and High School Teachers. Continue with on-going professional development with consultants to design and create curriculum for Native American Students.

Implications for Family Involvement: During the Indian parent Committee Meetings the IE Director, Instructional Manager, Mentor Resource Teacher and/or Resource Teachers will Report on-going professional development and training of staff . Report improvement of students skills as it relates to literacy and math.

Evidence of Success: *(How will progress be measured?)*
 NMPED State Standards and Benchmarks will be used by Resource Teachers as reflected in weekly lesson and Instructional Units.
 IE Resource Teachers will identify power standards in Language Arts, Social Studies, Science and Math.
 Resource Teachers collaborate in selection of culturally relevant materials to be used in the classroom

Evaluation Process: *(What measures will be used to determine attainment of goals?)*
 Pre-Test and Post Test assessments in reading and math.

Results / Accomplishments:

Next Steps:

Date:

Goal 2:

Increase Academic Achievement in reading and math by 3%. Beginning in 2009 the 6th graders are the lowest in reading at 33% and the 1th graders are performing the lowest in math at 21%. In 2014, 6th graders will increase their overall score to 38% in reading and 1th graders will increase in math to 25%.

Objective: **A** Develop Cultural and Linguistic Relevance for Academic Achievement to Support American Indian / Alaska Native Students

Improvement Indicator: (g) Implement Native American Values (Belonging, Mastery, Generosity, and Independence) in all classrooms across the district to increase appreciation and knowledge by instructional staff

Purpose: The purpose of the *Indian Education Plan* is to examine past, current, and future effective methods and strategies to support the education of American Indian /Alaska native students. Four goals are targeted in the plan: (1) Increased graduation rate, (2) Increased academic achievement, (3) Increased daily attendance rate, and (4) Increased appreciation and expression of culture, language, and heritage of American Indian / Alaska Native students.

Staffing: IE Staff (Teachers, Director, and Instructional Manager)

Strategies / Tasks / Action Steps <i>What will be done</i>	Responsibilities: <i>Who will do it?</i>	Resources: <i>Funding/Time/People/Materials</i>	Timeline: <i>By when?</i>
1. As Native American students began to see their values being implemented and discussed in the classrooms they will begin to feel that they “belong” and will ground them to become better students in every area (discipline, responsibility, etc.).	APS district teachers, Counselors, and principals	Training days, substitutes, consultants, book “Look to the Mountain”, chart (Native American values),	Fall, 2012
2. The IE staff developed the “Indigenous values” in SY2008, Piloted in fall 2008 and spring 2009. The rubric was updated in Fall 2009 with title changed to “Native American Values”	IE Staff including Director, instructional Manager APS Graphics and Productions	Professional development with Dr. Emerson.	Spring 2008
3. Staff utilized (Cajete, 1994) to develop the rubric sections For (belonging, mastery, independence, and generosity), trainings (individual book readings and presentations, group discussions).	IE Staff including Director, instructional manager	Professional staff development with Book reading groups, collaboration, and consultants.	Spring 2008
4. IE teacher (HHS) provided training on the Native American Values to middle school principals in spring 2010.	IE teachers	District training for middle School principals and counselors.	Spring 2010

<p>5. IE teachers provided training to district instructional coaches in fall, 2010 on the ZAIS curriculum model incorporating the NA values in an instructional Unit plan. (see AIMS in APS)</p>	<p>IE teachers</p>	<p>District training days for Instructional Coaches, subs for IE teachers, Handouts.</p>	<p>Fall 2010</p>
<p>6. To get the NA values into the district student handbook and Make it available to every APS student and to get the chart into every classroom in the school district.</p>	<p>IE director, teachers, Instructional Manager, Other district staff</p>	<p>Chart to be made available by District Graphics & Production Dept. as Student handbooks are developed.</p>	<p>Fall-Spring 2011-2012</p>
<p>7. IE Staff will conduct a book study each year and during SY2011-12 it will specific to the deeper study of the values.</p>	<p>IE Staff</p>	<p>Books</p>	<p>2011-12</p>

Implications for Professional Development: Provide training to district educators as opportunities are given on the district calendar. Continuation of training the IC's, Principals, Counselors, and teachers by the IE teachers. IE teachers to implement the values as outlined in their weekly Lesson Plans. IE teachers to share "best practices" with each other throughout the school year.

Implications for Family Involvement: Parents are given a copy of the NA values charts so they can implement the values at home and elsewhere when they with their children.

Evidence of Success: *(How will progress be measured? What are the benchmarks?)* All students in APS will show greater responsibility in their attendance, homework completion, and academic achievement. District will show increase in graduation, attendance, and academic achievement.

Evaluation Process: *(What measures will be used to determine attainment of goals?)* as gains are made by 3% in areas indicated in this goal the Bar will be raised as benchmarks are reached by students in each grade level.

Results / Accomplishments:

Next Steps:

Date:

References

Cajete, G. (1994). *Look to the mountain: An ecology of indigenous education*. Skyland, NC: Kivaki Press.

Goal 2:

Increase Academic Achievement in reading and math by 3%. Beginning in 2009 the 6th graders are the lowest in reading at 33% and the 1th graders are performing the lowest in math at 21%. In 2014, 6th graders will increase their overall score to 38% in reading and 1th graders will increase in math to 25%.

Objective: **A** Develop Cultural and Linguistic Relevance for Academic Achievement to Support American Indian / Alaska Native Students

Improvement Indicator: (h) Incorporate Native language and culture under the Indian Education Department (IED) in partnership with Language and Cultural Equity Department (LCE)

Purpose: The purpose of the *Indian Education Plan* is to examine past, current, and future effective methods and strategies to support the education of American Indian /Alaska native students. Four goals are targeted in the plan: (1) Increased graduation rate, (2) Increased academic achievement, (3) Increased daily attendance rate, and (4) Increased appreciation and expression of culture, language, and heritage of American Indian / Alaska Native students.

Staffing: Certified Native language teachers for Keres, Navajo, and Zuni.

Strategies / Tasks / Action Steps <i>What will be done</i>	Responsibilities: <i>Who will do it?</i>	Resources: <i>Funding/Time/People/Materials</i>	Timeline: <i>By when?</i>
1. Development of a tiered implementation model, 2012 JOM application reflecting the native language teacher salaries, Curriculum and books for the targeted languages (Navajo, Keres, and Zuni).	IE Director LCE Director	Time for meetings Johnson O'Malley funds Completed Certificate of Indian Blood forms	Fall, 2012
2. In the past, the Indian Education Department lost oversight Of Native Language development and instruction. This oversight came under LCE and culture remained in IE. The separation of language and culture is causing conflict in instruction and curriculum development because the two are connected and should not be separated.	IE Director LCE Director I & A Executive Director	Language funding (Native language)	Fall, 2011
3. Meeting between the directors of IE and LCE to discuss the Strengths and weaknesses of including NA language in IE. Map out the results of the meeting.	IE Director LCE Director	Time for meeting	Fall, 2011
4. Meet with both department's executive director and share Meeting notes and results of the plan. Discuss plans for long-term and impact. The native language program needs nurturing for increase of programs, identity, and comply with	IE Director LCE Director I & A Executive Director	Time for meeting	Fall, 2011

parents wishes.			
5. Develop a tiered implementation plan for native language and culture programs in the school district.	IE Director LCE Director		Development of a tiered implementation plan December 2011
6. Implement plan with support from LCE Director and the I & A Executive Director.	IE Director LCE Director I & A Executive Director		Plan implementation and communication of the plan. January 2012
7. Include native language teacher salaries in 2012 Johnson O'Malley application to include; Navajo, Keres, and Zuni Language teachers.	IE Director Instructional manager IE Bookkeeper Federal JOM Office		2012 John O'Malley grant application to include salary line item for Native Language teachers January 2011

Implications for Professional Development: Communication with all impacted native language programs in the school district and parents through public hearings, website, and letters. With native language increase there is a need to provide training to school site counselors and principals.

Implications for Family Involvement: Native American parents/guardians have been requesting the need for Native language programs in the district for many years through the annual parent surveys conducted as required by title VII and Johnson O'Malley funding programs. The increased native language programs will allow for parents to participate more fully with their children and their communities.

Evidence of Success: (How will progress be measured? What are the benchmarks?) With a new oversight, the native language programs will increase in APS form 4 to 8 programs by 2016. The Navajo, Keres, and Zuni languages will be taught in 7 high impact sites as either afterschool programs as a part of the school curriculum.

Evaluation Process: (What measures will be used to determine attainment of goals?) Number of programs in the district and the number of Native language certified teachers in APS. The number of students participating in the programs and the number of parents participating in the afterschool language programs parallel t their children.

Results / Accomplishments:

Next Steps:

Date:

Goal 2:

Increase Academic Achievement in reading and math by 3%. Beginning in 2009 the 6th graders are the lowest in reading at 33% and the 1th graders are performing the lowest in math at 21%. In 2014, 6th graders will increase their overall score to 38% in reading and 1th graders will increase in math to 25%.

Objective: **A** Develop Cultural and Linguistic Relevance for Academic Achievement to Support American Indian / Alaska Native Students

Improvement Indicator: (i) Design And Implement The Zais Model Into Core Language Arts, Mat, and Social Studies Curriculum K-12

Purpose: The purpose of the *Indian Education Plan* is to examine past, current, and future effective methods and strategies to support the education of American Indian /Alaska native students. Four goals are targeted in the plan: (1) Increased graduation rate, (2) Increased academic achievement, (3) Increased daily attendance rate, and (4) Increased appreciation and expression of culture, language, and heritage of American Indian / Alaska Native students.

Materials: Native Science by Dr. Greg Cajete, NM State Standards for Language Arts, Social Studies, Math & Science, and HS Economics.

Staffing: IE Director; Instructional Manager; Mentor Resource Teacher; Elementary, Middle and High School Resource Teachers (ES, MS, HS)

Strategies / Tasks / Action Steps <i>What will be done</i>	Responsibilities: <i>Who will do it?</i>	Resources: <i>Funding/Time/People/Materials</i>	Timeline: <i>By when?</i>
1. Resource Teachers received training on Indigenous Learning Styles/ Evaluation, History of Indigenous Education, Culturally Responsive Curriculum Development (Zais) and Native Values.	IE Director IE Instructional Manager	Consultants, UNM	January May 2008 January 2009 April 2009 On-going
2. During In-service on Culturally Responsive Curriculum Development teacher were trained on the “Creative Process” to develop and create cultural themes and lesson that would incorporate core subjects, such as Language Arts and Social Studies.	IE Director IE Instructional Manager	Consultants, UNM	April 2009 On-going
3. Curriculum writers from IE Teachers (ES,MS),are developing Instructional Units on nine themes from <u>Native Science</u> using the Creative Process which incorporates NM State Standards and benchmarks in	IE Director IE Instructional Manager Mentor Teacher	Consultants, UNM <u>Native Science</u> NM State Stds. for Language Arts, Social Studies, Math and	Summer 2010 On-going

Language Arts, Social Studies, Math & Science.		Science	
4. Resource Teachers train the Elementary and Middle School Instructional Coaches on "Creative Process" that is being used to develop Instructional Units K-8, which will become available to all teachers in APS through AIM's.	IE Director IE Instructional Manager Mentor Teacher	Completed Instructional Units RDA, AIM's	Current On-going
5. HS Resource Teachers to develop illustrations for Economics and Government class that would incorporate Native American related issues and perspectives in the Curriculum.	IE Director IE Instructional Manager Mentor Teachers HS R Teachers	NM State Standards for Economic and Government	On-going

Implications for Professional Development: IE will identify and provide on-going professional development that fosters professional growth in indigenous teachings, learning styles, best practices literacy strategies that will improve learning skills of Native students.

Implications for Family Involvement: Parents will be informed of all departments' progress and accomplishments during scheduled Parent Meetings.

Evidence of Success: (How will progress be measured? What are the benchmarks?) Teachers developed lesson plan format to incorporate (1) Native American values, (2) Creative Process, and (3) literacy/ reading strategies. Lesson plans are submitted weekly. IE Director and Instructional Managers make informal and formal classroom observation. The Mentor Resource Teacher is available to Resource Teachers who made need assistance in developing lesson plans and gather appropriate resource materials to teach lesson.

Evaluation Process: (What measures will be used to determine attainment of goals?) IE Director and Instructional Manager look for evidence that teachers monitor student progress by (1) Pre and Post Test students using the Orton and Gillingham for Reading and the district Data Director, (2) Chart student progress weekly, (3) Use the Native Values Rubric (attendance, participation, AI/AN values) and meet with regular classroom teachers to discuss progress of student.

Results / Accomplishments:

Next Steps:

Date:

Goal 2:

Increase academic achievement in reading and math by 3% action. Beginning in 2009 the 6th graders are the lowest in reading at 33% and the 11th graders are performing the lowest in math at 21%. In 2014, 6th graders will increase their overall score to 38% in reading and 11th graders will increase in math to 25%.

Objective: A Develop Cultural and Linguistic Relevance for Academic Achievement to support AI/AN Students
Improvement Indicator (i) To support AI/AN students in design and creation of a science project that integrate culture, tradition, and language for entry to local, state, national, and international math and science competitions.

Purpose: The purpose of the *Indian Education Plan* is to examine past, current, and future effective methods and strategies to support the education of American Indian /Alaska native students. Four goals are targeted in the plan: (1) Increased graduation rate, (2) Increased academic achievement, (3) Increased daily attendance rate, and (4) Increased appreciation and expression of culture, language, and heritage of American Indian / Alaska Native students.

Staffing: Indian Education resource teachers and Ohiyesa After school program coordinators

Strategies / Tasks / Action Steps <i>What will be done</i>	Responsibilities: <i>Who will do it?</i>	Resources: <i>Funding/Time/People/Materials</i>	Timeline: <i>By when?</i>
1. Announce to the staff (RT and afterschool) teachers To begin planning for fall 2011-2012 science projects and Begin to align to the nine themes of the book, <i>Native Science</i> By Greg Cajete.	IE Director IE Instructional Manager IE Staff	Time Book: <i>Native Science</i>	May 2011
2. Teachers participating in the summer Native Language and Culture Institute will pilot the Unit Lessons developed Around the nine themes.	IE Director IE Instructional Manager IE Summer School teachers	Unit Lessons (completed)	June 2011
3. September, 2011 Train IE staff and afterschool program Coordinators on “How to Design A Science Project” by Explora staff.	IE Director IE Instructional Manager IE Staff Explora	Cost for Trainers from Explora Substitute teachers costs Materials for Science Project	Sept. 2011
4. Fall, 2011 AI/AN students participating in the courses With the RTs and afterschool programs will begin design And creation of a science project. They will complete the Projects by February, 2012	IE Director IE Instructional Manager IE Staff	Materials for the Science Projects	Sept.- February, 2012

5. March, 2012 the Indian Education Department will sponsor its first APS IE AISES (American Indian Science and Engineering Society Fair). Judges will be solicited from the Community of Albuquerque.	IE Director IE Instructional Manager IE Staff Community Judges	Meals for the judges.	March 2012
6. APS IE will send the winners (1 st and 2 nd) to the National AISES with the required number of chaperones from the Department.	IE Director IE Instructional Manager IE Staff Parents	Travel and lodging costs Meals Time cost and stipends for Chaperones.	April 2012
7. All (1 st and 2 nd) place winners at the national completion will be invited to present to parents and other community members With media coverage and APS Board recognition in early May.	IE Director & Manager IE Staff APS Board and Admin. Media	No extra costs	May 2012
8. The APS AI/AN winners at the National AISES competition Will be supported to the International competition in 2012.	IE Director IE Instructional Manager IE Staff Parents	Travel and lodging costs Meals Time cost and stipends for Chaperones.	May 2012

Implications for Professional Development: teachers and afterschool coordinators will be trained initially on "How to Design a Science Project" by Explora staff.

