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APPLICATION FOR GRANTS UNDER THE

NATIVE AMERICAN AND ALASKA NATIVE CHILDREN IN SCHOOL PROGRAM
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Abstract: It is our mission to develop students who are proficient in, and can apply, core academic concepts per the state standards. Proficiency and true mastery of English language, oral and written, will provide project participants with the conceptual knowledge, vocabulary and comprehensions skills to be successful in college and career. Higher order thinking skills such as application, analysis, and synthesis instruction will promote successful transference of skills from High School to College. Each LEP High School student that is not making progress toward these objectives, as measured by benchmark assessments, will receive an individualized education plan that identifies specific barriers to achievement and plans for improvement. Present opportunities for our LEP children to address language based differences in content area classrooms will be increased and intentionally applied. Our students will be more actively engaged in their own education, and parental involvement increased. Activities, curricula, and methodologies to be used under this project are based on a scientifically based three tier model.

We have analyzed the needs of our students and the resulting project design. Needs analysis is based on the Hawkins/Catalano risk factor research that forms the basis for our existing reforms: Need 1: Community detachment - detachment from heritage culture and language: Over 95% of our students are Native American or Alaska Native. Coast Salish is the most prevalent heritage language; however, many other native heritage languages are represented among our diverse Native American population. The local Puyallup Salish dialect, Twel-Shoot-Seed, is specifically taught as part of our language revitalization program, however very few students have much more than a rudimentary knowledge of their heritage language. Many have relocated from rural reservations where the indigenous language is or has recently been spoken in the home. Many are of mixed Hispanic heritage. An analysis of 8th and 9th grade student population data indicated that approximately 15% come from backgrounds in which other languages are spoken by them or

immediate family members at home. In that survey, both Spanish and tribal (e.g., Navajo) languages were spoken. While some students are in the "speech emergence" stage of English language development, most are the intermediate level. Therefore, most of our students are "English dominant", but many are not "to standard" with written and oral language per State academic content standards. Our families are proud of their oral traditions. However, the influence of "indigenous vernaculars" affects proficiency in standard "academic" English.

Need 2: Academic and English language deficiency: Leap (1986) describes the condition where students are proficient in neither their tribal language nor English as "semilingualism". Data from academic proficiency measures (e.g., MAPs), and language surveys indicate that the majority of our students fall on that continuum. Our reform efforts have resulted in significant basic literacy gains. However, student proficiency on the higher levels of academic content, e.g., higher order vocabulary, is not fully supported by basic literacy programs and the standard curriculum. Our students face barriers that impede college success described by (Frasier, 1995):

- An environment that is dissimilar to any of their experiences
- A disconnection between home and life outside the home - a sense of alienation
- Curriculum and instructional methods that seem irrelevant to their lives and their needs
- An assumption that because they are limited in English proficiency, they are less able

Many of our students enroll in our tribal school with reports that they felt "alienated" in their previous school experience, often a "mainstream" public school. They have frequently been placed in unsuccessful remedial programs or special education programs that have not addressed the linguistic and cultural base of their learning challenges. Many have dropped out or received disciplinary sanctions, and have enrolled in our school as a "last chance" alternative. The following graph shows a "success pyramid" that describes our project at a glance:

Overarching goal: Utilize a data based approach to intentionally address Limited English Proficiency and promote College Success

Outcome:* *English proficiency leads to college success

Support: Engage in active learning (including college visitations) that improve oral and written English, and performance in pre-college classes.

Intervention: Develop basic literacy proficiency through the three-tier model with additional literacy activities delivered o targeted LEP students in an ELL classroom that utilizes SBR curricula and authentic active learning lessons that are content based. Utilize authentic contexts such as Salish stories, songs, and poetry. Provide intentional transition services

Foundation: 1) Learn in culturally sensitive environments that are rich in varieties of media, reading materials, and activities; 2) receive regular assessments including screening, assessment, progress monitoring, and structured observations; 3) be taught by well-trained staff that provide intentional explicit English Language Development instruction and strive to frequently involve each student's parent(s).

(a) Quality of the Chief Leschi "College Success" project. (30 points)

(i) Goals, objectives, and outcomes are clearly specified and measurable...

Chief Leschi students qualify as Limited English Proficient (LEP) under the Title IX definition of NCLB. Chief Leschi School is an entity of the Puyallup Tribe of Indians. Coast Salish (Twel-shoot-seed) is the heritage language of the Puyallups.

Many of our students are challenged by limited English skills, particularly vocabulary and comprehension skills. Our childrent are challenged by multiple risk factors (Search Institute) that include poverty, foster care status, homelessness, teen parenting, and disabling conditions. Environmental and linguistic differences have lead to persistent deficits in the forms of English that lead to success in career and classroom. Our replicable project will demonstrate that explicitly taught English instruction in a culturally meaningful context will measurably increase English language proficiency, graduation rates, and college success. Our project will directly serve over 450 Native American students in grades 4 – 12 as English Language Learners (ELL).

Instruction will be grounded in a "three tier" model of inclusive instruction that has already yielded unprecedented improvements in English reading fluency. These gains resulted from instituting scientifically based literacy programs (including a successful LEP grant that is now sun setting). Recent CLS longitudinal data have shown remarkable improvements in our students' basic English oral language, decoding, and fluency. However vocabulary and comprehension outcomes have lagged. These data demonstrate that we now need to increase our focus in two critical areas, particularly as they relate to the "Academic English" that is necessary for success in college and in careers:

- Vocabulary Development, both oral and written
- Reading Comprehension, particularly for content reading and technical reading

Our project addresses these areas across competitive preference priorities 2 & 3:

Preference Priority Two: *Increase the number and proportion of high-need students who are academically prepared for and enroll in college or other postsecondary education and training.* We will accomplish this by explicitly providing language instruction based on specific deficit areas, and engaging students in intentional college transition activities. We will implement community-based experiential programs, particularly college and career awareness activities. Those activities will also promote oral and written English. As our students' world expands we will guide them in gaining new vocabulary and word meaning.

