

SY 2019-2021



## SCHOOL IMPROVEMENT PLAN

ROUGH ROCK COMMUNITY SCHOOL

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# Executive Summary & School Profile

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## INTRODUCTION

During the early 1960s, the Office of Economic Opportunity (OEO) and the Bureau of Indian Affairs (BIA) discussed the idea of a school that would help the Navajo people maintain and preserve their culture and heritage, and obtain a quality education at the same time. As a result of this discussion, the Rough Rock Demonstration School (RRDS) was founded in 1965. The BIA funded the RRDS. The school, however, was controlled locally. The involvement of Navajo parents and the all-Navajo leadership of the school was the most significant area in which the RRDS was pioneering, according to Robert A. Roessel, Jr., Rough Rock Demonstration School's first director. Families from the local and surrounding areas began sending their children to the RRDS in 1966 when the school opened its doors.

The school is a story of many "firsts." The RRDS was the first school to be run by a locally elected, all-Indian governing board; thus, paving the way for empowering parents and the community to gain significant control over the education of their children. The RRDS was the first to systematically incorporate the Navajo Language and culture of the Navajo people into the school. The RRDS instituted a number of community-based programs, which included adult education, Navajo language classes instructed by local community elders, a horsemanship program, and an arts and crafts enterprise that provided Navajo cultural demonstrations on basket making, rug weaving, and silversmith.

The Rough Rock Demonstration School was founded at a time when there were no Indian community-controlled schools. Traditionally, Indian education on the Navajo Reservation had been controlled by non-Indian educators who designed programs with the goal of Christianizing and assimilating Indians into the majority culture. Three types of schools operated within the Navajo Reservation that were controlled by non-native agencies prior to the establishment of locally-controlled schools. First, there were schools that were operated by the Bureau of Indian Affairs, which Navajos called "Waashindoon bi' olta" (Washington's school). Next, there were public schools operated by the state, known to the Navajos as "Bilagaana yazhi bi' olta" (little whiteman's school). And lastly, there were mission schools, which Navajos referred to as "Eeneishoodi bi' olta" (missionary school). All of these schools had one mission: to convert Navajo children into monolingual English-speakers, stripping them of their self-identity. Community members referred to the RRDS as Diné bi' Olta (the Navajo's school), which expressed the Navajo people's pride in the school.

Several public laws, passed in the 1970s, changed the status of the RRDS. The first change was due to Public Law 93-638, called the Indian Self Determination Act. It provided Indian Tribes with the ability to contract for services formerly carried out by a federal agency. Under the provisions of this law, the RRDS became a Contract School in 1978.

The second change occurred when the RRDS applied for and received Grant status under Public Law 100-297. Since the RRDS was no longer a demonstration project, the name of the school was changed from Rough Rock Demonstration School to Rough Rock Community School, Inc. having gone through the incorporation process in 1994.

## DESCRIPTION OF THE SCHOOL

The land area of Rough Rock is approximately 5300 acres of rural land and its population, according to the 2015 census, is 553. Rough Rock residents travel several hours to the nearest commercial centers on the Navajo Nation borders. In addition to its beautiful surrounding rural landscape, the two main physical markers for the community of Rough Rock are the historic trading post and Rough Rock Community School.

The community of Rough Rock sits at the center of the Navajo Nation (formally called the Navajo Reservation) in northeastern Arizona, beneath Black Mesa. Rough Rock—often called by its Navajo name, Tse' Ch'izhi—was named after the outcrops of blond sandstone that rise at the foot of Black Mesa. According to local elders, Black Mesa is a female mountain that holds cultural and historical significance among the people in the area. The Rough Rock Community School (RRCS) was, in the minds of many residents of the area, founded among sacred and significant historical sites.

Black Mesa community members have deep roots in the development of the RRCS. Many Navajo elders who had strong influence in founding the school had limited western education; nevertheless, they had a vision that their children could be educated in both worlds—Western and Navajo. What they wanted was a school which would give their children an education that both respected and integrated Navajo culture while preparing their children for the modern world.

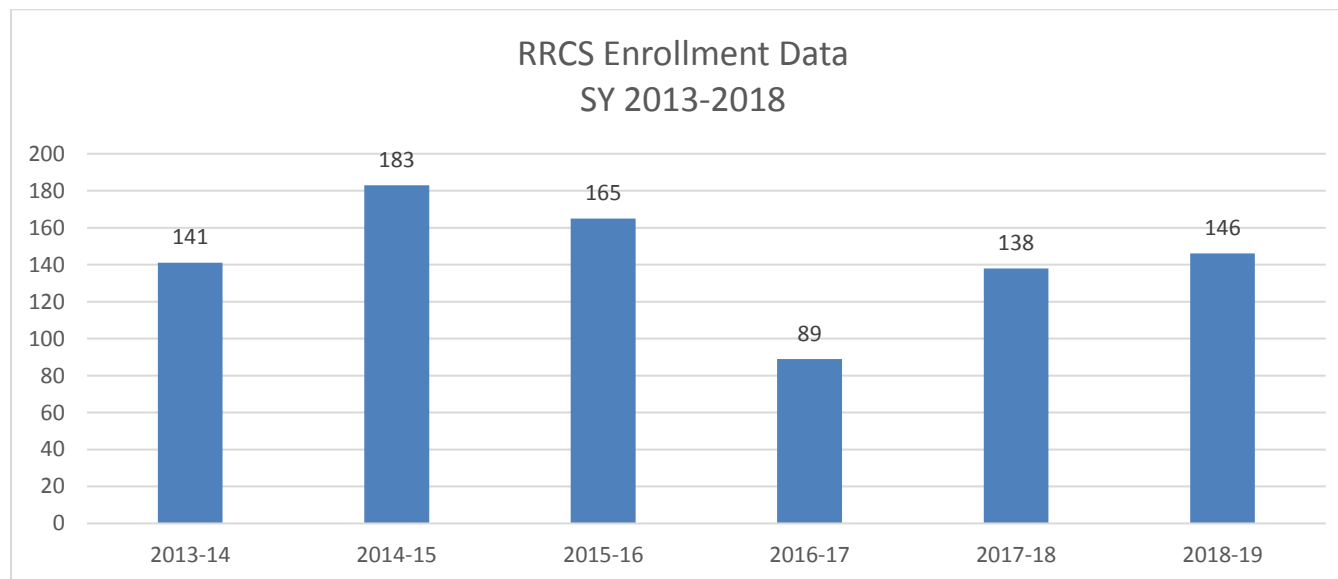
A K-12 unit school, Rough Rock Community School is comprised of two campus locations; namely, the K-8 elementary school campus and the high school campus. In addition to the academic campuses, RRCS also provides residential halls for 1<sup>st</sup> to 12<sup>th</sup> grade students. There are two residential halls—one for male students and one for female students. In August 2011, the new K-8 elementary school building and the residential halls were dedicated and opened. The K-8 elementary school campus is large and houses the facility maintenance department building located close to the school. The security department building is located between the K-8 campus and the facility maintenance buildings. The facility maintenance building serves as offices to the transportation, warehouse, and bus barn. Overall, all offices and classrooms are equipped with technology equipment such as promethean boards, projectors, and furniture. The high school campus consists of the main academic building, comprised of classrooms, computer labs, a cafeteria; and a multipurpose room that serves as a meeting place. The high school campus also contains a new library and computer lab building, a football field, and a gymnasium that is utilized for large events such as sports. Further above the high school is the old building that was formerly the junior high school campus but now serves as the administrative offices for the Superintendent, Human Resources, Business, and a Print Shop.

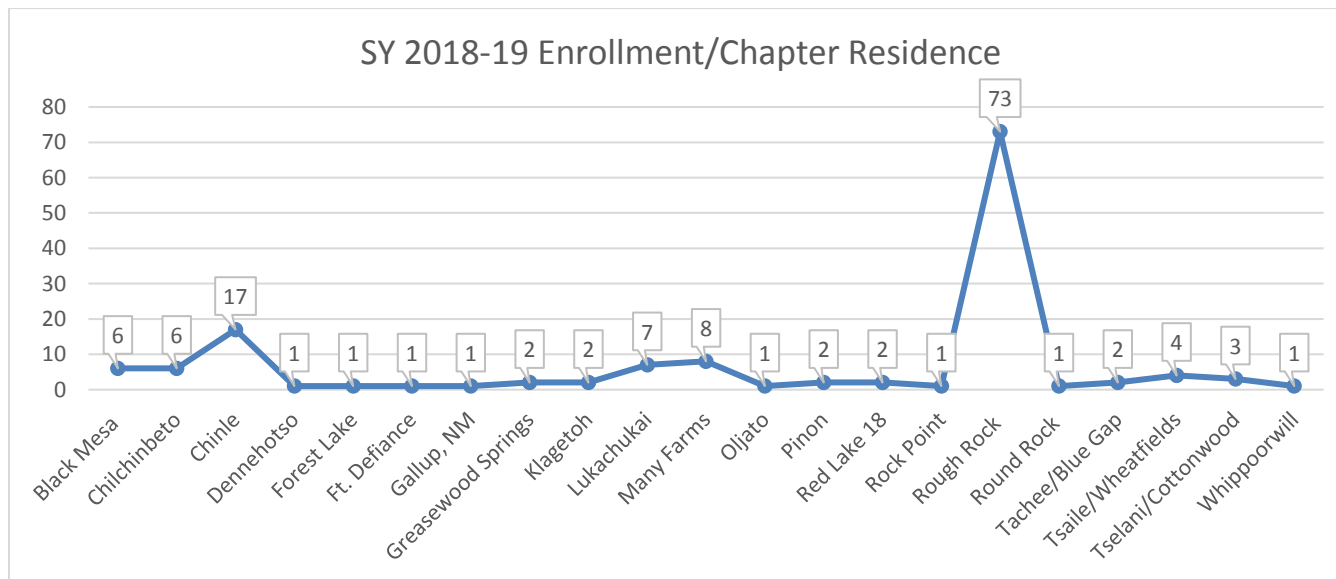
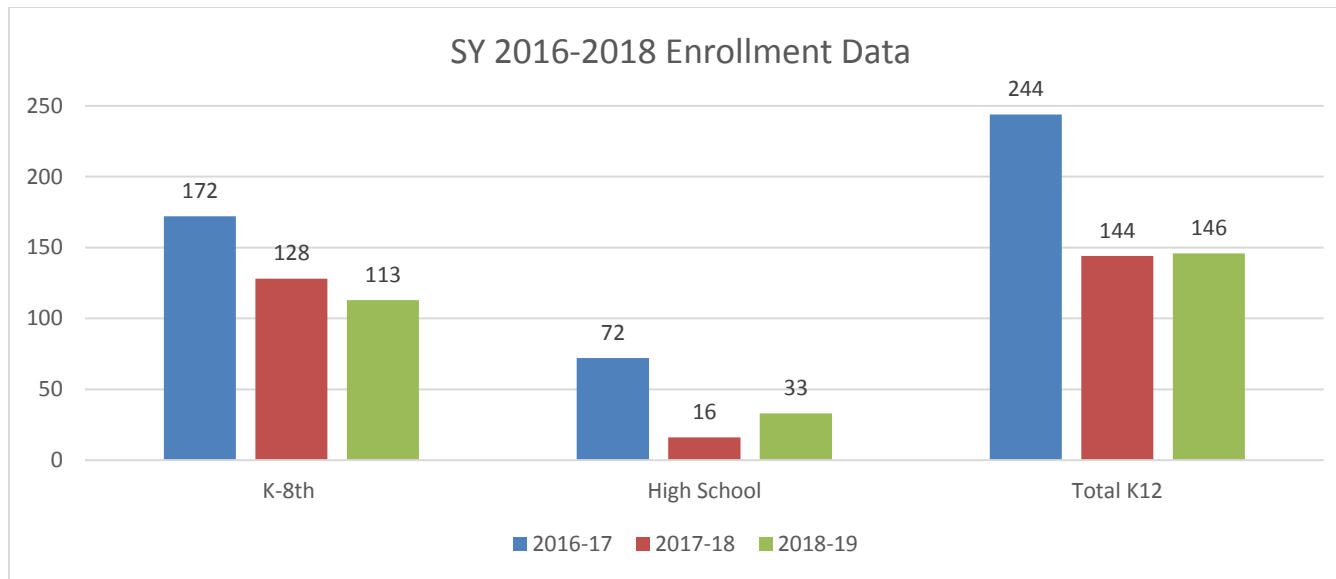
Rough Rock is known as a community that has kept to its Navajo traditional ways and has kept the Navajo language intact. Although the majority of community members are fluent in the Navajo language, fluency in the Navajo language is decreasing. Many community members are becoming limited Navajo speakers and are becoming more fluent in the English language according to the RRCS' Diné Language assessments. The community of Rough Rock has made several strong expressions to support and continue programs to revitalize the Navajo language and culture. Accordingly, RRCS has developed and implemented a Navajo Language Immersion program which is currently open for grades kindergarten to fourth grade. The RRCS also developed a Diné Studies Curriculum which was implemented from Kindergarten to the 12<sup>th</sup> grade.

The Oral Diné Language Assessment (ODLA) is used twice a year to determine proficiency and measure growth in the K-4 Immersion program, as well as in 8<sup>th</sup> and 12<sup>th</sup> grades.

The Rough Rock Community School serves 21 Navajo Nation Chapters from all parts of the Navajo Nation. RRCS offers a regular K-12 academic program and a Family and Child Education (FACE) Program for home-base and center-base children age birth to 5 years of age. At the end of 2016-2017, RRCS served 155 students in the overall K-12 academic program, although RRCS started with 286 at the beginning of the school year. The K-8 elementary school completed 2016-2017 school year with 129 students; the high school completed the year with 24 students; FACE ended the year with 26 students and served 17 families within the area. RRCS also offered additional services, such the Special Education (SPED) Program and the Gifted & Talented Education (GATE) Program. During the 2016-2017 school year, there were 23 students with special needs identified through the special education referral process and 10 students in the gifted and talented program identified through the GATE nomination referral process.

The RRCS is unique in its efforts to produce Navajo-speaking students using the Diné Language and Culture Curriculum developed by teachers and staff at RRCS. The mission and philosophy of RRCS speaks for itself and the focus on the implementation and revitalization of the Navajo Language and Culture throughout all aspects of the operation of RRCS. The Diné fundamental beliefs, of who we are as Navajo people, are those very standards by which RRCS operates and, through those standards, RRCS strives to produce students of those qualities.





## NOTABLE ACHIEVEMENTS

### Leadership Capacity

- ❖ **Leadership Stability** - RRCS, Inc., for the past two years, have honored & acknowledged the Leaders that have continued to be employed with the school. Their continuing and diligent efforts have dramatically improved the school's Leadership capacity. The administrative leadership team is comprised of effective personnel who work together to meet the overall school improvement goal.
- ❖ **Accreditation** - RRCS, Inc. was Reaccredited Under Review in the Fall of School Year 2017-2018. The leadership team worked diligently on getting the reinstatement. In the process, the administration initiated some changes based on an assessment and data collection in preparation for the accreditation review. A School Improvement Team has been established and meet to revisit and revise the plan. Since the school has been reaccredited, the AdvancED Engagement Review Team has come to the school periodically; in October 2018, a progress check was completed. Based on that review, the school continued to address four (4) improvement areas: 1 – Leadership, 2 – Learning, & 1 – Resource capacity.
- ❖ **School Improvement Plan** - The SIP has been revised and updated with current information. An outline for the Continuous School Improvement Plan (CSIP) was provided by BIE, which is being utilized. A SIP Team has been identified to work on revising the plan. The SIP team consists of district-wide staff. The school has become more strategic in collecting data since the last SIP was developed.
- ❖ **Native Star** – The leadership team utilizes Native Star consistently for school improvement documentation and for transparency purposes. The team utilizes native star to assess current practice relative to indicators, plan improvement, implement plans, monitor progress and make adjustments. Using the resources, wise ways, indicators in action assists school leaders and teachers aligns
- ❖ **Partnership Opportunities** – The leadership team have re-established a positive working relationship with the nation's educational agencies – Department of Dine Education (DODE) and the Bureau of Indian Education (BIE). The agencies (DODE & BIE) have been supportive with requests for technical assistance and collaboration regarding various topics. The leadership team has continuous collaboration with the Navajo Nation AdvancED office.

### Learning Capacity

- ❖ **Academic Student Growth (ELA)** - In ELA, according to the current data, areas of strength for Rough Rock students include Target Vocabulary proficiency for students in all grades. For example, some Action Steps, or strategies, that have been implemented were: 'Text Talk' in grades 1-3 to increase vocabulary and language knowledge and 'Share strategies' at Grade Level meetings to enhance vocabulary instruction and progress monitoring at 'risk students' and quarterly assessments.
- ❖ **Academic Student Growth (Math)** - In Math, there has been a 'significant improvement in mathematical proficiency,' as we see it, staff in all content areas reviewed all data and developed strategies to implement throughout the curriculum to address the areas of need immediately in the classrooms. We believe *mathematical proficiency* is necessary for anyone to learn mathematics; therefore, Rough Rock focused on the five components, or *strands*:
  1. *Conceptual Understanding*—comprehension of mathematical concepts and operations.
  2. *Procedural Fluency*—skill in carrying out procedures accurately, efficiently, and appropriately.
  3. *Strategic Competence*—ability to formulate, represent, and solve mathematical problems.
  4. *Adaptive Reasoning*—capacity for logical thought, reflection, explanation, and justification.
  5. *Productive Disposition*—students able to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own desired result.

- ❖ **Curriculum** - The K-12 RRCS Curriculum has been revised by teachers using the College/Career Readiness standards; the implementation of the curriculum is monitored on a weekly basis through classroom walk-throughs by the administration. The Dine Studies Curriculum is also implemented K-12. All components of Curriculum Mapping have been revised by K-12 teachers. The school also employs a Dine Studies Teacher who provides instructions on a daily basis as a Specials class at the Elementary School.
- ❖ **Instruction** - There is greater emphasis on the alignment of lesson plans, curriculum, and assessments and face-to-face teacher/student instructions. These instructional tools are becoming unified and consistent school-wide. The development in this area is continuously being improved. Professional development opportunities through BIE Chinle ERC office addressing lesson plan development, instructional strategies, and assessment analysis. All teachers are required to attend.
- ❖ **Assessment** – Summative and formative assessments are used to gauge student learning and instruction. Students are assessed at the beginning of the year (BOY), middle of the year (MOY) and end of the year (EOY). Teachers analyze the data to determine student & instructional interventions and reteach opportunities. The students are assessed utilizing the following assessments: NWEA, PARCC,
- ❖ **Data** - Data collection K-12 is becoming more consistent, time is being set aside for teachers and administrators to analyze the data by grades, regular meetings take place to review data, and consistent spot-checks are conducted with teachers. In addition, students and parents are provided student portfolios and are updated periodically at every quarter.
- ❖ **Dine Language Program** - The Immersion program is in full implementation of Dine Language & Culture standards curriculum, the Oral Dine Language Assessment is provided more consistently, and data is utilized to guide/drive instructions. There are continuous improvements and developments of activities provided to encourage parent involvement.
- ❖ **Evaluation Systems** - Teacher evaluation systems are often intended to serve the purpose of providing feedback and guidance for improving professional practice. In fact, the purposes of teacher evaluation as improving performance and documenting accountability. The performance improvement function relates to the personal growth dimension and involves helping teachers learn about, reflect on, and improve their practice. The improvement function generally is considered formative in nature and suggests the need for continuous professional growth and development. The accountability function, on the other hand, reflects a commitment to the important professional goals of competence and quality performance. Accountability is typically viewed as summative and relates to judging the effectiveness of educational services.

### **Resource Capacity**

- ❖ **Campus Security Upgrades** - The Safety Team evaluation, deemed the security lighting around the schools as much needed improvement. Therefore, the Security Lighting on Rough Rock's school campuses (Elementary, Junior High, High School, & Residential Campuses) has been upgraded to brighter and more energy-efficient lighting (fluorescent light fixtures replaced with LED fixtures). In addition to the school's lighting, the emergency exit alarm systems have been updated/installed at the Elementary School building, and additional work on remaining school building doors are planned.
- ❖ **School Health & Safety** - The school's Health/Safety Departments were successful to be more proficient in all facets/knowledge of school safety. For example, resource officers have received training and gone through many of the school's classes to describe the Negative Effects of Chemical Usage/Dependency.
- ❖ **Facility Maintenance Equipment** – Due to varying weather and road conditions throughout the year & the vast remote areas covered daily by transportation, the facility maintenance department has begun upgrading and replacing old equipment. Two major purchases were made this year. The 1995 Ford Dually 4-door truck was replaced with a 2016 Dodge 450 4-door truck; the 1994 6-horse S&H steel



trailer was replaced with a 2018 Platinum Stock-combo utility trailer. The truck is essential during adverse weather conditions where students need to be transported over 15 miles of dirt road.

- ❖ **Personnel** - While certification is a significant indicator of teacher quality, these factors alone are insufficient for teacher effectiveness. It includes dispositions and an array of planning, organizational, instructional, and assessment skills. Effective teachers are able to envision instructional goals for their students, then draw upon their knowledge and training to help students achieve success. A “highly effective” teacher is certainly a good start, but most of all retention.
- ❖ **Professional Development** - Trainings are provided school-wide for all staff, Special Education trainings provided for all staff, Professional Learning Communities are established & continuously meet, and PD activities aligned with the needs of the school/staff/students. The plan has been developed and revised again based on the current needs assessment.
- ❖ **Induction, Mentor, & Peer Coaching Program** - The IMPCP was reviewed, revised, and implemented the IMPCP manual and continuous activities are provided for continuous improvement. The manual consists of several forms to support documentation and evidence of mentoring and peer coaching. The last school year, several teachers worked together as well as administrators to use the program. Based on the use, a revision was made again.

## **AREAS OF IMPROVEMENT**

### **Leadership Capacity**

- ❖ **Accreditation** - The accreditation drop in January 2017 has drastically impact and affected the school academically, in personnel, student enrollment, and budget district-wide. Loss of accreditation effected high school students the most because of the credit system and graduation requirements. Due to the drop, RRHS was not able to provide credit-bearing courses for students to accumulate towards their graduation plans. It also affected transfer credits as those students were not able to transfer credits from RRHS to other schools. However, these issues were addressed by using APEX virtual school’s accreditation. APEX was a successful outcome for most students with consistent monitoring and these efforts will be continuous. Currently, there are very few students on the APEX system and for only credit recovery purposes. When the school was reinstated in November, the high school master schedule was developed specifically for current students to meet their needs for graduation requirements.
- ❖ **Student Enrollment** - With the 2018-2019 school year approaching, student enrollment is another area of major concern. The school experienced a Reduction In Force in some areas as a result of last school year’s drastic enrollment drop. With the Accreditation reinstatement, the school has begun working on the recruitment and retention of students as well as academic personnel. Student recruitment has become a district-wide effort and several discussions took place for suggestions and recommendations.

### **Learning Capacity**

- ❖ **Curriculum, Instruction, Assessment** – The curriculum needs revision and a team has been established to begin the revision process. Once the revision is completed, it will need to be presented for the next school year and should have full implementation. Teachers will be provided copies per grade levels and will be aligned through lesson plans and instructions. The instructions and lesson plans also need to be aligned to classroom assessments and the overall summative and formative assessment. Progress monitoring is an area of need as well once all alignments are made, teachers will be provided a progress monitoring tool to monitor students.
- ❖ **High School Program** – The high school program needs consistent supervision in the areas of instruction, assessments, professional development, evaluations, walkthroughs and student supervision. Additional strategies need to be created for student recruitment, revamping the athletic program, and student safety.

## **Resource Capacity**

- ❖ **Professional Development** – Based on the previous School Improvement Plan, the professional development plan was created aligned with the comprehensive needs assessment which entailed various academic/instructional professional opportunities for teachers. The school will now have a collective plan from all departments not limited to academics; include school health & safety.
- ❖ **Parent Engagement** – Parent involvement is a critical area the school has been focusing on. Thus far, the Parent Advisory Committee (PAC) has been re-established and active parent group has been part of school decision making, professional development, and sponsoring & initiating various school activities. Regardless of the present efforts, the school's goal is to recruit additional parents and families, offer additional parent/school events, and provide opportunities for parent engagement and professional development.
- ❖ **Campus Security System** – The support service department & safety team are establishing a school-wide security system where there are coverages at all campuses. Currently, there are limited personnel and many upgrades are needed in order to meet the safety standards. Many of the work and deficiencies have been taken place; now the last phase of the project will be addressed. The goal is to upgrade all the camera systems, the campus intercom systems, and hire qualified/effective security personnel.
- ❖ **School Health & Safety** – Student and staff safety is a priority. The school hired a School Resource Officer (SRO) with Navajo Nation Law Enforcement experience who is a former NN police officer. The individual with the newly formed safety team have been addressing various issues from student wellness & health to safety concerns. The emergency plans have been revised and a schedule will be developed for orientation and training for the next school year. This area will continuously be monitored for effectiveness and will require additional training for staff.
- ❖ **Internal Communication Plans** – The support service department is working on planning for upgrading the school's internal communication systems—cameras, intercom, access control, phones—have been approved for upgrade/repair.
- ❖ **Facility Maintenance Department** - Work Orders for the Maintenance Department are focusing on completing repairs within a one to two day span. Rough Rock School consistently evaluates and revamps the campus' building structures, and if need be, will schedule for complete repair and/or update(s).
- ❖ **Facility Maintenance Equipment** – Due to varying weather and road conditions throughout the year & the vast remote areas covered daily by transportation, the facility maintenance department has begun upgrading and replacing old equipment. Two major purchases were made this year. The 1995 Ford Dually 4-door truck was replaced with a 2016 Dodge 450 4-door truck; the 1994 6-horse S&H steel trailer was replaced with a 2018 Platinum Stock-combo utility trailer.
- ❖ **Residential Program** – Students at the residential program are provided access to all afterschool resources such as 21<sup>st</sup> Century learning activities, horsemanship, and other activities. However, there are limitations to the activities being provided under the program. Students need to be engaged daily and parents need to be informed of the requirements for acceptance to the program. Staff need to serve as a bridge to the residential program where they serve the capacity of a parent.
- ❖ **Equine Program** – The school will be moving towards an equine program with the currently known horsemanship program. The program will eventually lead to a CTE program for junior high & high school students; used as an instructional program. Additional research will be conducted to determine program needs.
- ❖ **Technology** - Technology use in the classroom for instructional purposes has become an increasing concern and is monitored during weekly walk-throughs. The informational technology department provides teachers, staff, and community professional development opportunities are offered on a monthly basis. The school now employs a Computer Lab Teacher who provides daily instructions to all students in grades at the Elementary School.

### **ADDITIONAL INFORMATION**

RRCS has developed clearly defined expectations for student learning based on previous data and the College Career Readiness Standards as provided by Arizona State. These expectations are shared with teachers and students and are aligned to the district and school mission statement. The school leadership team developed, maintains, and implements school goals, professional development plans & calendars, learning objectives, pacing guides, PLCs, and support with assessments to maximize student achievement.

Through PLC opportunities, teachers and leaderships teams will engage in discussions, review data, and make instructional decisions based on assessments and discussions to guide student learning. PLCs also provided for grade level planning, collaboration, and foster a culture of adult learning where teachers engage in a continuous cycle of formative feedback and professional development. In addition to PLCs, the School Improvement Team will continue to provide feedback to all stakeholders through meetings and announcements.

The district leadership team supports teachers through on-going professional development training that supports the goals and mission of RRCS. Teachers will receive training on guidance in lesson plan development, curriculum & lesson plan alignment, job-embedded improvement opportunities, and display of student work. All instructional personnel – teachers, coaches, and specialists - are provided formative feedback as they implement research based strategies.

Through classroom observations and walk-throughs, leadership teams assure that the majority of classroom instruction is student-centered with high student engagement and a strong focus on the development of higher-order, thinking skills and problem solving skills. Additional emphasis is placed on the use of word walls, data walls, differentiated instruction, essential questions that reflect best practice, and the collaboration of all program teachers, such as special education, gifted education, and 21<sup>st</sup> century.

Monitoring of student progress provides data to place students in intervention or ability groups based on their achievement and needs for a particular standard being assessed. Strong emphasis is made on the use of standardized, district, and classroom assessments (formative & summative) to determine specific student academic needs. The district leadership team meets with the Academic Coach and Curriculum Specialist to discuss progress monitoring of student learning.

There are more developments that are taking place at the High School; the type of school the community wants, student enrollment eligibility programs/courses being offered, online education, and graduation requirements. APEX online program was in full implementation, it has been re-evaluated several times throughout the year to determine its appropriateness for our students' academic achievement and ability level, courses have been decreased and limited due to length of time students have been on it, and were aligned with the transcripts (and vice versa). All student records have been updated and accurate, there is a process in place for student enrollment, and teachers are providing instructions.

# School Mission, Vision, & Values

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## MISSION

Our school provides rigorous, excellent education in nurturing environment that is founded on the Dine fundamental principles of the Sa'ah Naaghai Bik'eh Hozhoon (SNBH) bik'ehgo to prepare students for post-secondary learning, careers and quality well-being.

## VISION

Our students will be resilient, lifelong learners who are skills in the Dine language and culture, college & career ready and contributing citizens in a global multicultural society.

## VALUES

Our students are at the core of everything we do, therefore we value: Niha'alchini eii nihe' o'ooliil bitse silei at'e, bininaa nihil nili

- Respect for self and others;
- Resiliency and reliability;
- Dine history, culture and language;
- Continuous improvement;
- Service to stakeholders

The school believes that each student will obtain the SI'AHNAAGEI BIK'EH HOZHOON WAY of life as they graduate from Rough Rock Community School, Inc. By nurturing the unique talents of each student and promoting social responsibility of following the Navajo KE" of life, students will be able to utilize the knowledge, skills, and social conscious to be successful in the Navajo and global society.

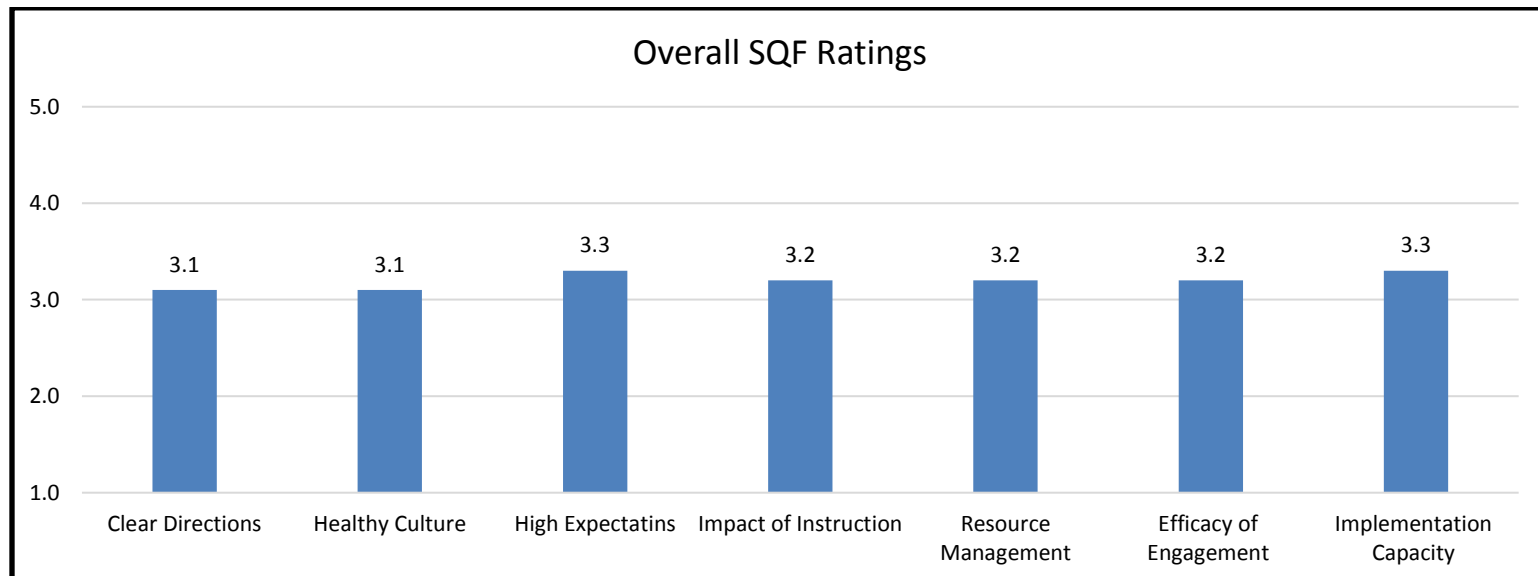
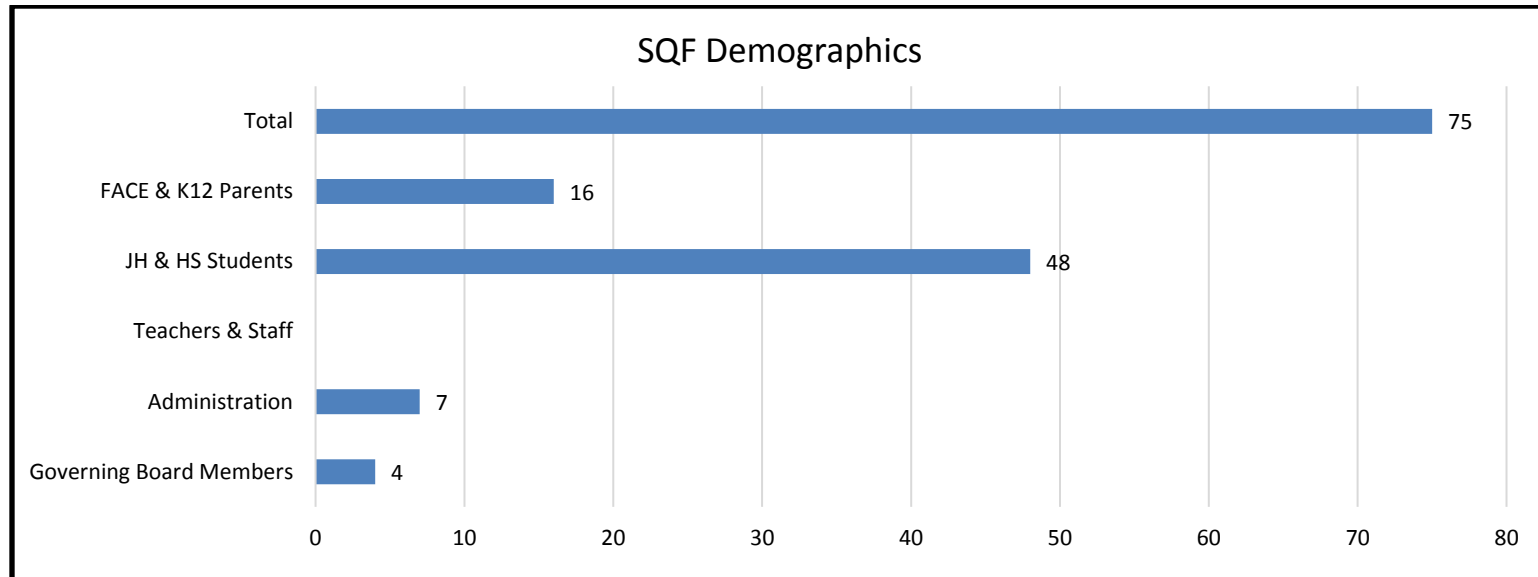
As RRCS pioneers its efforts in revitalizing the Navajo Language and Culture, it holds as much emphasis on Western education as well. The mission as it is stated stresses one's ability to apply the Navajo Language and Cultural knowledge to their daily life as they journey beyond secondary education. Being bilingual in the 21<sup>st</sup> Century is very rare as there are studies indicating the loss of self-identity and tribal languages; however, at RRCS children would be able to attain that knowledge through bilingual instructions in Navajo and English through courses provided in the Dine Studies Curriculum and in accordance to the RRCS Mission Statement. In the application of their self-identity, one would be able to utilize the knowledge gained at RRCS to successfully achieve any post-secondary life choices making them viable candidates for the global market competition as outlined in the College and Career Readiness Standards. RRCS plans to revisit and revise the RRCS Mission Statement to future explain and clarify its mission in accordance to all federal, state, and local expectations.