Implications for Family Involvement: Parents of all participants will be involved through attendance of the first APS IE AISES Science Fair and some all the way to the International competition.

Evidence of Success: *(How will progress be measured? What are the benchmarks. Entry of a Science Project by students and even more so as the student begin placing at the competitions. Verbalizing of the projects by the students will help build self confidence of the participants.*

Evaluation Process: *(What measures will be used to determine attainment of goals?) Every Science entry will be evaluated by a selected judge at every level (3 levels).*

Results / Accomplishments:

Next Steps:

Date:

Goal 2:

Increase academic achievement in reading and math by 3% action. Beginning in 2009 the 6th graders are the lowest in reading at 33% and the 11th graders are performing the lowest in math at 21%. In 2014, 6th graders will increase their overall score to 38% in reading and 11th graders will increase in math to 25%.

Objective: A Develop Cultural and Linguistic Relevance for Academic Achievement to support AI/AN Students
Improvement Indicator (k) To support AI/AN students to experience primary source of information and learning through educational field trips.

Purpose: The purpose of the *Indian Education Plan* is to examine past, current, and future effective methods and strategies to support the education of American Indian /Alaska native students. Four goals are targeted in the plan: (1) Increased graduation rate, (2) Increased academic achievement, (3) Increased daily attendance rate, and (4) Increased appreciation and expression of culture, language, and heritage of American Indian / Alaska Native students.

Staffing: Indian Education resource teachers and Ohiyesa After school program coordinators

Strategies / Tasks / Action Steps <i>What will be done</i>	Responsibilities: <i>Who will do it?</i>	Resources: <i>Funding/Time/People/Materials</i>	Timeline: <i>By when?</i>
1. Teachers will be given a budget allocation each year. The teacher will decide how the allocation will be Used in the provision of education with the students in Their schools.	IE Director IE Instructional Manager IE Bookkeeper	Time Book: Native Science	May, 2011
2. The teachers will be encouraged to utilize the budgets For educational field trips with the students to sites that are being studied throughout the school year. Teacher will submit a travel proposal to IE.	IE Director IE Instructional Manager IE Teachers	Time: x People: x Funding: x	June, 2011
3. Teachers will take the responsibility of getting parent Permission and chaperones for the field trips.	IE Director IE Instructional Manager IE teachers	Time: x People: x Funding: x	September, 2011
4. Class projects (i.e., science projects, maps, research, Etc.) will be conducted by the students upon completion Of each trip each year. Plus/Delta to be completed by the Students after the trip.	IE Director IE Instructional Manager IE Teachers	Time: x People: x Funding: x	September, 2011 February, 2012

Implications for Professional Development: Teachers will be given proposal forms to submit as they plan for each travel.

Implications for Family Involvement: Parents are encouraged to act as chaperones for the travel with their child.

Evidence of Success: *(How will progress be measured? What are the benchmarks? Students will complete a plus/delta about the trip. This will allow the teacher to improve the process.*

Evaluation Process: *(What measures will be used to determine attainment of goals. As more teachers take advantage of the proposals and begin to take their students on field trips, it will indicate success.*

Results / Accomplishments:

Next Steps:

Date:

Goal 2:

Increase academic achievement in reading and math by 3% action. Beginning in 2009 the 6th graders are the lowest in reading at 33% and the 11th graders are performing the lowest in math at 21%. In 2014, 6th graders will increase their overall score to 38% in reading and 11th graders will increase in math to 25%.

Objective: B Improve Assessment of American Indian / Alaska Native Students
Improvement Indicator: (a) Identify gifted American Indian / Alaska Native students

Purpose: The purpose of the *Indian Education Plan* is to examine past, current, and future effective methods and strategies to support the education of American Indian /Alaska native students. Four goals are targeted in the plan: (1) Increased graduation rate, (2) Increased academic achievement, (3) Increased daily attendance rate, and (4) Increased appreciation and expression of culture, language, and heritage of American Indian / Alaska Native students.

Staffing: IE Program teachers (Resource and Ohiyesa)

Strategies/Tasks/ Action Steps <i>What will be done</i>	Responsibilities: <i>Who will do it?</i>	Resources: <i>Funding/Time/People/Materials</i>	Timeline: <i>By when?</i>
1. 5% of the total student population in the school district are American Indian of which approximately 1% (100) are identified As gifted according to state standards and guidelines.	Schoolmax Schoolnet District data	District APS gifted coordinator District identification process	2008-09
2. Training on screening AI students for gifted and support on the Referral process from the district coordinator. In SY2008 and Review new protocols in spring 2011.	District gifted coordinator	District APS gifted coordinator IE resource / Ohiyesa program Teachers	Review in spring 2011
3. Ordering of screening protocols for use by the resource and Ohiyesa teachers.	IE secretary and book keeper	Ordering of screening materials For each grade level ,IE secretary and IE Book Keeper	Spring 2011
4. Request support from district gifted coordinator to Coordinate with district psychologists and school staff.	IE Teachers Ohiyesa teachers District coordinator School psychologists	Time to coordinate the timing for Screening and to follow up on referrals by the IE teachers	Fall 2011

5. Advocate for students who are close and may qualify using the factors; socioeconomic, language, culture, and disability.	IE Teachers IE Director IE Instructional Manager	Time for coordination and advocacy	Fall 2011
6. Keep track of students referred and students who qualified to check for increase in data. Assist the students in high school To enroll in advance placement courses, internships with Career pathway opportunities and leadership.	IE program teachers IE Director IE Instructional Manager District data	Time Program teachers Career pathways counselor	Fall 2011

Implications for Professional Development: The IE program teachers (resource and Ohiyesa) need training for review of the gifted identification process from the district gifted coordinator.

Implications for Family Involvement: letters to parents about the process some information about the test protocols.

Evidence of Success: (How will progress be measured? What are the benchmarks?) The data will show increase of AI students in gifted programs and increased participation in the advanced level courses.

Evaluation Process: (What measures will be used to determine attainment of goals?) Number of students participating in gifted programs and advanced placement courses and Increased high school students graduating from high school each year.

Results / Accomplishments:

Next Steps:

Date:

Goal 2:

Increase academic achievement in reading and math by 3% action. Beginning in 2009 the 6th graders are the lowest in reading at 33% and the 11th graders are performing the lowest in math at 21%. In 2014, 6th graders will increase their overall score to 38% in reading and 11th graders will increase in math to 25%.

**Objective: B Improve Assessment of American Indian / Alaska Native Students
Improvement Indicator (b) Support advanced placement participation of high school students**

Purpose: The purpose of the *Indian Education Plan* is to examine past, current, and future effective methods and strategies that support the education of American Indian / Alaska Native students. Four goals are targeted in the plan which includes: (1) Increased graduation rate, (2) Increased academic achievement, (3) Increased daily attendance rate, and (4) Increased appreciation and expression of culture, language, and heritage of American Indian / Alaska Native students.

Staffing: APS/IE Staff

Strategies/Tasks/ Action Steps <i>What will be done</i>	Responsibilities: <i>Who will do it?</i>	Resources: <i>Funding/Time/People/Materials</i>	Timeline: <i>By when? Day/month</i>
1). Promote to Native American students information About Advance Placement courses.	IE Director Instructional Manager IE Staff	Title VII/Operational/JOM School counselors	August 20, 2010
2). Inform qualified Native American students about Reimbursement policy concerning AP courses.	Instructional Manager IE Bookkeeper IE Staff	Operational/Title VII/JOM IE Bookkeeper	August 20, 2010

Implications for Professional Development:

Based on past event experiences, there would not be a need for professional development for the IE staff.

Implications for Family Involvement:

Parents will be required to be involved with the Reimbursement process.

Evidence of Success: (How will progress be measured? What are the benchmarks?)

Success will be determined by the number of students taking AP courses.

Evaluation Process: (What measures will be used to determine attainment of goals?)

Evaluation process will include the successful completion of AP courses by students.

Results / Accomplishments:

Next Steps:

Date:

Goal 2:

Increase academic achievement in reading and math by 3% action. Beginning in 2009 the 6th graders are the lowest in reading at 33% and the 11th graders are performing the lowest in math at 21%. In 2014, 6th graders will increase their overall score to 38% in reading and 11th graders will increase in math to 25%.

Objective: B Improve Assessment of American Indian / Alaska Native Students

Improvement Indicator: (c) Research alternative assessment methods district-wide to support American Indian/Alaska Native students to improve performance on tests

Purpose: The purpose of the *Indian Education Plan* is to examine past, current, and future effective methods and strategies to support the education of American Indian /Alaska native students. Four goals are targeted in the plan: (1) Increased graduation rate, (2) Increased academic achievement, (3) Increased daily attendance rate, and (4) Increased appreciation and expression of culture, language, and heritage of American Indian / Alaska Native students.

Staffing: none, utilize current staff

Strategies/Tasks/ Action Steps <i>What will be done</i>	Responsibilities: <i>Who will do it?</i>	Resources: <i>Funding/Time/People/Materials</i>	Timeline: <i>By when?</i>
1. The testing department in the school district will research Methods and materials that have been found to be effective And user friendly with the Native Americans students in urban Settings.	IE Director IE Instructional Manager APS testing department	Time to run a literature review Search for the information by Staff listed.	Spring, 2011
2. Review assessments and tests used in Alaska and Oklahoma, as they are high impacted states (Native American)	IE Director IE Instructional Manager	Time Staff listed in responsibilities	Fall, 2011
3. Began conversations with district staff from the testing Department and Research books on assessments and testing.	IE Director IE Instructional Manager	Time	Fall, 2011
4. Share information found with other district staff and Department staff. Get input from others to add to located information.	IE Staff APS testing staff	Time	Spring, 2012
5. Develop a long term plan to address concerns expressed During the discussions related to tests and assessments.	IE Director IE Instructional Manager	Time Long term plan to address concerns	Spring, 2012
6. Common core Standards will drive assessments in math, Language arts, in grades K-8.	District Departments District Schools	Time, funds, staff, and research	2012- 2014

7. Begin implementation for change if any.	APS testing office	End of dialog and research	Spring, 2012
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Implications for Professional Development: IE staff will become more informed about tests and assessments that are conducive for sue with Native American students. Increased knowledge will allow for training through casual conversations related to “Best Practice” among teachers.

Implications for Family Involvement: Parents will be better informed about how they can prepare their children for test days in the district. They will know greater rest and healthier diets have an impact on results.

Evidence of Success: *(How will progress be measured? What are the benchmarks? Increased knowledge about tests and assessments by IE staff to share with other cohorts in the schools.*

Evaluation Process: *(What measures will be used to determine attainment of goals?) increased test scores by native American students in the district.*

Results / Accomplishments:

Next Steps:

Date:

Goal 2:

Increase academic achievement in reading and math by 3% action. Beginning in 2009 the 6th graders are the lowest in reading at 33% and the 11th graders are performing the lowest in math at 21%. In 2014, 6th graders will increase their overall score to 38% in reading and 11th graders will increase in math to 25%.

Objective: B Improve Assessment of American Indian / Alaska Native Students
Improvement Indicator: (d) Ensure cultural congruence of test items via bias analysis

Purpose: The purpose of the *Indian Education Plan* is to examine past, current, and future effective methods and strategies to support the education of American Indian /Alaska native students. Four goals are targeted in the plan: (1) Increased graduation rate, (2) Increased academic achievement, (3) Increased daily attendance rate, and (4) Increased appreciation and expression of culture, language, and heritage of American Indian / Alaska Native students.

Staffing: none

Strategies / Tasks / Action Steps <i>What will be done</i>	Responsibilities: <i>Who will do it?</i>	Resources: <i>Funding/Time/People/Materials</i>	Timeline: <i>By when?</i>
1. Research the district procedure for analyzing tests for "bias" Determine the feasibility of correcting tests if there are Cultural biases found after review by IE.	IE Director IE Instructional Manager IE Staff RDA testing Director	Time for research	May, 2011
2. If "test item bias" is found, what is the process to correct Include the timeline for correction, if any.	IE Director IE Instructional Manager IE Staff RDA testing Director	Time for research	May, 2011
3. District mandated tests will be analyzed for "item bias" by the IE staff.	IE Director IE Instructional Manager IE Staff RDA testing Director		June, 2011

Implications for Professional Development: The IE Staff involved in the assessment and test review will need training on the "confidentiality" of tests. If there are results from the tests review, training will be needed for all reviewers about the process, timelines, and procedures by the testing director.

Implications for Family Involvement: None

Evidence of Success: *(How will progress be measured? What are the benchmarks? Progress will be measured by the progress of*

the research and the review. The final evaluation will be whether test items are changed or whether the district implements another test.

Evaluation Process: *(What measures will be used to determine attainment of goals?)* Progress of the research and test item review.

Results / Accomplishments:

Next Steps:

Date:

Goal 2:

Increase academic achievement in reading and math by 3% action. Beginning in 2009 the 6th graders are the lowest in reading at 33% and the 11th graders are performing the lowest in math at 21%. In 2014, 6th graders will increase their overall score to 38% in reading and 11th graders will increase in math to 25%.

Objective: B Improve Assessment of American Indian / Alaska Native Students

Improvement Indicator: (e) Design formative assessments conducive to American Indian/ Alaska Native students' learning styles

Purpose: The purpose of the *Indian Education Plan* is to examine past, current, and future effective methods and strategies to support the education of American Indian /Alaska native students. Four goals are targeted in the plan: (1) Increased graduation rate, (2) Increased academic achievement, (3) Increased daily attendance rate, and (4) Increased appreciation and expression of culture, language, and heritage of American Indian / Alaska Native students.

Staffing: none

Strategies / Tasks / Action Steps <i>What will be done</i>	Responsibilities: <i>Who will do it?</i>	Resources: <i>Funding/Time/People/Materials</i>	Timeline: <i>By when?</i>
1. Research "formative assessments" used by Native Americans and become familiar with research on formative Assessments.	IE Director IE Instructional Manager IE Staff	Time for research	May
2. Develop and pilot "formative assessments" to be used by the IE staff for reading, math, and cultural activities (i.e., pageants, pow wow, fashion show, etc).	IE Director IE Instructional Manager IE Staff	Time for research and pilot Implementation.	May
3. The feasibility of implementing formative assessments on a Wider scale will be examined with the RDA testing department.	IE Director IE Instructional Manager IE Staff RDA testing director	Time of staff from other Departments and the cost of materials if implemented on a wider scale.	June

Implications for Professional Development: The IE Staff involved in the assessment and test review will need training on the "confidentiality" of tests. If there are results from the tests review, training will be needed for all reviewers about the process, timelines, and procedures by the testing director. Training will be conducted related to "Formative Assessments" and review of the pros and cons of such assessments and its application with Native American students.

Implications for Family Involvement: None

Evidence of Success: *(How will progress be measured? What are the benchmarks? Progress will be measured by the progress of the research and the review. The final evaluation will be whether test items are changed or whether the district implements another test.*

Evaluation Process: *(What measures will be used to determine attainment of goals?) Progress made on the research and test item review with district staff will indicate progress.*

Results / Accomplishments:

Next Steps:

Date:

Goal 2:

Increase academic achievement in reading and math by 3% action. Beginning in 2009 the 6th graders are the lowest in reading at 33% and the 11th graders are performing the lowest in math at 21%. In 2014, 6th graders will increase their overall score to 38% in reading and 11th graders will increase in math to 25%.