Preference Priority Two: *Utilize a data-based decision making process to establish and sustain measureable improvements in the following areas:*

A) Improve our students' successful postsecondary outcomes as measured by enrollment, persistence, and completion grades 4-12 that leads to college/career success: Provide intentional transition activities that improve student retention and academic success across critical student transition points: entering intermediate grades; entering middle school); entering high school), and post-secondary. *Data will demonstrate reduced dropout rates.*

B) Strengthen instructional practices that improve academic outcomes in English language instruction in grades: assigned class methodology, grades 7-12: Provide explicitly taught English language instruction with an emphasis on comprehension and vocabulary improvements. Cultural connections will be infused. *See table one for outcome indicators.*

Our goals and objectives are embedded in cultural contexts similar to Sheltered English:

- English will be the primary means of instruction
- Native language will be incorporated through our ongoing Twel-shoot-seed revitalization
- Cultural contexts will be utilized when possible given the large diversity of native languages

- Instructional methods and transition tasks will be appropriate for each grade-age as students move up through transition points and on to post-secondary success.

The Washington State English language Development Critical Elements Analysis will inform our project. State standards will also be used to determine appropriate curriculum. Instruction will promote competencies that are measured on college entrance examinations including the COMPASS and ASSET tests (2 year colleges) and ACT and SAT.

Objective Assessment measures and Standards: the Washington state curriculum framework will guide academic content instruction. Therefore, our project is aligned with expectations of college entrance examiners and employers. The MAP test (key measure) correlates highly with the state academic assessment (HSPE (9-12) / MSP (4-8)) as well as pre-college tests. MAPs will be used as a key measure to complement state required assessments. Universal assessments will provide screening data to refer students for oral language assessments (WLPT-speaking .) We have built this proposal around the "big idea" that explicitly taught and culturally experienced oral / written language development will lead to success in high school and college. As students build proficiency in these skills, they will achieve credentials that open doors for themselves, their families, and the tribal community throughout their lifetimes.

The Washington State Language Proficiency Levels Rubric will be used as a reference for oral language development. As described in table 1 (below), the Northwest Evaluation Association (NWEA) "Measures of Academic Progress" (MAP) and GPRA measures will be used to demonstrate increased English mastery. The MAP and HSPE / MSP (state exams) have a high degree of concordance.

Our existing ELA project, now ending, has resulted in remarkable increases in basic English proficient, particularly for reading fluency which promotes comprehension at a basic level.

However, we know that our children must take English vocabulary and comprehension to "the college level" to master the knowledge and skills that are needed in their Native communities.

As a result of our former ELA project the majority of our students now have a strong foundation to benefit from an emphasis on vocabulary and comprehension instruction. This new project is designed to measurably improve English language vocabulary and comprehension skills. Students will become confident that they have the language skills needed to succeed in career and college. Our students' exposure to and use of their heritage language / cultural competence will improve, as their confidence in the use of career/classroom English also improves. Our instructional methodology is related to the "best fit" of our English Language Development / Sheltered English model with our English-dominant Native student population. We are experienced in implementing proven models with fidelity while adapting them to our unique urban intertribal setting to maximize results. Our instructional design includes:

- English vocabulary and comprehension proficiency in pre-college academic tasks
- All students in program identified as English Language Learners
- Content instruction at current instructional level so subject matter is comprehensible
- Use of Native (Salish) culture and traditions as context for active learning instruction
- Use of integrated instruction, not exclusively isolated instruction
- Recognition of cultural differences as an important part of learning to speak English well, including an English language fund of knowledge that can be applied in college and career.

Goal 1: Conduct frequent, systematic, and comprehensive assessment activities related to clear grade-level expectations that ultimately demonstrate on-grade-level proficiency: Conduct universal screening and leveled assessment activities to monitor progress and inform instructional decisions and placements. Communicate results to students, relevant staff,

community and especially parents. Report results and align with NCLB requirements.

Goal 2: Further develop a coherent instructional design that is integrated with the three-tier model in both scheduled ELL class and regular content area classes. Use SBR core, supplemental, and intervention curricula to explicitly teach and actively engage learners in oral language development, the 5 essential components, and writing. Use effective methodologies including the "5 standards of effective pedagogy" (CREDE), and active learning to progressively build language; advance literacy and critical thinking. Establish learning plans for level I non-proficient students and directly involve parents in the development of those plans and outcomes.

Goal 3: Conduct sustained professional development directly linked to effective practices in assessment and instruction, particularly for vocabulary development and comprehension improvements: Building level leadership will promote professional development as the "heart" of our project, e.g., evidence of explicit teaching practices, staff collaboration, and commitment to continuous improvement. Parents and community will be encouraged to participate in related training opportunities.

Goal 4: Enrich the oral language of each learner: Promote oral language development in all instructional settings, particularly regular education core academic classrooms. Language development will be based in on-site college experiences that build awareness and confidence. We will intentionally create print and language-rich classroom environments and incorporate culturally relevant oral traditions and Salish into English Language instruction. We will utilize experiential learning, such as field trips to local colleges to expand horizons, that are connected with new concepts and vocabulary. Students will actively engage in college awareness activities at an early age (grade 4) to expand horizons and confidence in meeting the challenges or a changing world.

Qualitative and quantitative data will demonstrate goals are met as follows:

Table I: Core of Common Indicators in relation to outcome objectives and GPRA measures

1. GPRA Indicator: English Reading Achievement: Objective - By June 30 of each year, at least 75% of project students will have improved their performance on the Washington State reading assessment.
2. GPRA Indicator: Oral English Proficiency: Objective - By June 30 of each year, lowest functioning ELL students (by referral) will have improved to at least 110% of baseline in use of Oral English. Performance Measure: Students who are monolingual in English and academically at-risk (on a case-by-case basis) will take the Speaking response measure of the Washington Language Proficiency Test
3. GPRA Indicator: Writing English Achievement: The percentage of project students that score proficient on either the state writing assessment (grades 4, 7, and 10) or Measures of Academic Progress (MAPs) Writing assessment will increase by 10%
4. Outcome Indicator: Drop-out rate: Objective - An annual drop-out rate reduction of at least 1% from baseline will be demonstrated by students participating in the program at least 165 hours. Performance Measure: This indicator supports transition activities grades 4-12
5. Outcome Indicator: Participant Satisfaction: Objective - Parents and community members will report at least an 85% satisfaction rating. Stakeholders will indicate project activities and outcomes to be helpful, enjoyable, and/or of high quality. Measure: Ethnographic interviews and surveys.
6. Process Indicator: Parent / Community Participation: Objective - By June 30, 2012, an average of 300 parents and community members will have participated in one or more of the parent / community involvement activities. Performance Measures: Parent sign-in sheets, agendas, schedules.