# School Quality Factors Diagnostics Report

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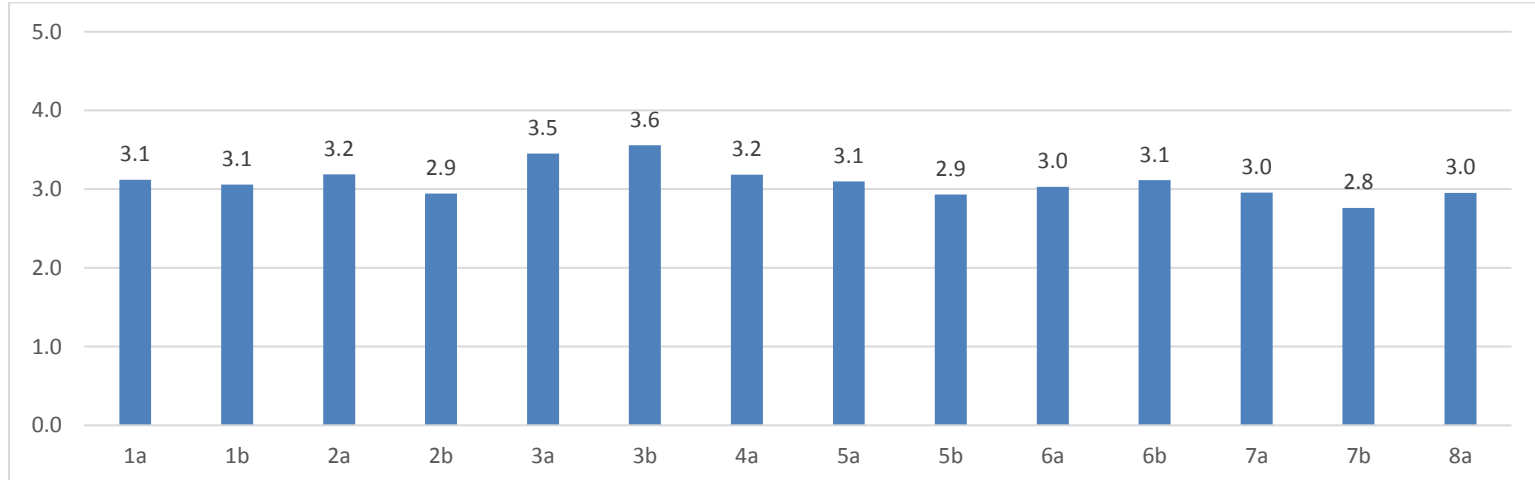
In more recent AdvancED school improvement initiatives, the notion of school improvement and AdvancED Accreditation process has transformed. School accreditation preparation and process is no longer visited once in two years by schools and its administrators and staff. It is now a daily process and a continuous effort for improvement. Administrators are held to the new standards of Leadership Capacity, Learning Capacity, and Resource Capacity which each entail various standards. Standards are provided to evaluate all school programs to determine improvement planning and implementation. The School Quality Factor Diagnostic is a tool schools utilize to gauge the overall organizational

change. RRCS uses the diagnostics as a tool to identify needed improvement areas and areas of strengths. The diagnostic is given to school students in grades 7<sup>th</sup> to 12<sup>th</sup>, parents of FACE to 12<sup>th</sup> grade students, district-wide staff, administrators, and governing board members. Based on their rating a collective rating was completed and the results are as follows for each of the areas – Clear Directions, Healthy Cultures, High Expectations, Impact of Instructions, Resource Management, Efficacy of Engagement, and Implementation Capacity.



## CLEAR DIRECTIONS

*The capacity to define and clearly communicate to stakeholders the direction, mission, and goals that the institution is committed to achieving.*



As a result of the accreditation drop in the 2017-18 school year, the administration personnel have been providing continuous improvement efforts in all aspects of the school. Throughout the years, all stakeholders have been exposed to and are participating in school-wide improvement plans & activities. Through the professional development opportunities, stakeholders engage in reviewing & revising the school mission, vision, and values statements. The diagnostics indicates stakeholders have a clear direction & know their responsibilities as well as their role at RRCS. It is also evident there is a need to continue strategizing on community involvement efforts. It is clear stakeholders support the mission and vision of continuing the Navajo language program. However, through student assessments & evaluation of programs, it has become evident the need to review & revisit the idea of modifying the current language program. Overall, the directions are quite clear as we begin to unfold and analyze the comprehensive school data.

### Lowest Rating(s):

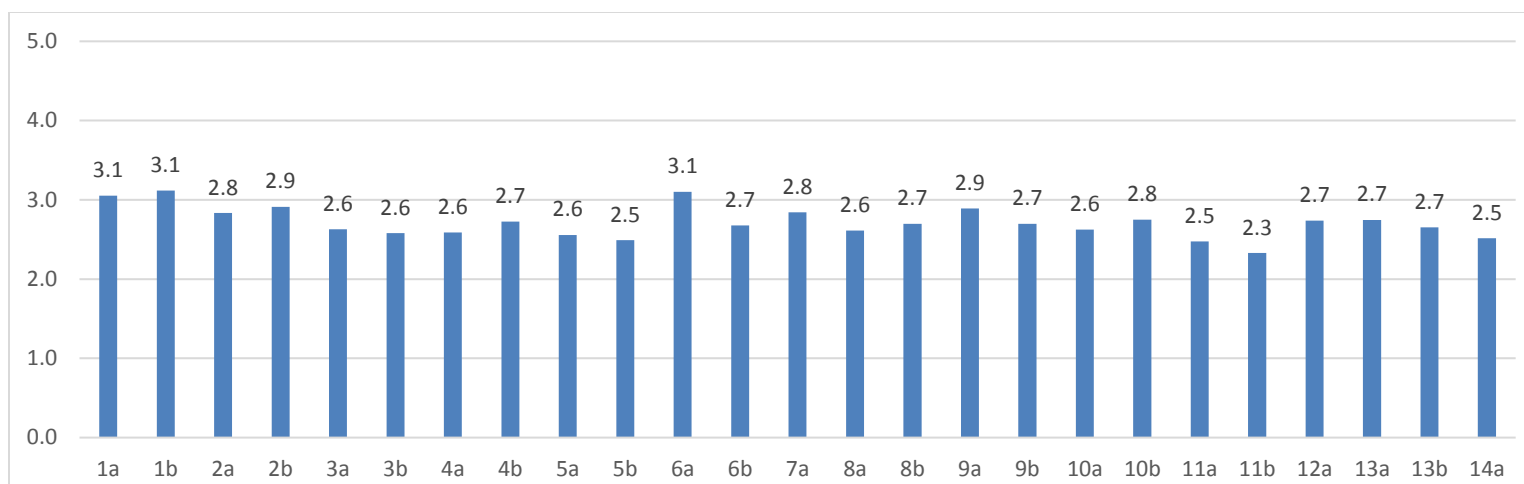
- Parents, families and legal guardians know and understand the direction and goals of the institution
- Leadership engages stakeholders in the process of creating and revising the institution's vision, mission, purpose and/or priorities.

### Highest Rating(s):

- Instructional Staff commits to the path for improvement and understands their role.
- Instructional Staff embraces and shares the institution's vision, mission, purpose and/or priorities.

## HEALTHY CULTURE

*The shared values, beliefs, written and unwritten rules, assumptions, and behavior of stakeholders within the school community that shape the school's social norms and create opportunities for everyone to be successful.*



Based on the diagnostics which is also evident in our daily routines, the school is challenged with active parental/guardian involvement. Stakeholders have had in-depth discussions on the topic and although there is some progress, there is room for improvement. One factor that hinders parent active involvement may be that the school has a residential program where students are usually transported by the school to & from home. Also, based on the assessment stakeholders have identified parents/guardians are welcomed and perceive the institution as a safe environment for their children. To make overall improvements, all stakeholders will take ownership of responsibilities to increase parental/guardian active participation & involvement. Overall, all comprehensive assessments indicate progress in some aspects of the programs available for all stakeholders as well as the need to continue improvement efforts in the processes.

#### Lowest Rating(s):

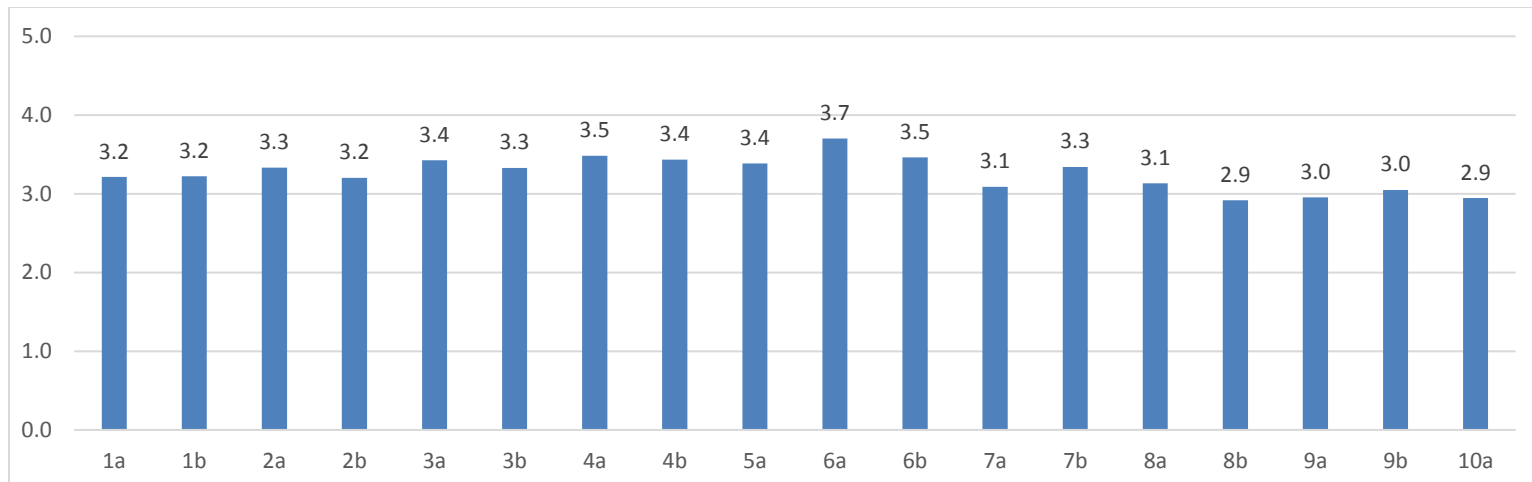
- Parents, families and legal guardians of all backgrounds are actively involved in their children's learning and school experiences.
- Parents, families and legal guardians perceive the learning environment safe for and supportive of their children.

#### Highest Rating(s):

- Parents, families and legal guardians are welcomed into the institution through structures that encourage and facilitate their presence.
- Learners have supportive and healthy relationships with their peers.

### HIGH EXPECTATIONS

*An institution's stated commitment to expectations for all stakeholders, including student learning outcomes, teacher quality, leadership effectiveness, community engagement and parent involvement.*



Lack of community engagement is evident again in this domain as the school has documented there is limited feedback from the community. Much of the discussions on this topic has brought to light major improvement efforts will focus on engaging the community and sharing the continuous improvement plan. The school boundary is not limited to the Rough Rock and surrounding communities but covers a vast majority of the Navajo Nation. In the planning of the school improvement plan, the assessment data & recommendations provided by school personnel has been considered. In comparison, instructional staff actions, language, and attitudes demonstrate their belief all learners can meet high expectations and leadership sets high standards for learning, teaching, and improvement have been identified as strengths in this domain. This is evident as all improvement efforts, dialog, and activities as well as decisions regarding educational and instructional practices are student-centered and student assessment data driven. All district-wide daily communications, school schedules, and meetings such as Professional Learning Communities, Native Star, and Professional Development agendas and objectives consist of curriculum, instructions, assessments, and strategic planning to maximize personnel awareness of student achievement improvement. Daily walk-throughs are conducted using the Eleot tool to emphasize the use of best practices, student friendly objectives, and maximize student-centered planning and activities. Leadership team provides feedback to assist instructional staff; all teaching staff are on an improvement plan that is monitored by the leadership team and reviewed on a quarter basis.

**Lowest Rating(s):**

- Learners set challenging goals for learning that they set on their own or collaboratively with support from teachers and/or peers.
- Parents, families and legal guardians support their children in their pursuit of challenging goals.

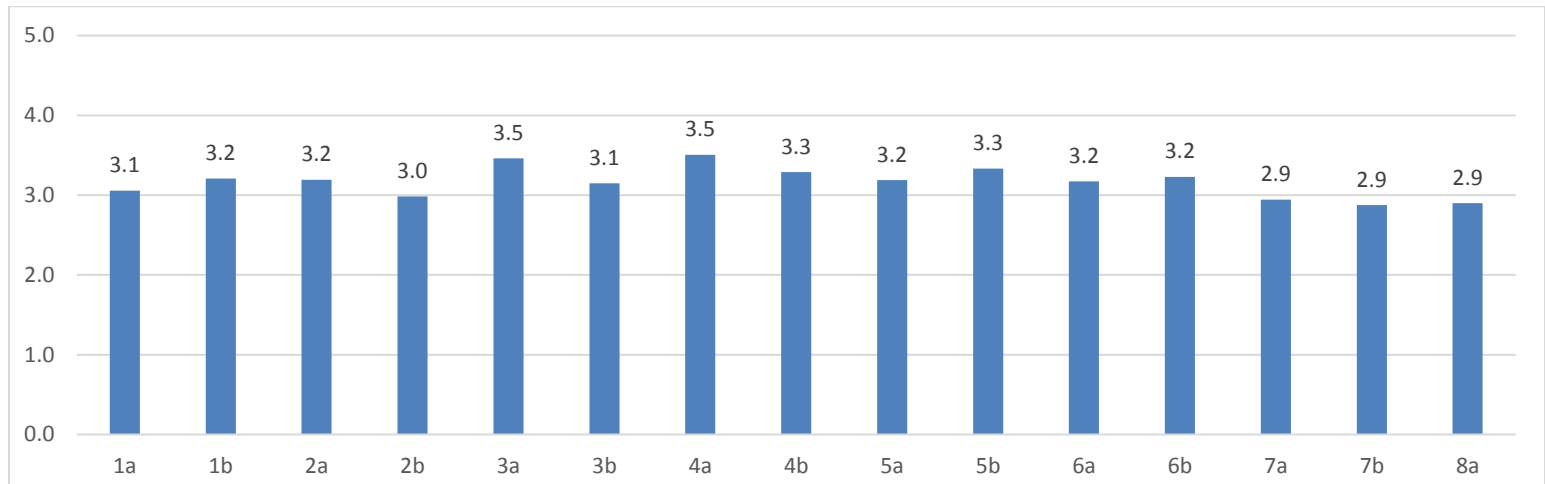
**Highest Rating(s):**

- Instructional staff's actions, words and attitudes demonstrate their belief that all learners can meet high standards.
- Leadership sets high standards for teaching, learning and improvement.



### IMPACT OF INSTRUCTIONS

*The capacity of every teacher to purposefully and intentionally create an environment that empowers all learners to be successful and reach expected levels of achievement, including readiness to transition to the next level of learning or career pathway.*



The diagnostic shows again the lack of community perception on the quality of teaching and learning; this correlates to other domains that pointed out a strong need to revisit and strategize on community involvement efforts. The leadership team shares & communicates with all stakeholders student assessment results/data, current survey/inventory findings, school improvement plan & activities, and provides various forms of parental involvement activities encompassing cultural & language awareness, curriculum, instructions, and assessment. With the recent trend in transparency through leadership and accountability, the data shows progress in all aspects of the school system; especially in instructional component. Leadership team and instructional staff meet and have built into the schedule Professional Learning Communities (PLC) and are conducted twice on a weekly basis for an hour. Teachers/staff are grouped by grade levels and collaborate on student progress monitoring using student data, intervention strategies & planning based on student data, and instructional strategies to support student achievement opportunities. All stakeholders have an input in these process; more importantly, the leadership team has also focused to strategize on residential personnel involvement & participation. Residential personnel are now viewed as guardians and serve in place of parents as part of their responsibilities, therefore, taking part in educational and school functions such as PLCs and parent teacher conferences assisting with the progress monitoring of their residential students. The impact of instruction is noticeable in the communication with all stakeholders & the implementation of districtwide efforts to collaborate on instructional & student achievement improvements.

Lowest Rating(s):

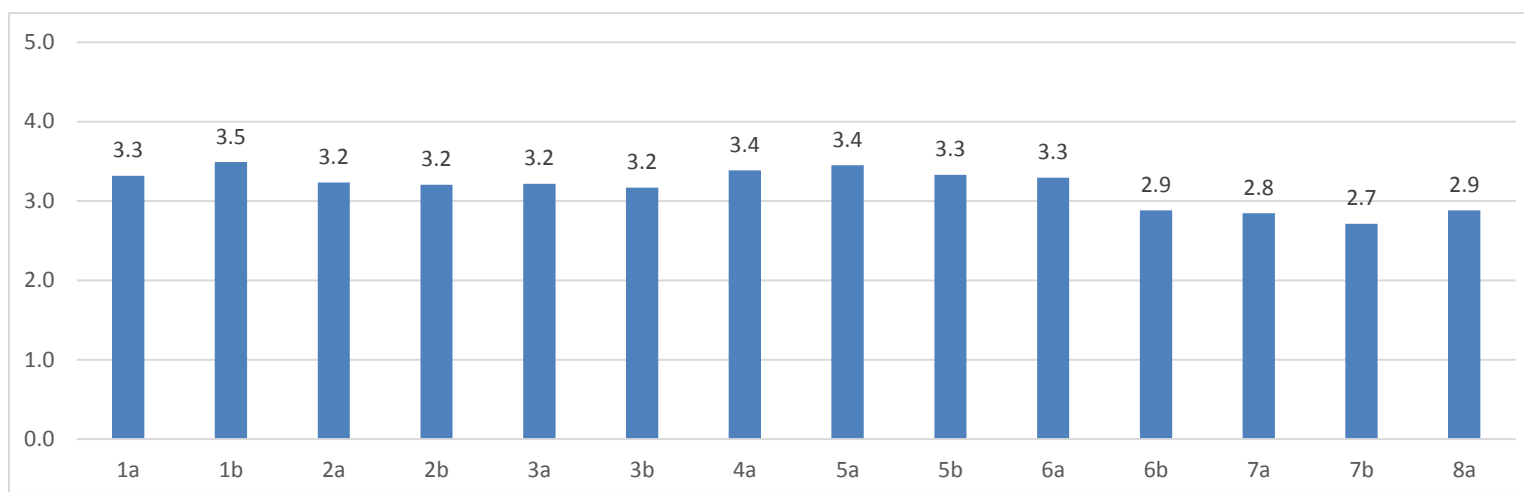
- Learners demonstrate success in achieving challenging goals.
- The community's perception of the institution's quality of teaching and learning is positive.

Highest Rating(s):

- Instructional staff monitors and evaluates the impact of instruction on learner engagement, outcomes and overall success.
- Instructional staff demonstrates the impact of instruction through formative, summative and/or other outcome data.

### RESOURCE MANAGEMENT

*The ability of an institution to plan, secure, and allocate its resources (human, material, and fiscal) to meet the needs of every learner.*



Consistently, parent & guardian support has been identified again as a weakness for the school. Stakeholders indicate they have limited family, parent, & guardian support and very few participate in the overall school functions and events. Although numerous and various parental & community functions are sponsored by the school, lack of parental involvement continues to be a concern to all school personnel. Parents & guardians are informed well in advance of events, school calendar, monthly calendars are provided monthly. School functions, event posters & flyers are posted on the school website, and the school has sponsored several live broadcast coverage to share information and celebratory events. A major parent & guardian function sponsored was the Fall Parent Conference. Meals were provided for all participants, break-out sessions were provided by various presenters on various topics such as cultural perspectives, family engagement, school program information, student entertainment presentations, and incentives were provided. There were more participants at these bigger functions but less involvement on daily and weekly basis. The diagnostic also revealed leadership aligns allocations of resources with the institution's priorities for learning as a strength. Much of the collaborations during district-wide and school meetings entail discussions on resource & material needs. The leadership team also makes available information regarding budget and new initiatives. Transparency and communication is consistent throughout the district-wide and as a result all stakeholders are informed and make informed decisions

Lowest Rating(s):

- The community's assets are leveraged by the institution to improve outcomes and drive learner success.

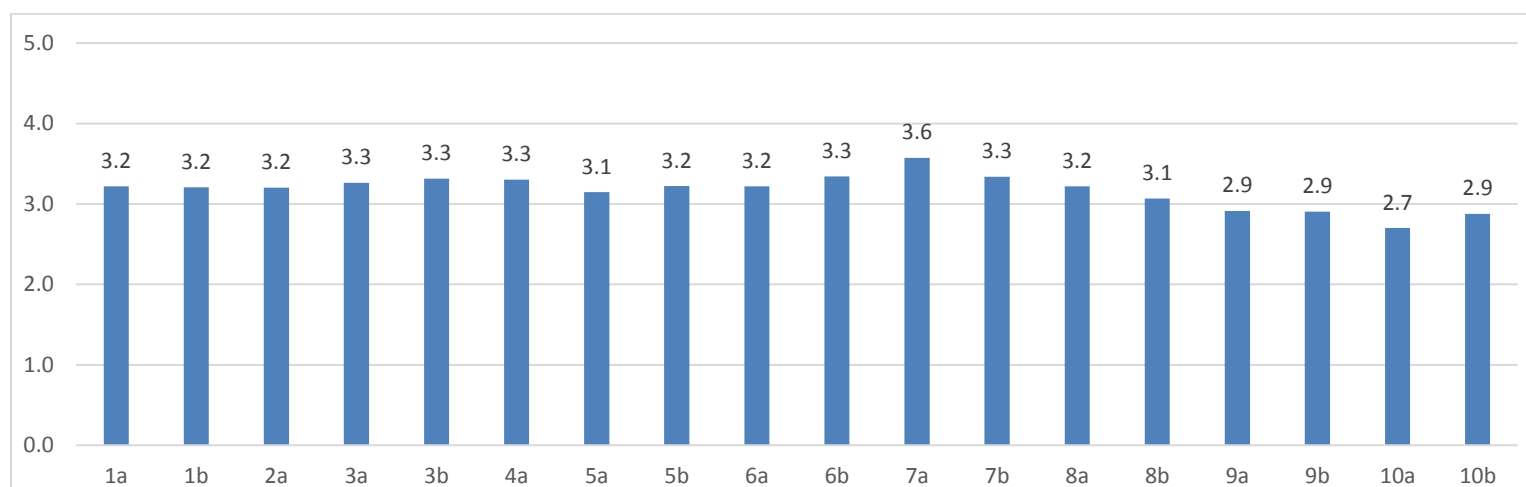
- Parents, families and legal guardians support the institution by contributing time, resources or other types of demonstrable involvement.

Highest Rating(s):

- Leadership aligns the allocation of resources with the institution's priorities for learning.
- Instructional staff has material and technology resources and professional development/training to implement the institution's vision, mission, and/or purpose.

### EFFICACY OF ENGAGEMENT

*The capacity to engage learners and other stakeholders in an effective manner to improve learning outcomes.*



Local and surrounding communities and business representative participation is limited and is a growing concern for school personnel - administration and teaching staff support. It is a major concern for all to continue to face the challenge of engaging and bridging the gap with the community and parents; school administration and staff strongly believe student academic achievement and improvement has a direct correlation to community and parental support. Therefore, it is imperative the school strategically plans for improvement. Again, throughout this domain the school has improved much of its processes, communication, and collaboration districtwide. Stakeholder evaluations note leadership focuses on learner engagement as a driving force for improving successful outcomes and learner success. As documented in all school-wide improvement efforts, the leadership team takes into great account and consideration in all decision making regarding the maintenance, operation, and implementations student assessment data, progress monitoring, professional learning opportunities, and continuous improvement planning. All district-wide personnel are included in the educational dialogue and collaborations.

Lowest Rating(s):

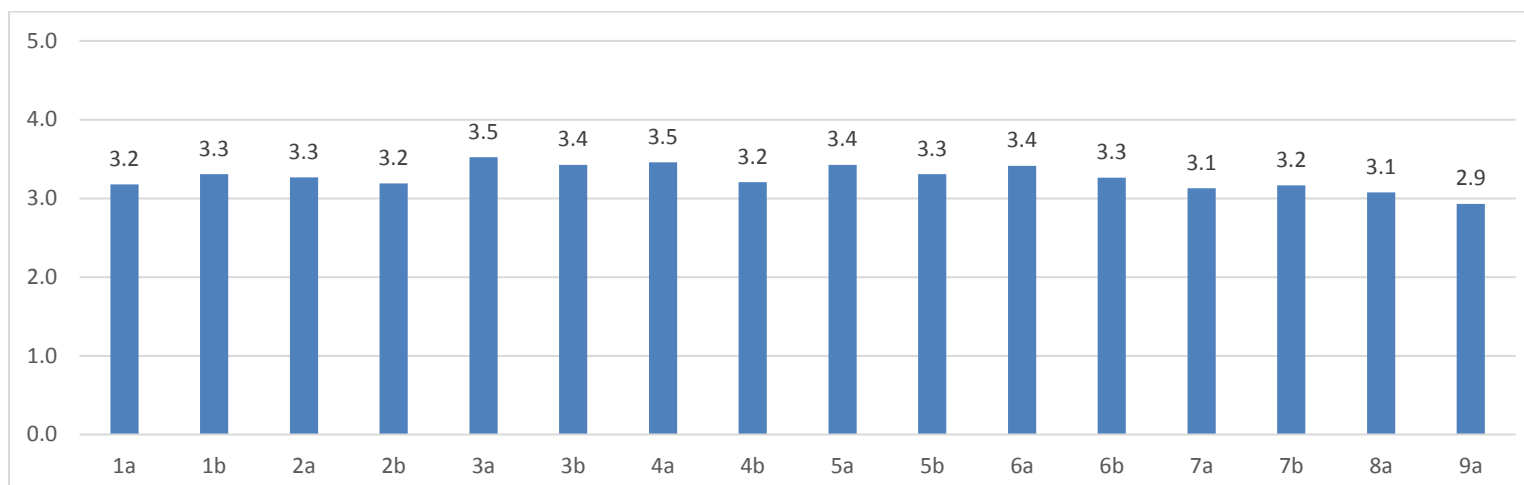
- Parents, families and legal guardians take part in activities that gather their perceptions, opinions and feedback.
- Community representatives (business, civic, etc.) are actively engaged by the institution to support learner success.

Highest Rating(s):

- Leadership demonstrates how stakeholder feedback (learners, staff, parents and/or community) directly affects changes at the school.
- Leadership focuses on learner engagement as a driving force for improving outcomes and learner success.

#### IMPLEMENTATION CAPACITY

*The ability of an institution to consistently execute actions designed to improve organizational and instructional effectiveness.*



Overall organizational and instructional improvement & effectiveness are leadership priorities. Based on the diagnostics and comparison of the previous self-assessment report, there are tremendous improvements within the organization. This domain addresses all components of an organization. The school continues to lack community and parent engagement and effectiveness. The school has provided opportunities for engagement and revised plans to strategically approach the new parent and community involvement initiatives. The leadership team also appears more united than previous years; weekly meetings are conducted by the administration to collaborate and make informed decisions, and has established a positive rapport with the governing board. The governing board members are also well-informed by the leadership team and make data-driven & informed decisions. Communication is transparent and shows in the diagnostics as the leadership team received high ratings in the areas of having the capacity to drive the implementation of actions designed to improve the institution's culture, organizational effectiveness, improving teaching and learning, and improving learner engagement. The leadership team developed action plans based on not only governing board expectations but also based on student achievement data which each member of the team was assigned to implement; the plans are monitored on a weekly basis and all team members are accountable to contribute to the academic success of students

Lowest Rating(s):

- Parents, families and legal guardians are confident of the institution's capacity to implement actions that result in improved learning and outcomes for their children.
- Community representatives (business, civic, etc.) provide support to build the capacity of the institution to improve learner success.