Objective: B Improve Assessment of American Indian / Alaska Native Students

Improvement Indicator: (f) Design and Align Special Education Evaluation and Identification of American Indian / Alaska Native Students for Disabilities and Gifted

Purpose: The purpose of the *Indian Education Plan* is to examine past, current, and future effective methods and strategies to support the education of American Indian /Alaska native students. Four goals are targeted in the plan: (1) Increased graduation rate, (2) Increased academic achievement, (3) Increased daily attendance rate, and (4) Increased appreciation and expression of culture, language, and heritage of American Indian / Alaska Native students.

Staffing: none

Strategies / Tasks / Action Steps <i>What will be done</i>	Responsibilities: <i>Who will do it?</i>	Resources: <i>Funding/Time/People/Materials</i>	Timeline: <i>By when?</i>
1. Review the process of special education referral beginning With the district SAT. Review the forms for cultural relevancy used during Intervention prior to an SAT referral.	IE Director IE Instructional Manager Lead Psychologist (SpEd)	Time and staff (IE and SpEd)	Winter, 2011-12
2. Review the notification to parents and the attainment of Signatures for an evaluation. To ensure appropriate Understanding of significance of signature.	IE Director IE Instructional Manager Lead Psychologist (SpEd)	Time and staff (IE and SpEd)	Winter, 2011-12
3. As per IDEA regulations related to assessment in child's Home language and factors that will impact evaluation outcomes; (1) Are children being identified appropriately for disabilities (2) And for gifted.	IE Director IE Instructional Manager Lead Psychologist (SpEd)	Time and staff (IE and SpEd)	Winter, 2011-12
4. As IEPs are being developed is the child's academic needs Being examined with consideration for their cultural values. Because most AI students will improve academically as they Realize their AI values are appreciated.	IE Director IE Instructional Manager Lead Psychologist (SpEd)	Time and staff (IE and SpEd)	Spring, 2012

5. Determine changes if any. Schedule other departments That may be impacted by the proposed changes.	IE Director IE Instructional Manager Lead Psychologist (SpEd)	Time and staff (IE and SpEd)	Long Range plan
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Implications for Professional Development: district staff will be trained on the changes made to the SAT forms, parent notification, and the AI values and its relevance in the development of the IEP.

Implications for Family Involvement: parents will be involved in the “parent notification” section and also the relevance of the IEP development as related to AI values.

Evidence of Success: *(How will progress be measured? What are the benchmarks?)* As the district examines the process for intervention strategies through use of the AI values, it will impact the students’ motivation to succeed in many areas of school. There will be an increase of gifted identification due to consideration of (cultural factors) and their impact to depress scores.

Evaluation Process: *(What measures will be used to determine attainment of goals?)* Increased American Indian students being identified for gifted and AP programs. The second is the decrease of AI students being identified for SLD category due to realization and appreciation for AI values.

Results / Accomplishments:

Next Steps:

Date:

Goal 2:

Increase Academic Achievement In reading and math by 3% beginning in 2009 with 6th graders the lowest in reading at 33% and the 11th graders the lowest in math at 21% to 2014 with 6th graders gaining an overall 38% in reading and 11th graders to 25% in math.

C Provide Extra Support for American Indian/Alaska Native Students

Improvement Indicator (a) **Support summer enrichment programs (i.e., American Indian writers' workshop, Native language, creative arts for students through Institute of American Indian Arts, etc.),**

Purpose: The purpose of the *Indian Education Plan* is to examine past, current, and future effective methods and strategies that support the education of American Indian / Alaska Native students. Four goals are targeted in the plan which includes: (1) Increased graduation rate, (2) Increased academic achievement, (3) Increased daily attendance rate, and (4) Increased appreciation and expression of culture, language, and heritage of American Indian / Alaska Native students.

Staffing: Native Language Teachers, Resource Teachers

Strategies/Tasks/ Action Steps <i>What will be done</i>	Responsibilities: <i>Who will do it?</i>	Resources: <i>Funding/Time/People/Materials</i>	Timeline: <i>By when?</i>
1). Determine sufficient funds are available for Summer enrichment programs.	IE Director IE Bookkeeper	Operational/Title VII/JOM	January-April
2). Determine emphasis for summer enrichment Programs each summer.	IE Director IE Instructional Manager Teacher Mentor Bookkeeper	Operational/Title VII/JOM Resource Teachers Native Language Teachers HSL's	January-April
3). Identify summer program Native Language and Literacy program teachers and support staff.	IE Director IE Instructional Manager Teacher Mentor	Operational/Title VII/JOM Resource Teachers Native Language Teacher	April/May
4). Determine school site for summer program annually.	IE Director IE Instructional Manager	Summer School Committee Director Instructional Manager School Principal	April/May/June

Implications for Professional Development:

Professional development for summer program staff will take place prior to summer session.

Implications for Family Involvement:

Parents and families will be involved in the registration of their children in the summer programs.

Evidence of Success: (How will progress be measured? What are the benchmarks?)
Success of the summer programs will be determined by successful completion by students.

Evaluation Process: (What measures will be used to determine attainment of goals?)
Literacy gains and language fluency will be used to evaluate the summer programs.

Results / Accomplishments:

Next Steps:

Date:

Goal 2:

Increase academic achievement in reading and math by 3% action. Beginning in 2009 the 6th graders are the lowest in reading at 33% and the 11th graders are performing the lowest in math at 21%. In 2014, 6th graders will increase their overall score to 38% in reading and 11th graders will increase in math to 25%.

Objective: C Provide Extra Support for American Indian / Alaska Native students
Improvement Indicator: (b) Recruitment of Resource Teachers at All High Impact K-12 Schools

Purpose: The purpose of the *Indian Education Plan* is to examine past, current, and future effective methods and strategies to support the education of American Indian /Alaska native students. Four goals are targeted in the plan: (1) Increased graduation rate, (2) Increased academic achievement, (3) Increased daily attendance rate, and (4) Increased appreciation and expression of culture, language, and heritage of American Indian / Alaska Native students.

Staffing: Resource Teachers (Reading, Math, and Culture)

Funding: Title VII funds pays for all teacher salaries, teacher training in reading (Orton Gillingham) and math (Carnegie 2011@ 2 each year, 2012, 2013), supplies and materials for classrooms, books and supplies for resource room,

Strategies / Tasks / Action Steps What will be done	Responsibilities: Who will do it?	Resources: Funding/Time/ People/Materials	Timeline: By when?
1. The department staff in coordination with school clerks/secretaries will strive to get all AI/AN students enrolled in APS certified with a completed 506 form. Resource teachers, liaisons, Indian Education will take the initiative to get these forms completed through coordination with schools.	IE Staff, School clerks, & secretaries	Time People	Summer & Fall Registration August- January,
2. Submit Part A of the Title VII application with Correct student count to the USDOE. Students with completed 506 forms.	IE Director RDA Data technicians Executive Director (I & A)	Title VII Part A Application and Correct student count data from RDA	Annual
3. Receive funding amount based on submitted Correct student data (students with completed 506 forms).	IE Director Executive Director (I&A)	Budget allocation notification Letter from USDOE	April, (annually)

<p>4. As resource teacher vacancies occur the push will be to recruit teachers who hold certification in math, reading and have cultural knowledge pertaining to Native Americans.</p>	<p>IE Director IE Instructional manager HR Consultant IE Interview committee</p>	<p>FTE recruitment is based on Title VII funding level each year.</p>	<p>Spring (annually)</p>
<p>5. Review Native student enrollment and assign fulltime resource teachers to schools with high native enrollment. Work with school principals for classroom space and class schedules. Negotiate with schools for a 45 minute time slot for RTI Level 2 literacy and math support by the resource teachers assigned to the schools.</p>	<p>IE Director IE Instructional Manager IE Resource teacher School Principals AIMS/QA/School Max data</p>	<p>Title VII award funds all salaries for the resource teachers. All other staff is cost shared by district resources.</p>	<p>Early spring of each preceding school year</p>
<p>6. Notification is sent to all schools impacted which include an introduction of the incoming or current resource teacher at the school, teacher responsibilities and request for a meeting with the building principal.</p> <p>7. Resource teachers are provided targeted training annually in the areas of math and reading. Math (Carnegie) and Reading (Orton Gillingham) methods.</p>	<p>IE Director IE Instructional Manager IE Resource Teachers School Principals IE Teacher Mentor IE Instructional manager IE Director</p>	<p>Classroom materials and supplies are supported by the department. School-wide training should also include the resource teacher.</p> <p>Budget allocation for annual Training for Math and Reading. Math training contract for 2011: \$18,397.85 at 4 consecutive days of training on two components.</p>	<p>Early spring of each preceding school year School year at appropriate intervals.</p>
<p>8. Resource teachers are given a budget allocation each year for their classroom needs. They also are designated to obtain student certification for CIBs and 506 for Continued funding.</p>	<p>IE Director IE Bookkeeper IE Data clerk</p>	<p>Budget allocation (\$1,000) per teacher for purchase of own classroom supplies and materials.</p>	<p>Budgets from the beginning of the School year and expire in mid January each year.</p>

Implications for Professional Development:

School year 2011 is the first year the resource teachers will begin the year with Math methods training so they will become Reading/math/ culture teachers. Training in reading methods for grades 6-12 in Orton Gillingham will be conducted in SY2011, and Carnegie Math training will begin in February 2011 and another in March 2011 for a total of two (week long trainings) to run consecutive 3 years at 2 trainings per year, with the final training in SY2013. Training for culturally relevant topics and methods will continue through book studies every year.

Implications for Family Involvement:

Parental involvement is evident at all stages of the plan. The *Indian Parent Committee (IPC)* approves the Title VII application at submittal, they conduct public hearings in the community utilizing the draft application prior to final submittal. The parents are informed of the application contents with student data at the hearings. The IPC approve the propose sites for teacher assignments which is based on Native student enrollment and monthly reports and updates are given by the program teachers throughout the school year. Students and parents come to the meetings and also provide presentations each month. Teacher mentor is included on all IPC meeting agendas where she reports all program related information including trainings and her visitation schedule. IPC and other families from the community are included and involved at every level of program activities.

Evidence of Success: *(How will progress be measured? What are the benchmarks?)*

(1) A PDSA is developed for this program which describes the process for student identification and placement in the program. All program students are assessed for baseline data in the fall of every school year and post tested again in the spring to measure gains and/or regression. All standardized test data are compiled for the program students. Parents are contacted throughout the school year by the resource teachers and updated about their child's progress.

Evaluation Process: *(What measures will be used to determine attainment of goals?)*

(1) Student's baseline is assessed with the Orton Gillingham assessment and now with the Carnegie Math assessments at the beginning of the program and at the end of the school year in the spring. Students are assessed twice a month for progress monitoring and displayed in every Resource teacher classroom at the school.

Results / Accomplishments:

Next Steps:

Date:

Goal 2:

Increase academic achievement in reading and math by 3% action. Beginning in 2009 the 6th graders are the lowest in reading at 33% and the 11th graders are performing the lowest in math at 21%. In 2014, 6th graders will increase their overall score to 38% in reading and 11th graders will increase in math to 25%.

Objective: C Provide Extra Support for American Indian / Alaska Native students

- Improvement Indicator:** (c) Create an American Indian/ Alaska Native preschool center for early intervention
 (d) Develop and support certified preschool programs that are conducive to the needs and participation of American Indian/ Alaska native preschoolers,
 (e) Design a preschool program for American Indian/ Alaska Native children in Albuquerque Public Schools

Purpose: The purpose of the *Indian Education Plan* is to examine past, current, and future effective methods and strategies to support the education of American Indian /Alaska native students. Four goals are targeted in the plan: (1) Increased graduation rate, (2) Increased academic achievement, (3) Increased daily attendance rate, and (4) Increased appreciation and expression of culture, language, and heritage of American Indian / Alaska Native students.

Staffing: Certified Early Childhood Teachers, Cooks, Custodian, Classroom Assistants

Funding: Other departments within Assessment and Instruction

Strategies / Tasks / Action Steps <i>What will be done</i>	Responsibilities: <i>Who will do it?</i>	Resources: Funding/Time <i>People / Materials</i>	Timeline: <i>By when?</i>
1. Meetings with supervisor about the program and Development of a proposal with a budget for the program, (i.e., building, staff, community support).	I & A Executive Director IE Director	<i>Funding:</i> 0 <i>Time:</i> x <i>People:</i> x <i>Materials:</i> x	Spring, 2010
2. Community meetings in Tohajilee to get chapter support (i.e., Designation of a building, development of an MOA, development and approval of a resolution by the chapter).	IE Director IE Instructional Manager	<i>Funding:</i> 0 <i>Time:</i> x <i>People:</i> x <i>Materials:</i> MOA & Resolution	Spring, 2010
3. Contact building contractor and architect for correct inspection of designated building for renovation located in the Tohajilee Community and for correct budget estimate. Meet with early Childhood Specialist for appropriate classroom furniture.	Contractor and Designer Architect Early Childhood Director IE Director Chapter Manager	<i>Funding:</i> Yes <i>Time:</i> x <i>People:</i> Contractor <i>Materials:</i> Proposal	Winter, 2010-2011

<p>4. Submittal of the proposal to APS supervisor and to the State legislators for budget approval to renovate the building Designated to house the program.</p>	<p>IE Director I & A Executive Director District Legislator Liaison Community Liaison to Legislators</p>	<p>Funding: Need approval Time: x People: x Materials: proposal</p>	<p>Winter, 2010-2011</p>
<p>5. Upon approval of the budget, begin the renovation of the Building and the classrooms. Set up the playground and the rooms for security and technology use.</p>	<p>Contractor and Designer Architect Early Childhood Director IE Director Chapter Manager</p>	<p>Funding: x Time: x People: x Materials: x</p>	<p>2011-2015</p>
<p>6. Advertise to fill positions of staff for the preschool program (i.e., teachers, assistants, cook, janitorial help). Need 3 teachers, 3 assistants, 2 cooks, and 1 part time janitor. Get approval for FTE funding from C & I Director.</p>	<p>IE Instructional Manager Human Resources C & I Director</p>	<p>Funding: x Time: x People: x Materials: x</p>	<p>Spring, 2011</p>
<p>7. Order all classroom and kitchen furniture and supplies. Get all Equipment and supplies ordered and set up in the building. Begin staff training on the preschool curriculum and the protocol For parent classes. Train cooks related to food preparation.</p>	<p>Early Childhood Director IE Director IE Bookkeeper Evenstart Director</p>	<p>Funding: x Time: x People: x Materials: x</p>	<p>Summer, 2011</p>
<p>8. Recruitment of students in ages 3,4,& 5, for the program. The Students could be a mix of (typical and those with disabilities). Recruit parents for the classes that is integrated with the program.</p>	<p>Program Teachers Program Assistants Teacher Mentor</p>	<p>Funding: x Time: x People: x Materials: x</p>	<p>Summer, 2011</p>
<p>9. Begin the program. Continue working out the glitches as the program begins (i.e., Transportation and security).</p>	<p>IE Director Instructional Manager Program Teachers Program Assistants Teacher Mentor</p>	<p>Funding: x Time: x People: x Materials: x</p>	<p>Fall, 2011</p>
<p>10. Survey parents and community about the program.</p>	<p>IE Director RDA Researcher</p>	<p>Funding: 0 Time: x People: x Materials: survey</p>	<p>Spring, 2012</p>

Implications for Professional Development: Parents of the preschoolers will be provided “parenting classes” and “native language and culture” classes. Program staff will receive training related to their job responsibilities including first aid training. Community leaders and members will be informed of the program and curriculum.