Hallmark activities to accomplish objectives include:

- Increase the number and quality of language based student interactions designed around collaborative and experiential learning experiences, including exposure to college

environments and expectations at an early age (beginning grade four).

- Improve functional communication between and among teacher and students
- Enhance data-driven improvements in differentiated instruction per student needs
- Use culturally relevant thematic units to organize instruction and academic content
- Use native Salish language in integrated lessons that build English skills
- Increase parental involvement in and awareness of instructional improvements

The improved core academic proficiency levels of the students to be served by the project are significant not only in terms of the direct services but also in demonstrating improved instructional methods. The effectiveness and importance of intentional ELL service improvements for students from multiple tribal backgrounds in an urban setting will be demonstrated. Clear documentation of project outcomes will allow us to share successes with other schools in our region serving Native English Language Learners.

Our project has been designed to complement our Comprehensive School Reform Plan (per Native Star process – BIE validated program). Our reforms and resulting project design are consistent with research based characteristics of effective programs for ELL students, including:

- Supportive whole-school contexts (Lucas, Henz, & Donato, 1990; Tikunoff et al., 1991).
- High expectations in active learning environments that are academically challenging (Collier, 1992; Lucas, Henz, & Donato, 1990; Pease-Alvarez, Garcia, & Espinosa, 1991).
- Intensive staff development programs designed to assist ALL teachers (not ELL teacher & paraeducator) in providing effective instruction to language minority students (Lucas, Henze, & Donato, 1990; Tikunoff et al., 1991).
- Emphasis on functional communication, use of thematic units, collaborative learning, and involvement of the community and parents in training and instruction (Garcia, 1991).

We will demonstrate a successful project that results in academic achievement for Native ELL students through development of English academic skills based on improved written and oral usage, especially "academic English" necessary in college. Content area vocabulary and expository writing instruction will increase. Our design is tailored to meet the linguistic, academic, and affective needs of our students; will provide them with the instruction necessary to engender progression through school at a rate commensurate with their fully English proficient peers; and makes best use of Federal and school resources. We will provide intentional experiences that remove barriers across key transition points from grade 4 to college.

High-quality language instruction: A strong foundation of overall scientific based research (SBR) school reform has been established at CLS through our prior ELA grant and other initiatives. However, much remains to be done to fully develop a comprehensive ELL program.

Our reform is based on a three-tier model of core, supplemental, and interventional instruction for all students. Some of our English Language Learners are receiving oral English development through the three-tier model, e.g., through the Language for Learning curriculum. However, that curriculum only reaches students in the primary grades. Our secondary ELL students experience Native oral language (Twel-Shoot-Seed Salish) development through the regular education program. That language revitalization program engages our students in culturally based learning experiences that will complement the college oriented English Language Development model described in this proposal.

Our project builds a process to reach "the next level" in meeting the needs of our English Language Learners at the intermediate and secondary levels. We will intentionally and explicitly provide instruction that maintains fluency and increases vocabulary and comprehension and core proficiency of ELL children. Instruction will be aligned with state literacy standards and linked

to content area standards. Student progress will be measured by appropriate assessment instruments and a well designed project evaluation system. Language instruction in core academic subjects will reflect the following high-quality characteristics (adapted from the Office of Multicultural Student Language Education, Florida Department of Education):

- Inclusion: Students will be full participants in the academic and social life of the school. Secondary students will be offered specialized instruction (assigned class) and will be integrated into all-English instructional environments responsive to their needs. They will be included in our scientifically based three-tier model that utilizes SBR proven literacy core curricula.
- Enrichment: Our students will be engaged in intellectually enriching activities in English, as we incorporate Native language and culture as a high priority.
- Flexibility and Coordination: We will build from our award-winning Reading First and Enhancing Literacy projects for effective teaming both horizontally and vertically. For example, teachers of ELL students of the same grade level or same academic subject will have common planning times to the greatest extent possible. They will collaborate in departmental meetings.
- Internal Impetus: Existing reform success will form the basis for ELL instruction, e.g., provide careful transitions, place emphasis on appropriate service rather than classification status, incorporate appropriate ability groupings based on assessment data, and will address students' social and emotional needs through cultural programs such as Canoe Club.

We will emphasize meaningful communication and develop background knowledge by engaging students grades 4-12 in experiences that expand their horizons and help them gain confidence in crossing thresholds to the next level, including college. Such approaches will engage students through topical and theme based instruction that promotes guided English language interactions and is linked to core content and is also relevant to their home life, career

goals, and community. Those language development activities will be delivered in both the ELL scheduled classes that will be established under this initiative, and in the existing academic classes through systematic professional development involving all core content teachers. Students will demonstrate improved language-based content are instruction that:

- Engages all students, regardless of their proficiency in English, in thought-provoking literacy activities and real life contexts that develop proficient readers, writers, and thinkers.
- Encourages the use of language to communicate meaningfully in English while valuing the use of Salish to respond to classroom assignments.
- Utilizes curricular themes across academic disciplines that are relevant to the students' lives and cultural heritage to engage students' interest and motivation and increase opportunities for natural conversation.

Sustained high-quality professional development (PD) will be a cornerstone of our project. PD will directly support classroom preparation of teachers that leads to effective classroom interactions. PD will be delivered to all core content area teachers that serve ELL students

Classroom Preparation: Training will be conducted in appropriate grade-level course development and lesson planning to make lessons comprehensible to ELL students. The following PD characteristics are adapted from a review of ELL research by our Academic Leadership Team. As a result of the training, teachers will modify their approach to:

- More effectively use formal and informal assessment data to select an instructional beginning point based on students' prior knowledge, experience, and needs.
- Carefully identify an appropriate sequence of activities which matches the students' developing linguistic abilities and leads to proficiency as measured by Washington State (OSPI) grade level expectations (GLE)s.

- Determine key concepts in each lesson and the language required to encode concepts.
- Design lesson plans which allow students to build a repertoire of learning strategies and experience a variety of social roles.
- Utilize classroom based monitoring and feedback to check for students' comprehension.
- Utilize multiple measures that demonstrate accomplishment of course objectives.
- Utilize a variety of culturally relevant materials which contextualizes otherwise abstract concepts and enhances English language comprehension.