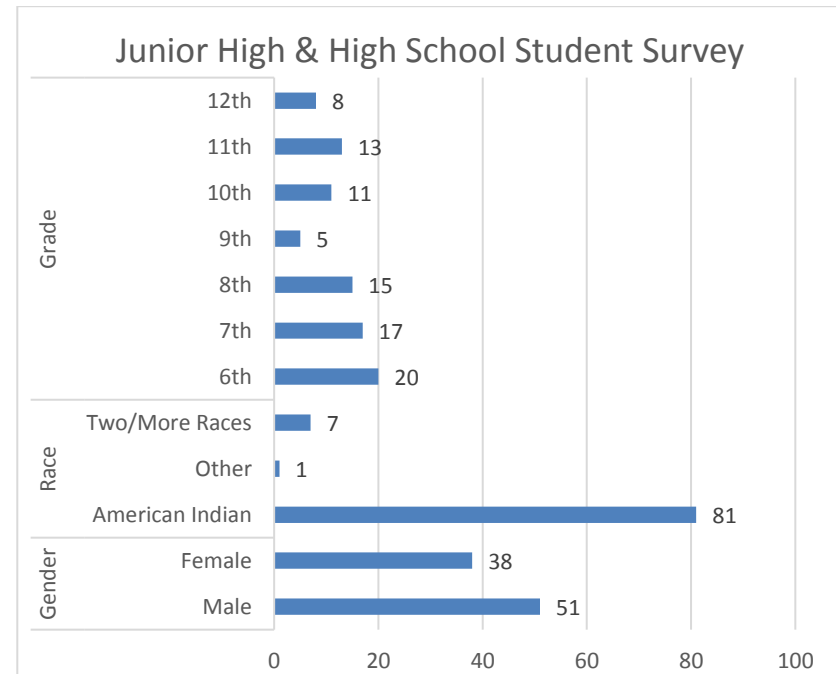
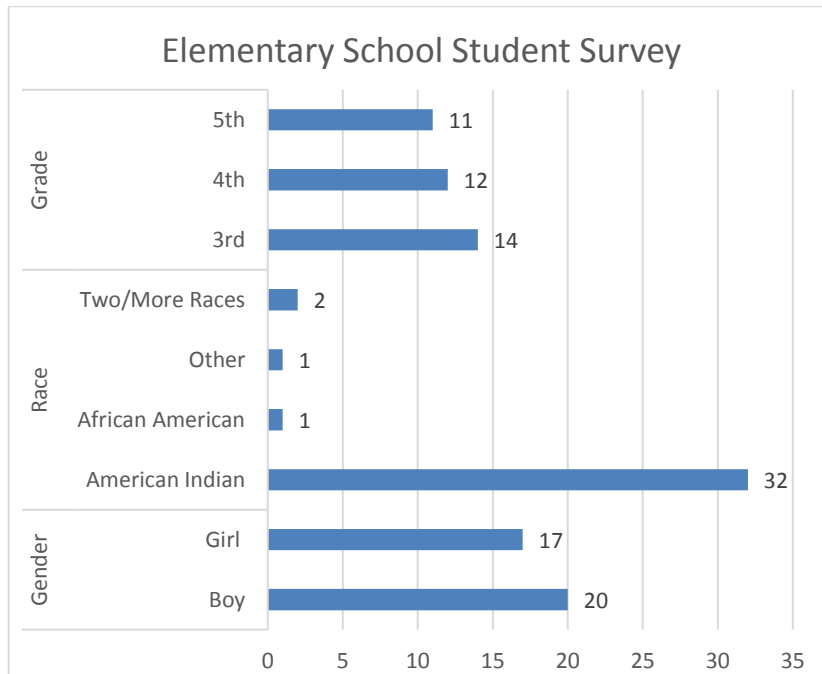
Highest Rating(s):

- Leadership has the capacity to drive the implementation of actions designed to improve the institution's culture and organizational effectiveness.
- Instructional staff has the content knowledge and pedagogical skills to implement high quality learning experiences.

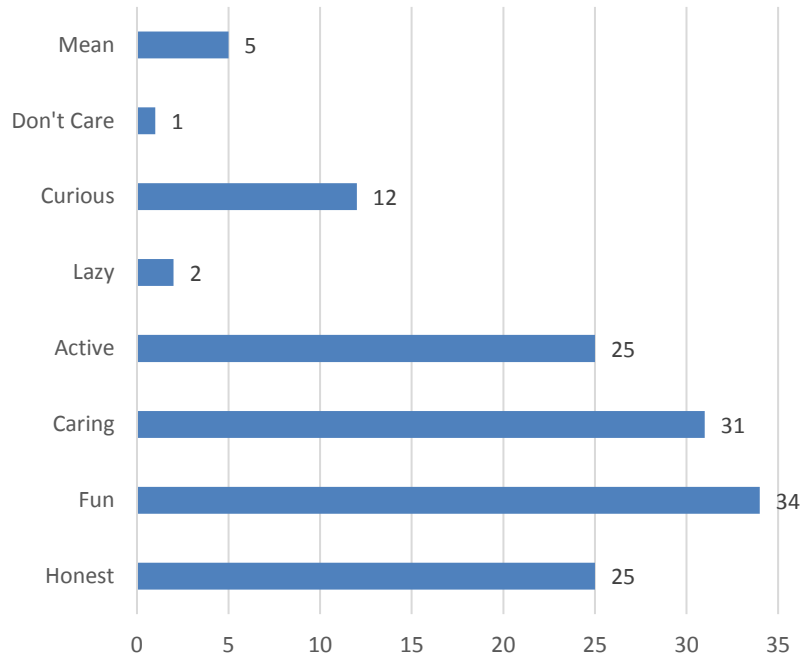
## School Climate & Culture Surveys

In addition to the School Quality Factors diagnostics, AdvancED also provides school climate and culture survey tools for students, parents, teachers and staff. The school conducted the surveys in the fall using the computer based surveys by groups of stakeholders. Groups of students were taken to the computer lab by grade levels to complete their surveys; staff and teachers also were given time during one professional development day to complete their surveys. Parents were given the survey during the Thanksgiving community meal before they went to the cafeteria. The survey demographics and results are as follows.

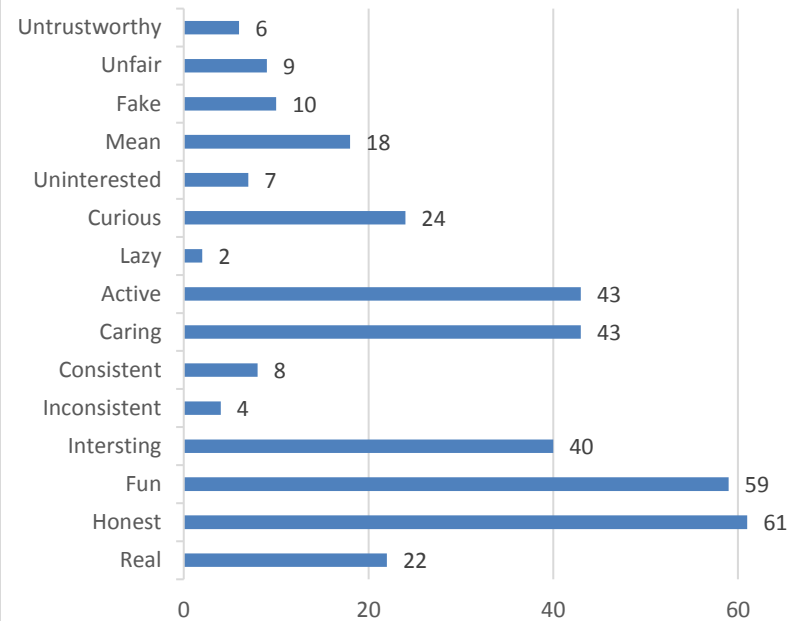
### SURVEY DEMOGRAPHICS



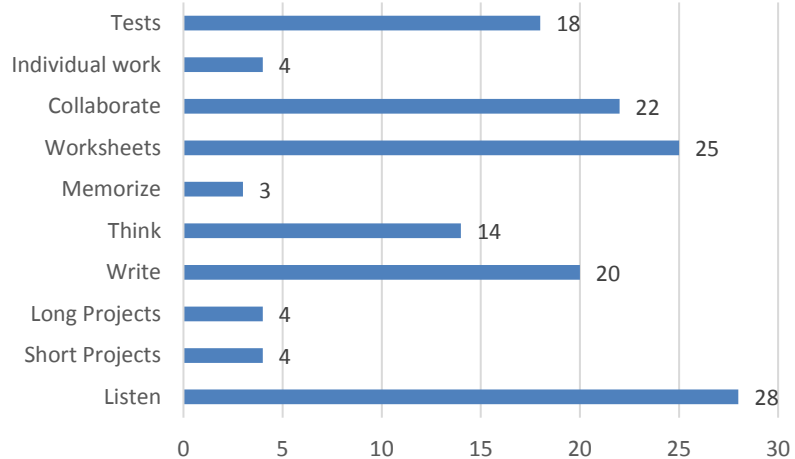
What I think about my teachers...



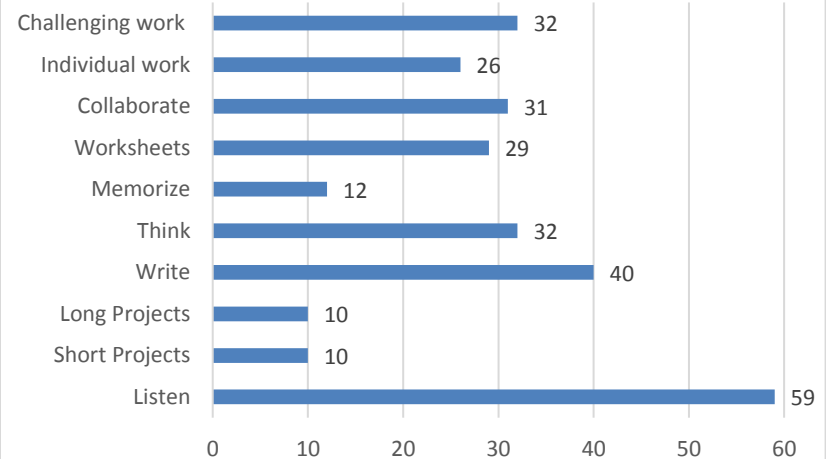
What I think about my teacher(s)....

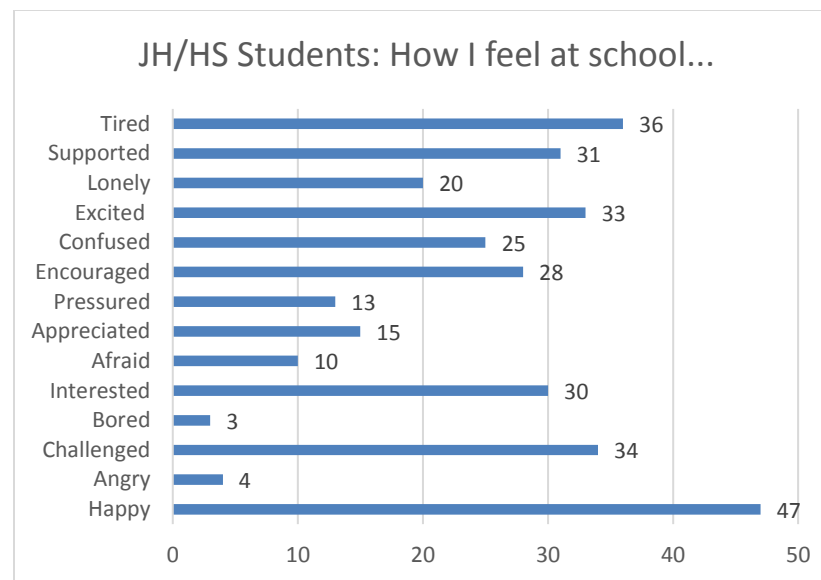
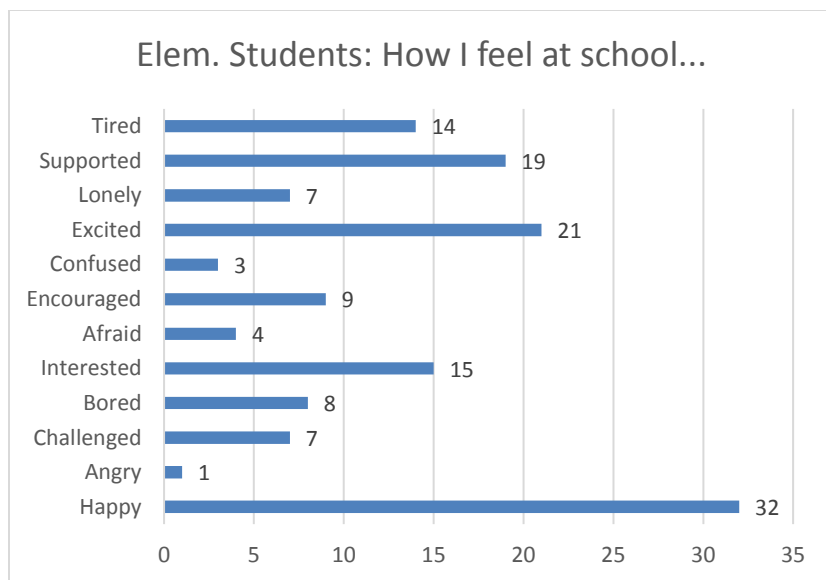


What I most often do in class...



What I most often do in class...





Student safety is a great concern and to see students feel safe at school is very rewarding. The safety department is continuously working on providing a safe and nurturing environment for all students and personnel. Students also indicated they are praised and acknowledged for their strengths and accomplishments supporting the school's efforts to create a nurturing environment. In contrast, students also indicated they are not provided rubrics or scoring guides to help complete assignments and also are not given the opportunity to explore different careers. Another concerning conclusion from the assessment is that elementary students are not provided technology use to complete assignments and want more afterschool activities. This year, the schedule was developed to incorporate enrichment time where students were given a chance to select from a limited list of student club activities. Although career explorations classes are offered in the Middle School & High School, the school will work on extending this opportunity to all other grade levels.

#### Middle & High School Student Survey

Student safety ranks the highest along with completing challenging work for Middle and High School students. Another high marking is having materials, supplies, and technology to be successful. Students are offered a variety of instructional methods and strategies; especially at the high school where for a couple of months, students obtained credits by attending virtual online classes. Students rated lack of counseling services, exploring college and/or career opportunities, and academic goal setting as the lowest. These ratings correlate to the challenges the school faces with the lack of having an effective guidance counselor and having provided those opportunities. Improvement efforts and plans involve recruitment for effective personnel especially in the areas of student guidance and services. Overall, teachers will also provide instructions that encompass interdisciplinary subject areas to support student needs for success.

Students' perception of classroom environments and providing opportunities for them to be evaluators of teaching are vital in considering the implications for teacher professional learning opportunities and key areas for school improvement. Student-teacher interaction can determine the amount of effort students put into learning and can be translated into survey outcomes. A significant percentage of K-12 students at Rough Rock Community School think that their teachers are pretty active and caring. Students also indicated that teachers are fun. A good percentage of the students also said that their teachers are not lazy nor were they mean. At the K6, at least 1 student thinks their teachers don't care. On the other hand, less than 8 students 7-12 students their teachers are Uninterested and untrustworthy.

Students' daily experiences in the classroom helps perception surveys determine the effect of teacher actions which in turn affects student outcomes. An outcome of student's perception about what they do in the classroom is crucial, again, to determine the strengths and challenges of particular groups in school. Many of the K12 students, average of 20, said they do collaborative work, write, and worksheets. 14 students at K6, students say they most often think while 32 (7-12) students say they most often think in the classroom. There are more program opportunities for students in the school year: The 21<sup>st</sup> Century after-school tutoring program has more students utilizing it and technology courses are also available on the schedule for all students K-12.

One of the most relevant data a school can collect is about how students feel at school. At least an average of 35 K12 students feel happy, a significant number also feel excited and feel supported at school. Many of the students are also interested at school. Fewer than 10 (K12) students feel bored or angry. While at a few K6 students feel confused, many more at the 7-12 students are and more students at the high school feel tired than K6 students.

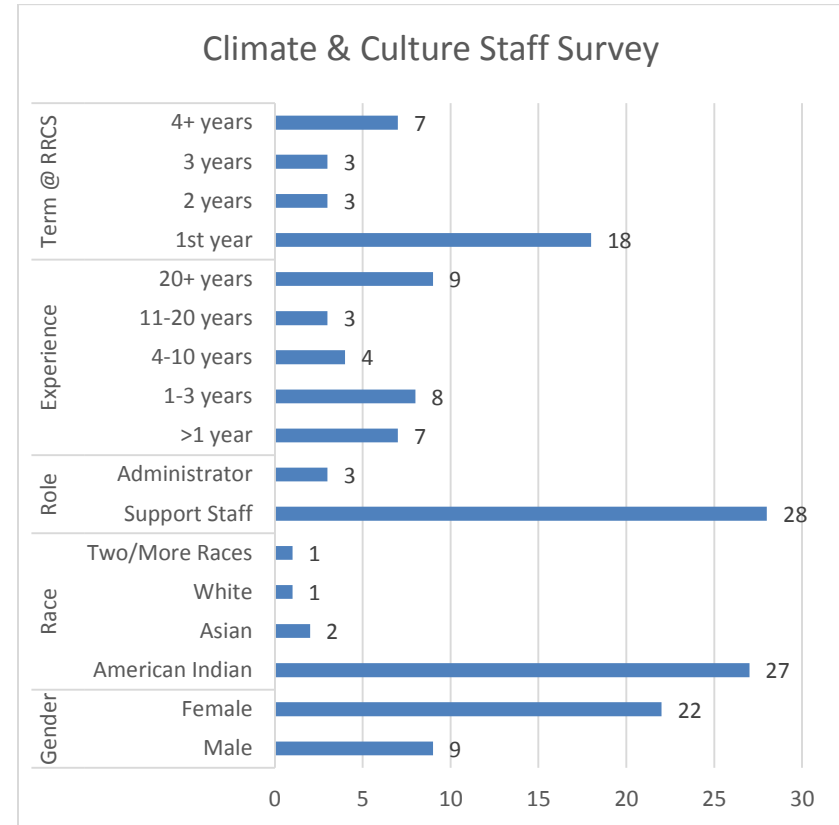
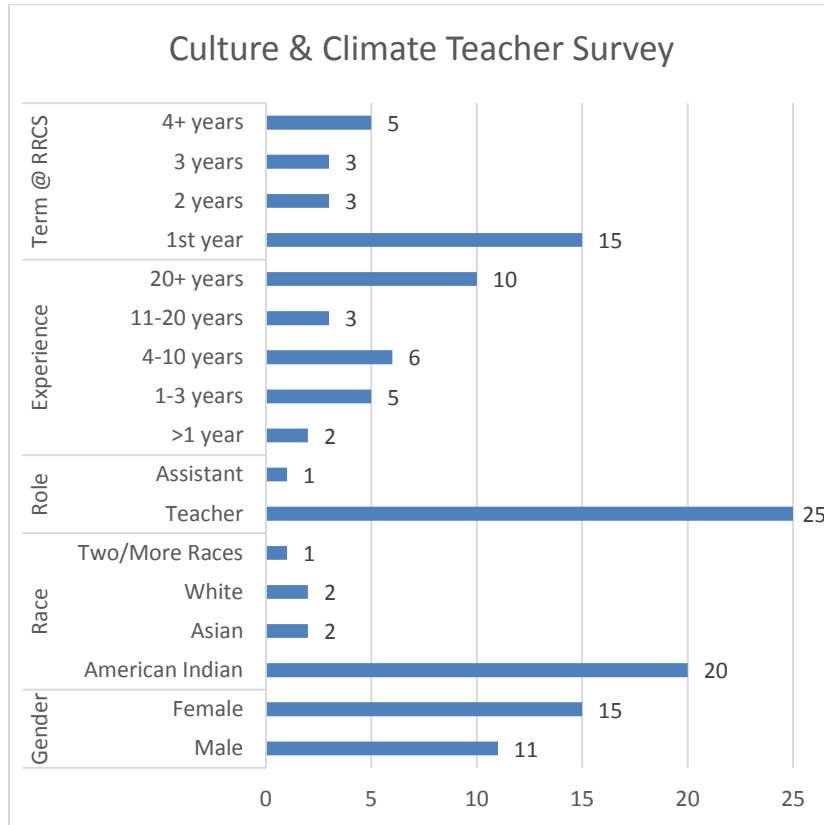
Since 2017-2018, the school has hired a Behavior Interventionist and a K12 Academic Counselor who has provided services to individual students and groups. They have been involved in the CST (Child Study Team) processes, Career Exploration using the AZ CIS (Career Information System), an online resource and career/course planning pathways for students, and a Career/College Fair is being planned for Spring 2019. When students speak, educator should listen. Student surveys show that while many students enjoy school and learning, their education should be more relevant to their everyday lives.

#### **Climate & Culture Teacher & Staff Survey**

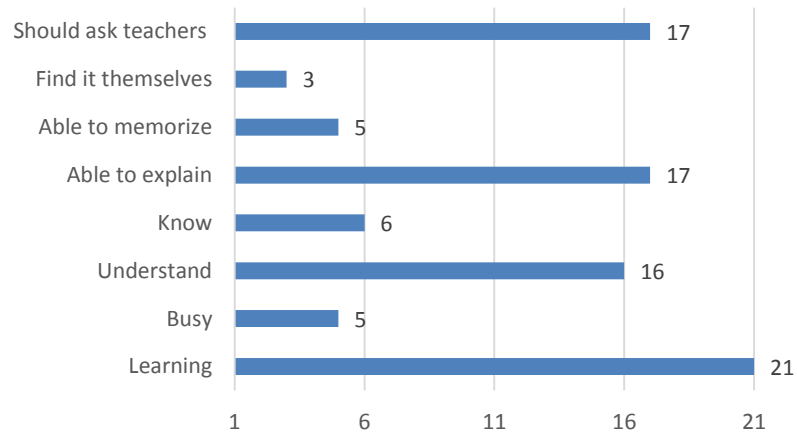
Teacher and staff surveys were conducted during a professional development day in the fall of 2018. As indicated below in the survey demographic, a majority of the RRCS staff and teachers were new to the school. There were 15 new teachers and 18 new staff to RRCS as noted under "Term @ RRCS." The survey was conducted to gather data on school climate and culture to determine improvement areas and strengths.



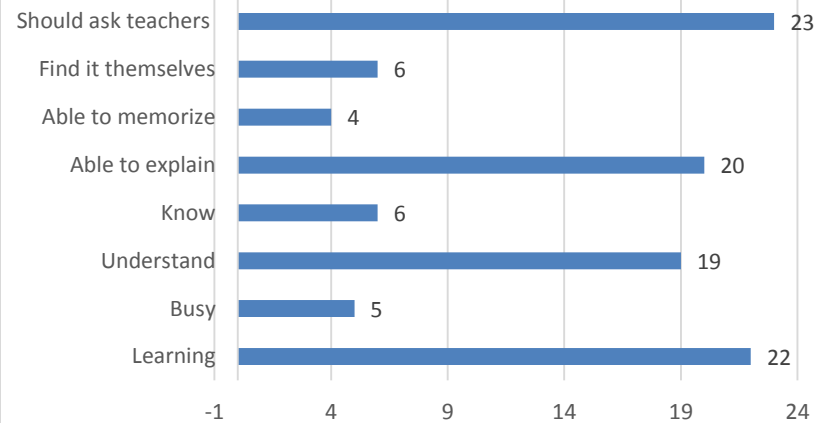
## SURVEY DEMOGRAPHICS



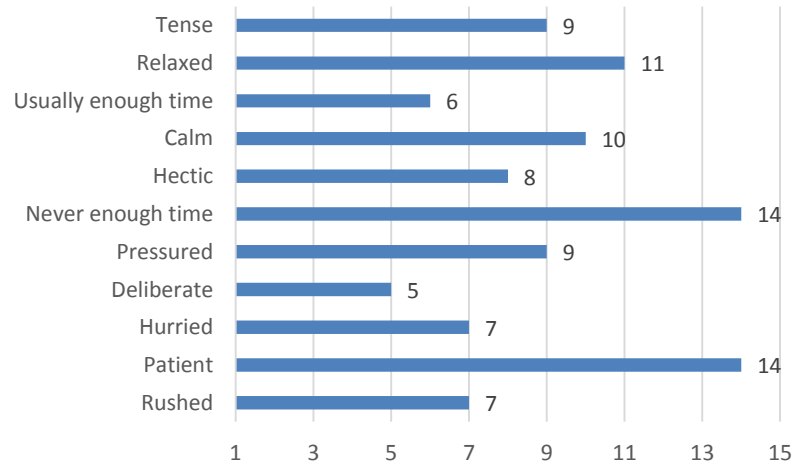
### Culture & Climate Teacher Survey My expectations for our students...



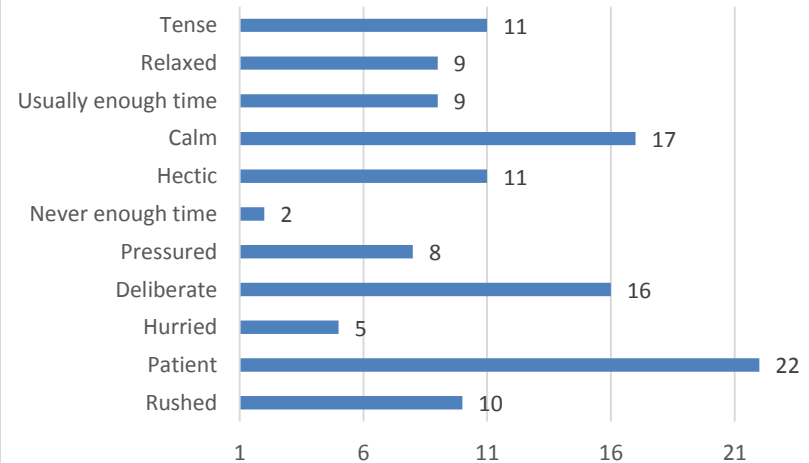
### Climate & Culture Staff Survey My expectations for our students...



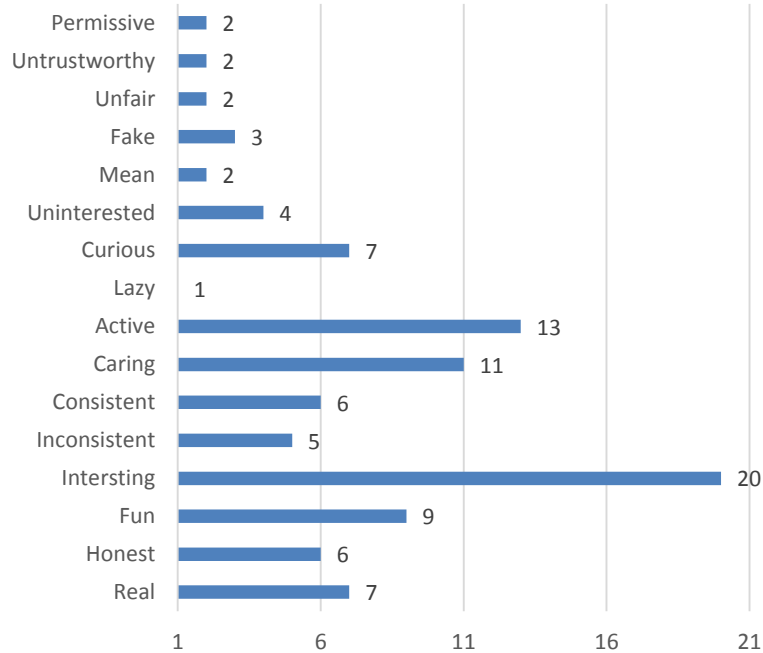
### How I feel when completing my tasks...



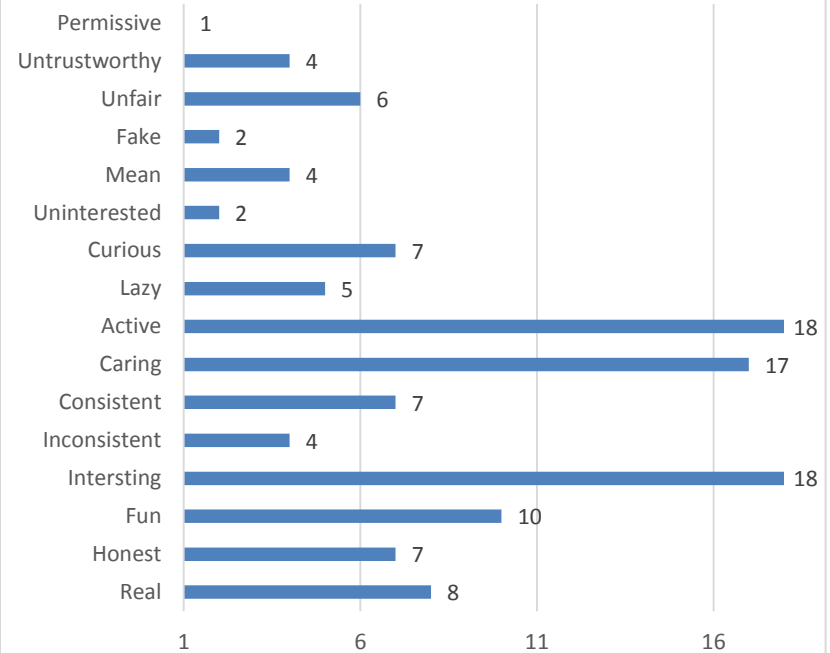
### How I feel when completing my tasks...



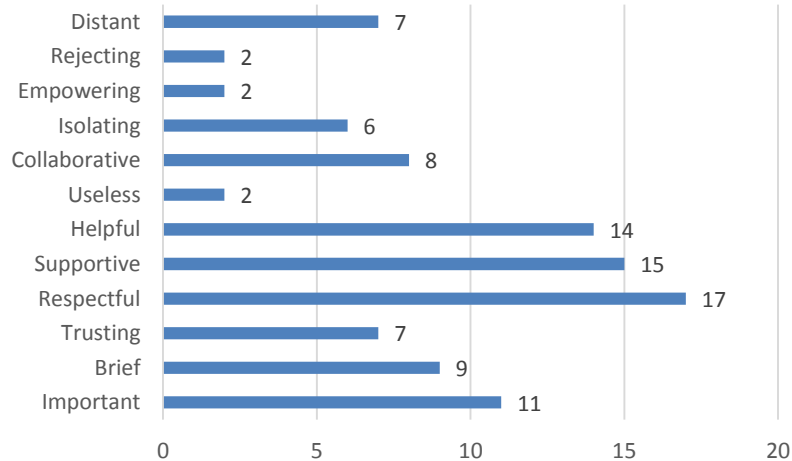
### What I think of my colleagues...



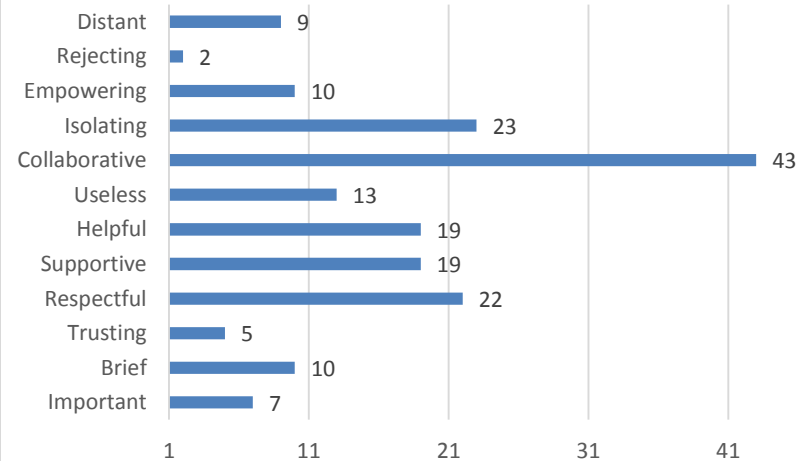
### What I think of my colleagues...