Implications for Family Involvement: Parents will have opportunities to participate in “parenting classes and also in native

language and culture” classes.

Evidence of Success: *(How will progress be measured? What are the benchmarks?)* The number of student participants in all the age categories will be evidence of success in recruitment efforts. Another benchmark for success is the number of parents participating in the trainings when they are offered.

Evaluation Process: *(What measures will be used to determine attainment of goals?)* sign in sheets for trainings, number of program participants, and test scores.

Results / Accomplishments:

Next Steps:

Date:

Goal 2:

Increase academic achievement in reading and math by 3% action. Beginning in 2009 the 6th graders are the lowest in reading at 33% and the 11th graders are performing the lowest in math at 21%. In 2014, 6th graders will increase their overall score to 38% in reading and 11th graders will increase in math to 25%.

C Provide Extra Support for American Indian / Alaska Native students

Improvement Indicator: (f) Create and design after-school programs targeting culturally-based Math and Science in high impact and other school sites.

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Staffing: Teachers for After-school programs with emphasis in Math and Science

Funding: Title VII funds the after school program teachers' stipends and supplies

Strategies / Tasks / Action Steps <i>What will be done</i>	Responsibilities: <i>Who will do it?</i>	Resources: Funding/time <i>People / Materials</i>	Timeline: <i>By when?</i>
1. Identify funds from Title VII in early fall for stipend payments Of interested teachers from elementary, mid, and high school Sites.	IE Director IE Bookkeeper	Funding: Title VII Time: X People: Program Teachers Materials: Supplies	April, Annually
2. Contact the interested teachers and request submittal of a Proposal that includes the school, anticipated number of Students, beginning time, program start and end times, and Summary of proposed program description. The number of program teachers is dependent on student participants. Confirm programs for the year.	IE Director IE Instructional Manager	Funding: Time: X People: X Materials: X	August. Annually
3. Schedule a meeting with the program teachers and give Materials allocation for each program. Review process for Submittal of reports (baseline and post data) taken utilizing The Ohiyesa Values and questions.	IE Director IE Bookkeeper	Funding: X Time: X People: X Materials: X	August, Annually

<p>4. Train and check out book, Native Science by G. Cajete as the core text for the program. Discuss the program foundation of Indigenous education interwoven with teaching of native values in the program.</p>	<p>IE teacher Mentor IE Resource Teachers</p>	<p>Funding: X Time: X People: X Materials: X</p>	<p>August, Annually</p>
<p>5. Set program parameters and guidelines. Schedule due Dates for program start ups and program closures at the end of the year.</p>	<p>IE Director</p>	<p>Funding: X Time: X People: X Materials: X</p>	<p>June, Annually</p>

Implications for Professional Development: Training for new program teachers related to the Native Science Book and the Indigenous Math and Science foundation of the program. Training for all program teachers related to due date schedules and assessments to set baseline and post test data. Include the evaluation process for program activities and the submittal of activity proposals.

Implications for Family Involvement: Families are involved in the program through drop off and pick up of their children each week, including their attending their children's presentations.

Evidence of Success: *(How will progress be measured? What are the benchmarks?)* Progress will be measured by the number of programs and the number of students participating in the afterschool programs. Impact will be observed in the spring test scores in reading and math. Student motivation for education and attendance will be noticed and measured by the program coordinators.

Evaluation Process: *(What measures will be used to determine attainment of goals?)* The annual Math and reading tests results for all participants. Another area will be the increase in student's attendance.

Results / Accomplishments:

Next Steps:

Date:

Goal 2:

Increase academic achievement in reading and math by 3% action. Beginning in 2009 the 6th graders are the lowest in reading at 33% and the 11th graders are performing the lowest in math at 21%. In 2014, 6th graders will increase their overall score to 38% in reading and 11th graders will increase in math to 25%.

Objective: C Provide Extra Support for American Indian / Alaska Native students

Improvement Indicator: (g) Design and Implement an American Indian / Alaska Native Parent Center for Training and Support

Purpose: The purpose of the *Indian Education Plan* is to examine past, current, and future effective methods and strategies to support the education of American Indian /Alaska native students. Four goals are targeted in the plan: (1) Increased graduation rate, (2) Increased academic achievement, (3) Increased daily attendance rate, and (4) Increased appreciation and expression of culture, language, and heritage of American Indian / Alaska Native students.

Staffing: 1-2 FTE's to operate the Parent Center

Funding: Will seek grants to support this initiative

Strategies / Tasks / Action Steps <i>What will be done</i>	Responsibilities: <i>Who will do it?</i>	Resources: Funding/time <i>People / Materials</i>	Timeline: <i>By when?</i>
1. Funding will be sought for establishment of a Parent Center Where AI/AN parents can go to get support for; (1) academic Navigation in the system, (2) technology support with online capability, (3) referrals to other departments, (4) referrals to outside organizations, and etc.,	IE Director IE Bookkeeper	Funding: Title VII Time: X People: Program Teachers Materials: Supplies	April, annually
2. Research the government federal grants website for availability Of appropriate grants.	IE Director IE Instructional Manager	Funding: Time: X People: X Materials: X	August, Annually
3. Once the appropriate grant is located, the application will be Completed.	IE Director IE Bookkeeper	Funding: X Time: X People: X Materials: X	August, Annually

Implications for Professional Development: As grant funds are approved, the first year will be planning and staffing for the program. The location site will also be determined. A building will be identified and located for the program. Once staff is onboard, training will be provided on the goals and purposes of the grant. Training in areas; of counseling and adult education methods will also be provided.

Implications for Family Involvement: Opportunities for increased parent involvement with the implementation of a AI/AN Parent Center is countless. Not only will parents get training on how to help their children with homework, how to read with their child, and but also how to advocate for their children. The potential activities for parent involvement are countless.

Evidence of Success: *(How will progress be measured? What are the benchmarks?)* Success will be determined through participant sign in sheets and Plus Delta evaluations.

Evaluation Process: *(What measures will be used to determine attainment of goals?)* The federal grant evaluator will see the indicators of the program strengths and challenges.

Results / Accomplishments:

Next Steps:

Date:

Goal 2:

Increase academic achievement in reading and math by 3% action. Beginning in 2009 the 6th graders are the lowest in reading at 33% and the 11th graders are performing the lowest in math at 21%. In 2014, 6th graders will increase their overall score to 38% in reading and 11th graders will increase in math to 25%.

Objective: C Provide Extra Support for American Indian / Alaska Native students

Improvement Indicator: (h) Identify and Listen to “Voices” of American Indian / Alaska Native in Matters Related to their Education

Purpose: The purpose of the *Indian Education Plan* is to examine past, current, and future effective methods and strategies to support the education of American Indian /Alaska native students. Four goals are targeted in the plan: (1) Increased graduation rate, (2) Increased academic achievement, (3) Increased daily attendance rate, and (4) Increased appreciation and expression of culture, language, and heritage of American Indian / Alaska Native students.

Staffing: Indian Education Staff

Funding: None

Strategies / Tasks / Action Steps <i>What will be done</i>	Responsibilities: <i>Who will do it?</i>	Resources: Funding/Time <i>People / Materials</i>	Timeline: <i>By when?</i>
1. The IE Department will support representation of students, Parents, and staff through a variety of venues that include: <ul style="list-style-type: none"> • Student rep. in the Super Sac committee, • Parent rep. in district federal grants committee, • Parent rep. in the SCCE council, • Student reps. (HS and MS) on the IPC & IEC, etc. 	IE Director IE Bookkeeper Indian Parent Committee IE Committee Director Grants Supt.	Funding: Title VII Time: X People: Program Teachers Materials: Supplies	August, Annually
2. AI/AN students and parents will voice their ideas about Education through a variety of the venues listed. IE will request The various committees to include either students or parents On the committees listed.	IE Director IE Instructional Manager	Funding: Time: X People: X Materials: X	August, Annually
3. Parents and students will attend IPC and IEC meetings and Voice their ideas and opinions during the “public comment Forums” during the meeting.	IE Director IE Instructional manager	Funding: X Time: X People: X Materials: X	August, Annually

<p>4. Parents and students will be encouraged to participate during scheduled activities and events and their input will be solicited. As issues and need arise during the school year, (i.e., budget Liaison public presentations).</p>	<p>IE staff Parent committees</p>	<p>Funding: X Time: X People: X Materials: X</p>	<p>August, Annually</p>
<p>5. All input will be recorded and kept on file in the IE Department.</p>	<p>IE Director Instructional manager IE Staff</p>	<p>Funding: X Time: X People: X Materials: X</p>	<p>Annually</p>

Implications for Professional Development: IPC and IEC annual retreats for review of student data and other department plans and changes.

Implications for Family Involvement: Involvement is obtained through committee meetings.

Evidence of Success: *(How will progress be measured? What are the benchmarks?)* More representation of All/AN students on committees at the school and district level. Increased parent representation on district and school level committees.

Evaluation Process: *(What measures will be used to determine attainment of goals?)* More public input from parents will be evident on district policies and written documents.

Results / Accomplishments:

Next Steps:

Date:

Goal 2:

Increase Academic Achievement In reading and math by 3% beginning in 2009 with 6th graders the lowest in reading at 33% and the 11th graders the lowest in math at 21% to 2014 with 6th graders gaining an overall 38% in reading and 11th graders to 25% in math.

C Provide Extra Support for American Indian/ Alaska Native Students

Improvement Indicator: (i) Design programs for Middle school and High school students to link career goals to education for relevance and career paths.

Purpose: The purpose of the *Indian Education Plan* is to examine past, current, and future effective methods and strategies to support the education of American Indian /Alaska native students. Four goals are targeted in the plan: (1) Increased graduation rate, (2) Increased academic achievement, (3) Increased daily attendance rate, and (4) Increased appreciation and expression of culture, language, and heritage of American Indian / Alaska Native students.

Staffing: Albuquerque Public Schools and /Indian Education Department Staff.

Strategies/Tasks/ Action Steps <i>What will be done</i>	Responsibilities: <i>Who will do it?</i>	Resources: <i>Funding/Time/People/Materials</i>	Timeline: By when? <i>Day/month</i>
1). Identify Native American students using SchoolMax and Quality Assurance reports.	IE Director IE Instructional Manager	Operational/Title VII/JOM	August
2). Assist students in completion of four year plans at their school sites.	Career & College Readiness Monitor	Title VII/JOM	August - December
3). Monitor students as school year progresses	Career & College Readiness Monitor	Title VII/JOM	August - May
4). Career and College Readiness Monitor will Work with all district high schools	Career & College Readiness Monitor	Title VII/JOM	August - May

Implications for Professional Development:

Review of Four Year Plan will be completed at the beginning of the school year.

Implications for Family Involvement:

(1) Parents of students will be informed of student progress throughout the school year.

Evidence of Success: (How will progress be measured? What are the benchmarks?)

Student participation in activity will be measure of success.

Evaluation Process: (What measures will be used to determine attainment of goals?) Completed interest forms and courses by students will determine attainment of goals

Results / Accomplishments:

Next Steps:

Date:



Goal 2:

Increase academic achievement in reading and math by 3% action. Beginning in 2009 the 6th graders are the lowest in reading at 33% and the 11th graders are performing the lowest in math at 21%. In 2014, 6th graders will increase their overall score to 38% in reading and 11th graders will increase in math to 25%.

C Provide Extra Support for American Indian / Alaska Native students

Improvement Indicator: (j) Design and Gather Information from Student Focus Groups to Target and Refine Knowledge and Understanding of Students' Needs

Purpose: The purpose of the *Indian Education Plan* is to examine past, current, and future effective methods and strategies to support the education of American Indian /Alaska native students. Four goals are targeted in the plan: (1) Increased graduation rate, (2) Increased academic achievement, (3) Increased daily attendance rate, and (4) Increased appreciation and expression of culture, language, and heritage of American Indian / Alaska Native students.

Staffing: IE Teachers and RDA Researcher

Funding: Title VII and Operational

Strategies / Tasks / Action Steps <i>What will be done</i>	Responsibilities: <i>Who will do it?</i>	Resources: Funding/Time <i>People / Materials</i>	Timeline: <i>By when?</i>
1. Students in elementary, middle, and high schools with IE resource teachers formed the "focus groups".	IE Director IE Instructional manager IE resource teachers	Funding: Title VII Time: X People: Program Teachers Materials: Supplies	SY 2010
2. The RDA researcher trained the teachers on the appropriate process and protocol to use with the focus groups.	IE Director IE Instructional Manager RDA Researcher IE Teachers	Funding: Time: X People: X Materials: X	SY 2010
3. Questions about the educational perspectives of the Students were developed. The questions centered around the Four goals targeted in the IEPlan which include: Graduation, Attendance, Academic Achievement, and Native language and Culture.	IE Teachers RDA Researcher	Funding: X Time: X People: X Materials: X	SY 2010

<p>4. After the focus groups are completed with the students The researcher will analyze and provide a written report.</p>	<p>IE Teacher Mentor RDA Researcher</p>	<p>Funding: X Time: X People: X Materials: X</p>	<p>SY 2011-2012</p>
<p>5. IE staff and researcher will share written and verbal Report of the results to others.</p>	<p>IE Director IE Teachers RDA Researcher</p>	<p>Funding: X Time: X People: X Materials: X</p>	<p>SY 2011-2014</p>

Implications for Professional Development: The teachers were trained by the RDA researcher about proper protocol to use with the “focus groups”. The teachers in return formed the student focus groups and informed the students about the study group process.

Implications for Family Involvement: The teachers informed the parents about the focus group and why the department was soliciting input from the students about their education.

Evidence of Success: *(How will progress be measured? What are the benchmarks?)* The information gathered from the students were used to strengthen and to make program changes.

Evaluation Process: *(What measures will be used to determine attainment of goals?)* As increase is experienced in the four targeted goals of the IEPlan the department will deem the plan a success. The district data systems will be used to measure progress.

Results / Accomplishments:

Next Steps:

Date:

Goal 2:

Increase academic achievement in reading and math by 3% action. Beginning in 2009 the 6th graders are the lowest in reading at 33% and the 11th graders are performing the lowest in math at 21%. In 2014, 6th graders will increase their overall score to 38% in reading and 11th graders will increase in math to 25%.

C Provide Extra Support for American Indian / Alaska Native students

Improvement Indicator: (k) Regroup the Indian parent Committee / Indian Education Committee Membership to Reflect High Impacted American Indian / Alaska Native Student Enrollment for Appropriate Support

Purpose: The purpose of the *Indian Education Plan* is to examine past, current, and future effective methods and strategies to support the education of American Indian /Alaska native students. Four goals are targeted in the plan: (1) Increased graduation rate, (2) Increased academic achievement, (3) Increased daily attendance rate, and (4) Increased appreciation and expression of culture, language, and heritage of American Indian / Alaska Native students.