Classroom Interactions: Research confirms that ELL students develop language and content proficiency more effectively when instruction encourages student interaction. Teachers will gain an even greater respect for cultural and linguistic diversity. They will communicate content objectives through multiple means and activate and use students' background knowledge. They will utilize cultural contexts such as regalia and oral traditions as shared by elders and community members. Visuals, manipulatives, graphic organizers, content mapping, media and other sources will be used to explain the concepts. They will consistently check for understanding and learn to question appropriately (using referential questions, wait-time, comprehension checks). Teachers will demonstrate increased awareness of linguistic differences and learn that our ELL students may characteristically:

- Revisit earlier levels of proficiency as new concepts are introduced
- Demonstrate knowledge in a variety of ways
- Use their Native language to participate in class
- Need encouragement to initiate language based interactions
- Exhibit errors in "academic English"

Student to Student Interaction: Teachers will be trained to ensure that students are:

- Grouped flexibly (e.g., in pairs, collaboratively or cooperatively, heterogeneously or homogeneously) to promote cooperative language experiences and learning.
- Encouraged to acknowledge and respect cultural and linguistic diversity
- Have frequent and varied opportunities to use English to interact with each other and content
- Encouraged to use their primary language and participate in cultural experiences

Professional development will engage teachers in creative training, e.g., role play and community based learning to:

- Understand the general principles of how Salish is structured
- Know common aspects and values of Native cultures, including schooling
- Be sensitive to the specific cultures represented in their classrooms and the personal backgrounds of their students
- Know the general processes of first and second language development
- Be aware of the academic, linguistic, and social risk factors of individual students

Meeting the needs of the target population: by linking culturally relevant English language instruction directly with delivery of core content, our project will address both academic and language based risk factors. Our integrated model will ensure that our ELL students receive support through our three-tier model while providing substantial additional assistance through both a scheduled ELL class "pull out" and in their content area classes. Our experience with Fostering Literacy and Reading First projects shows us that strong parent and community involvement in a culturally relevant context will help to build stronger connections to school. That in turn will help address the identified needs of our students, including known risk factors as identified in the abstract. As academic success and cultural competency improves, the personal and school adjustment issues of many students will be more fully addressed.

Specifically, increased academic success is expected to improve students' commitment to school and thereby reduce truancy and dropout rates (core indicator). Professional development is designed to increased positive student language-based interactions. That will provide our at-risk English Language Learners practice in cognitive, interpersonal, and problem-solving skills. Those skills will lead to the development of social competence and reduction of problem behaviors. Students will be empowered to problem solve. Increased access to culturally relevant active learning that is linked to Salish language revitalization will enhance overall community attachment and positive alternatives to substance abuse and other risk taking behaviors. That will in turn support additional gains in English language development and academic proficiency.

Our Leadership Team has created an English Language design that is based in a Sheltered English methodology. This was chosen after a review of the research base (for example, data from the Northwest Regional Education Laboratory, NWREL) as most appropriate for our English dominant multitribal setting. Direct services will be delivered in two ways:

1) Conduct an ELL direct service classroom for up to 6 instructional periods per day: An ELL framework will be used. The teacher will focus on delivering active learning content based lessons to lowest performing ELL students. Each student that is at level one of proficiency per the HSPE/MSP (state assessment) will have an individualized plan of improvement. Parents and students will be invited to participate in the plan development. English based instruction will be a bridge from the ELL class to the academic mainstream. The teacher and paraeducator will use content area materials that are challenging but may be at a lower reading level. Abstract concepts will be broken down to concrete components. Content vocabulary skills will be emphasized. The teacher will utilize visuals that support cues, and relevant hands-on activities.

2) Train Classroom Teachers to innovate with learning experiences that promote language: Our

design will be to use differentiated instruction e.g., use of simplified vocabulary and sentence structure to facilitate understanding of the regular curriculum for ELL students. Professional development will build capacity by increasing the ability of teaching staff to differentiate instruction through thematic and active learning methods. Professional Development (PD) topics such as "content mapping" will support vocabulary development and content mapping. Staff training and coaching will be integrated. The ELL classroom will serve as a model program for "site observations" by content area teachers. PD and resulting improvements in core academic classrooms will be aligned to best practices per the Department of Education clearing house. The coach / coordinator and ELL teacher will be directly trained in those methods and will act as trainers to core academic teachers (see PD training sequence, management plan).

- Teachers and Students Working Together: Use instructional group designs
- Developing Language and Literacy Skills across all Curriculum: all content areas
- Connecting Lessons to Students' Lives: based in home, community, and school experiences and post-secondary transition plans and portfolios (expectations for all seniors).
- Engaging Students with Challenging Lessons: Maintain challenging standards; scaffolding
- Emphasizing Dialogue over Lectures: especially academic, goal-directed, small-group

Professional development for data driven instructional decisions: The Washington State English Language Development Critical Elements Analysis provides a guide for ensuring that essential language development components are included in lesson planning for ELL students. We will use the related template guide in professional development to assist the ELL teacher and content teachers in developing appropriate instructional content (instruction and practice) and context (strategies, materials, and grouping). These will be linked to assessment through use of Measures of Academic Progress (MAP) testing administered at least two times per year. Both

the MAP and the template guide are referenced to the state's Grade Level Expectations (GLE). The GLE forms the basis for the HSPE/MSP (state AYP measures). In this way curriculum and instruction for our ELL students will be linked to the same challenging content standards as that are expected for college entry as for all students.

The following program goals and objectives will be used in organizing, providing, and assessing professional development activities:

Professional Development (PD) Goal 1: Training and opportunity for instructional staff Knowledge of Assessment and How to Assess/Evaluate Student Learning in the English Language learner Program:

Objective 1: Base PD on Understanding of a Valid and Reliable Assessment System

a Theoretical and conceptual understanding of educational assessment of ELL students

b Use of school assessment system to enter and report findings

c ELL assessment system alignment with State/District assessments and grant requirements

d Assessment system components to include Screening, Diagnosing, Monitoring and Evaluating of Outcomes for all ELL identified students

Objective 2: Provide Time and Opportunity to Focus on Student Learning: In-service training and summer institutes as venues for project PD activities:

a Development of the ability to study student work and performance in order to determine how we are doing (maintain or do next)

b Data driven decisions based on actual student performance

1) How are we doing
2) How do we match instructional resources to educational needs
3) How well is supplemental/intervention/core instruction working

Professional Development Goal 2: Link assessment procedures and progress data to the instructional framework to ensure that assessment directly drives instruction and student learning

Objective 1: Clear reading/literacy goals and expectations for each grade-curriculum map

a What should ELL students be able to do in reference to core academic Grade Level Expectations?

b What do teachers need to know and be able to do to get students where they need to be to exit the ELL program?