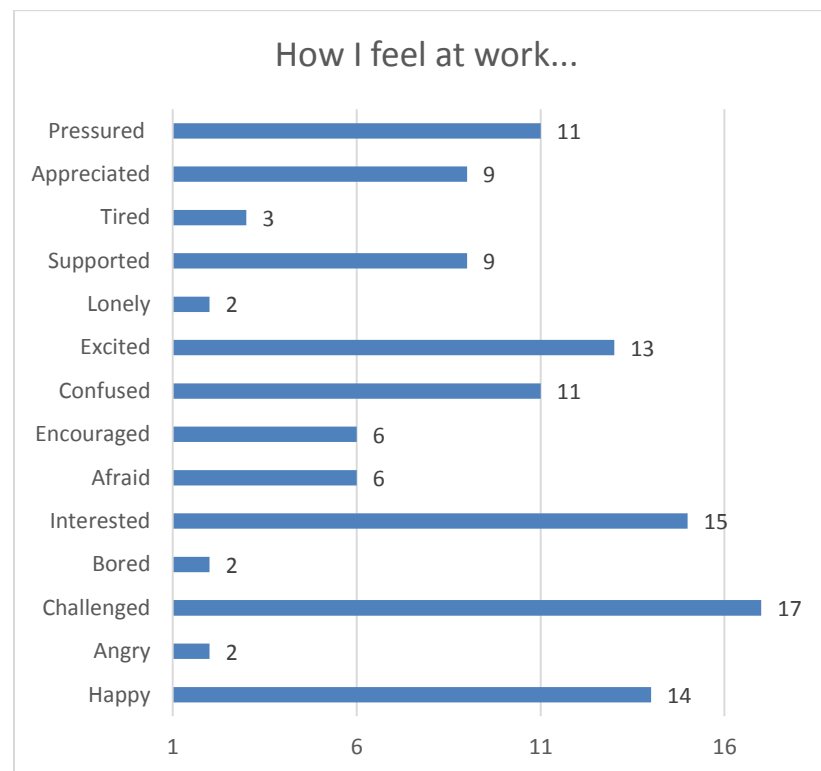
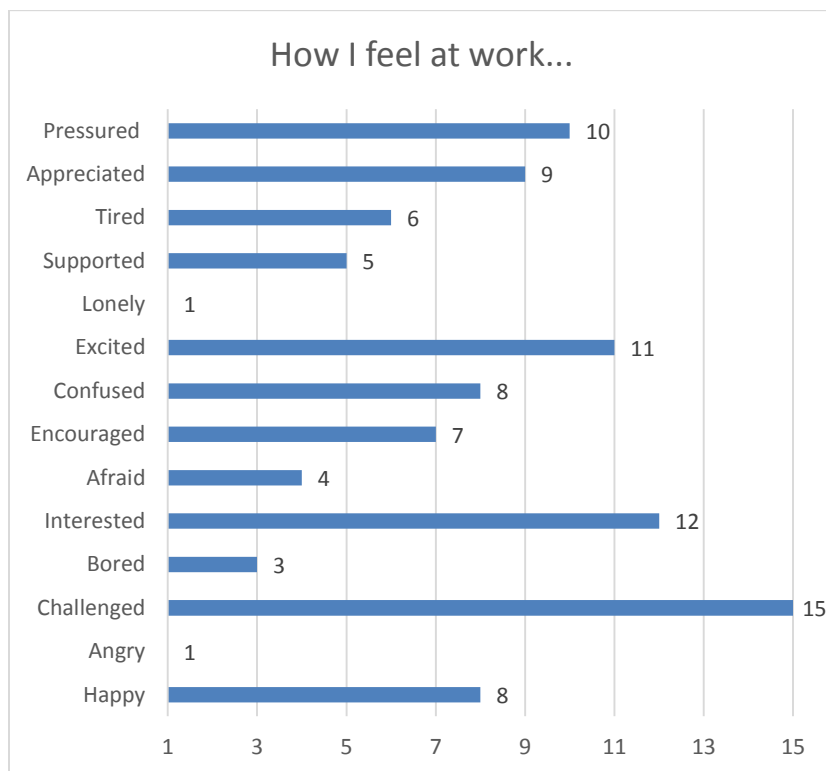


### Interactions I have with colleagues...



### Interactions I have with colleagues...



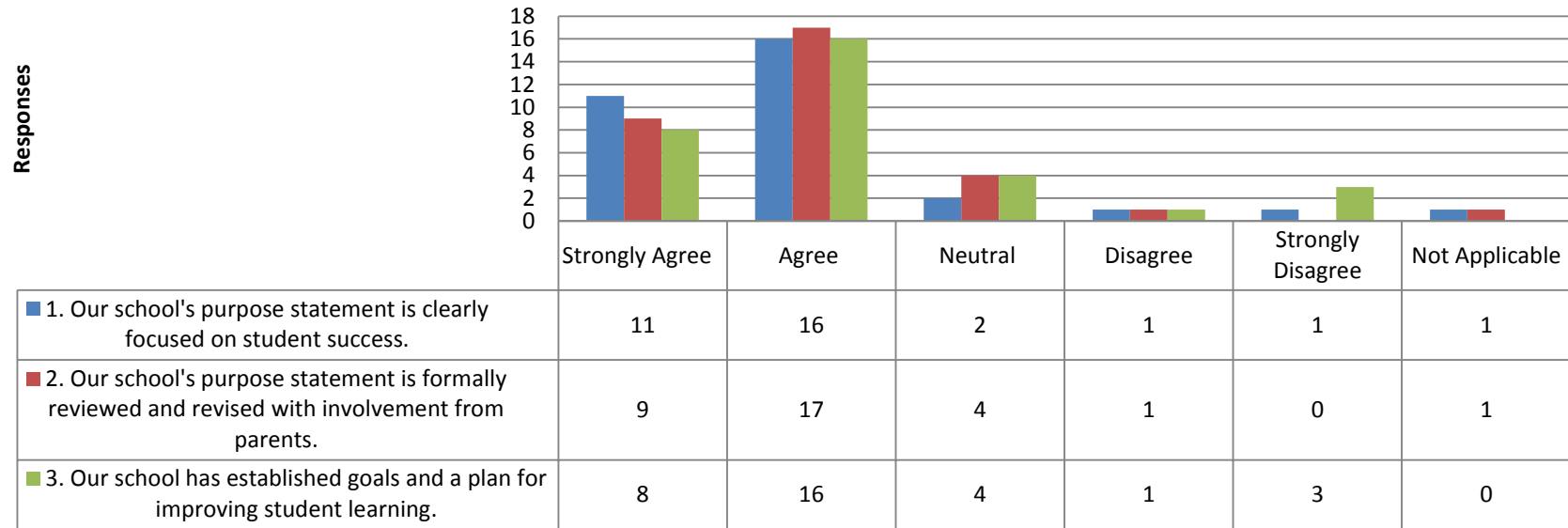


There were 20 responses on the Teacher Inventory consisting of 3 male and 17 female personnel; 16 serving teacher role with 4 in teaching assistant roles. Of the 20 participants, 12 have a Bachelor's degree and 8 have a Master's degree. Five personnel are in their first year at RRCS, 3 in their second year, 1 within their third year, and 11 have been at RRCS for more than 4 years. Based on the assessment, 55% of all K12 teachers and assistant base their decision on the strategic direction of the school, 50% of their actions are aligned with the strategic directions, 50% participate in formal professional collaboration with peers, 80% develop lessons based on high expectations for students, 80% provide active learning engagement opportunities for students, 50% design their lessons by first determining the expected outcomes, 65% use formative assessments to monitor students, and 75% have formal opportunities to develop positive relationships with peers and/or adults.

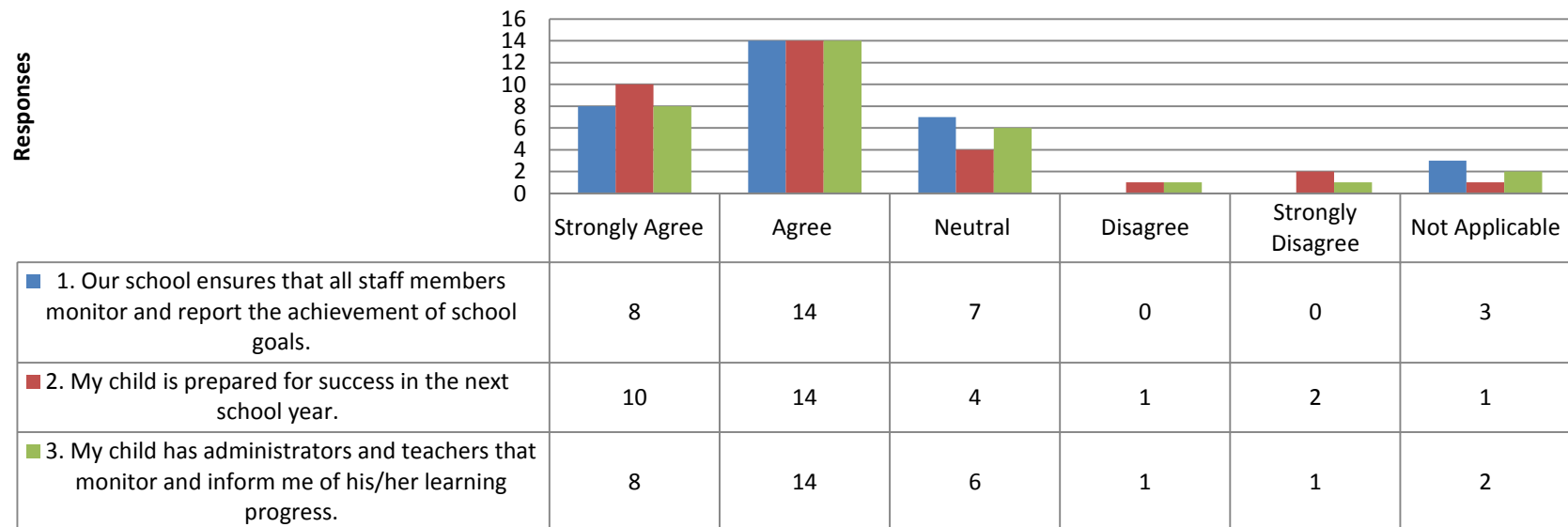
#### Climate & Culture Parent Survey

Parents agree our school's purpose statement is clearly stated and the statement is formally reviewed & revisited with involvement from parents. They also agree the school has established goals and plans for improving student learning; feel their child's learning is monitored by staff and administrators. Under guidance and leadership, parents feel confident that the school is moving in the right direction and performing effectively. Parents also feel their children are provided equitable and effective instructions by effective teachers.

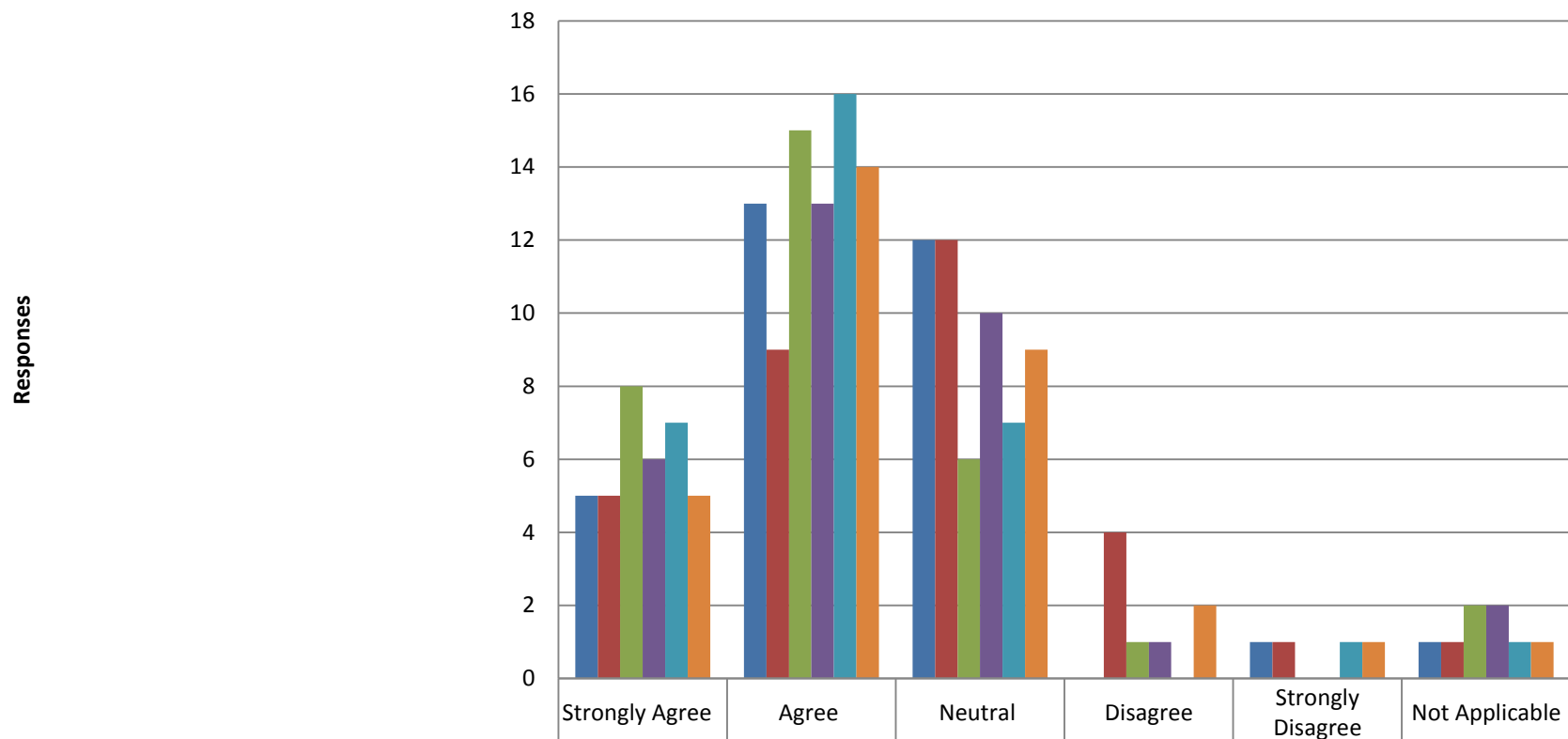
## Parent Survey - Purpose and Direction



## Parent Survey - Using Results for Continuous Improvement

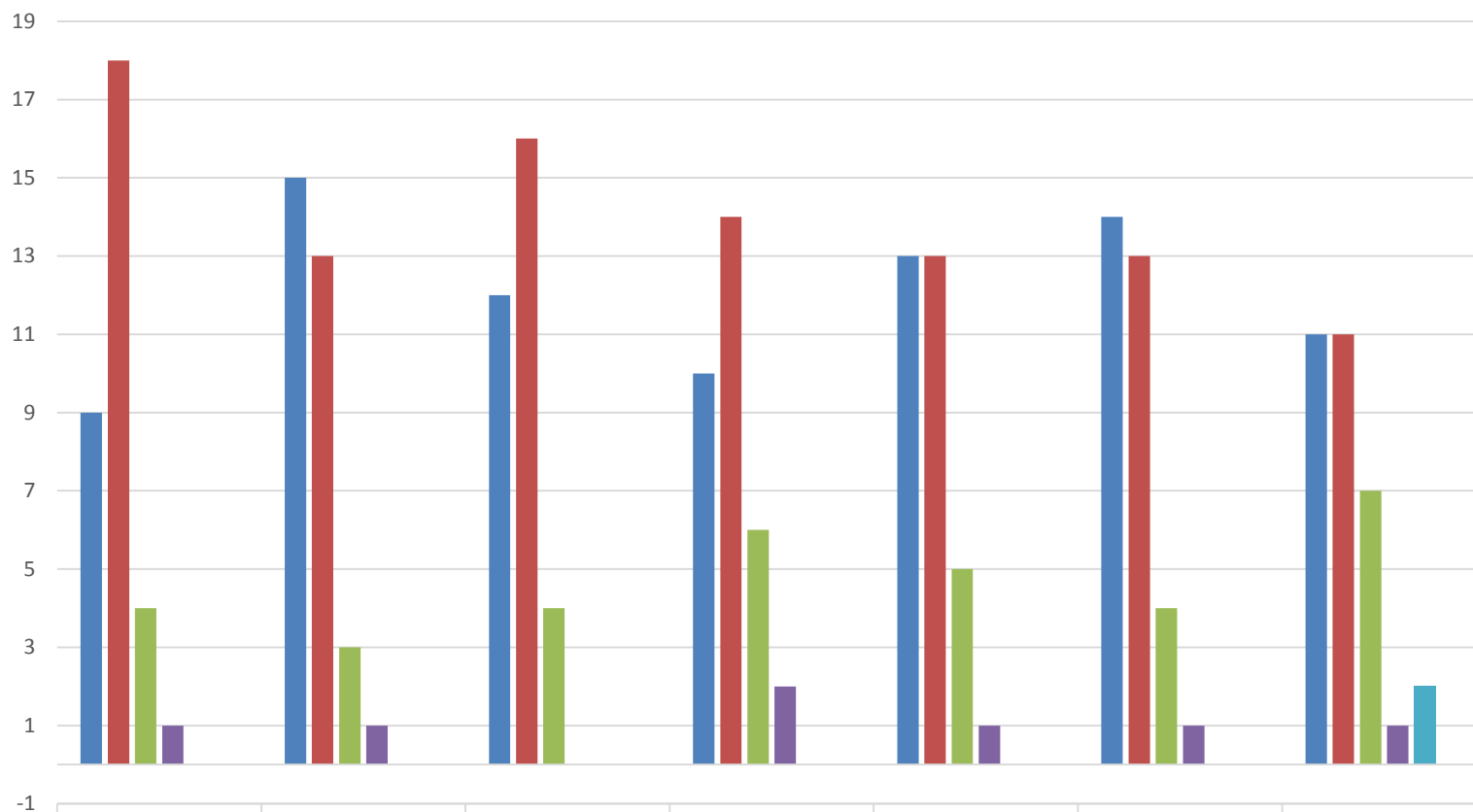


## Parent Survey - Governance and Leadership



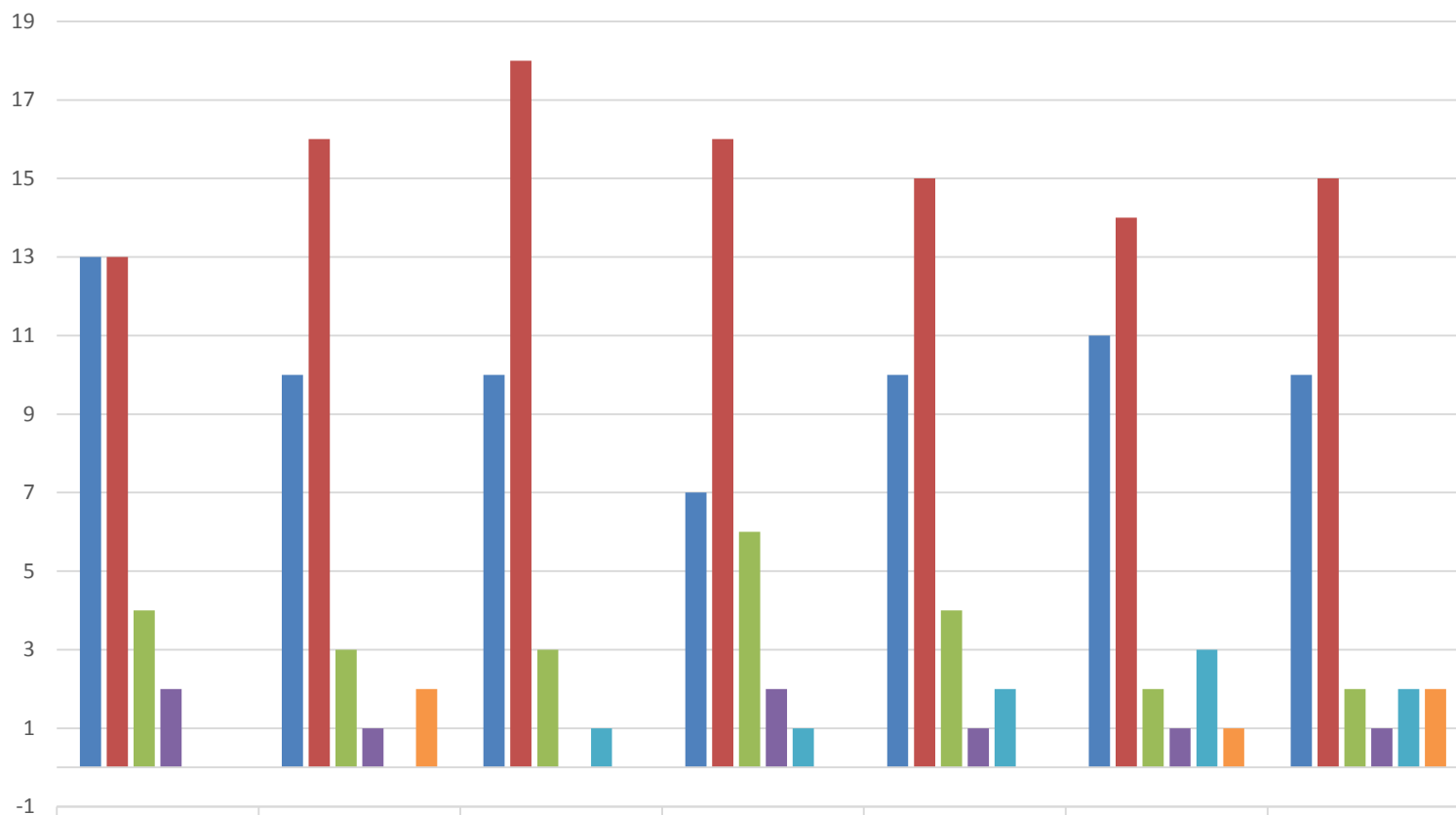
1. Our school's governing body operate responsibly and functions effectively.	5	13	12	0	1	1
2. Our school's governing body does not interfere with the operation or leadership of our school.	5	9	12	4	1	1
3. Our school has high expectations for students in all classes.	8	15	6	1	0	2
4. Our school shares responsibility for student learning with its stakeholders.	6	13	10	1	0	2
5. Our school communicates effectively about the school's goals and activities.	7	16	7	0	1	1
6. Our school provides opportunities for stakeholders to be involved in the school.	5	14	9	2	1	1

## Parent Survey - Teaching and Assessing for Learning



	1. All of my child's teachers provide an equitable curriculum that meets his/her learning needs.	2. All of my child's teachers give work that challenges my child.	3. All of my child's teachers use a variety of teaching strategies and learning activities.	4. All of my child's teachers meet his/her learning needs by individualizing instruction.	5. All of my child's teachers work as a team to help my child learn.	6. All of my child's teachers help me to understand my child's progress.	7. All of my child's teachers keep me informed regularly of how my child is being graded.
Strongly Agree	9	15	12	10	13	14	11
Agree	18	13	16	14	13	13	11
Neutral	4	3	4	6	5	4	7
Disagree	1	1	0	2	1	1	1
Strongly Disagree	0	0	0	0	0	0	2
Not Applicable	0	0	0	0	0	0	0

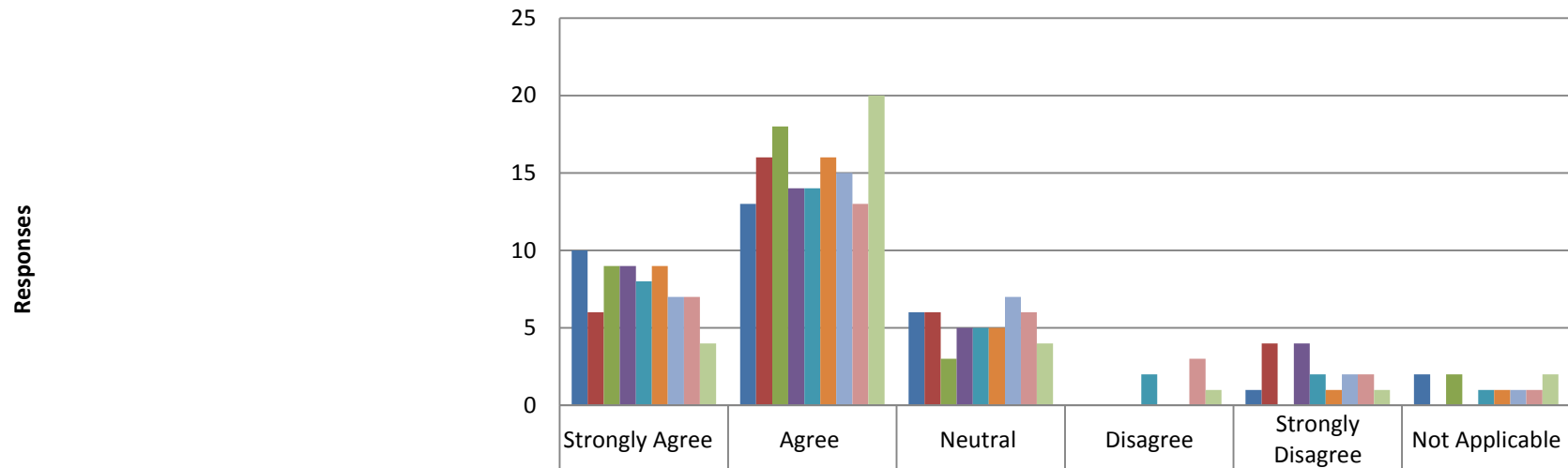
## Parent Survey - Teaching and Assessing for Learning



	8. All of my child's teachers report on my child's progress in easy to understand language.	9. My child sees a relationship between what is being taught and his/her everyday life.	10. My child knows the expectations for learning in all classes.	11. My child has at least one adult advocate in the school.	12. My child is given multiple assessments to measure his/her understanding of what was taught.	13. My child has up-to-date computers and other technology to learn.	14. My child has access to support services based on his/her identified needs.
Strongly Agree	13	10	10	7	10	11	10
Agree	13	16	18	16	15	14	15
Neutral	4	3	3	6	4	2	2
Disagree	2	1	0	2	1	1	1
Strongly Disagree	0	0	1	1	2	3	2
Not Applicable	0	2	0	0	0	1	2



## Parent Survey - Resources and Support Systems

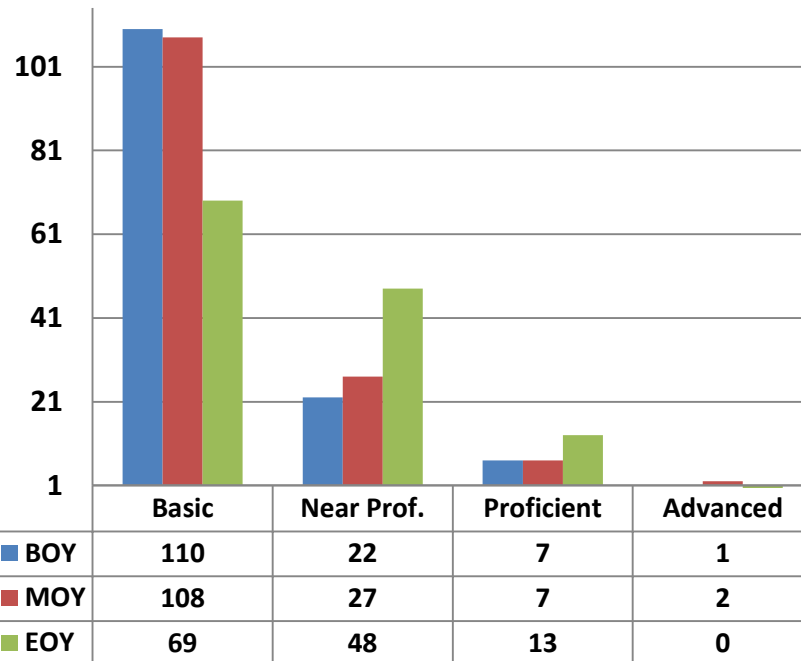


1. Our school provides qualified staff members to support student learning.	10	13	6	0	1	2
2. Our school provides an adequate supply of learning resources that are current and in good condition.	6	16	6	0	4	0
3. Our school provides a safe learning environment.	9	18	3	0	0	2
4. Our school provides students with access to a variety of information resources to support their learning.	9	14	5	0	4	0
5. Our school provides excellent support services (e.g., counseling, and or career planning).	8	14	5	2	2	1
6. Our school provides opportunities for students to participate in activities that interest them.	9	16	5	0	1	1
7. Our school ensures that the facilities support student learning.	7	15	7	0	2	1
8. Our school ensures the effective use of financial resources.	7	13	6	3	2	1
9. Our school ensures that instructional time is protected and interruptions are minimized.	4	20	4	1	1	2

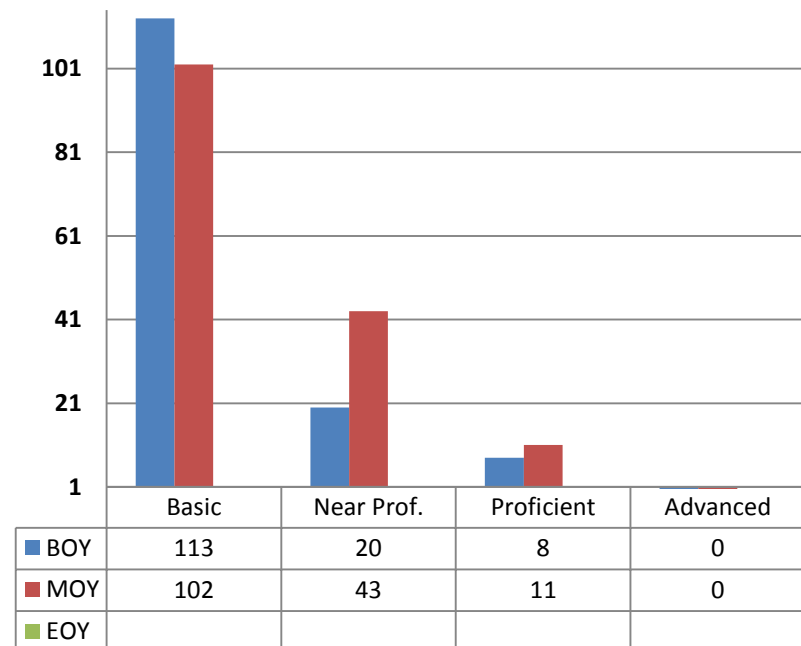
# K-12<sup>th</sup> Grade Academic Assessments

## ENGLISH/LANGUAGE ARTS ASSESSMENT

**NWEA ELA SY 2017-18**



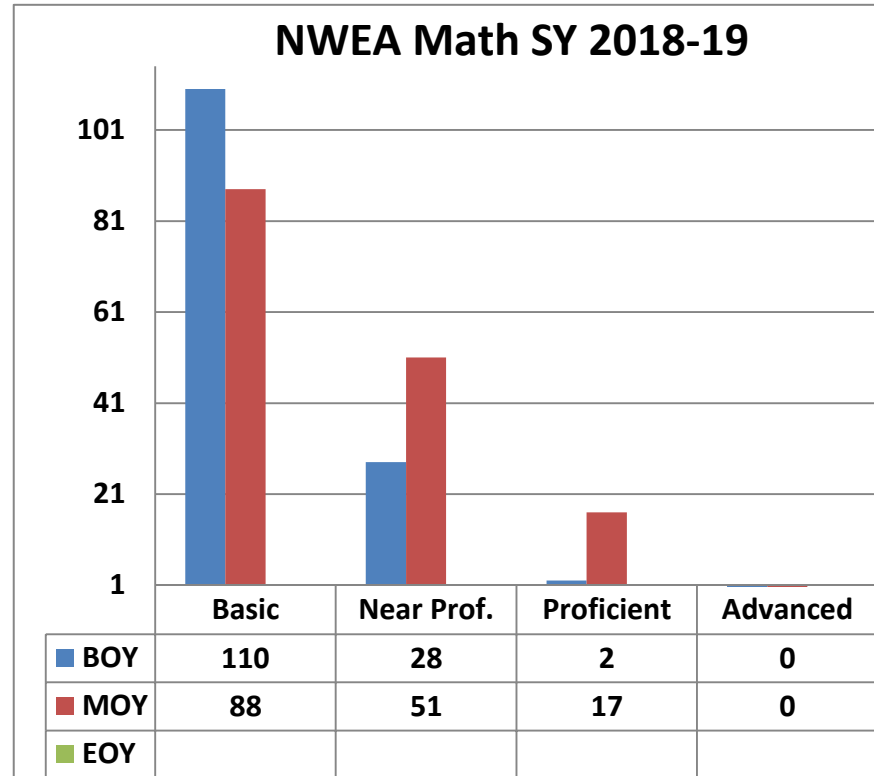
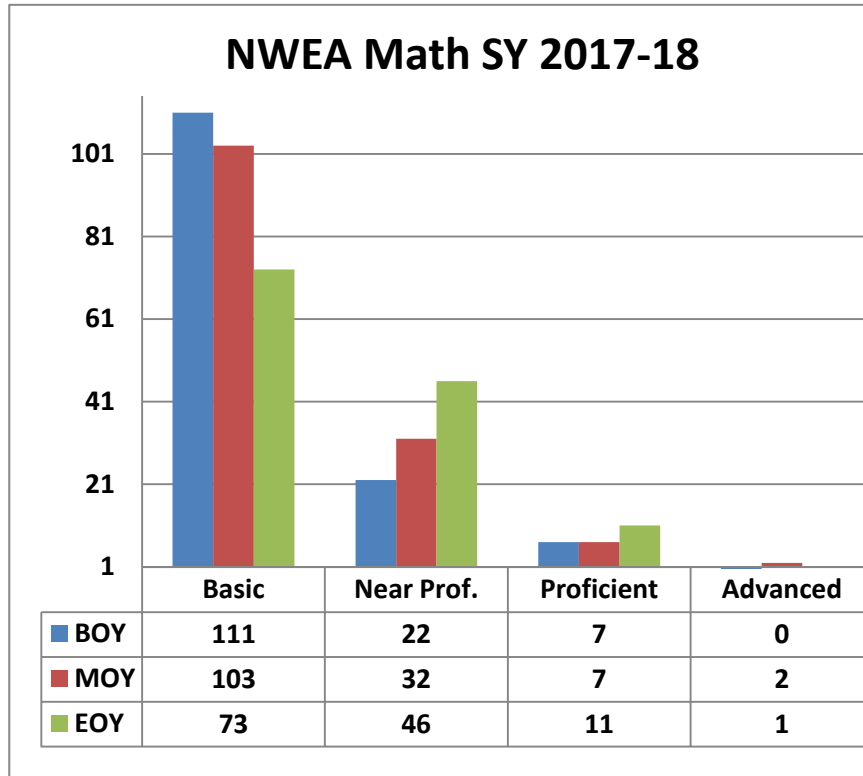
**NWEA ELA SY 2018-19**



Based on the overall total school-wide ELA and Math data, it appears more than 100 of our entire student population of 142 students fall into the Basic level in both assessments, 26 students in the Near Proficient range, 7 & 8 students in Proficient, and 2 students in Advanced. The two students in Advance range are both in Kindergarten.

Current MOY NWEA ELA assessments, the data indicates that all Kindergarten to 12<sup>th</sup> grade students at the near proficient fluctuates between RIT scores. The team has identified several factors that may contribute to the drastic fluctuation in student scores. One, textbook alignment needs to be more consistent across all grade levels into the high school, academic vocabulary, fluency, and phonics need to be addressed with more strategic approach. Interventions and regrouping methods need to also be consistent throughout all classes and teachers need to use data continuously as well as consistently to make data driven decisions.