Staffing: IE Administrative and Clerical staff

Funding: Operational funds

Strategies / Tasks / Action Steps <i>What will be done</i>	Responsibilities: <i>Who will do it?</i>	Resources: Funding/Time <i>People / Materials</i>	Timeline: <i>By when?</i>
1. In 2010, during the Indian Parent Committee's (IPC) annual retreat AI/AN student enrollment data will be reviewed and seats with the committee will be created for tribal enrollment of more than 100 students on the committee bylaws for the Indian Education Committee (IEC) and the IPC.	IE Director IE Instructional manager	Funding: Title VII, Title VIII, And JOM Time: X People: Parent committee Materials: Supplies	June 2010
2. Revise the bylaws and get approval from the parent committee members. Review changes by the school district attorney.	IE Director IPC and IEC School attorney	Funding: Time: X People: Parent committee Materials: X	July, 2010
3. Advertise the seats to the tribes impacted. The seats are to be filled by parents of current students in the school district. Utilize the monthly committee meetings to advertise the vacant seats.	IE Director IE Data clerk IE Instructional manager	Funding: Time: X People: X Materials: X	August- May 2010-2011

<p>4. Annual Parent committee retreat will be scheduled and implemented to share pertinent information related to; federal, State, district, and department.</p>	<p>IE Director IE Instructional manager IE Staff District staff</p>	<p>Funding: X Time: X People: X Materials: X</p>	<p>June, Annually</p>
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Implications for Professional Development: An annual parent committee retreat will be utilized to share information related to: Committee Bylaws, Federal Funding regulations, JOM, Impact Aid, and Title VII regulations, Department programs, District policies, and AII/AN student data.

Implications for Family Involvement: Parents of AII/AN students will be given opportunity to be participants at monthly meetings, public hearings, and in the federal applications.

Evidence of Success: *(How will progress be measured? What are the benchmarks?)* Data will be gathered from sign in sheets during parent meetings to show increase of participation and meetings attendance.

Evaluation Process: *(What measures will be used to determine attainment of goals?)* The Parent Committee will review their annual goals specific to them to determine progress and increase of meeting attendance.

Results / Accomplishments:

Next Steps:

Date:

Goal 2:

Increase academic achievement in reading and math by 3% action. Beginning in 2009 the 6th graders are the lowest in reading at 33% and the 11th graders are performing the lowest in math at 21%. In 2014, 6th graders will increase their overall score to 38% in reading and 11th graders will increase in math to 25%.

Objective: C Provide Extra Support for American Indian / Alaska Native students

Improvement Indicator: (I) Design and Implement Mathematics to the Resource Teacher's Delivery of Services

Purpose: The purpose of the *Indian Education Plan* is to examine past, current, and future effective methods and strategies to support the education of American Indian /Alaska native students. Four goals are targeted in the plan: (1) Increased graduation rate, (2) Increased academic achievement, (3) Increased daily attendance rate, and (4) Increased appreciation and expression of culture, language, and heritage of American Indian / Alaska Native students.

Staffing: IE Resource Teachers

Funding: Title VII

Strategies / Tasks / Action Steps <i>What will be done</i>	Responsibilities: <i>Who will do it?</i>	Resources: Funding/Time <i>People / Materials</i>	Timeline: <i>By when?</i>
1. Department resource teachers will be trained on the Carnegie Math Professional Development model. This approach is necessary for effective practice in teaching mathematics.	IE Director IE Bookkeeper Carnegie math	Funding: Title VII Time: X People: Teachers Materials: Supplies	Annually
2. By August, 2011 the resource teachers will complete 3 of 12 Training series with plans to complete two series ever year.	IE Director IE Instructional Manager	Funding: Time: X People: X Materials: X	August, 2015.
3. The resource teachers in grades K-8 will identify students Who are struggling in math at the "beginning step" according to State assessments. The students will be served for an entire School year by the resource teacher as an RTI class.	IE Director IE Instructional manager Resource Teachers	Funding: X Time: X People: X Materials: X	August, Annually
4. The students who were served by the resource teachers will be tested at the end of each school year to determine continued support services or exit from the math RTI services.	IE teacher Mentor IE Resource Teachers	Funding: X Time: X People: X Materials: X	May, Annually

<p>5. Continuation of Math services delivery for all eligible Students. Continue training of the resource teachers for Appropriate math methods.</p>	<p>IE Director IE instructional manager Resource teachers</p>	<p>Funding: X Time: X People: X Materials: X</p>	<p>School Year</p>
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Implications for Professional Development: Resource teachers will receive professional development by Carnegie Math on methods of teaching mathematics. Teachers will weave in Indigenous methods into the math concepts.

Implications for Family Involvement: Parents will be involved in the homework phase of the math through training by the resource teachers.

Evidence of Success: *(How will progress be measured? What are the benchmarks?)* The test scores (baseline and post baseline data) will show increase in skills after a year of intervention.

Evaluation Process: *(What measures will be used to determine attainment of goals?)* District annual test scores and the post test data when compared to the initial baseline data.

Results / Accomplishments:

Next Steps:

Date:

Goal 2:

Increase Academic Achievement In reading and math by 3% beginning in 2009 with 6th graders the lowest in reading at 33% and the 1th graders the lowest in math at 21% to 2014 with 6th graders gaining an overall 38% in reading and 11th graders to 25% in math.

C Provide Extra Support for American Indian/ Alaska Native Students

Improvement Indicator: (m) Design and implement Transition Programs for grades five and eight.

Purpose:

The purpose of the *Indian Education Plan* is to examine past, current, and future effective methods and strategies that support the education of American Indian / Alaska Native students. Four goals are targeted in the plan which includes: (1) Increased graduation rate, (2) Increased academic achievement, (3) Increased daily attendance rate, and (4) Increased appreciation and expression of culture, language, and heritage of American Indian / Alaska Native students.

Staffing:

School counselors, School Site Career Advisors, IE staff

Strategies/Tasks/ Action Steps <i>What will be done</i>	Responsibilities: <i>Who will do it?</i>	Resources: <i>Funding/Time/People/Materials</i>	Timeline: <i>By when?</i> <i>Day/month</i>
1) Identified students using Quality Assurance Reports.	Instructional Manager College & Career Readiness Monitor IE Teachers (MS & HS)	Operational/Title VII/JOM	August
2).Identify student interest inventory for setting academic and career goals.	Instructional Manager College & Career Readiness Monitor IE Teachers (MS & HS)	Operational/Title VII/JOM School and Academic Counselors.	August - December
3). Create a mentoring relationship with students to aid students to reach goals.	Instructional Manager College & Career Readiness Monitor IE Teachers (MS & HS)		August - May
4).schedule a transition activity for students to transition to 6 th and 9 th grades.	Instructional Manager College & Career Readiness Monitor IE Teachers (MS & HS)	Title VII/JOM School counselors	March - May
5). Design and implement transition plans for Students	Instructional Manager College & Career Readiness Monitor IE Teachers (MS & HS)	Title VII/JOM School counselors	August - May

Implications for Professional Development:

Professional development conducted at beginning of school year.

Implications for Family Involvement:

Families are communicated with during the transition process.

Evidence of Success: *(How will progress be measured? What are the benchmarks?)*

Transition events conducted will be measure of program success.

Evaluation Process: *(What measures will be used to determine attainment of goals?)*

Number of students participating will be used to evaluate program.

Results / Accomplishments:

Next Steps:

Date:

Goal 3: Increase Daily Attendance Rate to 95% beginning in 2009 by targeting 37 elementary, 13 middle, and 9 high schools with less than 95% attendance rate.

Objective: A Develop Attendance Monitoring of American Indian/ Alaska Native Students

Improvement Indicator: (a) Identify elementary schools that have an attendance rate below 95% for extra support.

Purpose: The purpose of the Indian Education Plan is to examine past, current, and future effective methods and strategies that support the education of American Indian / Alaska Native students. Four goals are targeted in the plan which includes: (1) Increased graduation rate, (2) Increased academic achievement, (3) Increased daily attendance rate, and (4) Increased appreciation and expression of culture, language, and heritage of American Indian / Alaska Native students.

Staffing: Indian Education Department staff

Tasks/ Action Steps What will be done	Responsibilities: Who will do it?	Resources: Funding/Time/People/Materials	Timeline: By when? Day/month
1). Using reports and data listed above schools with attendance rates below 95% will be identified.	IE Director IE Instructional Manager IE Teachers	Operational Staff (IE, RDA, Data systems)	September
2). Identified schools will be assigned to staff to monitor Native American student attendance.	IE Director IE Instructional Manager	Operational/Title VIII/JOM	September
3). Develop an MOA with the Truancy Unit of The Health and Wellness Department.	IE Director IE Instructional Manager	Health and Wellness Staff	Spring 2011

Implications for Professional Development:

Professional development for Health and Wellness will be conducted at the beginning of the school year.

Implications for Family Involvement:

Parents will be communicated with concerning student absences.

Evidence of Success: (How will progress be measured? What are the benchmarks?)

Program will be measured by contact and truancy reports submitted by department staff.

Evaluation Process: (What measures will be used to determine attainment of goals?)

District truancy reports will be used as evaluation tool for program.

Results / Accomplishments:

Next Steps:

Date:



Goal 3:

Increase Daily Attendance Rate to 95% beginning in 2009 by targeting 37 elementary, 13 middle, and 9 high schools with less than 95% attendance rate.

Objective: A Develop Attendance Monitoring of American Indian/ Alaska Native Students

Improvement Indicator: (b) Encourage parents to communicate with schools regarding their children's absences

Purpose:

The purpose of the Indian Education Plan is to examine past, current, and future effective methods and strategies that support the education of American Indian / Alaska Native students. Four goals are targeted in the plan which includes: (1) Increased graduation rate, (2) Increased academic achievement, (3) Increased daily attendance rate, and (4) Increased appreciation and expression of culture, language, and heritage of American Indian / Alaska Native students.

Staffing:

Indian Education Department staff and Health and Wellness staff

Strategies/Tasks/ Action Steps What will be done	Responsibilities: Who will do it?	Resources: Funding/Time/People/Materials	Timeline: By when? Day/month
1). Set up attendance monitoring program at the beginning of the school year.	IE Director IE Instructional Manager	Operational/Title VII/JOM	August
2). Implement MOA with Health and Wellness Department.	IE Staff Health and Wellness Staff	Operational/Title VII/JOM	Throughout the School year.
3). Contact parents at the first and subsequent unexcused absences a student accumulates during the school year.	IE Instructional Manager Health and Wellness	Operational/Title VII/JOM	Throughout the school year.
4). Inform parents about the attendance policy as related to student absences.	IE Instructional Manager Health and Wellness	Operational/Title VII	Throughout the school year.

Implications for Professional Development:

Review of APS Attendance Policies will be completed at the beginning of the school year.

Implications for Family Involvement:

Parents will be involved in the attendance policy.

Evidence of Success: (How will progress be measured? What are the benchmarks?)

District truancy reports will be used to measure success of program.

Evaluation Process: (What measures will be used to determine attainment of goals?)

Evaluation process will be based on reports from the Health and Wellness staff.

Results / Accomplishments:

Next Steps:

Date:



Goal 3:

Increase Daily Attendance Rate to 95% beginning in 2009 by targeting 37 elementary, 13 middle, and 9 high schools with less than 95% attendance rate.

A Develop Attendance Monitoring of American Indian/ Alaska Native Students

Improvement Indicator: (c) Develop an attendance contract with families of students with chronic absences at high impact schools.

Purpose:

The purpose of the *Indian Education Plan* is to examine past, current, and future effective methods and strategies that support the education of American Indian / Alaska Native students. Four goals are targeted in the plan which includes: (1) Increased graduation rate, (2) Increased academic achievement, (3) Increased daily attendance rate, and (4) Increased appreciation and expression of culture, language, and heritage of American Indian / Alaska Native students.

Staffing:

Indian Education Department staff and Health and Wellness staff.

Strategies/Tasks/ Action Steps <i>What will be done</i>	Responsibilities: <i>Who will do it?</i>	Resources: <i>Funding/Time/People/Materials</i>	Timeline: <i>By when? Day/month</i>
1). Implement Memorandum of Agreement Developed with Health and Wellness Department	IE Director IE Instructional Manager Health and Wellness	Operational/Title VII/JOM	August
2). Set up attendance monitoring program at the beginning of the school year.	IE Director IE Instructional Manager Health and Wellness	Operational/Title VII/JOM	August
3). Contact parents at the first and subsequent unexcused absences a student accumulates during the school year.	IE Instructional Manager Health and Wellness	Operational/Title VII/JOM	Throughout the school year.
4). Inform parents about the attendance policy as Related to student absences.	IE Instructional Manager Health and Wellness	Operational/Title VII	Throughout the school year.
5). Develop an attendance contract with families Of student with chronic absences.	Health and Wellness Department	Operational	Throughout the School year.

Implications for Professional Development:

Review of APS Attendance Policies will be completed at the beginning of the school year.

Implications for Family Involvement:

Parents will be involved in the attendance policy.

Evidence of Success: *(How will progress be measured? What are the benchmarks?)*
Contact reports and truancy reports will be used to measure success of program.

Evaluation Process: *(What measures will be used to determine attainment of goals?)*
Evaluation process will be based on reports submitted by IE staff.

Results / Accomplishments:

Next Steps:

Date:

Goal 3:

Increase Daily Attendance Rate to 95% beginning in 2009 by targeting 37 elementary, 13 middle, and 9 high schools with less than 95% attendance rate.

Objective: A Develop Attendance Monitoring of American Indian/ Alaska Native Students
Improvement Indicator: (d) Design and implement student recognition and incentives twice a year.

Purpose: The purpose of the *Indian Education Plan* is to examine past, current, and future effective methods and strategies that support the education of American Indian / Alaska Native students. Four goals are targeted in the plan which includes: (1) Increased graduation rate, (2) Increased academic achievement, (3) Increased daily attendance rate, and (4) Increased appreciation and expression of culture, language, and heritage of American Indian / Alaska Native students.

Staffing: IE staff and school staff.

Strategies/Tasks/ Action Steps <i>What will be done</i>	Responsibilities: <i>Who will do it?</i>	Resources: <i>Funding/Time/People/Materials</i>	Timeline: By when? <i>Day/month</i>
1). Design and implement student recognition and Incentives twice a year.	Director Instructional Manager	Operational/Title VII/JOM	Throughout the School year.
2). Identify students for recognition and incentive Awards.	School staff IE staff	Operational/Title VII/JOM	Throughout the school year.
3). Plan and carry-out recognition and incentive Events for students.	IE staff	Operational/Title VII/JOM	Throughout the school year.

Implications for Professional Development:

Review of requirements will be completed during the school year.

Implications for Family Involvement:

Parents will be involved in the recognition and incentives given to students.

Evidence of Success: (How will progress be measured? What are the benchmarks?)

The number of students recognized and given incentives will be used to measure success of program.

Evaluation Process: (What measures will be used to determine attainment of goals?)

Evaluation process will be based on data collected by IE staff.

Results / Accomplishments:

Next Steps:

Date:

Goal 3:

Increase Daily Attendance Rate to 95% beginning in 2009 by targeting 37 elementary, 13 middle, and 9 high schools with less than 95% attendance rate.

Objective: B Create Support for Good Attendance

Improvement Indicator: (a) Identify elementary school students with chronic absences for mentorship,

Purpose: The purpose of the *Indian Education Plan* is to examine past, current, and future effective methods and strategies that support the education of American Indian / Alaska Native students. Four goals are targeted in the plan which includes: (1) Increased graduation rate, (2) Increased academic achievement, (3) Increased daily attendance rate, and (4) Increased appreciation and expression of culture, language, and heritage of American Indian / Alaska Native students.