Objective 2: Theoretical/conceptual and working knowledge of research base for Native American ELL students

a Oral Language base / Cultural Context (including use of Salish Language)

b Written English base: Phonemic awareness, Alphabetic Principle: Basic Literacy per the three-tier model

c Accuracy and Fluency, Content Vocabulary Development, Comprehension

d Core Academic Content Knowledge: Accuracy and Fluency with Connected Text:

e The effortless, automatic ability to read words in isolation (orthographic reading) and connected text

f Vocabulary Development: The ability to understand (receptive) and use (expressive) words to acquire and convey meaning

g Comprehension: The complex cognitive process involving the intentional interaction between reader and text to extract meaning

Objective 3: Curriculum-based critical path for content areas:

a Strong understanding of Washington State Curriculum Frameworks (4-12) to determine what to teach and when to teach it

b Curriculum maps for each content area that promote differentiated instruction for ELL students: improved differentiated instruction for reading and writing across content areas

Implications of the above for CLS Professional Development:

a PD must provide opportunities for staff to study and practice measures of achievement.

b PD must be scheduled immediately after data collection to review student performance data and develop plans of action accordingly.

c PD time routinely scheduled to review monitoring data and make instructional decisions.

d PD must build in opportunities for easy, on-going access to student performance data.

(ii) The extent to which the proposed project is designed to build capacity and yield results to extend beyond the period of Federal financial assistance. (5 points)

To promote vertical teaming and program sustainability after cessation of grant funds, a site-based Building Leadership Team will work closely with school administration and parents to "institutionalize" the project design into long-term school reform efforts. Key members of this team have assisted in writing this proposal, and will promote effective SBRR instruction, coordinate ongoing curriculum development, ensure sustained professional development activities, and ensure linkages to student support services, e.g., Behavioral and Academic Response to Intervention. Our project is designed to address the high needs of our target population, and the high number of those students and families to be served (400+ students and their families). Our project incorporates an ambitious approach that seeks to comprehensively address academically related risk factors that impact our urban Native youth and families. The anticipated project benefits will be "leveraged" by formally sharing results with other tribal schools. As the largest and most comprehensive BIA funded secondary school in the region, we have previously acted as a site for formal training and informal visitations from Northwest Tribal

School personnel. As a demonstration project, we will utilize our relationships with our tribe, (Puyallup Tribe) and other tribal schools and the Tacoma Indian Education program to extend the benefits of the project to others and build capacity for sustaining improvements after the cessation of federal funds. Key community relationships are formalized in Memorandums of Agreement that include mutually beneficial training components. These relationships will build capacity and sustain results after federal funding is completed.

Existing resources and infrastructure will support the project after federal funds are terminated. For example, the project director is funded as in-kind and will promote maintenance of effort after the funding period. Chief Leschi is a newly constructed school that reflects Native American culture and values. These outstanding facilities and physical resources will support the project, e.g., use of existing technology for staff training during and beyond the grant budget periods. Chief Leschi Schools, as fiscal agent, will bring considerable organizational capacity to the project to ensure that deliverables are met during and beyond the project period. Chief Leschi has successfully obtained, performed, and closed out major federal grants to provide sustainable benefits to Indian students in our region, e.g., Title VII demonstration projects, Math Counts, and 21st Century).

No indirect or general administrative costs are being charged by Chief Leschi to the project. This will allow for more grant resources to be allocated toward completion of project objectives. Existing school and anticipated grant budgets will be coordinated to support the project design, e.g., efficient acquisition of curriculum, staff development, transportation, parent training, consultancy, and supplies and materials. Salary costs are reasonable given the metropolitan area in which we are located; our staff members are at the base salary level as determined by the state; our salary and fringe rates are lower than for most public schools in our area. We believe that

the strong community involvement and connection to existing reforms will provide for cost efficiency as well as sustainable benefits long after grant funds are ended. The strong significance of demonstrating project effectiveness will assist in recruiting volunteers and community resources as potential "in-kind" for maintenance of effort.

The resources and commitments of Chief Leschi Schools toward the project will provide a base of support for continuity of results after Federal assistance ends. For example, the school is committing a significant portion of the time of a senior management position (Curriculum Director) as Project Director. That professional will ensure that the project fully utilizes other resources (such as continued assessments) to build capacity for continuing the project after the grant period. Efficiency and adequacy has been considered throughout the design of the project. For example, placing a high priority on professional development and coaching is intended to produce a cadre of trained staff that is already "base funded" to continue project interventions after Federal funding ceases. Other design features will build capacity toward results, e.g. the strong community involvement component will encourage parents and others to be more involved in students' lives and schooling, i.e., through volunteerism, modeling, and mentoring. Our management and evaluations plans are designed to encourage and measure increased community involvement. That involvement is expected to build linkages that can support project sustainability. Alignment with existing school reforms will further support long-term results .

(iii) Extent to which proposed project encourages parental involvement. (5 points)

Parental, family, and community involvement will be a hallmark of our project. Meaningful involvement of parents and community stakeholders will be actively sought. The leadership and staff of our school are committed to effective change. We envision that our students will become excited and confident about reading and writing because they will succeed in a broad

array of intentional English development experiences that will result in improved academic achievement that leads to college success. Students and parents will be involved in understanding the measures of student progress. As they see real gains in academic proficiency, they will more actively participate in culturally contextual learning experiences that promote their language development. Our overall project goal is to strengthen our existing three tier model of instruction through additional assessment and curriculum reform targeted to the identified needs of our ELL learners. Sustained professional development, parental involvement, technical assistance and training are incorporated into our project design. Parents and community members will be involved in training opportunities through activities such as "Family Literacy Nights", and "Parent Night" activities targeted to parents of ELL students. Parent and community activities will include a strong emphasis on high school completion and transition. Improved student retention rates will be a primary measure of these activities' efficacy. We will encourage parents and provide resources for parents to

- Interact with students in an at-home reading activities, grades 4-12
- Attend "Family Literacy Nights", parent conferences and "Open House"
- Increase knowledge of language outcomes as reported in the community annual report.
- Participate as volunteers and be involved in active learning lessons, e.g., in ELL class.