# MATH ASSESSMENT



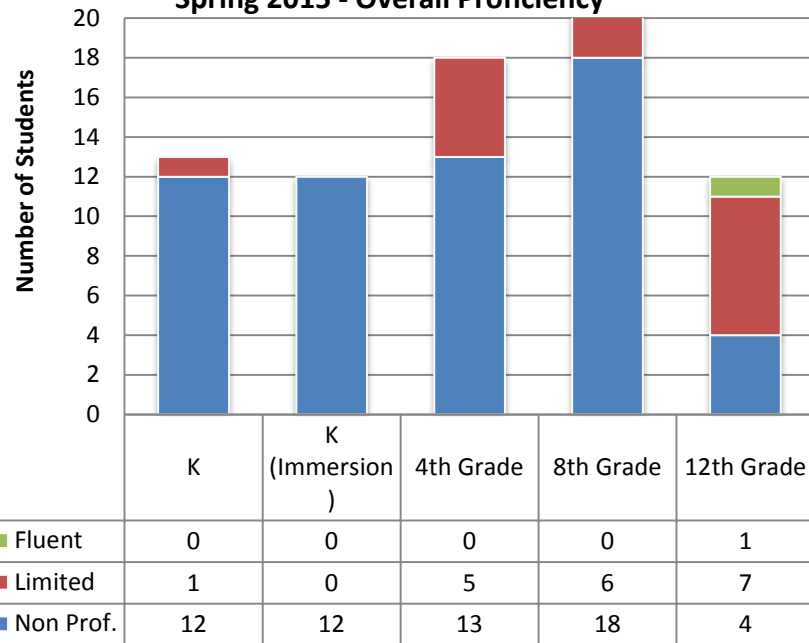
Based on the overall total school-wide ELA and Math data, it appears more than 100 of our entire student population of 142 students fall into the Basic level in both assessments, 26 students in the Near Proficient range, 7 & 8 students in Proficient, and 2 students in Advanced. The two students in AdvancEd range are both in Kindergarten.

Given the MOY Math NWEA data, the team came to the conclusion that the focus should be on students in the Near Proficient range and discussion on factors impacting the progression of Near Proficient students. With the accreditation drop last year, it negatively affected student enrollment along with other factors such as uncertified and perhaps ineffective teachers. In math the average has been in the Basic range indicating a majority of the students are still in the low average range and fall into the needs intervention category. The current student-teacher ratio, each and every intervention groupings should be moving student to the next level and making gains in RIT scores.

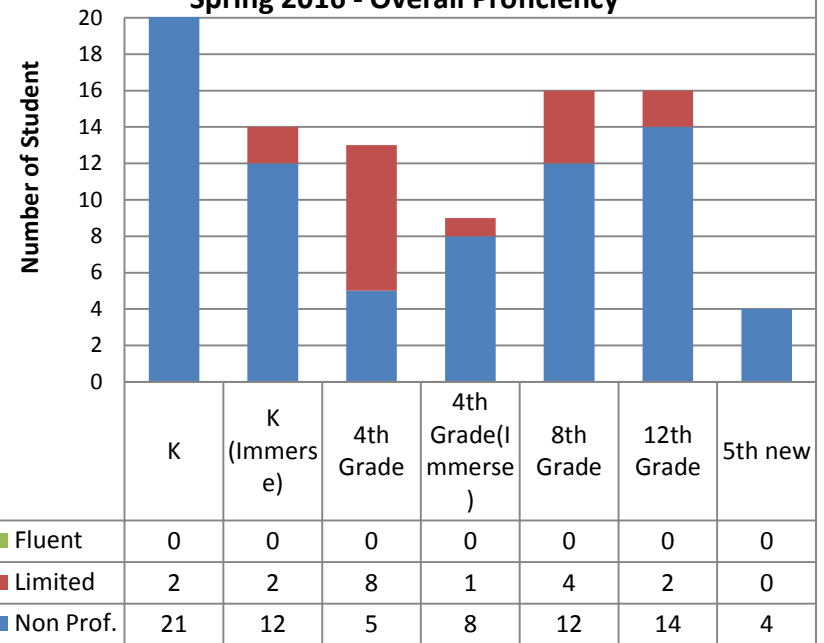
The entire Dine Language & Culture program needs to be revised – the language program model needs to be addressed, revisited, and revised. The instructional practices need to be strengthen, and the assessment & data collection for student progress monitoring need to be established based on the chosen program. The materials for the program also need to be provided and consistent across grade levels. Effective teachers are needed to assist with language restoration is needed.

# ORAL DINE LANGUAGE ASSESSMENT (ODLA)

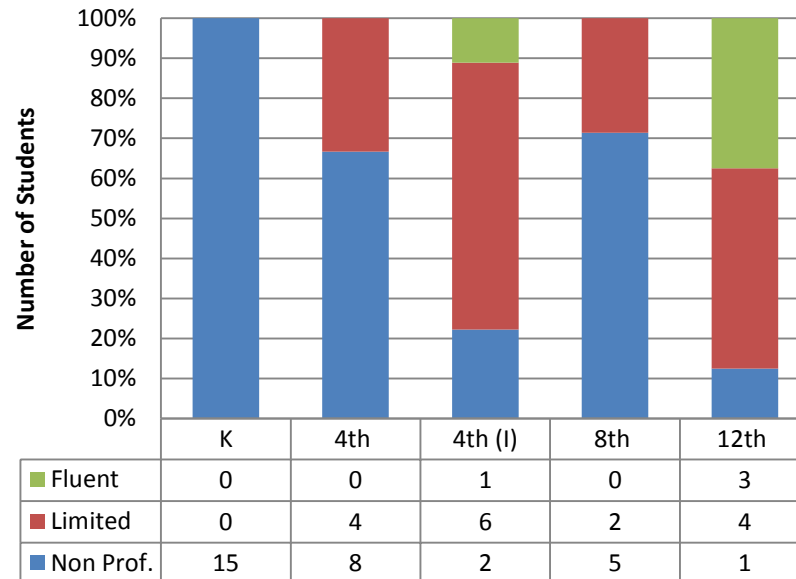
## Spring 2015 - Overall Proficiency

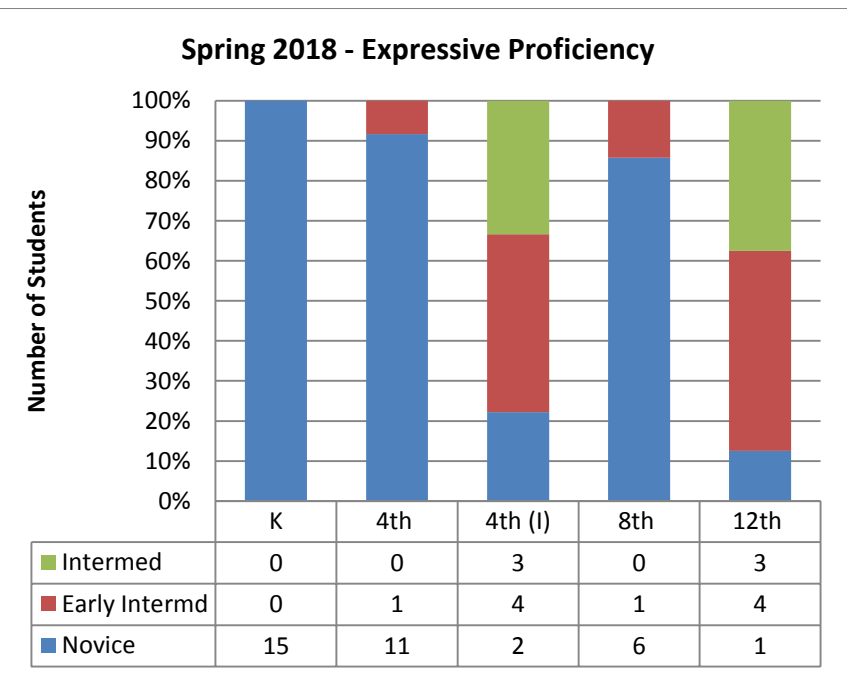
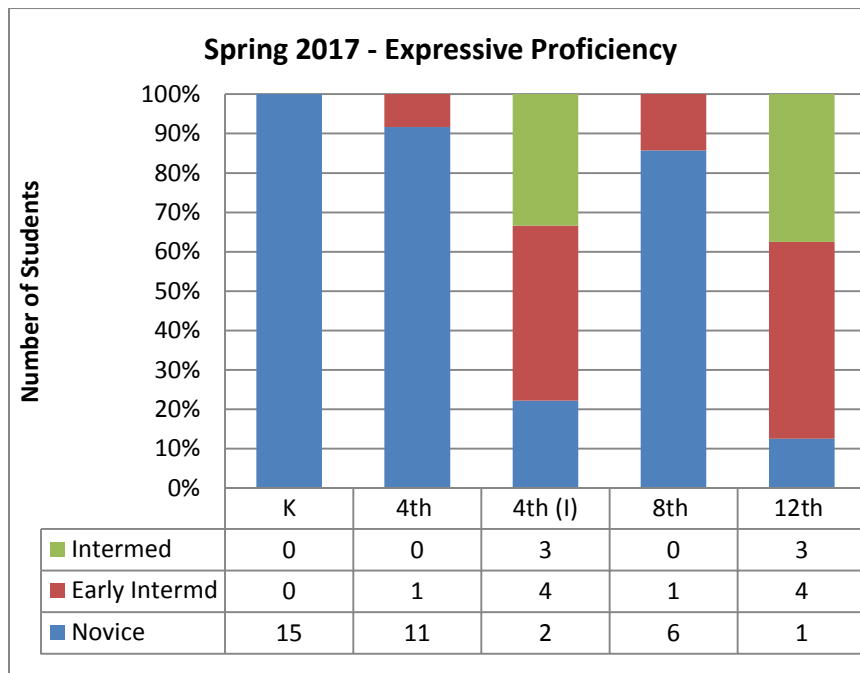
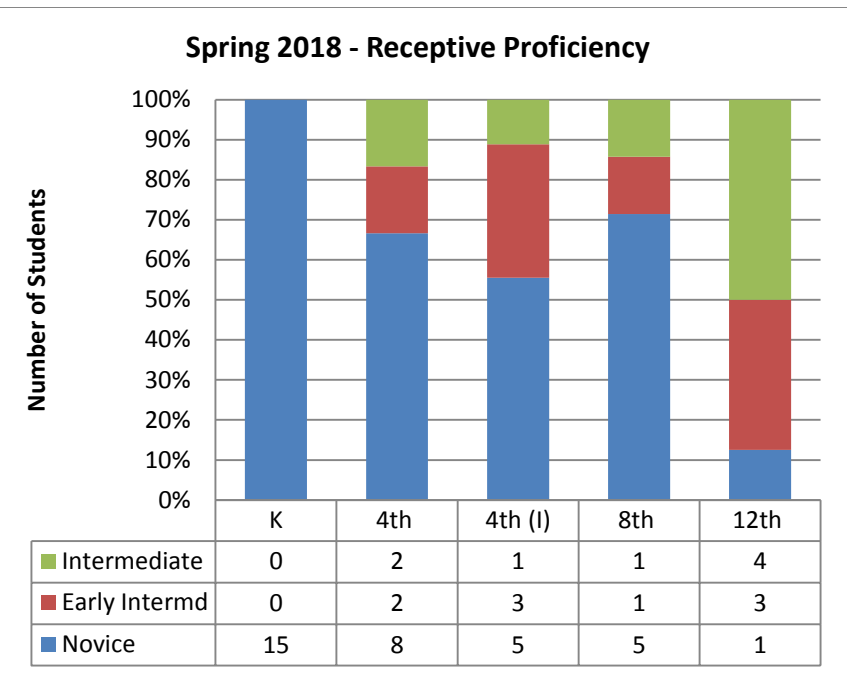
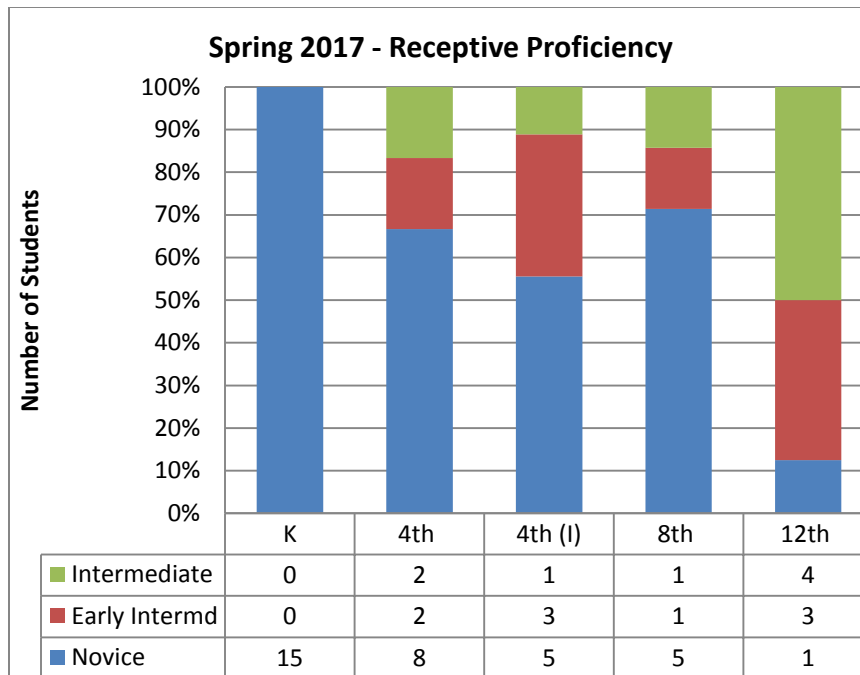


## Spring 2016 - Overall Proficiency



## Spring 2018 - Overall Proficiency





# SMART Goals & Action Plans

SMART GOAL #1			
Content Area: ELA & Math	( ) Active Goal	( ) Maintenance Goal	( X ) Revised Goal
<p>Goal Statement: All students will increase in ELA and Math proficiency.</p>			
<p>Statement of gap in student achievement (Need Statement): Based on the overall total school-wide ELA and Math data, it appears more than 100 of our entire student population of 142 students fall into the Basic level in both assessments, followed by more than 26 students in the Near Proficient range, with 7 &amp; 8 students in Proficient, and 2 students in Advanced. The two students in Advanced range are both in Kindergarten last year.</p>			
<p>Contributing Cause for the gap in student achievement: Based on current MOY NWEA ELA assessments, the data indicates that all Kindergarten to 12<sup>th</sup> grade students at the near proficient fluctuates between RIT scores. The team has identified several factors that may contribute to the drastic fluctuation in student scores. One, textbook alignment needs to be more consistent across all grade levels into the high school, academic vocabulary, fluency, and phonics need to be addressed with more strategic approach. Interventions and regrouping methods need to also be consistent throughout all classes and teachers need to use data continuously as well as consistently to make data driven decisions. Given the MOY Math NWEA data, the team came to the conclusion that the focus should be on students in the Near Proficient range as much of the discussion around that was in regards to determining the factors surrounding that particular group. As the school lost its accreditation it effected student enrollment along with other factors such as uncertified and perhaps ineffective teachers. In math the average has been in the Basic range indicating a majority of the students are still in the low average range and fall into the needs intervention category. Again, interventions need to be consistent and regrouping methods need to be applied as data-driven decision making in instructions.</p>			
<p>List the multiple sources of data used to identify the gap in student achievement: Spring 2018, Fall 2018, Winter 2019 Spring 2019, ELA and Math NWEA Assessment, PARCC Assessment</p>			
Section II: Plan to Accomplish Student Achievement Goals			
<p>Measurable Objective Statement to support Goal: Given the End Of the Year Spring 2020 ELA and Math assessment, we will increase from basic to proficient by 50% per grade level Kindergarten to 12<sup>th</sup> grade.</p>			
<p>For this objective, list the multiple measure of assessments to be used that will provide authentic assessment of pupils' achievement, skills, and competencies: NWEA (BOY, MOY, EOY); Native Star Indicators; Classroom Assessments; Observations; PARCC Assessment; Teacher lesson plans</p>			
<p>Strategy Statement: All staff will implement &amp; monitor academic programs through walkthroughs, observations, and evaluations of instructions. All Staff will communicate with stakeholders daily, weekly, &amp; monthly events and plan; engage all stakeholders in research-based education; provide opportunities of engagement and interactions for all stakeholders.</p>			
Task	Responsible Party	Timeline	Evaluation/Assessment

<p>1. Monitor all programs – Implementation of Curriculum, Instructions, Assessments through walkthroughs &amp; feedback. (K 3, K 4-6, JH 7-8, HS 9-12)</p> <p>2. Utilize &amp; Implement assessment data strategically through Intervention groupings, tracking &amp; monitoring students, and to make data-driven decisions.</p> <p>3. Provide daily effective practices/strategies throughout instructions.</p> <p>4. Develop &amp; provide opportunities for parents &amp; community stakeholders to participate, engage, &amp; collaborate on student learning, assessment, &amp; informational activities.</p>	<ul style="list-style-type: none"> <li>• Leadership Team</li> <li>• School Improvement Team</li> <li>• K12 Teachers &amp; Staff</li> <li>• Parent Liaison</li> <li>• Parent Advisory Committee</li> </ul>	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> Qtr.</li> <li>• 2<sup>nd</sup> Qtr.</li> <li>• 3<sup>rd</sup> Qtr.</li> <li>• 4<sup>th</sup> Qtr.</li> <li>• Daily</li> <li>• Weekly/Bi-weekly</li> <li>• Monthly</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation of alignment between Curriculum, Lesson Plans, and Student Data using the pacing guides &amp; student monitoring worksheets.</li> <li>• Walkthrough, Feedback, Observations, Evaluations, Performance Improvement Plan documents</li> <li>• Skill level assessment to determine readiness grade level standards.</li> <li>• Teachers will use student portfolios consisting of student monitoring worksheets to track performance and drive instructions, student work samples, and pre- and post- classroom assessments as provided by the reading program materials or teacher-made assessments to evaluate the student progress within the classroom per instructional concepts.</li> <li>• Mentoring Program</li> <li>• Unsatisfactory progress will involve parents, staff, and student to recommend utilizing tutoring programs. (Title I, 21<sup>st</sup> Century &amp; residential study hall)</li> <li>• Teacher should send out progress reports on a regular basis (Weekly &amp; Quarterly)</li> </ul>
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SMART GOAL #2			
Content Area: Dine Language	( ) Active Goal	( X ) Maintenance Goal	( ) Revised Goal
Goal Statement: All students will increase their Navajo Language proficiency.			
Statement of gap in student achievement (Need Statement): In comparing the Fall 2018 & Winter 2019 ODLA assessment data, at least 75-80% of our students fell within the Non-Proficient range with at least 5-10% in the Limited range, and only 4 students fluent in Spring 2018.			
Contributing Cause for the gap in student achievement: The entire Dine Language & Culture program needs to be revised – the language program model needs to be addressed, revisited, and revised. The instructional practices need to be strengthen, and the assessment & data collection for student progress monitoring need to be established based on the chosen program. The materials for the program also need to be provided and consistent across grade levels.			
List the multiple sources of data used to identify the gap in student achievement: Spring 2018, Fall 2018, Winter 2019 Spring 2019 ELA and Math NWEA Assessment, & PARCC Assessment			
Section II: Plan to Accomplish Student Achievement Goals			

<p>Measurable Objective Statement to support Goal:          Given the End Of the Year Spring 2020 Oral Dine Language Assessment, we will increase from Novice to Intermediate by 2 students per grade level Kindergarten to 12<sup>th</sup> grade.</p>			
<p>For this objective, list the multiple measure of assessments to be used that will provide authentic assessment of pupils' achievement, skills, and competencies:          Fall &amp; Spring ODLA assessment data, Teacher Lesson Plans, Classroom Assessments, Student performance/work sample</p>			
<p>Strategy Statement:          All staff will implement &amp; monitor Dine Language &amp; Culture program to Follow Through observations, and evaluations of instructions. All Staff will communicate with stakeholders daily, weekly, &amp; monthly events and plan; engage all stakeholders in research-based education; provide opportunities of engagement and interactions for all stakeholders. Teachers will implement the language program model with fidelity.</p>			
Task	Responsible Party	Timeline	Evaluation/Assessment
1. Monitor all programs – Implementation of Curriculum, Instructions, Assessments through walkthroughs & feedback. 2. Utilize & Implement assessment data strategically through Intervention groupings, tracking & monitoring students, and to make data-driven decisions. 3. Provide daily effective practices/strategies throughout instructions. 4. Develop & provide opportunities for parents & community stakeholders to participate, engage, & collaborate on student learning, assessment, & informational activities.	<ul style="list-style-type: none"> <li>• Leadership Team</li> <li>• School Improvement Team</li> <li>• K12 Teachers &amp; Staff</li> <li>• Parent Liaison</li> <li>• Parent Advisory Committee</li> </ul>	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> Qtr.</li> <li>• 2<sup>nd</sup> Qtr.</li> <li>• 3<sup>rd</sup> Qtr.</li> <li>• 4<sup>th</sup> Qtr.</li> <li>• Daily</li> <li>• Weekly/Bi-weekly</li> <li>• Monthly</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation of alignment between Curriculum, Lesson Plans, and Student Data using the pacing guides &amp; student monitoring worksheets.</li> <li>• Walkthrough, Feedback, Observations, Evaluations, Performance Improvement Plan documents</li> <li>• Teachers will use student portfolios consisting of student monitoring worksheets to track performance and drive instructions, student work samples, and other teacher-made classroom assessments to evaluate the student progress within the classroom per instructional concepts.</li> <li>• Mentoring Program</li> <li>• Parent/Community engagement opportunities &amp; events</li> <li>• Teacher should send out progress reports on a regular basis (Weekly &amp; Quarterly)</li> </ul>

SMART GOAL #3			
Content Area: Parent/Community Engagement	( ) New/Active Goal	( X ) Maintenance Goal	( ) Revised Goal
<p>Goal Statement:          All parents and community stakeholders will increase their attendance, participation, and communication with all school officials and teachers regarding their child's education and learning outcomes.</p>			
<p>Statement of gap in student achievement (Need Statement):          There is a breakdown in parental engagement and participation. Several activities and events were held but few parents and community members participate and several forms of communications made to parents by letters/memos home, phone calls, NASIS messenger, and media announcements.</p>			



Contributing Cause for the gap in student achievement:

Many of the parents of residential students reside all over the Navajo Nation and as far as Utah, New Mexico, and off the reservation. They have limited access to participation due to distance and work locations. The accreditation drop also created a negative image in terms of the rapport with parents and community.

List the multiple sources of data used to identify the gap in student achievement:

Lack of parental involvement, School sponsored event sign-in sheets, Surveys, School Quality Factors

## Section II: Plan to Accomplish Student Achievement Goals

Measurable Objective Statement to support Goal:

By the end of the Academic Year (June) 2018, the school will increase parent, family, community engagement by 50% throughout the entire K12 district.

For this objective, list the multiple measure of assessments to be used that will provide authentic assessment of pupils' achievement, skills, and competencies:

Parent/Community Evaluation of events/activities through surveys, Sign-in sheets for all events

Strategy Statement

The school will establish a two-way communication with parents, families, and the community to increase parental engagement and collaboration on student learning, progress, instructions, assessments, and other school issues.

Task	Responsible Party	Timeline	Evaluation/Assessment
<ol style="list-style-type: none"> <li>1. Establish a Welcoming atmosphere and a quality customer service.</li> <li>2. Provide learning opportunities (trainings, workshops, conferences) to empower and educate parents on their role in the school system and their child's progress academically, intellectually, socially, and emotionally.</li> <li>3. Establish a positive rapport and effective teamwork relationship with the Parent Advisor Committee (PAC) to develop parent engagement activities throughout the school year.</li> <li>4. Increase parent participation at the PAC meetings.</li> <li>5. Communicate with Agencies/Chapters to which RRCS student reside</li> <li>6. Quarterly workshops for Parents</li> </ol>	<ul style="list-style-type: none"> <li>• Governing Board</li> <li>• Leadership Team</li> <li>• School Improvement Team</li> <li>• K12 Teachers &amp; Staff</li> <li>• Parent Liaison</li> <li>• Parent Advisory Committee</li> <li>• Parents/Community</li> </ul>	<ul style="list-style-type: none"> <li>• Daily</li> <li>• Weekly/Bi-weekly</li> <li>• Monthly</li> </ul>	<ul style="list-style-type: none"> <li>• PAC Handbook/Policy</li> <li>• Parent Surveys &amp; Feedback</li> <li>• Event posters &amp; sign-in sheets</li> <li>• Agenda/Notes</li> <li>• Incentives (Parent/Student attendance, assessments)</li> <li>• RRCS Bulletin board</li> <li>• More advertisements/billboards/marquee, etc.</li> </ul>

SMART GOAL #4			
Content Area: School Health/Safety	( X ) New/Active Goal	( ) Maintenance Goal	( ) Revised Goal
<p>Goal Statement: The school will improve the safety of all students, staff and visitors by providing a safe and healthy environment.</p>			
<p>Statement of gap in student achievement (Need Statement): Improvements on existing safety infrastructure such as cameras, intercom, telephones, safety barriers, fire alarms, end campus containment.</p>			
<p>Contributing Cause for the gap in student achievement: A comprehensive needs assessment has not been done for 4 to 5 years on school/health environment. Updates on safety procedures, emergency plans were not maintained.</p>			
<p>List the multiple sources of data used to identify the gap in student achievement: BIE Safety Inspection Evaluation, Surveys, School Quality Factors</p>			
Section II: Plan to Accomplish Student Achievement Goals			
<p>Measurable Objective Statement to support Goal: By the end of the Academic Year 2020, the School Safety Program will increase and fulfill deficiencies by 60% throughout the entire K12 district.</p>			
<p>For this objective, list the multiple measure of assessments to be used that will provide authentic assessment of pupils' achievement, skills, and competencies: Parent/Community Evaluation of events/activities through surveys, Sign-in sheets for all events</p>			
<p>Strategy Statement The school will establish a two-way communication with parents, families, and the community to increase parental engagement and collaboration on student learning, progress, instructions, assessments, and other school issues.</p>			
Task	Responsible Party	Timeline	Evaluation/Assessment
1. Complete the Emergency Response Plan for the entire district. 2. Orientate staff/personnel & FACE-K12 students. 3. Develop a school-wide school year practice drill & monitoring system. 4. Preventative maintenance will be scheduled. 5. Complete student medical assessment/update 6. In-service trainings 7. Safety Awareness Trainings (1-30 Appendix) 8. Random Drug Testing 9. Annual Screenings for students	<ul style="list-style-type: none"> <li>Governing Board</li> <li>Leadership Team</li> <li>School Improvement Team</li> <li>K12 Teachers &amp; Staff</li> <li>Parent Liaison</li> <li>Parent Advisory Committee</li> <li>Parents/Community</li> <li>Local and Outside Resources</li> <li>School Health Tech</li> <li>School Safety Officer/Lead Security</li> </ul>	<ul style="list-style-type: none"> <li>Daily</li> <li>Weekly/Bi-weekly</li> <li>Monthly</li> <li>Annually</li> </ul>	<ul style="list-style-type: none"> <li>Student/Staff Handbook/Policy</li> <li>COOP Plan</li> <li>Emergency Evacuation Plan</li> <li>Fire Emergency Plan</li> <li>Emergency Response Team</li> <li>Proper certifications/qualifications for staff</li> <li>Teen Clinic</li> <li>Dental – Smiles Movement</li> <li>Hearing and Vision Screening</li> <li>Behavior Interventions Protocols</li> <li>CST Committee</li> </ul>

10. Behavioral/Interventions Plan	<ul style="list-style-type: none"> <li>Behavioral Counselor</li> </ul>		
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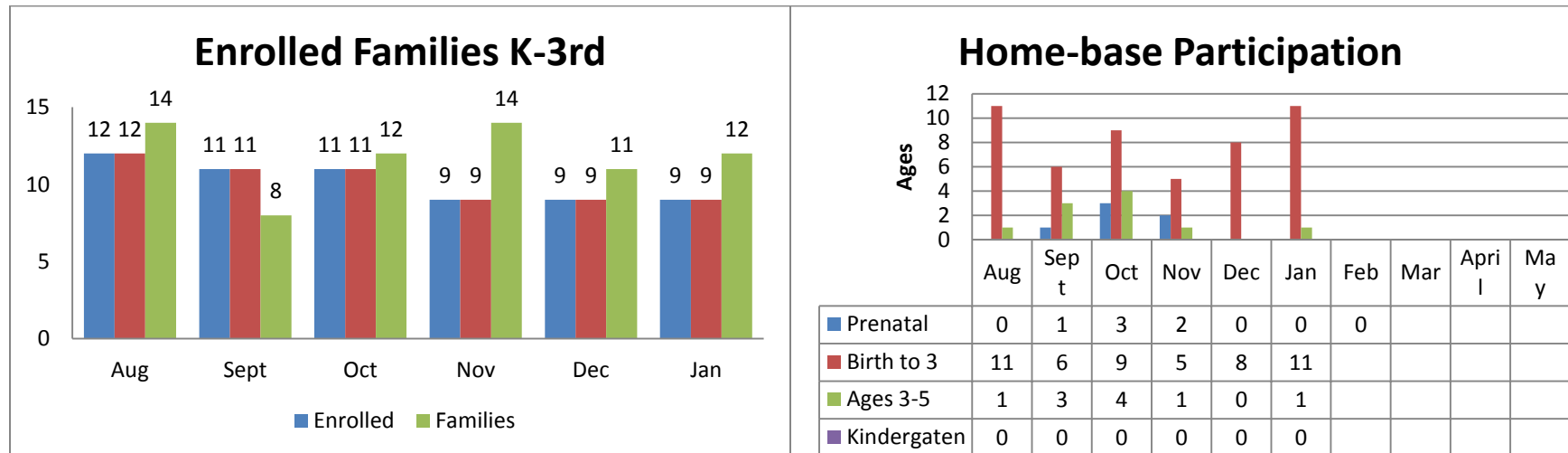
SMART GOAL #5			
Content Area: FACE	( X ) New/Active Goal	( ) Maintenance Goal	( ) Revised Goal
Goal Statement: The school will improve Literacy and Math readiness skills for Kindergarten.			
Statement of gap in student achievement (Need Statement): Based on the CPAA scale, students in FACE scored in 28.2% in Literacy (phonics/writing) and 34% in Math (Numeracy)			
Contributing Cause for the gap in student achievement: Curriculum implementation may not have been implemented with fidelity and not enough time in the day for instruction.			
List the multiple sources of data used to identify the gap in student achievement: CPAA, EWOT, all classroom assessments			
Section II: Plan to Accomplish Student Achievement Goals			
Measurable Objective Statement to support Goal: Given the End Of the Year Spring 2020 CPAA assessment, 80% of the FACE students will meet <i>Above Expectation</i> in literacy and math. Given the End Of the Year Spring 2020 Kindergarten Readiness Assessment, 90% of the FACE students transitioning to Kindergarten will meet the Kindergarten Readiness Assessment.			
For this objective, list the multiple measure of assessments to be used that will provide authentic assessment of pupils' achievement, skills, and competencies: Parent/Community Evaluation of events/activities through surveys, Sign-in sheets for all events			
Strategy Statement The school will establish a two-way communication with parents, families, and the community to increase parental engagement and collaboration on student learning, progress, instructions, assessments, and other school issues.			
Task	Responsible Party	Timeline	Evaluation/Assessment
1. Implement all curriculum (CIRCLES & RRCS K3rd Curriculum) 2. Implement Transition Plans for all FACE models to Kindergarten. 3. Develop a RRCS FACE to Kindergarten curriculum, instruction, & assessment 4. Implement & correlate the FACE & RRCS assessments specifically for the Dine Language Learners & Culture goals	<ul style="list-style-type: none"> <li>Governing Board</li> <li>Leadership Team</li> <li>School Improvement Team</li> <li>FACE Program</li> <li>Parent Liaison</li> <li>Parent Advisory Committee</li> <li>Parents/Community</li> <li>Local and Outside Resources</li> </ul>	<ul style="list-style-type: none"> <li>Daily</li> <li>Weekly/Bi-weekly</li> <li>Monthly</li> <li>Annually</li> </ul>	<ul style="list-style-type: none"> <li>Readiness/Transition Profile</li> <li>Teachers will use student portfolios consisting of student monitoring worksheets to track performance and drive instructions, student work samples, and pre- and post- classroom assessments as provided by the reading program materials or teacher-made assessments to evaluate the student progress within the classroom per instructional concepts.</li> </ul>

# School-wide Programs

## Family and Child Education Program (FACE)

The FACE program is available to prenatal to 5 year old children and their parent(s). There are three programs within the FACE model: Home-base, Center-base, & Adult Education. Each program has its own guidelines and requirements students and families have to meet. At RRCS, we have all three programs and offer all the components of FACE.

The goals of the FACE program are: to support parents/primary caregivers in their role as their child's first and most influential teacher; to increase family literacy; to strengthen family-school-community connections; to promote the early identification and services to children with special needs; to increase parent participation in their child's learning; to support and celebrate the unique cultural and linguistic diversity of each American Indian community served by the program; and to promote lifelong learning. Program services integrate language and culture in two settings: home and school.