Staffing: Indian Education Department staff

Strategies/Tasks/ Action Steps <i>What will be done</i>	Responsibilities: <i>Who will do it?</i>	Resources: <i>Funding/Time/People/Materials</i>	Timeline: <i>By when?</i> <i>Day/month</i>
1). Set up attendance monitoring program at the beginning of the school year.	Instructional Manager Health and Wellness	Operational/Title VII/JOM	August
2). Identify students from elementary schools with Chronic absences.	Instructional Manager Health and Wellness	Operational/Title VII/JOM	Throughout the school year.
3). Implement monitoring process for identified Students.	Instructional Manager Health and Wellness	Operational/Title VII	Throughout the school year.

Implications for Professional Development:

Review of APS Attendance Policies will be completed at the beginning of the school year.

Implications for Family Involvement:

Parents will be involved in the attendance policy.

Evidence of Success: (How will progress be measured? What are the benchmarks?)

Health and Wellness Department truancy reports will be used to measure success of program.

Evaluation Process: (What measures will be used to determine attainment of goals?)

Evaluation process will be based on truancy data from the Health and Wellness Department.

Results / Accomplishments:

Next Steps:

Date:

Goal 3: Increase Daily Attendance Rate to 95% beginning in 2009 by targeting 37 elementary, 13 middle, and 9 high schools with less than 95% attendance rate.
Objective: B Create Support for Good Attendance

Improvement Indicator: (b) Develop support to schools through training of staff related to Indian Education

Purpose: The purpose of the *Indian Education Plan* is to examine past, current, and future effective methods and strategies that support the education of American Indian / Alaska Native students. Four goals are targeted in the plan which includes: (1) Increased graduation rate, (2) Increased academic achievement, (3) Increased daily attendance rate, and (4) Increased appreciation and expression of culture, language, and heritage of American Indian / Alaska Native students.

Staffing: Indian Education Department staff

Strategies/Tasks/ Action Steps <i>What will be done</i>	Responsibilities: <i>Who will do it?</i>	Resources: <i>Funding/Time/People/Materials</i>	Timeline: By when? <i>Day/month</i>
1). Set up attendance monitoring program at the beginning of the school year.	IE Director IE Instructional Manager Health and Wellness	Operational/Title VII/JOM	August
2). Identify school staff that will require training Related to Indian Education.	IE staff	Operational/Title VII/JOM	Throughout the school year.
3). Schedule and complete staff training as Required.	IE staff	Operational/Title VII	Throughout the school year.

Implications for Professional Development:

Review of schools requiring staff training will be completed at the beginning of the school year.

Implications for Family Involvement:

Parents will be involved as needed.

Evidence of Success: (How will progress be measured? What are the benchmarks?)

Number of trainings held will be used to measure success of program.

Evaluation Process: (What measures will be used to determine attainment of goals?)

Evaluation process will be based on training sessions completed by IE staff.

Results / Accomplishments:

Next Steps:

Date:

Goal 3: Increase Daily Attendance Rate to 95% beginning in 2009 by targeting 37 elementary, 13 middle, and 9 high schools with less than 95% attendance rate.

Objective: B Create Support for Good Attendance

Improvement Indicator: (c) Design a case management model with families of students with chronic absences

Purpose: The purpose of the *Indian Education Plan* is to examine past, current, and future effective methods and strategies that support the education of American Indian / Alaska Native students. Four goals are targeted in the plan which includes: (1) Increased graduation rate, (2) Increased academic achievement, (3) Increased daily attendance rate, and (4) Increased appreciation and expression of culture, language, and heritage of American Indian / Alaska Native students.

Staffing: Indian Education Department staff

Strategies/Tasks/ Action Steps <i>What will be done</i>	Responsibilities: <i>Who will do it?</i>	Resources: <i>Funding/Time/People/Materials</i>	Timeline: <i>By when?</i> <i>Day/month</i>
1). Set up attendance monitoring program at the beginning of the school year.	IE Director IE Instructional Manager Health and Wellness	Operational/Title VII/JOM	August
2). Contact parents at the first and subsequent unexcused absences a student accumulates during the school year.	IE Instructional Manager Health and Wellness	Operational/Title VIII/JOM	Throughout the school year.
3). Inform parents about the attendance policy as related to student absences.	IE Instructional Manager Health and Wellness	Operational/Title VII	Throughout the school year.
4). Implement a case management model with Families of students with chronic absences	IE Instructional Manager Health and Wellness	Operational/Title VII	Throughout the school year.

Implications for Professional Development:

Review of APS Attendance Policies will be completed at the beginning of the school year.

Implications for Family Involvement:

Parents will be involved in the attendance policy process.

Evidence of Success: (How will progress be measured? What are the benchmarks?)

Health and Wellness truancy reports will be used to measure success of program.

Evaluation Process: *(What measures will be used to determine attainment of goals?)*
Evaluation process will be based on data collected by Health and Wellness and IE staff.

Results / Accomplishments:

Next Steps:

Date:

Goal 3: Increase Daily Attendance Rate to 95% beginning in 2009 by targeting 37 elementary, 13 middle, and 9 high schools with less than 95% attendance rate.

Objective: B Create Support for Good Attendance

Improvement Indicator: (d) Design a program for middle and high school students to mentor elementary students.

Purpose: The purpose of the *Indian Education Plan* is to examine past, current, and future effective methods and strategies that support the education of American Indian / Alaska Native students. Four goals are targeted in the plan which includes: (1) Increased graduation rate, (2) Increased academic achievement, (3) Increased daily attendance rate, and (4) Increased appreciation and expression of culture, language, and heritage of American Indian / Alaska Native students.

Staffing: Indian Education Department staff

Strategies/Tasks/ Action Steps <i>What will be done</i>	Responsibilities: <i>Who will do it?</i>	Resources: <i>Funding/Time/People/Materials</i>	Timeline: By when? <i>Day/month</i>
1). Set up attendance monitoring program at the beginning of the school year.	IE Director IE Instructional Manager Health and Wellness	Operational/Title VII/JOM	August
2). Identify students at the elementary level who may need support involving a student mentor.	IE staff Health and Wellness	Operational/Title VII/JOM	Throughout the school year.
3). Identify students at the middle and high school who may qualify to serve as a mentor for an Elementary student.	IE staff Health and Wellness	Operational/Title VII	Throughout the school year.
4.) Implement mentor process for elementary Students from middle and high school students.	IE staff Health and Wellness	Operational/Title VIII/JOM	Throughout the school year.

Implications for Professional Development:

(1) Review of APS Attendance Policies will be completed at the beginning of the school year.

Implications for Family Involvement:

(1) Parents will be involved in this process.

Evidence of Success: (How will progress be measured? What are the benchmarks?)

(1) The number of mentors established for elementary students will be used to measure success of program.

Evaluation Process: *(What measures will be used to determine attainment of goals?)*
(1) Evaluation process will be based on data collected by the department.

Results / Accomplishments:

Next Steps:

Date:

Goal 3:

Increase Daily Attendance Rate to 95% beginning in 2009 by targeting 37 elementary, 13 middle, and 9 high schools with less than 95% attendance rate.

C Define and Develop Outreach to the Community, Agencies, and Government Entities.

Improvement Indicator: (a) Develop Memorandum of Agreements with high impact tribes and pueblos for attendance

Purpose: The purpose of the *Indian Education Plan* is to examine past, current, and future effective methods and strategies to support the education of American Indian /Alaska native students. Four goals are targeted in the plan: (1) Increased graduation rate, (2) Increased academic achievement, (3) Increased daily attendance rate, and (4) Increased appreciation and expression of culture, language, and heritage of American Indian / Alaska Native students.

Staffing: Indian Education Department staff, District staff, and Tribal Officials.

Strategies/Tasks/ Action Steps <i>What will be done</i>	Responsibilities: <i>Who will do it?</i>	Resources: <i>Funding/Time/People/Materials</i>	Timeline: <i>By when?</i>
1). 5% of the total student population in the school district are Native American.	SchoolMax Quality Assurance	Title VII, JOM District and IE Staff	SY2008-09
2). The following listed tribes in New Mexico have a population of 100 or more students attending school in APS: Pueblo of Zuni, Acoma, Isleta, Jemez, Kewa and Laguna. These will be the focus of MOA recruitment.	IE Instructional Manager IE Data Clerk	District APS Gifted Coordinator IE resource / Ohiyesa program Teachers	Spring 2011
3). Contact Indian Education Departments and Tribal Officials to discuss and formulate Memorandum of Agreements (MOA).	IE Director IE Instructional Manager District Staff	IE Secretary and IE Book Keeper Tribal Officials	Spring 2011
4). Once MOA is signed, recruit for a Parent Representative For Parent Committees	IE Staff	Title VII and JOM	Fall 2011
5). Review and update MOA with the community of Tohajilee as needed.	IE Staff Health and Wellness Tohajilee Community	Title VII and JOM	Fall 2011

Implications for Professional Development: The IE Parent Committee members will receive training in the Robert's Rule of Order for conducting committee meetings.

Implications for Family Involvement: Committee members are parents of students attending APS. Monthly meeting will be attended by community members of students attending APS.

Evidence of Success: *(How will progress be measured? What are the benchmarks?)* Sign in sheets of all Parent Committee meetings will be indicators of success.

Evaluation Process: *(What measures will be used to determine attainment of goals?)* The overall attendance of the parent committee meetings held will be used for the evaluation process.

Results / Accomplishments:

Next Steps:

Date:

Goal 3:

Increase Daily Attendance Rate to 95% beginning in 2009 by targeting 37 elementary, 13 middle, and 9 high schools with less than 95% attendance rate.

C Define and Develop Outreach to the Community, Agencies, and Government Entities.

Improvement Indicator: (b) Coordinate with tribal liaisons in attendance monitoring of tribal members

Purpose: The purpose of the *Indian Education Plan* is to examine past, current, and future effective methods and strategies to support the education of American Indian /Alaska native students. Four goals are targeted in the plan: (1) Increased graduation rate, (2) Increased academic achievement, (3) Increased daily attendance rate, and (4) Increased appreciation and expression of culture, language, and heritage of American Indian / Alaska Native students.

Staffing: Indian Education Department, District Staff and Tribal Officials.

Strategies/Tasks/ Action Steps <i>What will be done</i>	Responsibilities: <i>Who will do it?</i>	Resources: <i>Funding/Time/People/Materials</i>	Timeline: <i>By when?</i>
1). Contact of tribal truancy departments and Indian Education Departments to coordinate attendance monitoring.	IE Staff	District SchoolMax data Quality Assurance data	SY2008-09
2). Following Memorandum of Agreements process with tribal officials, solicit parent permission forms to allow permission and release of student information to tribal entities.	IE Staff Tribal Officials	SchoolMax Quality Assurance	Spring 2011
3). Coordinate monitoring of student attendance between APS and tribal members.	IE Staff Tribal Officials	SchoolMax	Spring 2011

Implications for Professional Development:

The IE program staff will continue to be trained to retrieve student data from data banks.

Implications for Family Involvement:

Letters and contact with parents about the process will ensure families are involved.

Evidence of Success: (How will progress be measured? What are the benchmarks?)

The data will show increase of Native American students' attendance rates will be increased.

Evaluation Process: (What measures will be used to determine attainment of goals?)

Number of students graduating from high school will be increased.

Results / Accomplishments:

Next Steps:

Date:

Goal 3:

Increase Daily Attendance Rate to 95% beginning in 2009 by targeting 37 elementary, 13 middle, and 9 high schools with less than 95% attendance rate.

Objective:

C Define and Develop Outreach to the Community, Agencies, and Government Entities.

Improvement Indicator: (c) Develop a district attendance plan for students participating in cultural ceremonies

Purpose:

The purpose of the *Indian Education Plan* is to examine past, current, and future effective methods and strategies to support the education of American Indian /Alaska native students. Four goals are targeted in the plan: (1) Increased graduation rate, (2) Increased academic achievement, (3) Increased daily attendance rate, and (4) Increased appreciation and expression of culture, language, and heritage of American Indian / Alaska Native students.

Staffing:

APS District and Indian Education Department Staff

Strategies/Tasks/ Action Steps <i>What will be done</i>	Responsibilities: <i>Who will do it?</i>	Resources: <i>Funding/Time/People/Materials</i>	Timeline: <i>By when?</i>
1). Native American Students make up approximately 5% of the total student population in the school district. This group of students historically has a high number of truancy rate.	SchoolMax ReportMax Quality Assurance	District and IE Staff	Fall
2). Coordination with the Truancy office of the Health and Wellness Department must be initiated.	IE Staff Health and Wellness IE Staff	Time People	Fall 2011
3). Coordination with the tribal entities with Memorandum of Agreements with IE will be continued for this process.	Tribal Officials IE Staff District	SchoolMax ReportMax Quality Assurance Parent Permission Forms	Fall 2011
4). Share Memorandum of Agreement with school district Administration.	IE staff District	Finalized MOA	Spring 2012

Implications for Professional Development:

The IE Staff will receive training as needed to efficiently retrieve data from student data resource programs.

Implications for Family Involvement:

Families will be involved as per the district attendance policy.

Evidence of Success: (How will progress be measured? What are the benchmarks?)

Data will show that the attendance rates for Native American students will be increased.

Evaluation Process: *(What measures will be used to determine attainment of goals?)*
Increased high school students graduating from high school each year will be used as part of the evaluation process.

Results / Accomplishments:

Next Steps:

Date:

Goal 3:

Increase Daily Attendance Rate to 95% beginning in 2009 by targeting 37 elementary, 13 middle, and 9 high schools with less than 95% attendance rate.

Objective: C Define and Develop Outreach to the Community, Agencies, and Government Entities.

Improvement Indicator: (d) Include Tohajiilee community in delayed school announcements in APS districtwide

Purpose: The purpose of the *Indian Education Plan* is to examine past, current, and future effective methods and strategies to support the education of American Indian /Alaska native students. Four goals are targeted in the plan: (1) Increased graduation rate, (2) Increased academic achievement, (3) Increased daily attendance rate, and (4) Increased appreciation and expression of culture, language, and heritage of American Indian / Alaska Native students.

Staffing: District and IE Staff, Tohajiilee Officials

Strategies/Tasks/ Action Steps <i>What will be done</i>	Responsibilities: <i>Who will do it?</i>	Resources: <i>Funding/Time/People/Materials</i>	Timeline: <i>By when?</i>
Students and parents in the community of Tohajiilee are not Notified when APS schools are delayed. Students are being Marked as unexcused absence because of current process.	District Transportation Dept. IE Staff	District to notify the media to Make announcements	Fall 2010
Meet with Tohajiilee community, APS transportation supervisor, IE Staff to discuss this issue.	District IE Staff	Meeting to take place in the Community of Tohajiilee.	Fall 2010
APS Transportation Department to begin notification of the Tohajiilee community when APS school delay affects APS Students.	District	Media notified to make Announcements.	December 2010

Implications for Professional Development: The District will provide training to staff personnel as needed to perform this task.

Implications for Family Involvement: Families will be notified by media as to delays of school concerning Tohajiilee students.

Evidence of Success: *(How will progress be measured? What are the benchmarks?)* Primary success indicator will be that the Tohajiilee community is notified whenever there is a school delay that affects Tohajiilee students that attend APS.

Evaluation Process: *(What measures will be used to determine attainment of goals?)* Notification of the Tohajiilee community of school delays will be used for the evaluation process.

Results / Accomplishments:

Next Steps:

Date:

Goal 3:

Increase Daily Attendance Rate to 95% beginning in 2009 by targeting 37 elementary, 13 middle, and 9 high schools with less than 95% attendance rate.