Our student / parental outreach will be coordinated with other parent outreach efforts to maximize effectiveness, reduce costs, and enhance sustainability. ELL statutory notification requirements will be met, e.g., placement data, instructional programming, level of English proficiency, etc. contained in (Section 3302 of ESEA Title III). We will utilize and build on the successful parent involvement strategies that have already lead to remarkable parent response to monthly "family nights". More than 400 family members will participate in at least one event.

(b) Quality of project personnel. (10 points)

(i) The extent to which CLS encourages applications for employment from persons who are members of groups that have traditionally been underrepresented due to…

Chief Leschi Schools is an equal opportunity employer. We actively seek out and encourage applicants from traditionally underrepresented groups. In particular we encourage applicants and provide allowable preferences as set forth in the Indian Preference Act.

(ii) The qualifications, including relevant training and experience, of the project director or principal investigator. (4 points)

The proposed project director is the current Director of Curriculum and Instruction. This is a cabinet level position that has the leadership role for comprehensive reform as identified in our board approved Comprehensive School Reform Plan. The director (not grant funded) will dedicate an estimated (10%) of his time to work closely with the project coordinator / coach (100% grant funded), as well as other cabinet members, including the principal, to ensure that the project is fully integrated into the culture, resources, and reform of the school. The time commitment of the Project Coordinator (see below) will extend the impact of the Project Director's leadership for comprehensive improvements directly into the daily operation of the project.

Mr. Richard L Basnaw, M.Ed.; CLS Director of Curriculum, Instruction & Assessment will provide this leadership. He will provide leadership to the Project Coordinator (see below) and key stakeholder groups, including the Building Leadership Team and principals to:

- Ensure the coordination of grant activities with CLS School Reform Plan
- Act as key communicator/liaison with Superintendent's Cabinet and grant personnel

- Conduct oversight responsibilities for internal/external evaluation requirements
- Facilitate the continuous improvement process during grant cycle; provide administrative oversight for all grant compliance and monitoring & accountability requirements.

Mr. Basnaw holds a Masters Degree in Education with an emphasis in Educational Administration, Curriculum Development and Instruction. He has served in education for forty years as a teacher (5), assistant principal (4), principal (19) and district administrator / curriculum specialist and director for both public and tribal schools. During his public school tenure, Mr. Basnaw was the instructional leader for a Washington State "Blue Ribbon Award" junior high school (Department of Education recognition). Mr. Basnaw has been a national and regional presenter on restructuring/reform. He has extensive experience in conducting effective PD.

(iii) Qualifications, training and experience, of key project personnel. (4 points)

Project Coordinator, .5 fte and (h) ELL Coach (.5 fte): These two one-half time positions are listed as one, fulltime (1.0 fte) position. The person holding this key position will have overall grant management responsibilities; assist in the development and implementation of internal evaluation for the program; act as Academic / ELL Leadership Team facilitator; program link with building administrator (s) and BLT; monitor critical activities and ensure grant deliverables arc met; act as staff development facilitator/trainer; act as day-to-day administrator for program operations, improvement, evaluation, compliance, accountability; assist with staff development activities; work cooperatively with Culture Department to provide authentic and meaningful cultural experiences and learning activities; coach and mentor staff; guide program direction and work with CLS to ensure the continuation of student services after the grant cycle has ended. The candidate for this position holds a Masters Degree in Education with an emphasis in

Educational Administration, Reading, English and English/Language Arts. ***She has achieved national board certification in literacy instruction***. This individual will oversee key project deliverables in cooperation with the project director and integrate with the restructuring of the CLS literacy program.

ELL Teacher: The E.L.L. Teacher will provide explicitly designed instruction in the scheduled ELL classes using research-based, field tested curriculum and methodology; supervise and implement research based systematic/explicit instructional strategies; function as an integral part of the Leadership Team; work with the coach / coordinator to model and coach the use of best practices as a "model classroom" for other staff; monitor on-going student assessment; facilitate creation of individual learning plans; establish and model strong family/home partnerships in the educational community; facilitate on-going project meetings to ensure program success and improvements. This staff person will meet the "highly qualified" credentialing requirements of NCLB and have appropriate content area endorsements. She will be at the Masters+ level.

E.S.L. Classroom Para educator: Perform essential duties of classroom Para educator; support intentional instruction of scientifically based early reading curriculum; facilitate individual and/or small group instruction; facilitate engaging learning centers and promote oral language and intentional conversation within them (Bachelor's + level).

External Evaluator: The proposed External Evaluator is George M. Guilmet, Ph.D.. Responsibilities include: design and implement a three data set external evaluation model for each year of the grant cycle; design and conduct sets of periodic ethnographic interviews with targeted stakeholders yearly during grant cycle; provide yearly external evaluation reports and summary report for grant cycle.

Mr. Guilmet is a psychological/medical anthropologist with forty years of evaluative research and program evaluation experience in the areas of American Indian and Alaska Native education, social service provision, and health/mental health care. Since 1989, Dr. Guilmet has successfully served in the capacity of external evaluator at Chief Leschi Schools for twelve federally funded grants (see extensive Vitae).

(c) Quality of the management plan. (30 points)

We have established a design with realistic timelines, clear roles and responsibilities, and specific evaluation procedures. Our project will generate formative and summative data that will document outcomes in relation to clear performance indicators. The quality of our design is documented through sharing data with stakeholders by formal and informal means. Monthly internal data reports and annual program evaluation data will be shared with the community as part of our annual BIE and tribal reporting requirements, and informally, e.g., through articles in the tribal newspaper and parent newsletters. Results will also be shared with our informal network of II other BIE funded tribal schools in the northwest region through our close working relationship with the Seattle Area Office, which is also a current grant project partner for a Special Education direct instruction initiative.

Our management plan and evaluation plans include specific responsibilities and procedures for documenting critical design variables and related outcomes for core indicators (summative performance objectives) and programmatic objectives (formative data).

The project manager will ensure that the grant scope of work is effectively and efficiently carried out per project deliverables and budget. Table [2], below, clarifies roles and responsibilities and the manner in which project, volunteer, and partnership resources work together to accomplish project tasks. This clarity of what is to be achieved, by whom, and

by what time will promote achievement of project objectives on time and within budget.