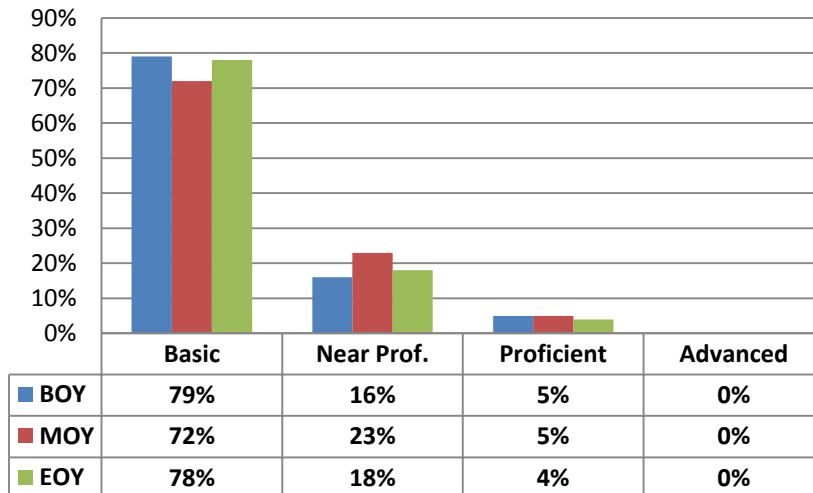


## K12 Academic Program

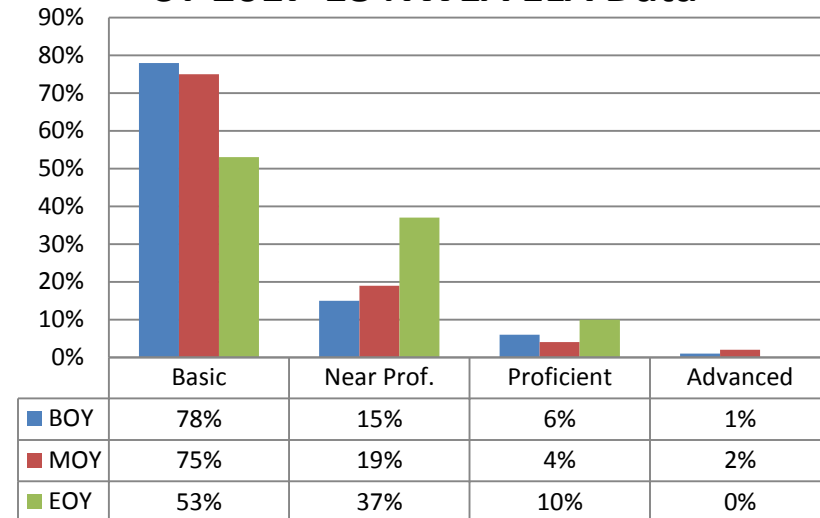
A K-12 unit school, Rough Rock Community School is comprised of three campus locations; namely, the K-6 elementary school campus, junior high school campus and the high school campus. In August 2011, the new K-8 elementary school building and the residential halls were dedicated and opened. The K-6 elementary school campus is large and houses the facility maintenance department building located close to the school. The security department building is located between the K-8 campus and the facility maintenance buildings. The facility maintenance building serves as offices to the transportation, warehouse, and bus barn. Overall, all offices and classrooms are equipped with technology equipment such as promethean boards, projectors, and furniture. The high school campus consists of the main academic building, comprised of classrooms, computer labs, a cafeteria; and a multipurpose room that serves as a meeting place. The high school campus also contains a new library and computer lab building, a football field, and a gymnasium that is utilized for large events such as sports. Further above the high school

is the old building that was formerly the junior high school campus but now serves as the administrative offices for the Superintendent, Human Resources, and Business.

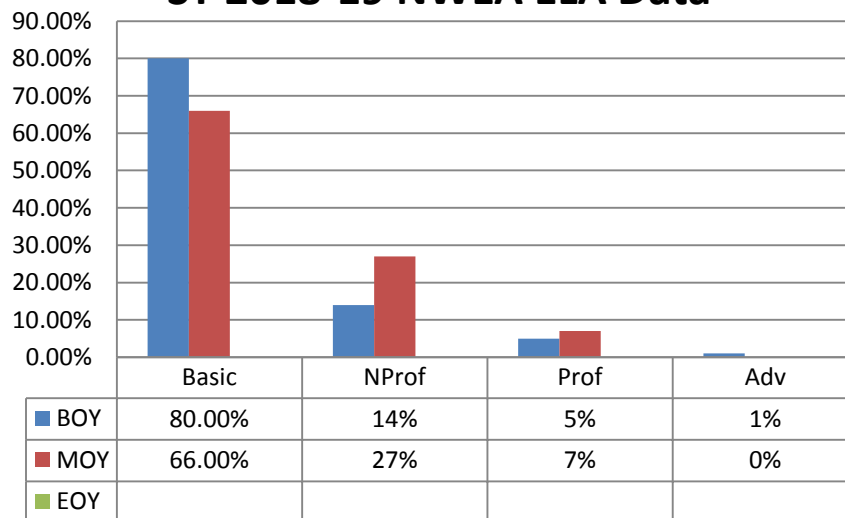
**SY 2016-17 NWEA ELA Data**



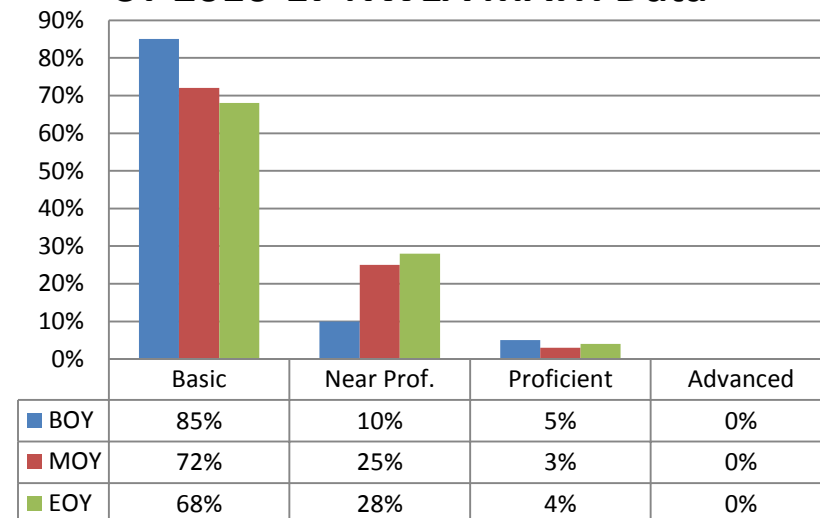
**SY 2017-18 NWEA ELA Data**



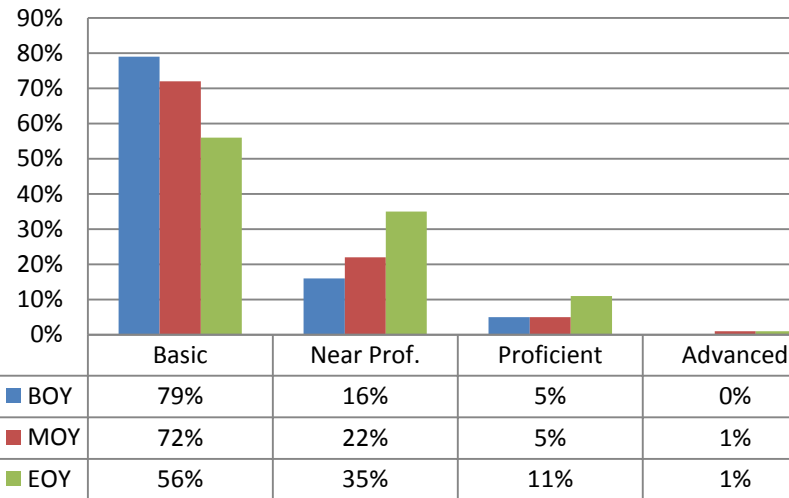
**SY 2018-19 NWEA ELA Data**



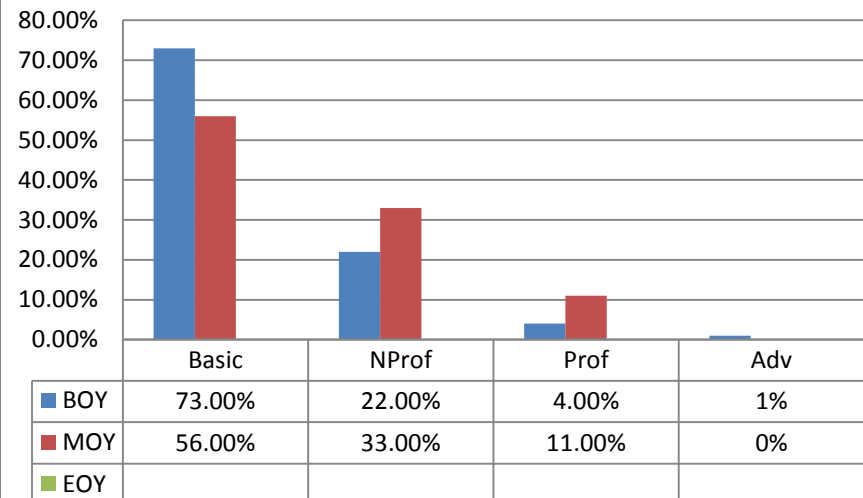
**SY 2016-17 NWEA MATH Data**



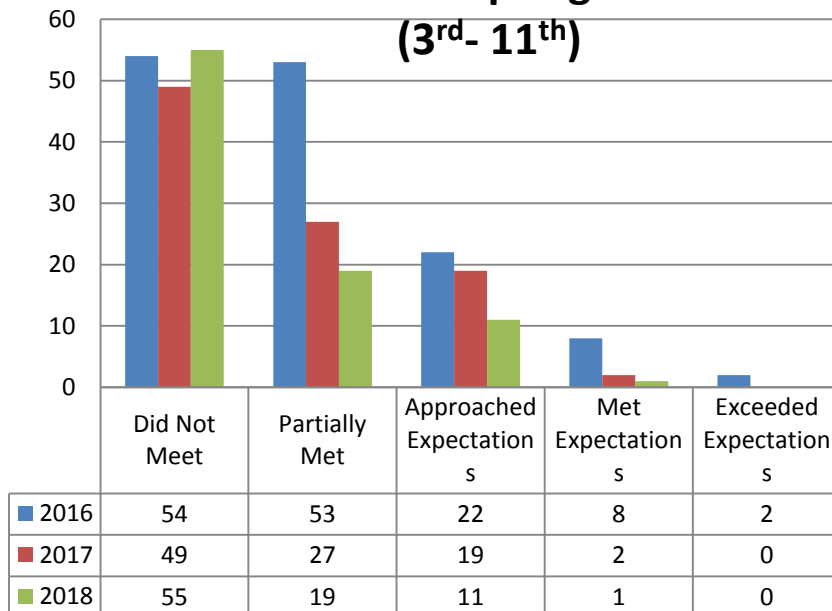
### SY 2017-18 NWEA MATH Data



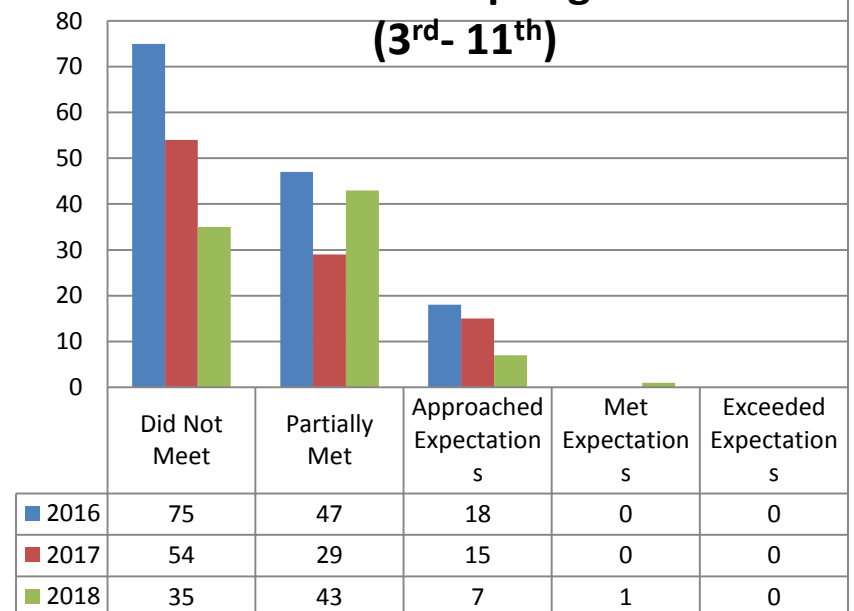
### SY 2018-19 NWEA MATH Data



### PARCC ELA - Spring 2016-18 (3<sup>rd</sup>- 11<sup>th</sup>)



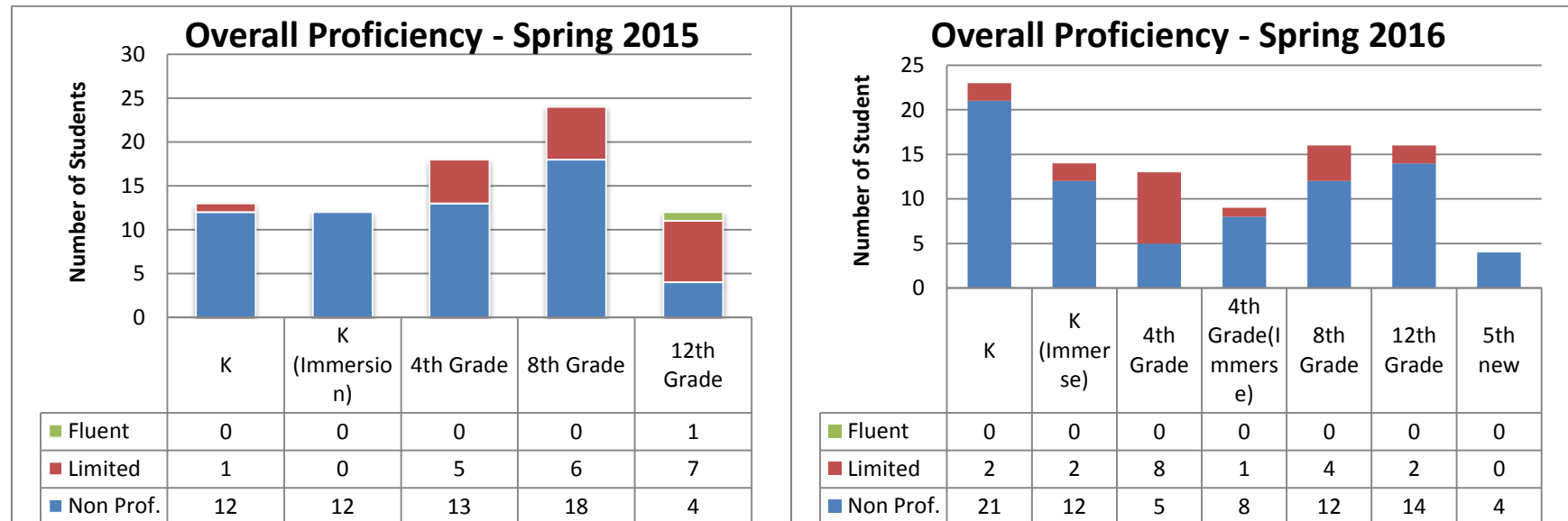
### PARCC MATH - Spring 2016-18 (3<sup>rd</sup>- 11<sup>th</sup>)

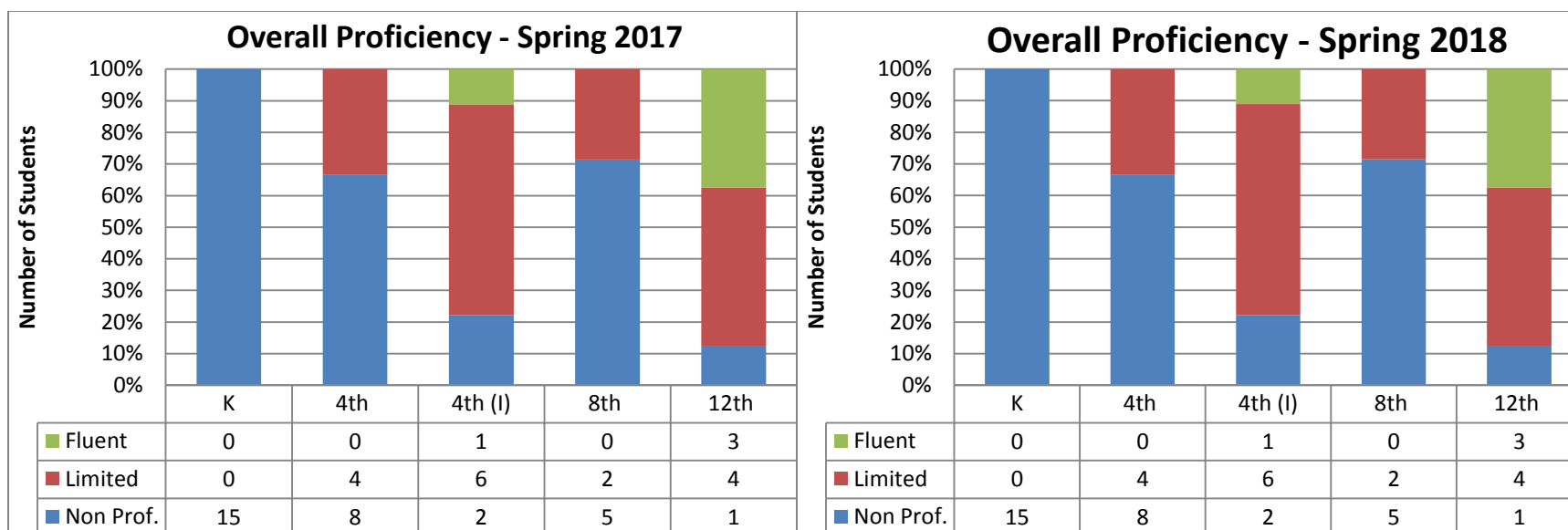


### Dine Culture & Language Program

Rough Rock is known as a community that has kept to its Navajo traditional ways and has kept the Navajo language intact. Although the majority of community members are fluent in the Navajo language, fluency in the Navajo language is decreasing. Many community members are becoming limited Navajo speakers and are becoming more fluent in the English language according to the RRCS' Diné Language assessments. The community of Rough Rock has made several strong expressions to support and continue programs to revitalize the Navajo language and culture. Accordingly, RRCS has developed and implemented a Navajo Language Immersion program which is currently open for grades kindergarten to fourth grade. The RRCS also developed a Diné Studies Curriculum which was implemented from Kindergarten to the 12<sup>th</sup> grade. The Oral Diné Language Assessment (ODLA) is used twice a year to determine proficiency and measure growth in the K-4 Immersion program, as well as in 8<sup>th</sup> and 12<sup>th</sup> grades.

The RRCS is unique in its efforts to produce Navajo-speaking students using the Diné Language and Culture Curriculum developed by teachers and staff at RRCS. The mission and philosophy of RRCS speaks for itself and the focus on the implementation and revitalization of the Navajo Language and Culture throughout all aspects of the operation of RRCS. The Diné fundamental beliefs, of who we are as Navajo people, are those very standards by which RRCS operates and, through those standards, RRCS strives to produce students of those qualities.





### Transition Plans (FACE-K12 & Post-Secondary)

#### Purpose

Every year, elementary school students take the big leap to middle school. Students look forward to this transition as a stepping-stone toward adulthood, a move to increasing independence, and an opportunity to redefine themselves in new surroundings. At the same time, many are apprehensive about this step into the unknown, to new and more complicated social situations, increased academic pressure and more teachers to deal with, and a seemingly vast array of opportunities to succeed or fail. These worries are very real. Most elementary school students are leaving a school structure in which they have only one or two teachers each year, where they are the oldest students in the school, and where they may know many teachers and students well. By contrast, middle school may appear huge and complex, full of unknown hazards and new responsibilities. Students preparing to enter middle school voice such concerns as having too much homework, not being able to keep grades up, getting lost in the school, being around older kids who might bully them, being tardy to class, having to make new friends, and not knowing the rules.

#### Goals:

1. Develop a transition plan for students who are projected to change schools next school year
2. RRCS elementary school will follow similar procedures so parents receive timely communication and access to resources.
3. Ensure a smooth transition for the students and their parents during transition activities and events.

#### Transition Planning Committee:

The elementary school transition team consists of the following members:

- Principal
- Academic Coach

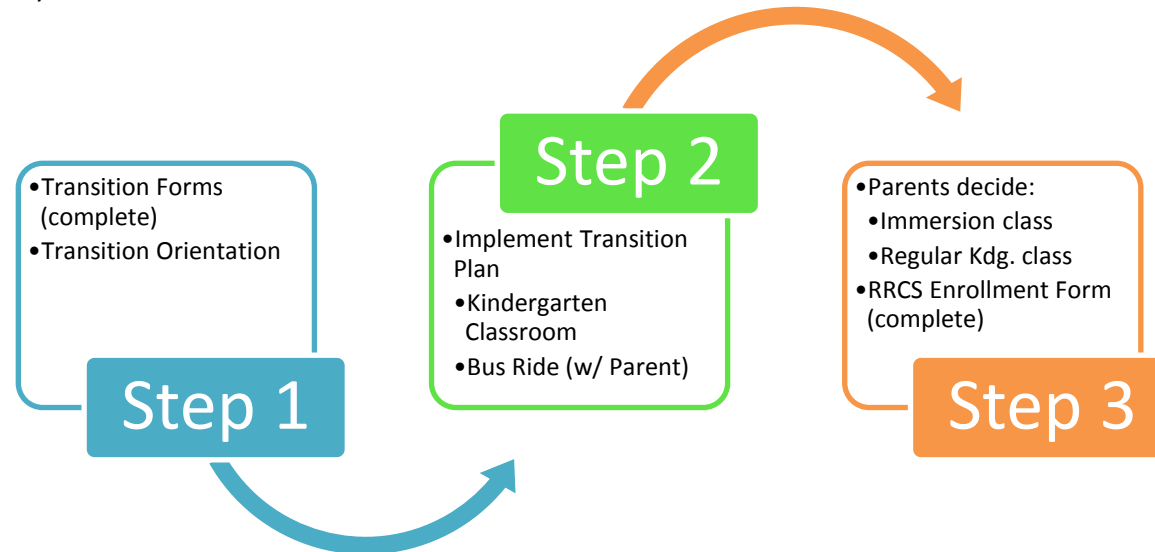


- Curriculum, Instruction, and Assessment Specialist
- Dine Immersion Lead Teacher
- One (1) Departmental Lead certified teacher (**FACE-2 grade and 3-5 grade level**)
- Special Education Teacher

**FACE to Kindergarten Transition** – The FACE Team and Kindergarten teacher(s) along with administrators meet to discuss develop a transition plan. The transition plan serves as a guide for school personnel and parents of transitioning FACE students.

- Goals:
  - Support children to prepare for kindergarten SY 2019-2020.
  - Help families learn more about what they can do at home to help prepare children for kindergarten.
  - Encourage and support PACT –Time for child and parent.
- Step One:
  - Fill Transition Form/ Plan and set goals for child and parents
  - Meet Kindergarten Teacher/Visit Classroom
  - Set Time line: dates & time to transition
  - English or Immersion
  - Discuss plans for services for children with special needs
- Step Two:
  - Review Assessments
  - Review Kindergarten Readiness checklist
  - Review Kindergarten classroom rules
  - Parent time by kindergarten teacher
  - Kindergarten Teacher visits the early childhood classroom;
  - Kindergarten teacher observes PACT Time in early childhood
- Step Three:
  - Updates and follow up on Transition Plan and adjustments
  - Record progress for child
  - Preschool Teachers talks and read about kindergarten
- Step Four:
  - Make home visits (optional)
  - Practice kindergarten rules
  - Practice kindergarten routines
  - Child and Parent ride the bus
  - Observe PACT Time k-3<sup>rd</sup>
  - Play with child on play ground
- Step Five:
  - Parent will begin to fill
  - Rough Rock Community School application /Orientation

- K-3<sup>rd</sup> grade FACE enrollment
- Practice daily routines of getting ready for school (bedtime, morning schedule)
- Final plans and reflection of transition plan
- Step Six:
  - Parent discuss child's strength and challenges with kindergarten teacher
  - Parent, kindergarten and Teacher day
  - First day of school



**Eighth grade to Ninth grade Transition** – The eighth to ninth grade transition is a year-long process. In August 2016 the school counselor and the High school counselor attended a workshop on the New BRIDGE Legislation. The BRIDGE legislation involves the 6-12 grade transitions from grade to grade. It is now required for each eighth grade student, along with the counselor to compose a high school plan for ninth to twelfth grade. The high school plan is an outline of courses that students must take in order to graduate in four years. All eighth grade students compose their High school Plan using RRCS

#### Transition Calendar

<i>January</i>	<ul style="list-style-type: none"> <li>• The middle school counselor meets with all students to set up student transition folder</li> <li>• Eighth grade teachers meet with High school counselor and Registrar to fill out class recommendations sheets</li> <li>• The Transition team comprised of eighth grade and ninth grade department heads meet to discuss strategies to help incoming ninth graders be productive in ninth grade.</li> </ul>
<i>February</i>	<ul style="list-style-type: none"> <li>• The middle school counselor meets with all 8th grade students to make high school plans using school's transition folder</li> <li>• Eighth grade parent night at the high school. Department heads and the ninth grade</li> </ul>

	<ul style="list-style-type: none"> <li>Principal meet with eighth grade parents to discuss the upcoming ninth grade year for students. Parents are able to learn about the different programs and classes that are offered at the high school. Parents also have the opportunity to sit down with their children to map out elective choices for high school.</li> </ul>
<i>March</i>	<ul style="list-style-type: none"> <li>Middle school counselor meets with any individual student who has not completed their high school plan.</li> <li>Selected High school students at RRHS come to talk to students about different social temptations that may appear once in high school. They discussed with the students the importance of staying involved and making the right choices.</li> </ul>
<i>April</i>	<ul style="list-style-type: none"> <li>Ninth grade shadowing: Several outstanding students from eighth grade team are selected to spend a day over at the High school shadowing a ninth grade student.</li> </ul>
<i>May</i>	<ul style="list-style-type: none"> <li>All eighth graders take a trip over to the high school to take a tour of the campus and learn about all the great things they can do once they get to the high school.</li> </ul>

**Twelfth grade to Post-Secondary Transition** – The high school plan is an outline of courses that students must take in order to graduate in four years. All seniors by mid-year will have completed their post-secondary plans with the school counselor. The counselor works individually with each student on the goals, implementation, and monitoring of the transition plans. Students are provided various opportunities and experiences as part of their transition to the real world.

#### Transition Calendar

<i>January</i>	<ul style="list-style-type: none"> <li>The school counselor meets with all students to set up student transition folder.</li> <li>School counselor and Registrar fill out class recommendations sheets.</li> <li>The Transition team meet to discuss strategies for each student.</li> </ul>
<i>February</i>	<ul style="list-style-type: none"> <li>Senior parent night at the high school. Department heads and the Principal meet with parents to discuss the transition process and plans. Parents have the opportunity to sit down with their children to map out elective choices for high school.</li> <li>Those students who will be going to college will have begun their paperwork process for college admission, FAFSA applications, and so forth.</li> </ul>
<i>March</i>	<ul style="list-style-type: none"> <li>School counselor meets with any individual student who has not completed their plan.</li> <li>Provide explorations and experiences to students based on their post-secondary plans.</li> </ul>
<i>April</i>	<ul style="list-style-type: none"> <li>Continue providing explorations and experiences to students. Students will take one day trips to local colleges and explore career opportunities.</li> </ul>
<i>May</i>	<ul style="list-style-type: none"> <li>Graduation!</li> </ul>

#### Gifted & Talented Program

The Gifted & Talented program's primary vision is be able to provide a challenging, creative, and cognitive enhancing program in reading, writing, math, science, social studies, fine arts, and leadership. Students are encouraged to test their abilities and curiosities through trial and errors, observation, communication and research. The program consists of a referral/nomination process which is submitted to the Gifted & Talented teacher, who then schedules a meeting with a team that will analyze and determine placement. The parents are part of the

team and are required to submit any additional data requested by the teacher. The student may qualify for academic services which are determined by a psycho-educational evaluation. Upon placement, the team develops an Individualized Education Plan which is immediately implemented and reviewed annually. The plan similar to a special education plan entails services and accommodations which all teachers comply with.

The Program's mission is to provide gifted students support and resources they need to experience successes in their endeavors from early childhood and towards adulthood. To realize its mission and vision, Rough Rock Community School is committed to providing the quality education and opportunities afforded to gifted students with potentials implemented and provided by a most competent and highly qualified educational team with sincerity and professionalism.

Gifted & Talented Description of instruction technique:

- Implementation of Differentiation Education Plans
- Gifted and Talented Individualized Education Plans
- Full implementation of inclusion model
- Emphasis the use of Navajo language and culture (Navajo language and culture plays a significant part in the identification of a Rough Rock Community School gifted students).
- Specific instructional strategies tailored to the needs of the gifted learner, open ended questioning, projects, activities that focus on higher order thinking skills.
- Use of real world connections, simulations, Common Core (Readiness).

Rough Rock Community School (RRCS) is committed to serve high achieving students that display characteristics of giftedness. Such students require instructional modifications so that their unique learning styles and capabilities are met. The areas in which the students are gifted are as follows: intellectual abilities, creativity, leadership, academics and artistic. The purpose of the RRCS Gifted and Talented program is to provide rigorous curricula and differentiated instructional strategies so that students meet Arizona State & Common Core Standards and apply learned concepts in real life situations and improve interpersonal and communications skills.

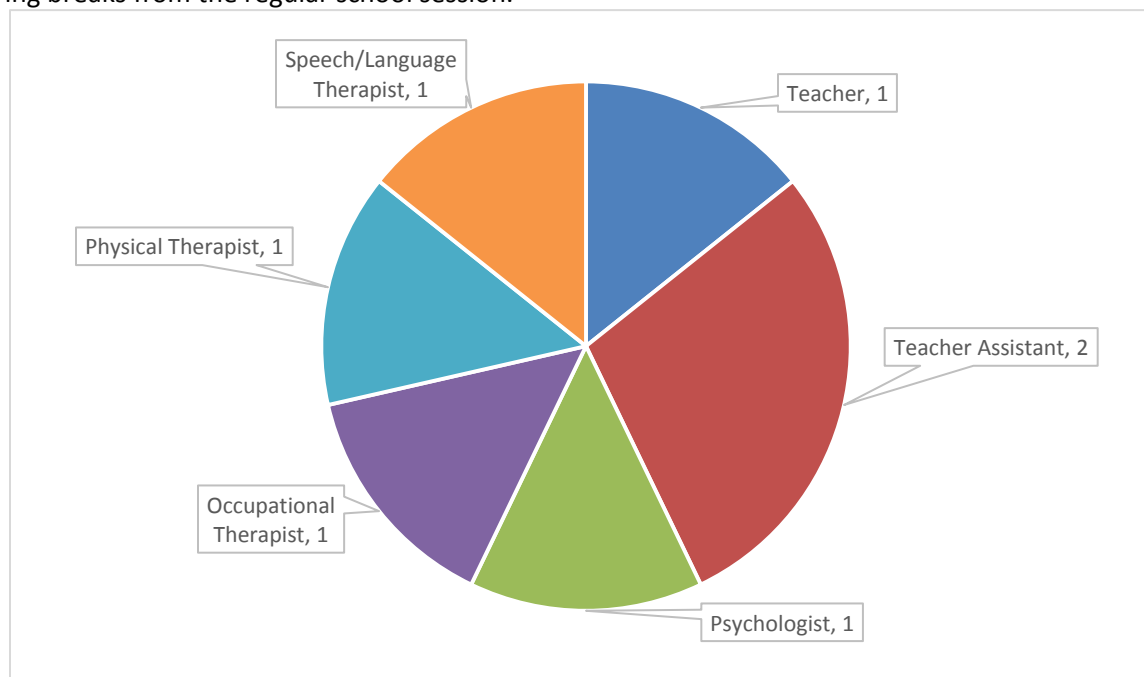
### **Special Education Program**

The Rough Rock Community School, Inc. Special Education Department provides special education services that meet the individual needs of students with disabilities. These services are planned in collaboration with parents, general education teachers, and special education teachers who are involved in the students' life and provide a supportive learning environment that are developmentally appropriate and strength-based. All Special Education Teachers and Paraprofessionals are supported in developing the knowledge, skills, and attitudes to design learning environments, and instruction to meet the needs of diverse learners with significant disabilities. The program also provides educationally after-school tutoring, Extended School Year, Child Find Activities, Related Services (Speech, Occupational, Physical Therapies, and specialized reading support). The Rough Rock Community School's Special Education program offers instructional modifications, classroom accommodations, and testing accommodations relating to the student's disability, therapy goals, and progress regarding the students' performance in the general education class. The program makes available to parents and staff information and trainings on Special Education topics throughout the school year. The students with disabilities have access to the School's Traditional and Academic Counselors. A certified School Psychologist, Speech Pathologist, and Occupational Therapist, are employed as a consultants to evaluate students and to assist the Multidisciplinary team in identifying and placing students in the Special Education program.