Objective:

C Define and Develop Outreach to the Community, Agencies, and Government Entities.

Improvement Indicator: (e) Design a collaborative plan between the Albuquerque Public Schools' Attendance Office and Indian Education Department

Purpose:

The purpose of the *Indian Education Plan* is to examine past, current, and future effective methods and strategies to support the education of American Indian /Alaska native students. Four goals are targeted in the plan: (1) Increased graduation rate, (2) Increased academic achievement, (3) Increased daily attendance rate, and (4) Increased appreciation and expression of culture, language, and heritage of American Indian / Alaska Native students.

Staffing:

Health and Wellness, IE Staff and District.

Strategies/Tasks/ Action Steps <i>What will be done</i>	Responsibilities: <i>Who will do it?</i>	Resources: <i>Funding/Time/People/Materials</i>	Timeline: <i>By when?</i>
1. Begin a dialogue with the Health and Wellness Department Concerning a collaborative plan for attendance for all APS Students.	IE Staff Health and Wellness Staff	Attendance data	Fall 2010
2. IE and Health and Wellness both have a limited number of Staff to deal with all truancy and other issues in the district. Working collaboratively will make these tasks more efficient And effective if departments work collectively.	IE Staff Health and Wellness Staff	HSL and CSL's	Fall 2010
3. Memorandum of Agreement signed with the IE and the Health and Wellness Department to reassign IE HSL'S to The Health and Wellness Department.	IE Staff Health and Wellness Staff	Written Memorandum of Agreement	Spring 2011
4. Re-assignment of IE HSL's to the Health and Wellness Department will take place for SY 2011-2012.	IE HSL's	Written Memorandum of Agreement	August 10, 2011

Implications for Professional Development:

Training for combined staff will be planned and carried out by the Health and Wellness Department.

Implications for Family Involvement:

Families will be actively involved in this newly implemented process.

Evidence of Success: *(How will progress be measured? What are the benchmarks?)*
Success of the collaborative effort will be determined by the two departments.

Evaluation Process: *(What measures will be used to determine attainment of goals?)*
Evaluation Process will be determined by the plan developed by the Health and Wellness Department.

Results / Accomplishments:

Next Steps:

Date:

Goal 3:

Increase daily attendance rate to 95% beginning in 2009 by targeting 37 elementary, 13 middle, and 9 high schools with less than 95% attendance rate.

C Define and develop outreach to the community, agencies, and government entities

Objective: **Improvement Indicator: (f) Establish an annual meeting between Albuquerque Public school administration, All Indian Pueblo Council, Apaches, and Navajo leaders to review and update Indian Education information.**

Purpose: The purpose of the *Indian Education Plan* is to examine past, current, and future effective methods and strategies to support the education of American Indian /Alaska native students. Four goals are targeted in the plan: (1) Increased graduation rate, (2) Increased academic achievement, (3) Increased daily attendance rate, and (4) Increased appreciation and expression of culture, language, and heritage of American Indian / Alaska Native students.

Staffing: District Indian Education Department staff

Funding: Operational funding

Strategies / Tasks / Action Steps <i>What will be done</i>	Responsibilities: <i>Who will do it?</i>	Resources: Funding/Time/ People / Materials	Timeline: <i>By when?</i>
1. The IE director and manager will push the Indian Parent Participation (IPP) requirement of initiation of a meeting between the APS administration and tribal leaders.	IE Director IE Instructional Manager	Funding: Title VII Time: X	July, 2009
2. Issues around Indian Education will be discussed during the meeting.	IE Director IE Instructional Manager	Funding: Time: X People: X Materials: X	December, January Annually
3. A meeting agenda will be developed by the IE staff.	IE Director IE Instructional Manager	Funding: X Time: X People: X Materials: X	December, Annually
4. The APS Board Office will send out letters announcing the Meeting.	IE Director IE Instructional Manager	Funding: X Time: X People: X Materials: X	November Annually

5. Review of existing policies related to the provision of Indian Education will be revisited and revised as necessary.	IE Director	Funding: X Time: X People: X Materials: X	January Annually
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Implications for Professional Development: All parties concerned will learn from the meeting. It is an opportunity for all concerned to learn About the status of Indian Education in APS.

Implications for Family Involvement: Families of A/AN students will be informed by their leaders the information received through the meeting.

Evidence of Success: *(How will progress be measured? What are the benchmarks?)* The meeting conducted will be a measure of progress in the right direction.

Evaluation Process: *(What measures will be used to determine attainment of goals?)* Future meetings and goals will be set during the first meeting.

Results / Accomplishments: _____

Next Steps: _____

Date: _____

Goal 3:

Increase Daily Attendance Rate to 95% beginning in 2009 by targeting 37 elementary, 13 middle, and 9 high schools with less than 95% attendance rate.

C Define and Develop Outreach to the Community, Agencies, and Government Entities.

Improvement Indicator: (g) Develop a DVD about Indian Education to share with tribes and pueblos.

Purpose: The purpose of the *Indian Education Plan* is to examine past, current, and future effective methods and strategies to support the education of American Indian /Alaska native students. Four goals are targeted in the plan: (1) Increased graduation rate, (2) Increased academic achievement, (3) Increased daily attendance rate, and (4) Increased appreciation and expression of culture, language, and heritage of American Indian / Alaska Native students.

Staffing: IE Staff and Media Consultant

Strategies/Tasks/ Action Steps <i>What will be done</i>	Responsibilities: <i>Who will do it?</i>	Resources: <i>Funding/Time/People/Materials</i>	Timeline: <i>By when?</i>
1. An informational digital video presentation of the services and programs IE provides will be developed by the Indian Education Department to be shared with tribes and pueblos.	Indian Education Department	A student will be used to Develop DVD presentation.	May 2011
2. An APS media student will be identified to work on video presentation for the IE.	IE Staff	Camera and video equipment Will be provided by the IE.	May 2011
3. Work on video presentation will be completed by Fall 2011.	IE Staff Media Student	Electronic equipment.	Fall 2011.

Implications for Family Involvement: Gatherings of families for IE events will be show cased in the presentation.

Evidence of Success: *(How will progress be measured? Success will be determined by the completion of the DVD.*

Evaluation Process: *(What measures will be used to determine attainment of goals?) Evaluation process will be determined by the IE Staff.*

Results / Accomplishments:

Next Steps:

Date:

Goal 4:

Increase Appreciation and Expression of Cultures, Languages, and Heritage of American Indian / Alaska Native Students' districtwide in 2010 to 2015. There are four Native language programs in 2010 and to increase programs by adding one new program each year to a total of nine programs in 2014.

Objective: A Create Curriculum and Educational Programs for Native Culture, Language, and Heritage
Improvement Indicator: (a) Establish an Indigenous Education Center to house programs, instructional materials, and activities

Purpose: The purpose of the *Indian Education Plan* is to examine past, current, and future effective methods and strategies to support the education of American Indian /Alaska native students. Four goals are targeted in the plan: (1) Increased graduation rate, (2) Increased academic achievement, (3) Increased daily attendance rate, and (4) Increased appreciation and expression of culture, language, and heritage of American Indian / Alaska Native students.

Staffing: Indian Education Staff

Funding: Capital Outlay funds appropriated by the NM State Legislators

Strategies / Tasks / Action Steps <i>What will be done</i>	Responsibilities: <i>Who will do it?</i>	Resources: Funding/Time <i>People / Materials</i>	Timeline: <i>By when?</i>
1. Proposal for funding will be developed in the spring to Support building of an <i>Indigenous Education Center</i> . Legislators will be given a copy of the proposal.	IE Director IE Instructional Manager	Funding: Title VII Time: X People: Teachers Materials: Supplies	January
2. Cover letters and copies of the proposal will be shared with The Native American representatives.	IE Director IE Instructional Manager	Funding: Time: X People: X Materials: X	February
3. The goal is to house all Indigenous education in one place that include: materials, teachers (Native Language & resource programs, clerks, training, pow wows, cultural teachings, and media). Most activities will be provided in the evenings to allow participation by students and parents.	IE Director IE Instructional Manager	Funding: X Time: X People: X Materials: X	2015
4. The logistics of transportation for students, hours of service, Staff schedules, will be determined as the plan gets closer to becoming a reality.	IE Director IE Instructional Manager IE Resource Teachers Other APS departments	Funding: X Time: X People: X Materials: X	August, 2014

<p>5. Set up schedules for programs, transportation, open house, Building of bread ovens, set up classes and trainings. Recruitment Of resources for training.</p>	<p>IE Director IE instructional manager Other APS departments</p>	<p>Funding: X Time: X People: X Materials: X</p>	<p>May-July, 2014</p>
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Implications for Professional Development: Indian Education staff will receive training on the schedules, programs, etc.

Implications for Family Involvement: Parents will participate in the programs and services offered at the Education center.

Evidence of Success: *(How will progress be measured? What are the benchmarks?)* Success will be determined by the number of participants in the first year.

Evaluation Process: *(What measures will be used to determine attainment of goals?)* The district achievement data will be used to measure attendance, reading, math, and graduation gains.

Results / Accomplishments:

Next Steps:

Date:

Goal 4:

Increase Appreciation and Expression of Cultures, Languages, and Heritage of American Indian / Alaska Native Students' districtwide in 2010 to 2015. There are four Native language programs in 2010 and to increase programs by adding one new program each year to a total of nine programs in 2014.

Objective: A Create Curriculum and Educational Programs for Native Culture, Language and Heritage
Improvement Indicator: (b) Increase the number of and participation in Native language institutes, during the summer and school year

Purpose: The purpose of the *Indian Education Plan* is to examine past, current, and future effective methods and strategies to support the education of American Indian /Alaska native students. Four goals are targeted in the plan: (1) Increased graduation rate, (2) Increased academic achievement, (3) Increased daily attendance rate, and (4) Increased appreciation and expression of culture, language, and heritage of American Indian / Alaska Native students.

Staffing: Indian Education Department and District Staff

Strategies/Tasks/ Action Steps <i>What will be done</i>	Responsibilities: <i>Who will do it?</i>	Resources: Funding/Time/ People / Materials	Timeline: <i>By when?</i>
1). IE will work to increase the number of students who will participate in the Native language institutes both during the summer and school year.	IE staff	Title VII and JOM	June
2). IE will work to increase the number of Native Language Institutes during the summer and school year.	IE staff	Operational/Title VII and JOM	Fall
3). IE will work to increase the number of Native Language Teachers available for program services.	IE staff	Operational/Title VII and JOM	School year

Implications for Professional Development:

Teachers will receive training to use the indigenous curriculum in classroom instruction.

Implications for Family Involvement:

Parents will be involved in the participation process in the program.

Evidence of Success: (How will progress be measured?)

Success of the programs will be determined by the number of programs offered.

Evaluation Process: (What measures will be used to determine attainment of goals?)

Number of student participants and number of programs offered will be means to determine goals is met.

Results / Accomplishments:

Next Steps:

Date:

Goal 4:

Increase Appreciation and Expression of Cultures, Languages, and Heritage of American Indian / Alaska Native Students' districtwide in 2010 to 2015. There are four Native language programs in 2010 and to increase programs by adding one new program each year to a total of nine programs in 2014.

Objective: A Create Curriculum and Educational Programs for Native Culture, Language, and Heritage
Improvement Indicator: (c, d, & e) Develop and support Native language courses for AI/AN students

Purpose: The purpose of the *Indian Education Plan* is to examine past, current, and future effective methods and strategies to support the education of American Indian /Alaska native students. Four goals are targeted in the plan: (1) Increased graduation rate, (2) Increased academic achievement, (3) Increased daily attendance rate, and (4) Increased appreciation and expression of culture, language, and heritage of American Indian / Alaska Native students.

Staffing: Native language teachers

Funding: Johnson O'Malley and Title VII

Strategies / Tasks / Action Steps <i>What will be done</i>	Responsibilities: <i>Who will do it?</i>	Resources: Funding/Time <i>People / Materials</i>	Timeline: <i>By when?</i>
1. According to the annual Parent Surveys the Native Language Courses are requested each year. For SY2012 the Annual Johnson O'Malley and the Title VII applications will Include staffing for Native Languages in APS.	IE Director IE Bookkeeper	Funding: Title VII Time: X People: Teachers Materials: Supplies	February, 2011 April, 2011
2. The native languages with the most student enrollment are: Navajo, Zuni, Keres, and Tiwa. These languages are targeted By IE to recruit staffing for as soon as MOA are entered and the Tribes indicate they have a written curriculum.	IE Director IE Instructional Manager	Funding: Time: X People: X Materials: X	August, 2011
3. Beginning in August, 2011 there will be a Navajo Language Program at Highland HS, West Mesa HS, Del Norte HS, CEC, And Cibola HS, with plans to add Jimmy Carter in SY2013.	IE Director IE Bookkeeper Native Language teachers	Funding: X Time: X People: X Materials: X	August, 2011
4. The IE Instructional manager will meet with the Governors of the pueblos of Zuni, Laguna, Acoma, and Kewa to allow the Zuni and the Keres language into the school District. Through approval of an MOA and a curriculum.	IE teacher Mentor IE Resource Teachers Tribal leaders	Funding: X Time: X People: X Materials: X	August, 2011 May, 2012

5. Continue the push for additional Native Languages to be Taught in the APS school district.	IE Director IE Instructional Manager	Funding: X Time: X People: X Materials: X	Annually
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Implications for Professional Development: Professional development for the Native language teachers with the curriculum for each language offered in APS.

Implications for Family Involvement: Parents will have the opportunity to participate in the training and some language classes their children are participating in.

Evidence of Success: *(How will progress be measured? What are the benchmarks?)* Increase of students participating in the Native Language classes at the high schools where the language is offered. Increase of the Native language being taught districtwide.

Evaluation Process: *(What measures will be used to determine attainment of goals?)* indicator of success of the programs will be when there are increased numbers of students participating in the classes and when there is need for additional teachers.

Results / Accomplishments:

Next Steps:

Date:

Goal 4:

Increase Appreciation and Expression of Cultures, Languages, and Heritage of American Indian / Alaska Native Students' districtwide in 2010 to 2015. There are four Native language programs in 2010 and to increase programs by adding one new program each year to a total of nine programs in 2014.

Objective:

A Create Curriculum and Educational Programs for Native Culture, Language, and Heritage
Improvement Indicator: (f) Develop a process for graduating bilingual Native American speakers to attain an APS bilingual seal.

Purpose: The purpose of the *Indian Education Plan* is to examine past, current, and future effective methods and strategies to support the education of American Indian /Alaska native students. Four goals are targeted in the plan: (1) Increased graduation rate, (2) Increased academic achievement, (3) Increased daily attendance rate, and (4) Increased appreciation and expression of culture, language, and heritage of American Indian / Alaska Native students.