Table 2: Project Activity / milestone task	Who?	When?	Why?	Outcome Measures
Hire project staff: Project Coordinator hired first, then participates in hiring ELL teacher. They then orient all staff to project, establish ELL classroom and schedule students appropriately	Project Director, CLS Personnel Office	Before start of school	Initiate grant activities	Personnel files, staff meeting agendas
Key personnel receive training and obtain training materials through appropriate sources, e.g., CREDE regarding the 5 principles off effective pedagogy. They then conduct and/or training (per PD plan) for instructional staff in appropriate classroom based interventions for project participants	Project Director and Coordinator, academic departmental heads	Initial training prior to end of first quarter, then quarterly	Improvements in teaching and learning per project design	Training agendas, sign-ins, and evaluations on file. Professional development plans filed.
Utilize data (see evaluation plan) to monitor student progress. Individual plans developed for highest needs students & families (HSPE/MSP level I): link to supplemental and intervention supports (3 tier model) and services	Project staff and Leadership Team	By week 4 initially then per evaluation plan timelines	Ensure academic growth and language develop-ment	Quarterly reports for caseload, on file, and shared with stakeholders

Conduct Parent / community involvement and training activities, e.g., "family nights". Recruit community members to actively participate in project activities, e.g., mentors, tutors, elder involvement, activity volunteers, guest speakers, etc. Report progress to school board	Project Coord. CLS Parent involvement staff	At least 6 "parent nights" per year.	Efficient use of resources; project continuation	activities & outcomes in quarterly reports. Volunteer hours documented
Project activities reviewed to determine that grant scope of work is being effectively implemented and the major indicator data is collected and utilized in decisions affecting project outcomes	Project Director, leadership team	Quarterly leadership meetings & data reporting	Proper " mid-course corrections"	Meeting minutes and recommend-ations on file
Collect program data -Quantitative data: including MAP, HSPE/MSP, and participant data. Qualitative: disseminate and analyze an annual "participant satisfaction survey" and conduct ethnographic interviews	Project mgr& dir., External Evaluator	Quarterly reports; annual summary report	Per eval plan and grant requirement	Quarterly and annual reports to D.O.E. and Stakeholder

We will actively manage activities that help guide students across key transition points as they move through the grades and onto college. Below is a sample management plan for the transition from Elementary grades to Middle School:

Date	April	May	June	August	September
Location	Students' new Classroom	Students' new Classroom	MSHS Library	Throughout Campus	TBD
Transition goal	Students will share knowledge of routines & transition. Students will gain leadership & communication skills. Students will work cooperatively.				
Activities	1) Introduce elementary students to routines in MS Math class 2) MS Math Students share their trans-ition exper-ience & advice 3) Elementary students each ask 1 -2 questions	1) Introduce elementary students to routines of MS English class 2)MS English students share their transition experience & advice 3) Elementary students each ask 1-2 questions 4) Team building, mentor approach	1)Lunch Team Building Activity 2) Build a Binder-with the assistance of MS students, 6th graders will build a binder 3) Team Building Activity if time permits	1)Team Building Activity 2)Hand out schedules & calendar of events for year 3) Scav-enger Hunt 4) Physical Team Building Activity : Ice cream Sundae social	1)Reflec-tion of transition 2) Team Building Activity 3) 8th gra ders offer advice and support for student led conf-erences & goal setting

Supplies Needed	Statements from MS students, written questions from elementary students, food such as a fruit platter	Statements from MS students, written questions from elementary students, food such as a fruit platter	Lunch, Binders for each elementary student, dividers, planners, & paper, school map, Page with answered questions	Ice cream sundaes, student schedules, map, scavenger hunt, items for team building activities	Reflec-tion paper, snack

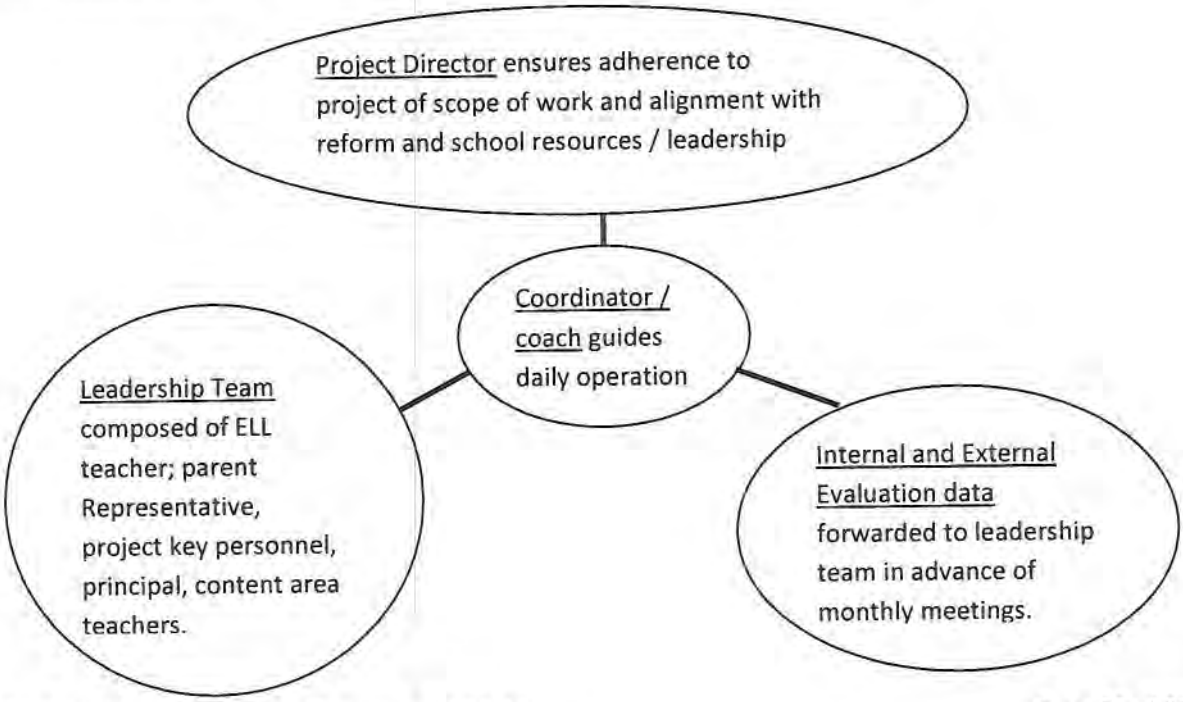
Feedback and continuous improvement: Feedback and continuous improvement will be provided by the Building Leadership Team (BLT). The full time Project Coordinator / Coach is responsible to work closely with Building Principals and the Middle - High school Building Leadership Team (BLT - shared school governance) to synthesize the feedback from these sources with the data generated through evaluation measures. This combined information will be utilized to focus resources in those activities and services that most effectively contribute to achievement of project objectives. These meetings will be an opportunity to exchange information about project outcomes. The project coordinator will obtain data and report on project per core indicators such as student attendance, behavior, and academic achievement.