All Special Education documents are reviewed and submitted into the Bureau of Indian Education (BIE) NASIS and Native Star in a timely manner to comply with the BIE mandates as the Rough Rock Special Education program is entirely funded by federal funds. The school has established an agreement to comply with the BIE mandates regarding Special Education programs and funds in order to obtain funds from the federal government. The Albuquerque BIE, Division of Performance and Accountability (DPA) sent a letter in July'2016, indicating that the Level of Determination for the RRCS, Inc.'s Special Education Department was: "MEETS All Requirements in Implementing PART B of IDEA.

#### Rough Rock Elementary School

There is (1) certified Highly Effective Special Education Teacher at the K-8 grade level. There are (3) paraprofessionals that support the Special Education Teacher in assisting students with disabilities in the general education learning curriculum to the greatest extent possible. The teacher and floating paraprofessionals provide instruction in a full inclusive model to be in full compliance with the Bureau of Indian Education Monitoring System under Indicator 5. Frequent ongoing assessment of student progress is provided throughout the academic year. Every student participants in the state and school's assessments with accommodations as stated in their Individual Education Plan (IEP). The after-school tutoring focuses on providing one-on-one instruction, test-taking strategies, hands-on activities, access to visual media, technology, and completion of homework assignments. Extended School Year (ESY) is made available to students that have been determined to be in need of intense instructions during breaks from the regular school session.



#### Rough Rock High School

At the beginning of the year, there was (1) certified Highly Effective Special Education Teacher and (2) floating Paraprofessionals. The certified teacher and paraprofessionals provide instruction in the Inclusive and Resource Pull-out model. Unfortunately, the certified teacher

resigned in early October to gain employment elsewhere in the state public school system. The Special Education Coordinator is currently providing services to the high school special education students in addition to coordinating the program.

The program delivers Post-Secondary Transition Assessments and Services, Career Awareness, Teen Clinic, and Extended School Year (ESY). Opportunities for the special education students to participate in College/Career Fairs, create individual portfolios that contain resumes, completed college/technical academic scholarship applications, current psycho-educational evaluation, IEP, Report Cards, Drivers' License, and Diploma. The program also make available to students some visitations to colleges and universities located on/off the Navajo reservation, Job Search education that comprises of resume writing, participation in educational field trips to local businesses, and researching qualifications to gain employment. After-School Tutoring was made available for students to complete homework, reinforce skills taught in the general curriculum, test-taking strategies, and to access the visual/technical media.

#### SY 2018-2019 Special Education

In reviewing the current trend of decreasing enrollment at both the Elementary and High School, a reduction the number of staff at both location will be unavoidable for the SY 2017-2018. If the school does not regain its accreditation status, the Eighth Grade students with disabilities will most likely not enter Rough Rock High School as Freshmen or Cohort 2021. This will definitely effect the enrollment and funds of the Special Education Department at the High School for the SY2018-2019. The Special Education department receives funding from (2) sources, the Indian School Equalization Program (ISEP) and Individuals with Disabilities Education Act-Part B.

#### **Parent Involvement & Engagement Plan**

The Parent Liaison serves on the Leadership Team as well as on the School Improvement Team as representation for parents. A strategic plan was developed for Parent Engagement & Involvement. The plan created by the Parent Advisory Committee and Parent Liaison outlines the vision, mission, and beliefs of the program. It identifies 7 goals and strategic action tasks with measureable benchmarks and outcomes.

**Vision:** Rough Rock Community School will embrace a collaborative culture for students, parents, teachers, staff and community that sustains quality parental involvement and promotes the social, emotional, and academic growth for our children.

**Mission:** Rough Rock Community School will build a capacity and create tools to foster partnership among families, schools, and communities that result in shared responsibilities for student, and community success.

#### **Beliefs:**

- Parents and their children's first teacher and should be respected as valuable and necessary assets to their children's education.
- Parents and schools have a shared responsibility for the academic achievements of their children.
- Parents, regardless of education level, socio-economics status, ethnicity or culture, must be empowered by schools to support their child's education.
- Parents have the right to be involved and informed about school policies and their children's academic progress.
- Parents have the right to hold school accountable for a welcoming, safe and quality learning environment.
- Parents have the right to be meaningfully engaged in the decision-making process of the school.

- Parents and families benefit when schools serve as a resource for the entire community and the community serves as a resource for schools.

## STRATEGIC PLAN FOR PARENT ENGAGEMENT & INVOLVEMENT

**Vision:** Rough Rock Community School will embrace a collaborative culture for students, parents, teachers, staff and community that sustains quality parental involvement and promotes the social, emotional, and academic growth of our children.

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- Parents have the right to hold schools accountable for a welcoming, safe and quality learning environment.
- Parents have a right to be meaningfully engaged in the decision-making process of the school.
- Parents and families benefit when schools serve as a resource for the entire community and the community serves as a resource for schools.

### Goals:

1. **Welcoming Environment:** School staffs will create a customer service driven, warm and welcoming environment and collaborative relationships with parents of all students and members of the community.
2. **Training & Learning:** Schools will provide multiple learning opportunities to enable parents & community to navigate the educational system and to support their children's learning (Face-12)
3. **Communication:** Schools and parents will engage in regular, two-way communication about school programs, student progress, and student needs, in a language and format that provides equal access for all participants.
4. **Leadership & Advocacy:** Schools will support parents/community as advocates for their own children's education, the school's performance, and community issues that affect outcomes for all students.
5. **Decision-Making:** Schools will create and ensure an inclusive culture whereby the participation and decision-making of all stakeholders, including parents and community, is valued and intentional.
6. **Community Partners:** Schools will engage and partner with community organizations to plan and implement services and strategies to improve student achievement.
7. **Accountability:** Rough Rock Community School will implement a shared and transparent accountability system which holds students, parents, and staff responsible for engaging parents & community, increasing parental involvement, and building community partnerships that support high levels of achievement for all students

### Goal 1: Welcoming Environment

**Major Strategy:** *Create a Customer Service Plan that will build the capacity of all to create a warm and welcoming environment and provide outstanding customer service to all stakeholders including students, parents, community, and employees at Rough Rock Community School.*

Action Steps	Benchmark
Establish a Quality Customer Service Planning Committee with representation of all Stakeholder.	<ul style="list-style-type: none"><li>Jan-May Professional Development Plan</li></ul>
Determine Quality Customer Service components based on customer service needs: <ul style="list-style-type: none"><li>-Customer Service Standards</li><li>-Training for All</li><li>-Accountability</li><li>-Recognition</li></ul>	<ul style="list-style-type: none"><li>Research models of training</li><li>Training curriculum and model of delivery identified</li><li>Training tools and materials developed</li></ul>
Develop a Customer Service Standard.	<ul style="list-style-type: none"><li>Standards developed</li></ul>
Create a survey for customer satisfaction and monitoring protocols, including assessments that is aligned to CS.	<ul style="list-style-type: none"><li>Research customer service Survey</li><li>Metrics and monitoring protocols developed</li></ul>
Provide results of the customer satisfaction	<ul style="list-style-type: none"><li>Result reviewed and enhance areas needed to be improved.</li></ul>

### Goal 2: Training & Learning

**Major Strategy:** *Schools will create a program that will implement parent family engagement programs that bring about quality parent/community involvement and improved student achievement.*

Action Steps	Benchmark
Develop a professional development program that will incorporate the professional development needs across all of the Strategic Plan goals and differentiate the training for each stakeholder group.	Professional Development plan will change from month to month.
Identify most effective training delivery system for each stakeholder group.	Training delivery system identified.
Develop consistency across the District about the purpose, mission, and role of parents & staff effective parent engagement in the school.	Parent Advisory policy procedures developed and disseminated to all parents as well as Parent School Compact.
Enhance tools and training as necessary.	Tools and training reviewed and revised.

### Goal 3: Communication

**Major Strategy:** *School will provide in a two way communication between the home and the school so that parents can be informed in the progress of their child's education and academic success in a language that all stakeholders can understand.*

Action Plan	Benchmark
Ensure that parent engagement professional development for local district and school staffs includes the tools, protocols, and sample materials to implement the following best practices:	Techniques, strategies, and materials prepared and integrated into the Customer Service professional development, Parent Engagement professional development, Pre-K to 12 Parent Ed Curriculum, and Parent



<ol style="list-style-type: none"> <li>1. Systems to inform parents about academic goals, class work, grades, and homework.</li> <li>2. Communication in a format and language parents can understand.</li> <li>3. Clear two-way channels for communications from home to school and from school to home.</li> <li>4. Mechanisms for parents to document concerns and for concerns to be addressed.</li> <li>5. Processes to enable families to share information with schools about background culture, talents, and goals.</li> <li>6. Ample opportunities for parents and teachers to communicate and build positive relationships.</li> </ol>	Leadership Development training.
Provide training for Parent Liaisons and Parent Advisory Committee to be more effectively perform their duties in facilitating open communication between school and home and helping to create positive home/school relationships.	
Enhance tools and training as necessary.	Review, revise and implement.

#### Goal 4: Leadership & Advocacy

**Major Strategy:** *Provide opportunities for parents to assume leadership roles as informed and confident advocates for their children's education, for their school's performance and student achievement.*

Action Plan	Benchmark
Prepare Parent Advisory Committee member's Leadership Module as Parent Leaders that may be used as training tools by schools for parents to become student advocates.	Training modules & materials completed
Provide trainings, workshop and Conferences for parents and parent leaders on the Parent Leadership Development model which will include the following topics: <ul style="list-style-type: none"> <li>- Student Data and assessments</li> <li>- how to use data to address problems and set priorities</li> <li>- how to have effective parent/teacher conferences</li> <li>- parent's role, rights, and responsibilities as partners with the school</li> </ul>	Evidence of training provided <ul style="list-style-type: none"> <li>- Sign in sheets</li> <li>- Agenda</li> <li>- Notes</li> </ul>
Enhance Tools and training as necessary	Review, revise and implement

### Goal 5: Decision Making

**Major Strategy:** *Create and provide training programs that support an equal partnership for the school, parents, and community to improve student success and ensure the effective engagement of parents in the leadership and decision-making of their schools.*

Action Plan	Benchmark
Provide practices in professional development for school staffs on how to promote active parental engagement in shared decision-making and congruent homeschool support for students' learning.	Best practices provided to parent Liaison for training with school staffs, parents and educating the public.
Create a supportive environment and culture by actively recruiting highly qualified and effective teachers, support staff and committee members that reflect every child.	Training provided to staff to support school improvement plan and the implementation of this plan.
Review, revise, and implement plan as needed, purpose, functions, and responsibilities of Parent Advisory Committee and with all stakeholder groups.	Parent Advisory Committee's purpose, functions and responsibilities reviewed and revised
Enhance tools and training and necessary	Review, revise and implement

### Goal 6: Community Partnership

**Major Strategy:** *School will engage and partner with communities to plan and implement services and strategies to improve student achievement.*

Action Plan	Benchmark
Train Parent Advisory Committee/Liaison to build partnerships with community based organizations and local resources to support student learning and address unmet needs of families.	Identify appropriate partner(s) and consultants to provide training and information for parents that is supporting Navajo Culture & Language. Training provided for Parents, Staff and families.
Organize a Career Fair and invite community partners and organizations who can provide training, support, and resources for students, parents and community.	<ul style="list-style-type: none"><li>List of invitees compiled</li><li>Provide Fair Completed</li></ul>

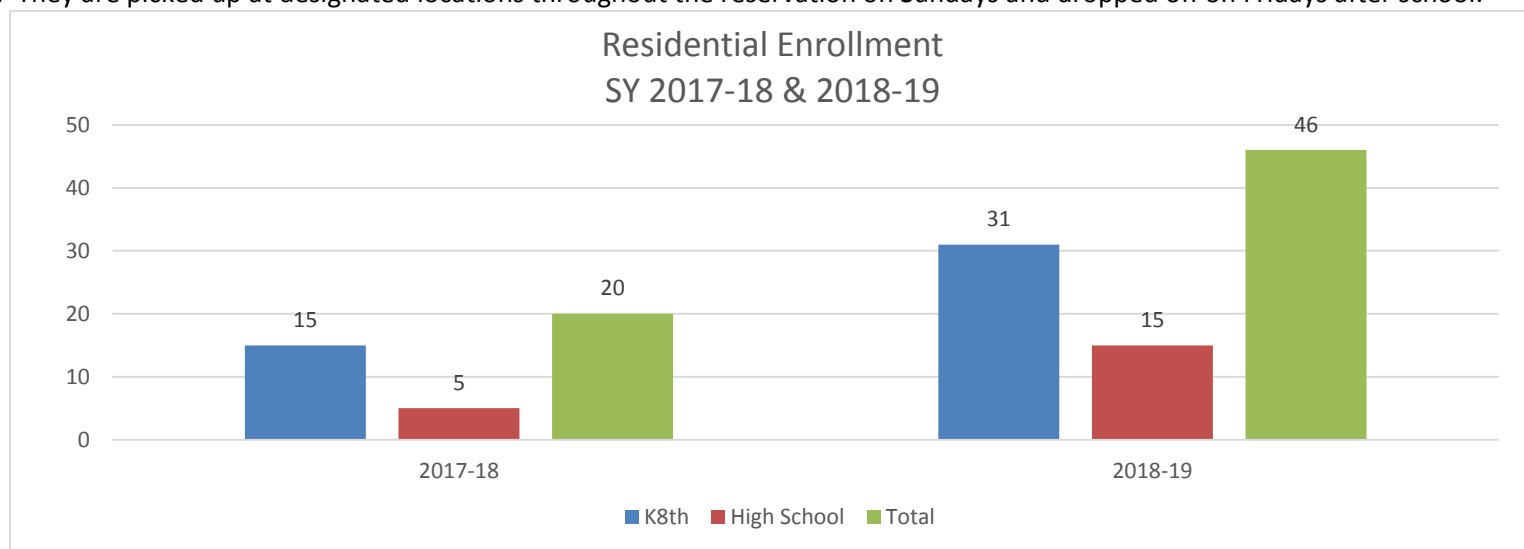
### Goal 7: Accountability & Transparency

**Major Strategy:** *Implement a shared and transparent accountability system which holds Administration, School Leadership, and staff responsible for engaging parents and community in Parent Involvement and that supports a high level of academic achievement for students.*

Action Plan	Benchmark
Conduct a Parent Survey to provide baseline data for schools to use in planning parent engagement improvement efforts.	Parent Survey Conducted
Provide parents with an annual School Report Card regarding student academic progress and other data of school success and areas for improvement.	Report Card Distributed
Develop a Title I Parent Involvement Policy and a School-Parent Compact in consultation with parent Advisory Committee, to be evaluated and updated as needed.	Title I Parent Involvement Policy Evaluated and Updated
Enhance, Review, and revise as needed.	

### Residential Program

In addition to the academic campuses, RRCS also provides residential halls for 1<sup>st</sup> to 12<sup>th</sup> grade students. There are two residential halls—one for male students and one for female students. The residential program currently houses 46 students. The staff provides different types of activities that include study hour, traditional & culture presentations, tutoring, bullying presentations, and other types of abuse prevention presentations as well as recreational activities. Students are transported to school and home by residential personnel and transportation drivers. They are picked up at designated locations throughout the reservation on Sundays and dropped off on Fridays after school.



### STRATEGIC PLAN FOR HOMELIVING/RESIDENTIAL PROGRAM

Home Living (Residential) Strategic Plan focuses on integrated culture, wellness, language, community, family, and preparation for college into each child. Collaboration with Teachers and Academic staff to ensure every child is given a successful learning opportunity within the residential program.

HOME LIVING			
Provide a conducive safe learning environment for all students and staff of the Home Living Program.	Support and provide academic opportunities for students. <ul style="list-style-type: none"> <li>• Tutoring</li> <li>• Reading Programs</li> <li>• Math Activities</li> <li>• Science Projects</li> <li>• Culture Night</li> <li>• Traditional Food Demonstration</li> <li>• Recreation Activities</li> </ul>	Ongoing	Lead Personnel Support Service Manager

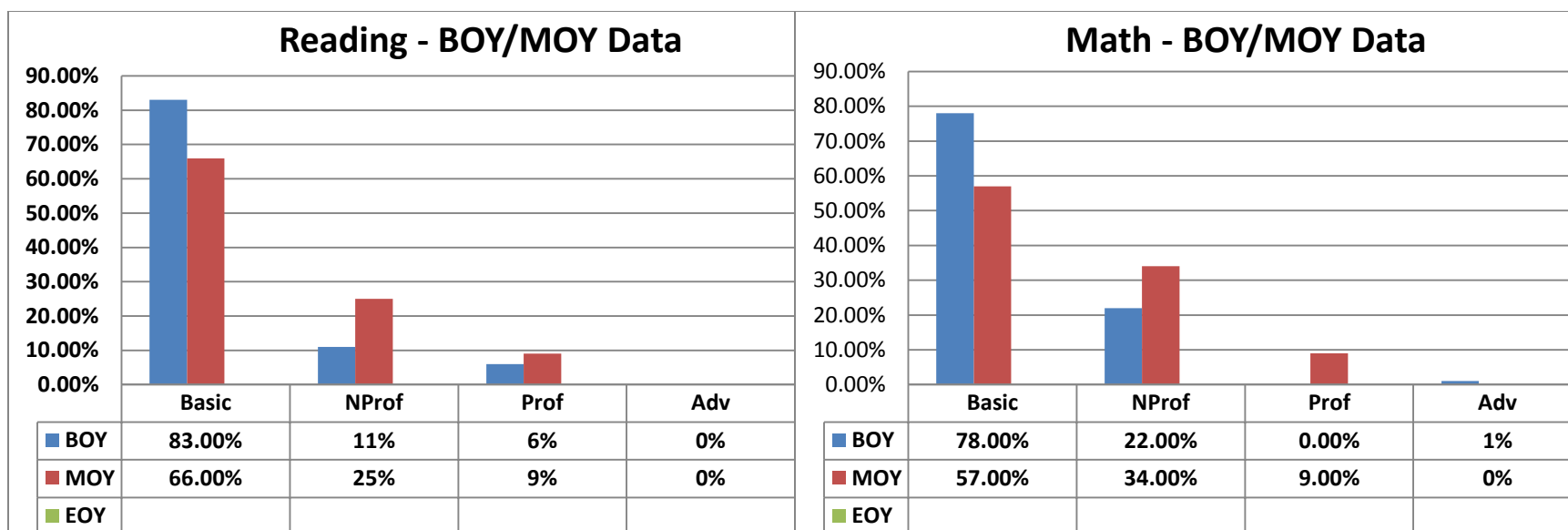
Provide opportunities for students to learn of home living etiquette and responsibilities.	<b>Healthy Living Practices:</b> Per 25 CFR Requirements students and staff need to be provided trainings. <ul style="list-style-type: none"> <li>• Children with Specials Needs</li> <li>• Bullying</li> <li>• Gang &amp; Drugs Awareness</li> <li>• Suspected Child Abuse &amp; Neglect</li> <li>• Crisis Response/Emergency Operation Plan</li> <li>• Child Development: Social and Academic Development</li> <li>• Drug &amp; Medication Administration</li> <li>• Blood Borne Pathogen</li> </ul>	Annually Ongoing	Lead Personnel Support Service Manager Superintendent Human Resource Manager
Provide opportunities for Parental Involvement that also supports Navajo Language and Culture.	Continue to provide as excellent Customer Service for parents with a Welcoming Environment, Learning & Training Parents about being involved.	Ongoing	Lead Personnel Parent Liaison Support Service Manager Superintendent

### **21<sup>st</sup> Century Learning Program**

This program supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children. Currently, our 21<sup>st</sup> century learning program is available to all students in K-12<sup>th</sup> grade.

#### **Program support:**

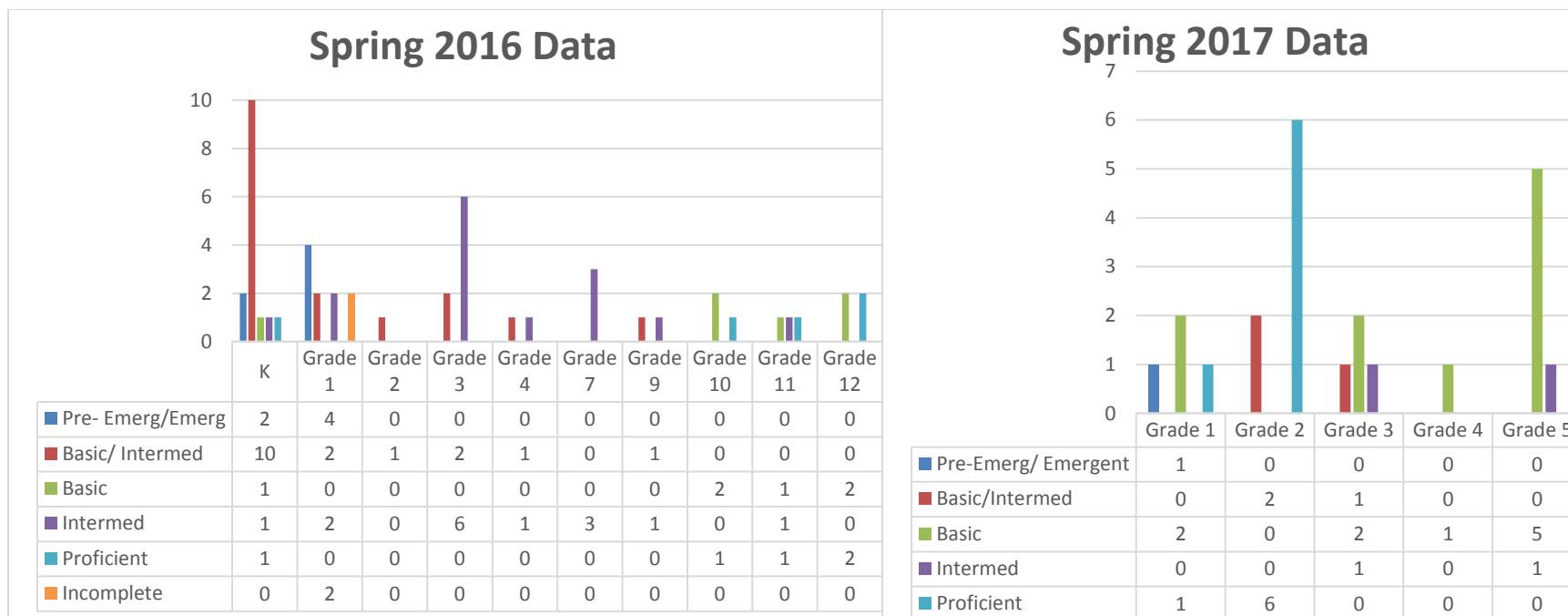
- Academic enrichment activities that can help students meet state and local achievement standards.
- A broad array of additional enrichment services designed to reinforce and complement the regular academic program, such as: drug and violence prevention programs, career and technical programs, counseling programs, art, music programs, STEM programs, and physical activity and nutrition education programs.
- Literacy and related educational development services to the families of children who are served in the program.



### AZELLA Program

The Arizona English Language Learner Assessment (AZELLA) is a standards-based assessment that meets both state and federal requirements to measure students' English language proficiency. AZELLA is used for both placement and reassessment purposes. Students who have been identified as second language learners on the Home Language Survey take the AZELLA placement test, and the students' proficiency scores determine appropriate placement for instruction. Students who have been placed into an English language learner program will also take the AZELLA reassessment once per year until they achieve proficiency. Students who have scored proficient on the AZELLA are then monitored for two years to help ensure success after their move into a mainstream classroom.

At RRCS, once students are identified they are provided instructions per the Individualized Plans based on their needs. Teachers are required to provide modifications, accommodations, and instructional strategies in the lesson plans that meet the student plans.



### Human Resource Department

The Human Resources Department employs a qualified Human Resource Manager. All hiring procedures in effect and applicants are required to submit complete applications prior to any interview as well as meet all local, state, and federal background checks. Employment applications have been updated and renewed. Currently, the policy and procedures are being revised and presented for approval by the end of the school year. Certified and Classified Salary Scales have also been updated and approved by the Governing Board; any personnel salary adjustments will be presented for approval at contract renewal meeting. The manager also presented a Recruitment and Retention program based on State Endorsements and Certifications. The school has also implemented the Induction, Mentor, & Peer Coaching program (IMPCP) in the K12 department. The IMPCP program was developed to assist the school with developing the skills, knowledge, and awareness of RRCS of all new and/or incoming teachers. The overall goal in Human Resources is to recruit, hire, and retain certified teaching personnel.

The Human Resources Department of Rough Rock Community School, Inc. provides overall policy interpretation and direction to issues related to administrative support functions and management of the school. The department is responsible for:

#### Compensation

- Employment Contracts
- Salary schedules
- Benefits management
- Incentive and appreciation awards
- Endorsement Bonuses

### **Human Capital Accountability**

- Employee performance appraisals
- Employee relations
- Determine employee needs
- Ensure high employee performance
- Prepare and secure personnel files/records

### **Human Capital Management**

- New hires, transfers, resignations and termination
- Ensure equal opportunity for all employees
- 401 K Retirement plan
- Health, Dental and Vision Benefits
- Life Insurance
- Workers Compensation
- Conform to policies and procedures
- Discipline, discrimination, and performance issues

### **Professional Support and Development**

- Professional Development and support for employees and those who wish to succeed as aspiring leaders.
  - Provide administrative support to department supervisors to supervise their workforce and Continuous learning opportunities and individualize coaching support for staff.
  - Tuition Reimbursement - Continuing education and training are instrumental to employee development. Education of all types shall be viewed as a shared responsibility of management and employees to accomplish the mutual benefits of an increasingly skilled and efficient workforce.
    - Employees are encouraged to enroll in courses outside scheduled working hours. An employee may request for Educational/Vocational leave under this program which is subject to Board approval.
    - The following employee tuition reimbursement award amounts will apply:
      - Up to \$2,000 for enrollment in up to 6 semester hours of course credit,
      - Up to \$4,000 for enrollment in 9 or more semester hours of course credit.
      - No employee may receive more than \$4,000 in Tuition Reimbursement in any one academic year (August 1 to the following July 31)
      - Reimbursement guidelines are as follows: A = 100%      C = 80%      B = 90%      Grade below C = 0%
- RRCS will not reimburse any amounts already reimbursed by any financial assistance, scholarship, or any other financial benefit derived from public or private programs.

### **Talent Acquisition**

- Employee recruitment and selection
- Retention
- Onboarding and organization orientation

All applicant and volunteers shall first successfully complete a fingerprint and background check as required by the Indian Child Welfare and Family Violence Prevention Act at 25 U.S.C. § 3201 *et seq.*, including compliance with 25 C.F.R. § 63.10 *et seq.*, the Crime Control Act of 1990 at 42 U.S.C. § 13041 and all amendments and regulations promulgated relative thereto, prior to employment and prior to control over students by a volunteer.

Applicants for certified teaching positions shall, along with their certification, present a current Arizona Department of Public Safety fingerprint clearance card. All employees and volunteers shall have a successful background checks every five (5) years. Employment with RRCS is contingent upon a favorable Federal Bureau of Investigations (FBI), Navajo Nation and the State of Arizona background check and current certificate or license which satisfies the fingerprinting requirement.

### **Background Checks**

- Former Employers
- Personal References
- Arizona Department of Public Safety
- Navajo Nation
- Federal Bureau of Investigations (F.B.I.)
- I-9 Employment Verification
- Arizona Department of Motor Vehicle Driving Record
- Review and verification of College and University Transcripts
- Arizona Department of Education Certification

Compare your skills and interest to the position categories below to see where you might be a good fit for employment with Rough Rock Community School, Inc.

### **Instructional Certification/Licenses**

- Teachers, Substitute Teachers, Counselors, Psychologists, Speech Pathologists, etc.

### **What is the contact information for Arizona Department of Education (ADE)?**

- Administrative and Certified positions may require that you hold a current Arizona Certificate. We are advised that Arizona Certification and fingerprint clearance may take several weeks to obtain. For information, regarding teacher certification visit the ADE web site at [www.ade.az.gov/certification](http://www.ade.az.gov/certification) or call the Teacher Certification Unit, at (602) 542-4367.

### **Classified**

- Positions that do not require an instructional or administrative license. Examples include: Teacher Assistants, Maintenance Worker, Administrative Assistant, Food Service, Transportation, Home Living, Custodial, Office Clerical, etc.

### **Administrative**

- Superintendent, Principal, Human Resources Manager, Support Services Manager, Federal Programs Manager, Business Manager, etc.



### Recruitment/Retention Plan

Month	Activities
January	<ul style="list-style-type: none"> <li>▪ Begin meeting w/Business Office to prepare staffing budget for upcoming new year</li> <li>▪ Complete salary study for recommendation of staffing budget (if not completed prior year)</li> <li>▪ Begin preparing recruitment calendar for upcoming school year (registration/sites)</li> <li>▪ Begin preparing/updating recruitment materials (update employment applications, benefits packet, school brochure, school demographics)</li> <li>▪ Review personnel policy &amp; procedures manual &amp; identify any areas in need of amendment</li> <li>▪ Send out notices for employees to complete Security Awareness Certificates by March 3<sup>rd</sup></li> <li>▪ Assist with calendar committee to begin preparations for next school year calendar. (Needs approval by April for employee contracts)</li> </ul>
February	<ul style="list-style-type: none"> <li>▪ Mail out Letters of "Intent to Return" to staff</li> <li>▪ Send out evaluation notifications to supervisors of upcoming evaluation period</li> <li>▪ Attend Recruitment fairs as needed</li> <li>▪ Go through HR database applicant files and inactivate old files</li> <li>▪ Go through HR applicant files and mail back all applications over a year</li> <li>▪ Schedule meeting w/Principal &amp; Leadership Committee to work on developing proposed upcoming school year calendar</li> <li>▪ HR Webpage Updates (include: applications, positions, salary scales, hiring incentives, benefit information, etc.)</li> <li>▪ Review all certified teacher &amp; classified employee growth plans &amp; provide follow-up with supervisors regarding progress (gather all documentation throughout the school year).</li> </ul>
March	<ul style="list-style-type: none"> <li>▪ Review all teacher certifications to ensure they are current</li> <li>▪ Follow-up on certified teacher &amp; classified employee growth plans &amp; follow up with supervisors.</li> <li>▪ Attend school board re treat-prepare presentation on (staffing, salary scales &amp; policy revision recommendations)</li> <li>▪ Attend recruitment fairs as needed</li> <li>▪ Finalize school calendar &amp; place on the school board agenda for approval</li> <li>▪ Meet with facilities &amp; housing committee to share anticipated need for housing based on school vacancy listing &amp; anticipated upcoming vacancies</li> <li>▪ Develop staff listing of all employee's receiving Years of Service Awards for 5 years as well as any other category identified by school</li> <li>▪ Follow-up on progress of staff evaluations (send out reminder email/notice)</li> <li>▪ Begin reviewing PD's for revision &amp; updates</li> </ul>
April	<ul style="list-style-type: none"> <li>▪ Ensure all employee evaluations are received</li> <li>▪ Prepare Renewal/Non-Renewal recommendation listing for the upcoming school year (cross reference employee listing to ensure everyone is listed). Place the listing on the school board agenda for approval.</li> <li>▪ Send out notifications of all Renewals/Non-Renewals</li> <li>▪ Prepare Contract Day/Hours sheet for employee contracts for upcoming school year &amp; cross reference w/Business Office for calculation</li> <li>▪ Generate/Mail out all employment contracts for the upcoming school year</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Attend recruitment fairs as needed</li> <li>▪ Conduct interviews for upcoming vacancies</li> <li>▪ Begin updating certification requirements for staff (teaching certificates, CPR/First Aide, etc.) and send out alert notices for conditions of employment</li> <li>▪ Meet w/school committee to begin planning annual Employee Recognition &amp; Awards Dinner</li> <li>▪ Update Employee Check Out form for last day of school</li> </ul>
May	<ul style="list-style-type: none"> <li>▪ Ensure all employment contracts for upcoming school year are received by May 15<sup>th</sup></li> <li>▪ Ensure to obtain signature on all employment contracts, copies are made and employees all receive the original</li> <li>▪ Finalize a list of all employees on Conditional Contract's of Employment &amp; follow-up with notification letters &amp; next steps, including time frame</li> <li>▪ Begin processing all termination of employment information that occurs at the end of the school year (develop list w/check off)</li> <li>▪ Continue with interviews for hiring of next school year</li> <li>▪ Meet with facilities &amp; housing committees to share all non-returning employee information for updates on vacancies</li> <li>▪ Ensure letter sent to Business Office to pay out all Bonuses/Stipends (Hard to Fill &amp; Coaching)</li> <li>▪ Obtain listing of all summer employment short term contracts (teaching, etc.) &amp; generate &amp; obtain signatures</li> <li>▪ Employee check-outs</li> </ul>
June	<ul style="list-style-type: none"> <li>▪ Continue processing termination of benefits for employees who ended</li> <li>▪ Coordinate training &amp; send out notices to employees for CPR/First Aide</li> <li>▪ Continue hiring &amp; inducting for next school year</li> <li>▪ Make updates of Personnel Policy &amp; Procedure Manual &amp; send to attorney for final revision &amp; review</li> <li>▪ Begin planning for school-wide orientation</li> <li>▪ Meet with transportation supervisor to ensure all drivers meet all certification requirements</li> </ul>
July	<ul style="list-style-type: none"> <li>▪ Create PAF's for new school year for every employee</li> <li>▪ Continue hiring new employees</li> <li>▪ Continue planning &amp; finalizing School Wide Returning/New Staff Orientation</li> <li>▪ Print updated Personnel Policy &amp; Procedure Manual first week of July</li> <li>▪ Prepare HR Presentation for Employee Orientation</li> <li>▪ Schedule on-site orientation for benefits representatives</li> <li>▪ Prepare the Bonus Listing memo for payroll &amp; individual Bonus Agreement Forms for Employees (Hard to Fill Positions, Endorsement bonuses, Coaching/Club Stipends)</li> </ul>
August	<ul style="list-style-type: none"> <li>▪ Create new Substitute Teaching Pool List for front office</li> <li>▪ Create new Substitute Pool List for Residential Department</li> <li>▪ Benefits Open Enrollment (8/1-9/1) Obtain from-and follow up with-new employees for benefits information</li> <li>▪ Ensure that all employee benefit information is entered correctly into system for Life, Health &amp; 401(K)</li> <li>▪ Meet with Business Office to review all enrollment information for benefits to ensure accuracy</li> <li>▪ Generate an updated staff listing for the new school year</li> <li>▪ Obtain updated personal information for contacts</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Obtain listing from Principal of all Committees for the upcoming school year and generate appropriate contracts</li> <li>▪ Obtain employee DMV Driving Record Reports &amp; submit to Chinle Agency by August 30<sup>th</sup></li> </ul>
September	<ul style="list-style-type: none"> <li>▪ Continue to hire and process new employees</li> <li>▪ Continue to follow-up with employees to get correct paperwork for the benefits they have</li> <li>▪ Update Professional Roster for NCA</li> <li>▪ Draft HQT Notification letter to parents &amp; have front office sent out to every parent (obtain copy for records &amp; audit)</li> </ul>
October	<ul style="list-style-type: none"> <li>▪ Send out evaluation notifications to supervisors of upcoming evaluation period</li> <li>▪ Provide staff supervisory training (process &amp; procedure)</li> <li>▪ Send out pay out memo for the first half of Hard to Fill Bonuses &amp; Endorsement Bonuses</li> <li>▪ Submit NCA Roster to Window Rock by October 30<sup>th</sup></li> <li>▪ Contact Universities and schedule appointments to meet with new winter graduates.</li> </ul>
November	<ul style="list-style-type: none"> <li>▪ Audit Prep-Generate a listing of all employees for past year &amp; new hires. Review their personnel files to ensure all background checks, etc. are in order.</li> <li>▪ Update NASIS data base of all HQT Information</li> <li>▪ Start recruitment drive for winter new graduates</li> </ul>
December	<ul style="list-style-type: none"> <li>▪ Schedule on site meeting with benefits provider to be available for staff questions, etc.</li> <li>▪ Orientation of any new student teachers</li> </ul>

### **Facility Maintenance Department**

Rough Rock Community School has established an inventory of facilities and grounds that are currently assessed at approximately 217,671 square feet of floor space (acres) . This represents an important and vital segment of the education process of Rough Rock Community School. It is the responsibility of the Facility Maintenance Department to provide properly maintained and furnished educational environments. This can only be accomplished through efficient, timely, and economical maintenance of our facilities and grounds.