Staffing: Native Language Teachers

Funding: Johnson O'Malley and Indian Education (Title VII)

Strategies / Tasks / Action Steps <i>What will be done</i>	Responsibilities: <i>Who will do it?</i>	Resources: Funding/Time <i>People / Materials</i>	Timeline: <i>By when?</i>
1. Procedures and Guidelines for attainment of bilingual seals Cord for graduation will be developed by the IE department And presented to the executive director of curriculum and Instruction and the chief academic officer.	IE Director IE Instructional Manager Exec. Dir. of Curr. & Instr. Chief Academic Officer	Funding: Title VII Time: X People: Teachers Materials: Supplies	September 2011
2. The approved guidelines and procedures will become a part Of the high school student handbook which are disseminated By the high school principals and counselors.	IE Director IE Instructional Manager HS Curriculum Committee Exec. Dir. of Curr. & Instruc.	Funding: Time: X People: X Materials: X	November, 2011
3. Letters and other forms of communication will be sent to all Parents and students about the seals and the cords. District Staff will be notified of the change.	IE Director IE Instructional manager IE Staff	Funding: X Time: X People: X Materials: X	November, 2011
4. The seal and cord will be ordered as preparation begins for Graduation in 2012.	IE Director IE Instructional Manager IE Staff IE Bookkeeper	Funding: X Time: X People: X Materials: X	December, 2011

<p>5. The seal and the cords will be awarded to the recipients During the Annual Graduating Seniors Banquet in May, every Year.</p>	<p>IE Director IE Instructional manager IE Staff</p>	<p>Funding: X Time: X People: X Materials: X</p>	<p>May, Annually</p>
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Implications for Professional Development: School counselors and others will be informed of the change and about the fords and seals for HS students who have completed the native languages courses.

Implications for Family Involvement: Families will be notified and they will be given an opportunity for involvement by witnessing the presentation of the seals and cords of the students.

Evidence of Success: *(How will progress be measured? What are the benchmarks?)* There will be an increase of students being corded, which will be a indicator of program success.

Evaluation Process: *(What measures will be used to determine attainment of goals?)* There will be increased numbers of students receiving their seals and cords for native language participation. Every student will be able to introduce themselves coherently in their Native language during the cording ceremony.

Results / Accomplishments:

Next Steps:

Date:

Goal 4:

Increase Appreciation and Expression of Cultures, Languages, and Heritage of American Indian / Alaska Native Students' districtwide in 2010 to 2015. There are four Native language programs in 2010 and to increase programs by adding one new program each year to a total of nine programs in 2014.

Objective: B Improve Professional Development

Improvement Indicator: (a) Design and implement a summer culture institute for APS teachers and administrators

Purpose: The purpose of the *Indian Education Plan* is to examine past, current, and future effective methods and strategies to support the education of American Indian /Alaska native students. Four goals are targeted in the plan: (1) Increased graduation rate, (2) Increased academic achievement, (3) Increased daily attendance rate, and (4) Increased appreciation and expression of culture, language, and heritage of American Indian / Alaska Native students.

Staffing: Indian Education staff

Funding: Title VIII and Johnson O'Malley

Strategies / Tasks / Action Steps <i>What will be done</i>	Responsibilities: <i>Who will do it?</i>	Resources: Funding/Time <i>People / Materials</i>	Timeline: <i>By when?</i>
1. Principals and teachers will be provided an opportunity to Participate in culturally related seminars and training for Increased awareness of the tribes in NM and beyond.	IE Director IE Bookkeeper	Funding: Title VII Time: X People: Teachers Materials: Supplies	April
2. Trainings beginning in April, 2011 with Elementary Music teachers, in June, 2011 (25 HS SS teachers) will be Trained on Native American government and economics courses for 12 th graders.	IE Director IE resource teachers	Funding: Time: X People: X Materials: X	April, 2011 June, 2011
3. A summer Institute on Native American culture and statutes Will be conducted by the department resource teachers to Increase knowledge about the tribes in NM and policies.	IE Director IE resource teachers	Funding: X Time: X People: X Materials: X	May, 2015
4. Native American information related to learning styles and Curriculum will be provided to attendees.	IE teacher Mentor IE Resource Teachers	Funding: X Time: X People: X Materials: X	August, 2015

Implications for Professional Development: Implications for APS principals, counselors, and teachers to get increased information about Native American culture and related issues that include: issues, treaties,

Implications for Family Involvement: As school staff become familiar with the Native American students' culture and traditions they will have topics that the parents can relate to, to talk about more comfortably.

Evidence of Success: *(How will progress be measured? What are the benchmarks?)* As each activity is completed there will an evaluation developed.

Evaluation Process: *(What measures will be used to determine attainment of goals?) Plus /Delta will indicate whether or not we attained our goal. The evaluation will be with the participants and we will hear from the parents.*

Results / Accomplishments:

Next Steps:

Date:

Goal 4

Increase Appreciation and Expression of Cultures, Languages, and Heritage of American Indian / Alaska Native Students' districtwide in 2010 to 2015. There are four Native language programs in 2010 and to increase programs by adding one new program each year to a total of nine programs in 2014.

Objective: B Create Curriculum and Educational Programs for Native Cultures, Language and Heritage
Improvement Indicator: (b) Design Professional Development related to Native American values for use in the classroom.

Purpose: The purpose of the *Indian Education Plan* is to examine past, current, and future effective methods and strategies to support the education of American Indian /Alaska native students. Four goals are targeted in the plan: (1) Increased graduation rate, (2) Increased academic achievement, (3) Increased daily attendance rate, and (4) Increased appreciation and expression of culture, language, and heritage of American Indian / Alaska Native students.

Staffing: IE Director, Instructional Manager, Mentor Resource Teacher, Resource Teachers (ES, MS, HS)

Strategies/Tasks/ Action Steps <i>What will be done</i>	Responsibilities: <i>Who will do it?</i>	Resources: Funding/Time/ People / Materials	Timeline: <i>By when?</i>
(1) In-service by Native American consultants on Indigenous learning styles of Native American student and ways to promote Native Culture Relevancy in the classroom.	IE Staff	Title VII UNM Consultants	SY 2008-09
(2) IE Staff developed an Indigenous rubric for teachers to implement in the classroom to help students develop of; belonging, generosity, independence, and mastery. The rubric is now renamed: <i>Native American Values</i> .	IE Director Resource Teachers (ES,MS, HS)	Charts developed for distribution to IE staff and to other APS Staff in the school.	2008- On-going
(3) Resource teachers created the "Creative Process" for Developing lesson plans and instructional units that include the Native Values throughout its planning stages- the First Insights Preparation/ Immersion, Creating/Inventing, and Evaluation Process; and have shared this process with Instructional Coaches (ES,MS,HS)	IE Director Mentor Resource Teacher Resource Teachers (ES,MS, HS)	Igniting the Sparkle by Dr. GregoryCajete Curriculum Principles and Foundation by Robert S. Zais	Winter 2011
(4) District staff will realize the integration and overlap of cultural values with student motivation and responsibility for learning. The goal is to build confidence and awareness of district teaching staff to begin integration of appreciation of diversity and Native American appreciation in their daily lessons and teaching.	IE Director Mentor Resource Teacher Resource Teachers (ES,MS, HS) District Staff (teachers Counselor/principals	Training sites and values Charts	SY 2011- ongoing

Implications for Professional Development: The IE Director and Instructional Manager will identify and continue to provide professional development of Native Values. Multiple opportunities have been conducted for district instructional coaches, counselors, and principals by IE staff during SY2009-2011 and ongoing.

Implications for Family Involvement: Parents are encouraged to share cultural values because every tribe has its own distinct custom, traditions, language and religion. IE represents over 117 different tribes in the Albuquerque Public School.

Evidence of Success: *(How will progress be measured? What are the benchmarks?)* Resource Teachers describes how values are being taught through various classroom activities and literature. The values chart will be evident in every classroom and school in the district.

Evaluation Process: *(What measures will be used to determine attainment of goals?)* Eventually, every classroom in APS will have the Native Values located in their school for everyone to implement and integrate in their daily lessons and work.

Results / Accomplishments:

Next Steps:

Date:

Goal 4:

Increase Appreciation and Expression of Cultures, Languages, and Heritage of American Indian / Alaska Native Students' districtwide in 2010 to 2015. There are four Native language programs in 2010 and to increase programs by adding one new program each year to a total of nine programs in 2014.

B Improve Professional Development

Improvement Indicator: (c) Design professional development activities through collaborative planning between the Indian Education Department and other district departments and schools.

Purpose: The purpose of the *Indian Education Plan* is to examine past, current, and future effective methods and strategies to support the education of American Indian /Alaska native students. Four goals are targeted in the plan: (1) Increased graduation rate, (2) Increased academic achievement, (3) Increased daily attendance rate, and (4) Increased appreciation and expression of culture, language, and heritage of American Indian / Alaska Native students.

Staffing: Indian Education Staff

Funding: Title VII

Strategies / Tasks / Action Steps <i>What will be done</i>	Responsibilities: <i>Who will do it?</i>	Resources: <i>Funding/Time/ People / Materials</i>	Timeline: <i>By when?</i>
1. The Indian Education resource teachers will work Collaboratively with other APS departments (math, C & A, RDA, LCE, Music, Special education, and Title 1) as needed and as assigned when requests are made related to curriculum, & assessment.	IE Director IE Resource Teachers	Funding: Title VII Time: X People: Teachers Materials: Supplies	During school year
2. During SY2010-2011, the RTs presented two times to the District ICs, 2 times at national conferences, and one time to Elementary music teachers.	IE Director IE Resource Teachers	Funding: Time: X People: X Materials: X	Completed in 2010-2011
3. The IE Teachers will continue to work in collaboration with the professional development department and provide training as requested. Department teachers are encouraged to take advantage of every training opportunity.	IE Director IE Bookkeeper IE Teachers IE Instructional Manager	Funding: X Time: X People: X Materials: X	August, Annually

Implications for Professional Development: District staff and departments will be trained by IE teachers and staff as opportunity arises throughout the school year.

Implications for Family Involvement: None

Evidence of Success: *(How will progress be measured? What are the benchmarks?)* Participants will complete evaluations after every trainings. The ratings will be used to refine the information shared during trainings.

Evaluation Process: *(What measures will be used to determine attainment of goals?)* Participants will complete evaluations after every trainings.

Results / Accomplishments:

Next Steps:

Date:

Goal 4:

Increase Appreciation and Expression of Cultures, Languages, and Heritage of American Indian / Alaska Native Students' districtwide in 2010 to 2015. There are four Native language programs in 2010 and to increase programs by adding one new program each year to a total of nine programs in 2014.

C Develop Community and Tribal Outreach

Improvement Indicator: (a) Develop communication and collaboration with high impact tribes in Albuquerque Public Schools

Purpose: The purpose of the *Indian Education Plan* is to examine past, current, and future effective methods and strategies to support the education of American Indian /Alaska native students. Four goals are targeted in the plan: (1) Increased graduation rate, (2) Increased academic achievement, (3) Increased daily attendance rate, and (4) Increased appreciation and expression of culture, language, and heritage of American Indian / Alaska Native students.

Staffing: APS District, IE staff and High impact tribal officials.

Strategies/Tasks/ Action Steps <i>What will be done</i>	Responsibilities: <i>Who will do it?</i>	Resources: Funding/Time <i>People / Materials</i>	Timeline: <i>By when?</i>
1). High impact tribes are those with students that have the Most student enrollments. These tribes include: Navajo, Zuni, Acoma, Laguna, and Kewa.	IE staff	SchoolMax Quality Assurance	Fall
2). IE staff will meet with Tribal Education Directors and Other tribal officials to begin collaboration discussions Concerning offering cultural and language programs in APS.	IE staff	Title VII and JOM	Fall 2011
3). Collaboration with high impact tribes will include Development of an MOA to aid in the communication process.	IE staff Tribal Officials	Title VII and JOM	School year.

Implications for Professional Development:

Review of process will be reviewed for this component.

Implications for Family Involvement:

Parents will receive information about the process.

Evidence of Success: (How will progress be measured?)

Success of this goal will written MOA's with the tribes.

Evaluation Process: *(What measures will be used to determine attainment of goals?)*
Evaluation process will include completed MOA's.

Results / Accomplishments:

Next Steps:

Date:

Goal 4:

Increase Appreciation and Expression of Cultures, Languages, and Heritage of American Indian / Alaska Native Students' districtwide in 2010 to 2015. There are four Native language programs in 2010 and to increase programs by adding one new program each year to a total of nine programs in 2014.

C Develop Community and Tribal Outreach

Improvement Indicator: (b) Design partnership with local American Indian/ Alaska Native businesses and organizations for educational support of students in Albuquerque Public Schools

Purpose: The purpose of the *Indian Education Plan* is to examine past, current, and future effective methods and strategies to support the education of American Indian /Alaska native students. Four goals are targeted in the plan: (1) Increased graduation rate, (2) Increased academic achievement, (3) Increased daily attendance rate, and (4) Increased appreciation and expression of culture, language, and heritage of American Indian / Alaska Native students.

Staffing: APS District staff and the Indian Education Department staff.

Strategies/Tasks/ Action Steps <i>What will be done</i>	Responsibilities: <i>Who will do it?</i>	Resources: Funding/Time <i>People / Materials</i>	Timeline: <i>By when?</i>
1). The IE department will reach out to local American Indian/ Alaska Native businesses and organization to form Partnerships for the educational support of students in APS.	IE staff	Local businesses Local organizations	Begin May 2011
2). Identify local businesses and organizations to form Partnerships.	IE staff	Local businesses Local organizations	Fall
3). Make contact with local businesses and organizations To discuss support for Native American students.	IE staff	Local businesses Local organizations	Through out The school Year.

Implications for Professional Development:

Review of partnership process will determine need for this component.

Implications for Family Involvement:

Families will be notified of partnerships that have been developed with businesses.

Evidence of Success: (How will progress be measured? What are the benchmarks?)

Educational support for Native American students will be used to measure success.

Evaluation Process: (What measures will be used to determine attainment of goals?)

Partnerships developed by the department for students attending APS will be used to determine process.

Results / Accomplishments:

Next Steps:

Date:



Goal 4:

Increase Appreciation and Expression of Cultures, Languages, and Heritage of American Indian / Alaska Native Students' districtwide in 2010 to 2015. There are four Native language programs in 2010 and to increase programs by adding one new program each year to a total of nine programs in 2014.

C Develop Community and Tribal Outreach

Improvement Indicator: (c) Promote the district Cultural Proficiency initiative.

Purpose: The purpose of the *Indian Education Plan* is to examine past, current, and future effective methods and strategies to support the education of American Indian /Alaska native students. Four goals are targeted in the plan: (1) Increased graduation rate, (2) Increased academic achievement, (3) Increased daily attendance rate, and (4) Increased appreciation and expression of culture, language, and heritage of American Indian / Alaska Native students.

Staffing: District and IE staff.

Strategies/Tasks/ Action Steps <i>What will be done</i>	Responsibilities: <i>Who will do it?</i>	Resources: Funding/Time <i>People / Materials</i>	Timeline: <i>By when?</i>
1). The department will participate in the district Cultural Proficiency initiative in progress.	District IE staff	District Cultural Proficiency Staff and curriculum	School Year 2010-2011
2). The department staff will complete Cultural Proficiency Training.	IE staff	District Cultural Proficiency Staff and curriculum	During the School year.
3). Training received will be incorporated into classroom and Department interactions with students, and community.	IE staff	District Cultural Proficiency Staff and curriculum	During the School year

Implications for Professional Development:

Professional development will take place as part of the district's Cultural Proficiency initiative.

Implications for Family Involvement:

Students and parents will benefit from the Cultural Proficiency training received by district staff.

Evidence of Success: (How will progress be measured?)

Completion of Cultural Proficiency training by department staff will be measure of progress.

Evaluation Process: (What measures will be used to determine attainment of goals?)

Evaluation process will include department staff training and implementation of strategies learned.

Results / Accomplishments:

Next Steps:

Date:





**ALBUQUERQUE
PUBLIC SCHOOLS**

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