#### ***Facilities Maintenance Philosophy and Goals:***

The Facilities Maintenance's Department is responsible for maintaining all buildings, grounds, equipment and systems to ensure student, staff and visitor safety and health. This endeavor is accomplished through general operations, preventative maintenance, scheduled maintenance and emergency maintenance.

#### **Brief Description of Facility Management Programs**

In accordance with the provisions of P.L. 100-297, the Rough Rock Community School Board of Education chose to assume responsibility for the operation of the Facility Management function at Rough Rock Community School beginning October 1, 2016.

The specific activities and program included in the grant are as followed:

1. Operations and Maintenance (O&M)
2. Facilities Improvement and Repair (FI&R)
3. Minor Improvement and Repair (MI&R)
4. Emergency Repairs

5. Facility Management Information System (FMIS)
6. Quarters Improvement and Repairs (QI&R)

A brief description of each activity/program listed above is provided in the following actions.

- **Operations and Maintenance (O&M):** O&M is the accomplishment of day-to-day functions that keep the facility useful to the maximum extent possible for the benefit of the local community. Safety is the primary consideration of all activities and the major objective of the O&M program is to keep the facilities, including equipment, in safe operating condition. The three major categories of responsibilities covered by the O&M program are:
  - **Operation:** The operations component includes general day-to-day services such as cleaning the facilities, monitoring utility system and services, and disposing of trash and garbage.
  - **Preventative (Scheduled) Maintenance:** The scheduled maintenance component includes routine activity that keeps the facility in good working condition. Inspections and maintenance of critical facility components are conducted at predetermined times to verify proper operation and condition, to service or identify more extensive replacement or repair needs requiring shop orders for following-up services.
  - **Unscheduled Maintenance:** The unscheduled maintenance component includes all repairs and services that are not routine such as sewer line back-ups, water leaks, and electrical system failures.
- **Facilities Improvement and Repair (FI&R):** FI&R is major repair and renovation that requires needs assessments for justification and calls for major design and construction efforts. These projects are beyond the normal scope of Minor Improvement and Repair (MI&R) and Operations and Maintenance (O&M) funding capabilities and require Congressional approval before the project can proceed.
- **Minor Improvement and Repair (MI&R):** MI&R is the repair of items that cannot wait for FI&R funds and in most cases can be accomplished at the local level. MI&R projects may require minimal engineering design to specify materials, capacity, quality, and installation requirements. Only projects listed in the FMIS/Maximo Backlog will be funded if priority is established and funds are available. MI&R projects are prioritized according to safety requirements, urgency of need, cost containment, and other factors. A major objective of the MI&R program is to ensure that facilities, including equipment are in safe operational order
- **Emergency Repairs/Services:** An emergency is a serious condition that requires immediate correction or abatement to assure the safety and health of individuals or the protection against major property loss. Funding for emergency repairs/services is subject to approval and is provided on a reimbursement basis.
- **Facilities Management Information System (FMIS):** The FMIS system is computerized program that allocates O&M funding to the different locations based on building inventories (room size, features, use, etc.) and includes the Backlog of deficiencies that cannot be corrected with normal O&M funding
- **Quarters Improvement and repair (QI&R):** Quarters are the facilities that house school employees. The Quarters Management program includes the operations, maintenance, improvement, and repairs of the quarters and is funded primarily by rental receipts. Under the provisions of the P.L. 100-297 Grant, Rough Rock Community School, Inc. is responsible for the collection of rent, and other related charges, from occupants. Under the provisions of the P.L. 100-297 Grant, Rough Rock Community School, Inc. is responsible for the collection of rent, and other related charges, from occupants. Work that cannot be accomplished with the funding provided by rental receipt may be funded through special Quarters Improvement and Repair (QI&R) projects. QI&R projects must be entered into the FMIS Backlog.

**SQUARE FOOTAGE OF RRCS, INC.**

Building #	Building Name	Square Footage	
508	Security Building	2,686 sf	
562	Old Administration Building	7,114 sf	
565	Double Hogan	1,036 sf	
610	High School Library	7,396 sf	
572	Administration	8,674 sf	
573	High School Gym	26,951 sf	
574	CTE- Vocational Ed.	12,046 sf	
575	High School	33,788 sf	
611	Residential Boys	20,160 sf	
612	Residential Girls	24,739 sf	
613	K8 Building	58,324 sf	
614	Facility/Transportation Office	8,215 sf	
<b>615</b>	Fire Station	6,542 sf	
Total Square Footage		217,671 SF	

This report provides an overview of the scheduled maintenance of all buildings, identifies objectives of the maintenance program and presents the maintenance and operations budget.

We will continue to work and address to meet the long range plans with continuation to strive for improvement to the procedures and practices stated within the plan.

<b>STRATEGIC PLAN FOR THE FACILITY MAINTENANCE</b>
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**PURPOSE**

This comprehensive maintenance plan is established to help identify, improve and develop the plant maintenance program of Rough Rock Community School. Educational programs and services mandate that their instructional delivery be presented within educational facilities that provide a safe and healthy environment. The mission of all Facility Maintenance Departments is to ensure that the proper environment is provided while managing the efficient use of all resources.

**PRIMARY OBJECTIVES OF THE MAINTENANCE PROGRAM**

The overall objective of the maintenance program is to maintain, throughout its expected useful life, the interior and exterior of school buildings, the grounds including parking areas, and all fixed and moveable equipment through preventive maintenance and repairs. Further, this objective is specifically intended to provide:

- Buildings and their components which function safely and at top efficiency.
- Facilities and equipment which greatly minimize the possibility of fires, accidents, and safety hazards.
- Continuous use of facilities without disruptions to the educational programs.
- Protection of district property through proper planning, scheduling, and preventive maintenance.

- Provide quality management of maintenance projects and tasks..
- To provide quality maintenance program through effective management and efficient utilization of resources.
- Provide the best indoor air quality possible by maintaining a physical environment that supports the needs of the instructional program, staff, students, parents and community.

There are a several factors associated with the desired level of building maintenance which relates to making sound decisions in building maintenance. These include:

- Age of facility
- Age of equipment
- Available manpower

In order to assess the impact of required school building maintenance efforts, the following factors are presented:

#### **BUILDING USE**

- The level of maintenance that is needed and the use of building.
- Respect and care by the students, parents and staff result in decrease of funding spent on the building for repairs.

#### **BUILDING DESIGN**

- Quality and Maintainability
- Efficiency of all mechanical and electrical systems and components.

#### **BULDING CODES**

- Federal, State, and local building codes (EPA/NN OEH)
- Building, Safety, Fire, Health and IAQ
- Maintaining Compliance

#### **CONDITION OF SCHOOL BUILDINGS/EQUIPMENT**

- Consideration of Age of building and equipment
- Decision making is effective when knowing your building and equipment
- Management and operation is to provide adequate funding, staffing, and effective building maintenance

### **GENERAL MAINTENANCE METHODS**

Some of the most cost effective methods of building and equipment maintenance is:

1. Utilization of a centralized maintenance in-house workforce
2. Effective use of district personnel to perform preventative maintenance
3. Utilization of outside contractors and service agreements (BIE/BIE Schools) as needed

A full-time district maintenance workforce provides the following services:

- Emergency response to power failures, plumbing, heating and air conditioning failures.
- Monitoring energy management with state of the art computerized system (Climatic)
- Interior and exterior painting. (All School buildings/Quarters)
- Carpentry, electrical, plumbing, HVAC service and minor roof repairs.

- Grounds maintenance, mowing, landscaping, etc.
- Minor building modifications.
- Vandalism repairs.
- Maintenance and repairs to fire and security systems.
- Hardware maintenance and repairs.
- Utilize a computerized maintenance management system (Work orders/Property Inventory)

Approximately 50% of our full-time maintenance personnel are assigned by specific trade area, i.e., electrician (licensed), plumber, HVAC tech (licensed) and building maintenance. 39% of those SHALL be employees who are crossed-trained in several trades to allow for emergency substitutions when the need arises. Each of these tradesmen develops an in-depth familiarity with their respective assignments. In addition, this familiarity also includes the operation of equipment in each facility. The importance of having trained personnel who are highly capable and readily available constitutes many advantages regarding timely response and maintaining facilities in a safe and ready condition for student use.

The contracted services component relates to the following areas:

- HVAC chiller service
- Kitchen fire hoods, service and inspection
- Energy management control service (Climatic)
- Fire sprinkler systems maintenance and inspection
- Fire extinguisher inspection and service
- Fire and security monitoring
- Bleacher inspection
- Plumbing repairs (major)
- Roof repair and inspection (major)

#### **Facility Information Management Systems (FIMS): Maximo**

##### **Work Order Request Process:**

Rough Rock Community School has defined primary contacts for work order at each school site:

- Administrator: Support Service Manager, Lead Facility Maintenance, Support Service Secretary.
- Site Administrator: Principals, Assistant Principals and or School Secretary - Responsible for school request and approval process
- Requestor: Any staff within the building of K8, High School, Administration, and Residential.
- Technician: Facility Maintenance Department personnel

Work order requests are routed to the Support Service Manager or Administrator for all crafts (trades). The Administrator then assigns the work order to the appropriate technician including determination of priority.

The Administrator is also responsible for closing all work orders completed by Technicians (facility maintenance employees and contractor). The Support Services Manager SHALL train and give full administrative rights to the Maintenance Lead who can assign work orders, create reports and other needed tasks in the absence and in support of the Support Service Manager.

### **Prioritization Methodology**

The Support Service Manager is responsible for prioritizing all work submitted to the Facility Maintenance Department with regards to maintenance. Work is prioritized as follows:

- **Emergency:** Work requested is intended to protect the life, health and safety of students and staff.
- **High:** Work requested is intended to insure the functioning of school.
- **Medium:** Work requested is not an Emergency or High Priority or Cosmetic in nature. Most work requests will fall in this category.
- **Low:** Work requested is cosmetic in nature.

The Facility Maintenance Department's top priority is to ensure the health, safety and well-being of our students and staff. We are committed to immediately responding to every emergency situation which may arise at any of our school facilities. If necessary, we coordinate our activities with the local Police and Fire Department.

We adhere to all regulations and standards including all building codes, the Americans with Disabilities Act and Energy Efficiency Standards.

### **MAINTENANCE AND OPERATIONS ORGANIZATION**

Efficient school building maintenance requires an effective organization structure. The following is an overview of the basic responsibilities of the Facility Maintenance Department and the Custodial/Housekeeping.

#### **MAINTENANCE DEPARTMENT**

The Facility Maintenance Department has the prime responsibility for building/equipment maintenance based on specific areas of responsibilities. It should be noted that there are some maintenance areas in which contracted services supplement or have major responsibilities for building and/or equipment maintenance. In those cases where contracted services have traditionally been utilized, such services have proven to be cost effective.

The Facility Maintenance Department personnel are also responsible for grounds maintenance, landscaping, and improvements to athletic fields.

#### **CUSTODIAL/HOUSEKEEPING**

This department provides assistance and service to the schools on a daily basis to perform custodial duties and other assigned duties. Typically, these services are primarily dedicated to cleaning and limited maintenance to promote a health and safe learning environment. However, the custodial personnel assigned to each school also are capable of providing an invaluable service in detecting equipment malfunctions and building deterioration before each becomes a major problem.

#### **SCHEDULE MAINTENANCE**

The following charts have been developed as a management tool, not only for the purposes of actually scheduling maintenance, but to assist in budget preparation and manpower forecasting. The schedules are meant to be flexible in order to adjust to possible varying budgets and unforeseen issues that will arise.



CHART NUMBER	DESCRIPTION
A.	Heating, Ventilation and Air Conditioning (HVAC)
B.	Fire Sprinkler System Maintenance and Inspection
C.	Fire Extinguisher Inspection
D.	Facility Painting
E.	Parking Lot Resurface/Re-Striping/Bus Loading Zone
F.	Football Field and Track Maintenance
G.	Gym Floor Refinishing

#### STRATEGIC PLAN

BUILDING & GROUNDS STRATEGIC PLAN			
PRIORITIES	ACTION STEPS	TIMELINE	RESPONSIBILITY
1. Maintain the facilities and meet future needs to provide high quality instruction for our students.	<p>Continue to monitor the facilities and prioritize needs for the ongoing maintenance of the buildings and grounds.</p> <p>Areas of concern were defined and prioritized as:</p> <ol style="list-style-type: none"> <li>1. Health &amp; Safety (Inspection) <ul style="list-style-type: none"> <li>• Fire Sprinkler System</li> <li>• Fire Extinguisher</li> <li>• Hood Range Inspection &amp; Test</li> <li>• Kitchen Deficiencies- OEH</li> <li>• NN EPA-Water Code</li> </ul> </li> <li>2. Hire an Electrician</li> <li>3. Grounds (Keeper/Building Maintenance)</li> <li>4. ADA Compliance &amp; Accessibility</li> <li>5. Security Lights &amp; Parking Lot Lights</li> <li>6. Security System &amp; Cameras</li> <li>7. Accessibility (secured)</li> <li>8. PA System</li> <li>9. Parking Lot Stripping &amp; Painting</li> </ol>	Ongoing, with updates provided weekly and monthly to the Support Service Manager, Administrators and School Governing Board.	Lead Maintenance Worker Support Service Manager Superintendent Governing Board
1. Address the needs of warehouse and property clerk/ Inventory and property tracking system.	Establish a firm plan of locations and needs of a warehouse and property tracking system. A priority list will be created and a plan to implement tracking of all school assets.	Ongoing, with updates provided weekly and monthly to the Support Service Manager, Administrators and School Governing Board.	Support Service Manager Human Resource Manager Superintendent Governing Board

TECHNOLOGY STRATEGIC PLAN			
Update Core Infrastructure (Technical, TV's, Software, Promethean Boards)  Use of technology for Email and electronic work order system	1.Maintain core infrastructure on a 5 year rotation (firewall, Phone System, Wireless, Switches, servers & VPN capabilities) Cameras on a 10 year rotation Card Reader Accessibility Inventory current technology/create list for future purchases.  2. Having all maintenance techs and staff have access to computer or laptop.	Ongoing, Firewall Priority Year 1 Annually	Technology Department Support Service Manager Administration
FINANCE STRATEGIC PLAN			
Ensure effective and efficient operations financially.  The use of MAXIMO to the full capacity to ensure a flow process and requesting for funds.	Continue to explore and invest in energy efficiency measures to decrease energy costs.  Seek additional funding as needed to maintain quality educational programs and facilities with the use of MAXIMO.	Annually  As needed	Lead Maintenance Worker MAXIMO Tech Support Service Manager
Promoting the positives of Rough Rock Community School.	Developing a Support Service environment that is welcoming and providing quality customer service.	Annually Every Staff Mtg Ongoing	Support Service Manager Lead Personnel
Ensure the community is well-informed about school progress, funding and financial updates.	a. Attend local chapter meetings to provide updates. b. Provide information to parents and community about school progress and events.	Annually	Administrators
Exploring alternative funding options that could benefit our school.	Head Start First Things First	Annually	Administrators
COMMUNICATIONS STRATEGIC PLAN			
Increase Administration communication	a. Communicate to Board school meetings/functions. b. Staff cookouts, refreshments after or during meetings. c. Improve communications within building/Departments.	Ongoing Monthly Annually	Lead Personnel Support Services Manager Administration
Increase Staff Communication	a. Continue staff cookouts/mtgs. b. Presentation to School Board	Annually Monthly Ongoing	Lead Personnel Support Services Manager

	c. Improve communications to staff via phone, email, social media.		Administration
<b>RECRUITING AND RETAINING QUALITY EMPLOYEE STRATEGIC PLAN</b>			
Offer competitive wages and benefits to attract and retain high quality employees.	a. Complete Base Wage and Salary Schedule for Teaching Staff and Support Staff, including initial placement of employees. b. Develop Point System that promotes professional development activities and leads to potential advancement on Salary Schedule. c. Offer competitive benefits package and recommend possible changes in retirement health insurance benefits to eligible employees.	Implement at start of 2018-19 school year.	Wage and Salary Schedule, Point System, and benefits package recommendation by Support Service Manager & Administrators. Review and Approval by School Board.
Provide a positive work environment.	Weekly staff meetings Department Meetings following school board meetings for review of actions taken. Include staff recognition for birthdays and other occasions. Complete staff survey annually.	Implement staff meetings and staff recognition at beginning of 2018-19 school year. Ongoing	Lead Personnel Support Service Manager
Provide opportunities for Professional Development including a mentoring program.	a. Review current mentoring program and suggest improvements. b. Survey staff for professional development needs. c. Administration to use survey for possible in-service day topics. d. Review Mandatory Staff Training and Certifications needed for school operation.	Annually Ongoing	Lead Personnel Support Service Manager Superintendent Human Resource Manager School Board

#### HEALTH & SAFETY DEPARTMENT

Rough Rock Community School Health & Safety Department is comprised of personnel for school security and health services. Health Services are services provided for students to appraise, protect, and promote health. These services are designed to ensure access or referral to primary health care services or both, foster appropriate use of primary health care services, prevent and control communicable disease and other health problems, provide emergency care for illness or injury, promote and provide optimum sanitary conditions for a safe school facility and school environment, and provide educational and counseling opportunities for promoting and maintaining individual, family, and community health.

<b>STRATEGIC PLAN FOR HEALTH &amp; SAFETY</b>			
Provide and implement a plan to	Conduct an assessment and prioritize safety and wellness issues to be addressed.	Ongoing	Lead Personnel K12 Principal

address school safety issues.	Design and implement training opportunities with a focus on prioritized wellness and safety issues impacting students, staff and parents & community.		Support Service Manager Superintendent Leadership Team
Provide and implement training on emergency operation plan and using the National Incident Management System.	<p>100% of the schools fire safety team is trained in school emergency protocols.</p> <p>Provide Fire Safety Team the opportunity of attending training and conferences in school safety.</p> <ul style="list-style-type: none"> <li>• Active Shooter Training</li> <li>• Emergency Operation</li> <li>• Trauma Care Training</li> <li>• Fire Safety Training</li> <li>• Firefighter Training</li> <li>• Security Safety Training</li> </ul>	Annually Ongoing	Lead Personnel K12 Principal Support Service Manager Superintendent Leadership Team

#### **FOOD SERVICE DEPARTMENT**

The Purpose of Food Service Department is to provide healthy nutritional balanced meals for students on a daily basis while school is in session and evening meals for residential students Sunday to Thursday. The food service is comprised of personnel at the K6 & Junior High/High School campuses.

##### **Food Service Staff:**

- (3) Lead Cooks
- (1) Food Service Worker

##### **Food Service Department:**

- Prepares a variety of nationally sponsored meals that are in compliance with the required national and state health and food standards and regulations;
  - ✓ National School Lunch Program
  - ✓ United States Department of Agriculture
- Serves Breakfast, Lunch and Dinner (Homeliving Program Students);
- Ensures that all food service staff are provided appropriate training to meet all health and food safety and regulations.

##### **Employee Qualifications:**

Food Service Personnel are mandated to keep updated requirements for employment:

- ✓ Food Service Training Certification
- ✓ Immunization-Physical Exam (annual)

- ✓ CPR & First Aid Training Certification
- ✓ Navajo Nation Background Check
- ✓ AZ Dept. of Public Safety Background Check
- ✓ Fingerprint Clearance Card
- ✓ Federal Background Check

The National School Lunch Program (NSLP) and School Breakfast Program (SBP)

#### **Reimbursements:**

- ✓ The NSLP/SBP provides reimbursements to the Rough Rock Community Schools' Food Service Department based on student "counts" in relation to family economic statuses set by the Free and Reduced Lunch Program;
- ✓ Milk must be provided with every meal for students to be counted and approved for reimbursements to school.

Reimbursement funds are used to support food and supply costs for lunch and breakfast programs. This also includes student activities such as field trips, athletic trips and the afterschool program.

### **Food Planning & Preparation**

#### Roles & Responsibility of Lead Cooks:

- ✓ Proper food menu planning is followed as required by regulations with the help of a certified dietician.
- ✓ The required six-week cycle in the food service planning process is followed;
- ✓ Proper recipes are followed;
- ✓ The nutritional analysis/documentation is completed for each meal;
- ✓ Proper serving sizes and appropriate serving utensils are provided at all times.

#### Breakfast and Student Supervision

- Breakfast is served from 7:00 am to 8:00 am Monday-Friday.
- Residential staff supervise the Home living Program Students during breakfast.
- Additional duties are assigned and monitored by the School Principal.

#### Lunch and Student Supervision

- Lunch is served from 10:45 am – 12:15 pm, Monday-Friday.
- Academic staff supervise their own students during lunch.
- Duties are assigned and monitored by the School Principal

#### Dinner and Student Supervision

- Dinner is served for the Home living Program Students at 5:00 pm, Sunday-Thursday
- Residential Hall Staff monitor their students during dinner.
- Duties are assigned and monitored by the School Principal.

#### Operational Procedures

- Academics: KG - 12th grade students: Breakfast and lunch, 5 days a week (Monday-Friday)
- The Family and Child Education (F.A.C.E) Program: Breakfast and Lunch, 4 days a week (Monday - Thursday)
- The Home living Program: Dinner, 5 days a week (Sunday-Thursday), Breakfast and Lunch, 5 days a week (Monday-Friday)
- After School Program: Snacks, 3 days a week (Monday, Tuesday and Thursday)

#### Sanitation

Rough Rock Community School is required to keep a sanitary environment. Cleaning procedures are required daily/hourly and include the following:

- ❖ A clean cooking environment
- ❖ Sanitary serving procedures
- ❖ A sanitary serving line and tables
- ❖ Clean pots & pans
- ❖ Sanitary dining room areas

#### Food Safety & Department Regulations

- ❖ Biannual food safety inspections from the Environmental Health Safety Inspection Team
- ❖ School Food Safety Plan
- ❖ Archived records and reports including health inspection documentation

*Sanitation Permit must be retained every year through The Navajo Nation Division of Health. Sanitarians from Office of Environmental Health will conduct routine surveys and inspections.*

STRATEGIC PLAN FOR FOOD SERVICE			
Provide a healthy nutritional balanced meal for students.	Increase student breakfast participation to provide the proper nutrition needed for students to be successful academically. Increase support for student nutrition education.	Ongoing	Lead Personnel Parent Liaison K12 Principal Support Service Manager Superintendent
Provide a school Wellness Policy and Plan that supports student achievement.	Increase support for Nutrition Education. Increase opportunities for students to make healthier decisions. Provide information on nutrition.	Ongoing	Lead Personnel Parent Liaison K12 Principal Support Service Manager Superintendent
Provide Parental Involvement and Cultural Food Demonstration.	Increase Parent involvement and engagement in their student's nutritional education and food service department. Conduct a traditional food program and education for families.	Ongoing	All personnel

## TRANSPORTATION DEPARTMENT

The Transportation Department provides bus transportation for its students in accordance with the provisions on the Arizona Department of Public Safety and the Arizona Department of Education. In order to provide this service with maximum safety, all students must understand that the bus driver is in complete charge and control of the bus. School bus drivers have a tremendous responsibility entrusted upon them, and it is important that they have your child's cooperation as well as your cooperation in following the bus rules to ensure that their ride is a safe and enjoyable one.

HB 2170: Pupil transportation plays an important role in the educational process. Transporting children to and from school each day is a responsibility which requires good physical health, professionalism, emotional stamina, determination, dedication, and skill. The main objective of any pupil transportation system is to transport passengers to and from school each day safely and efficiently. To achieve this goal, driver trainees must be thoroughly instructed in the fundamentals and techniques of operating school buses. The success of the program depends upon their motivation, dedication, and skill.

The contents of this training guide are a compilation of the "School Bus Instructional Program" of the United States Department of Transportation, The National Highway Traffic Safety Administration, "National Minimum Guidelines for School Bus Operation" and driver training materials from school districts in Arizona, Virginia, California, Illinois, West Virginia, New Mexico and other states. The in-service section is divided into twelve units: *The Driver's Role and Responsibility; Passenger Conduct; Loading and Unloading; Driving Under Special Conditions; Homeland Security/Emergency Preparedness; Transporting Students with Special Needs; Activity Trips; Two-Way Communication; Operations Checks; Accidents and Emergencies; Behind-the-Wheel Training and Defensive Driving*. These units cover the minimum knowledge and skills needed to drive a school bus. At the end of some units there is a review to determine the trainees' comprehension of the subject matter. After completing this program, school bus drivers should be able to operate a school bus safely and efficiently. Drivers of school buses should always keep in mind that they are responsible for transporting children whose lives depend upon their knowledge, alertness and sound judgment.

Transportation department's strategic plan is to create a framework within which the delivery of transportation can be provided. This framework includes a focus on long term goals that assign priorities and recommendations for the implementation of sustainable mechanisms for delivery of service as well as alternative school transportation plan. The directions will be focused on organizational structure, well defined policies and procedures, routing and technology solutions and well developed key stakeholder relationships. The plan will be based on the current environment but will position the Transportation Department to be able to address future changes.

### SCOPE OF PLAN

The strategic plan is to create a framework within which the delivery of transportation can be provided. This framework includes a focus on long term goals that assign priorities and recommendations for the implementation of sustainable mechanisms for delivery of service as well as alternative school transportation plan. The directions will be focused on organizational structure, well defined policies and procedures, routing and technology solutions and well developed key stakeholder relationships. The plan will be based on the current environment but will position the Transportation Department to be able to address future changes. The Strategic goals will be evaluated on an ongoing basis. A measurement tool will developed to allow the Support Service Manager to evaluate the progress of the Transportation Department and keep the organization focused on the goals and objectives.

**Goal 1: Customer Service:**

- Students/Parents/Families
- Schools (K8 & RRHS), Principals/Administrators
- Rough Rock Community School, Inc. Governing Board
- Community of Rough Rock
- School Transportation Safety

For our Transportation Department to be effective and provide excellent customer service we need to ensure that we know our customers and understand their needs/challenges, that we are accessible to our customers and that our service meets our customers' expectations.

**Goal 2: Fiscal Responsibility:**

- School Transportation Plan
- School Alternative Transportation Plan
- Implement the Leading Practices as identified in the Efficiency and Effectiveness to improve the school bus routes/schedules and time management.
- Develop and track financial reports and compare to actual costs (monthly and annually).

A critical factor for the Transportation Department is the fiscal responsibility. The challenges with funding in the face of a declined enrolment as well as other Educational initiatives require increasing due diligence to ensure that the transportation funds are being expended in the most efficient manner.

**Goal 3: Continuous Improvement:**

- Develop a process for the operational and administrative functions.
- Create and implement a monitoring process to understand the climate and road conditions.
- Create a plan for school transportation in adverse weather.

Ongoing process and monitoring of bus routes/schedules is required to continuously develop an effective plan and procedures that increase the efficiency and effectiveness of the service delivery of transportation. The main factor in implementing a continuous improvement process will be the monitoring and understanding the climate.

**THREATS**

Rough Rock Community School is in a remote location and has a lapse time in receiving adequate response for emergency situations. Its ever changing climate/environment which also includes declining enrolment, school losing accreditation in the past and the shift in the demographics of areas require ongoing changes to the transportation service delivery. The need for a strong organizational structure to meet these challenges is required. This threat is increased by the lack of planning and preparation for these events.

**IMPLEMENTATION OF PLAN**

The Draft of the Strategic Plan will be shared with staff and parents for input and comment. When approved by the Superintendent, Administrators and the School Governing Board the plan will be shared with staff and key stakeholders to ensure that the objectives are understood.



The goals and objectives will be included in transportation plans and staff/Parent Advisory meetings to ensure all parties are working together to meet the common goal.

#### MEASUREMENT OF GOALS AND OBJECTIVES

The ultimate responsibility for ensuring that the goals and objectives are implemented is with the Support Service Manager and the Transportation Department. The Support Service Manager will bring forward the goals and objectives to be reviewed by the Superintendent and Administrators on an ongoing basis to measure progress and identify areas of concern. Reporting time frames will be as follows:

- Long Range Goals: One time per year
- Short Term Goals: Twice per year

#### CONCLUSION

The Strategic Plan is a fluid document that will be amended to adjust to change depending on the monitoring tool. This document lays out the framework structure to allow for Rough Rock Community School to operate effectively and meet the needs of every child that rides the bus.

<b>STRATEGIC PLAN FOR TRANSPORTATION</b>		
Continue to provide quality, safe transportation for all students.	Ongoing	Monthly/Annual inspection safety reports; incident and accident reports; DOE Best Practices Assessment
Continue to support the Advanced Training Program for school bus drivers, which provides additional training opportunities and subsequent salary advancements to drivers upon satisfactory completion of coursework. Courses in this program include, but are not limited to, the following: Transporting Special Needs Students, Bullying, Behavior Management, CPR, Basic First Aid and Gangs/Crime Prevention.	Ongoing	Performance assessments; Driving Range
Continue to provide the best qualified, well-trained bus technicians using the latest computer diagnostics equipment incorporating extensive staff development and career incentive programs.	Ongoing	Annual fuel report
Continue to increase efficiency and provide for additional secured parking by utilizing three existing, strategically-located Bus Support Facilities, while investigating the advisability of an additional facility in the northeastern sector of the County as part of anticipated growth and future school construction in that area.	Ongoing	Utilization of Fuel Site Consumption Report
Continue to provide a comprehensive bus rider safety program for all Students in grades PK-12.	Ongoing	DOE Best Practices Assessments and annual training report
Continue to advance radio communication utilizing the digital platform to develop individual talk groups for each innovation zone and special education.	Ongoing	Annual inventory of radio equipment and daily operations
Implement a computer based software application for field trips that will enable schools/operations to utilize existing technology infrastructure for submitting, approving, invoicing, and tracking	Ongoing	Elimination of printed forms and annual field trip reports.