A diversity of perspectives has already contributed directly to the design of this proposal through BLT and restructuring committee (teacher, student, administrators, parents). The Leadership Team will include discussion of project activities on their monthly agenda. The

Project Director will work directly with the elementary and secondary principals to ensure that project management is effectively integrated with the daily operation of the school. The BLT will be invited to participate in the ongoing review and design of the project. These partners and constituencies will continue to participate in the operation and refinement of our proposed project. The leadership team will formally review the operation of the project, and the expected impact on test scores and other key student outcomes, such as reduction in risk factors such as poor attendance and declining academic performance.

Sustained staff development will provide for clarity of roles and responsibilities to ensure that project personnel are clear about their roles and reporting functions. Formative and summative data will guide management of the project. Internal controls will be utilized to ensure that time and effort are appropriately allocated to the project.

Periodic project performance and financial updates will be made by the Project Director to the CLS board to determine mid course corrections. The following graph shows relationships of management functions and how data will be used to drive decision making:



We will purposefully manage this project to maximize outcomes. We expect a high magnitude of outcomes consistent with the challenging outcomes that were met in related initiatives, including our Reading First project. That project yielded outcome averages for literacy that exceed the reading first averages for both BIA and public schools Reading First programs nationally (source: End Vision Corporation). We are confident that same leadership, vision, drive, and commitment to true reform will result in similar gains in student academic proficiency for our English Language Learners .

(d) Quality of the project evaluation (30 points).

(i) Evaluation is thorough, feasible, and appropriate to goals, objectives, and outcomes of the project

A strong evaluation component forms the basis for determining progress in relation to the annual measurable objectives, outcomes, and performance measures. In table 1, above, we have adopted performance objectives and a core of common performance indicators for measuring progress toward project goals. We have also defined performance targets that define when satisfactory progress has occurred. The evaluation of the goals and all related project activities, particularly as they relate to GPRA criteria, will be referenced to common core indicators and outcomes. Internal process and outcome data collection will be referenced to the core indicators.

Our leadership has participated in the development of this proposal and has ensured that the evaluation plan was developed as a critical component of the project design. In our other successful models, e.g., Reading First, we have seen that the effective use of data for monitoring individual student performance and instructional programming is essential to their success. Similarly, monitoring program implementation and making necessary adjustments is essential to

effective daily operations. Sharing data with stakeholders is crucial in achieving the "buy-in" necessary for parental and community involvement, as well as program sustainability.

Objectives have been closely integrated with existing reforms promote successful project "start-up" and improved efficiency and effectiveness. Therefore, the project objectives (Table 1) and related evaluation design has been carefully integrated with school-wide performance measures. Evaluation is linked to highly visible overall annual measurable objectives, and performance measures which define the types of data to be collected and reported. Project process and outcome data sets will be referenced to state and BIE performance requirements. Progress monitoring data will be collected monthly. Core outcome data will be collected, analyzed, and shared at least three times per year. The performance measures identify key SBR evaluation instruments, e.g., the MAPs data. A strong external evaluation design will provide for independent feedback by an experienced program evaluator with a strong background in project investigation in diverse cultural contexts. The leadership team (BLT) and tribal stakeholder leadership, e.g., CLS school board will receive evaluation reports to ensure accountability. Both internal and external methods of evaluation will promote evaluation priorities:

Internal evaluation: Table 1 includes quantitative performance measures for numbers and percentages of students to be served. Each strategy includes quantifiable performance indicators and/or evaluation measures. The project staff will work with parents and teachers to establish individual plans for the lowest proficiency students (HSPE/MSP level 1) that will yield data, reported in aggregate form, for completion of outcome objectives. Evaluation objectivity will be provided through internal management controls, and through the evaluation and governance function of the Project Director, principals, and BLT Leadership Team. It will be the responsibility of the Project Director in close cooperation with the project coordinator / academic

coach to orient and inform staff of project evaluation requirements in relation to outcomes, particularly for GPRA. Qualitative and quantitative data will be reported.

External evaluation: The external evaluation will include three data sets. The first data set includes review of quantifiable data, e.g., school attendance, achievement, and parental participation rates. Baseline data from the Fall of the school year prior to program enhancements will be compared with school data annually (in June). The second data set will be based upon a battery of ethnographic surveys for assessment of language, academic, and risk factor related variables among 7th-12th grade students.

The contracted outside evaluator will conduct periodic ethnographic interviews with school administration, teaching staff, stakeholders and parents. It is proposed that two sets of interviews will be conducted annually. The first interview will be completed as near as possible prior to implementing the proposed enhancements during the initiation of the project. These surveys will be administered at least ten times through the life of the project, once prior to/during initial implementation of proposed enhancements, and in the following Spring and Fall semesters. Instructions to the teachers for administration of the surveys will be provided by the external evaluator. A complete report of the survey results, by grade, will be provided after each administration. The third set of data will include records of project implementation success.

On-site visits will be made by the evaluator for the purpose of collecting and analyzing programmatic and internally generated data. All outcome and process (programmatic) data will be incorporated into annual reporting conducted internally and by the external evaluator. Annual reporting will be formally presented to the school board and other stakeholders, e.g., in parent meetings, as well as the grantor.

(ii) Use of objective performance measures are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data: The following table, linked to the core indicators, describes activities to produce useable data (also see indicators, table 1):

TABLE 3: Annual start-up, midcourse, and end of year evaluation guide (program continuity):

Outcome Indicator	September Activities	January Activities	End of year Activities
	Persons responsible: Project Director, ELL Coach / Project Coordinator		
1. Academic Achievement (Quantitative)	Administer MAP and analyze HSPE/MSP results to establish caseload and individual plans.	Administer MAP and analyze curriculum based data to adjust individual plans.	Administer I analyze MAP & HSPE/MSP to determine annual progress
2. Oral English Proficiency (Quantitative)	Administer WLPT-speaking as additional student placement data and improvement data per referrals based on other non-proficiency data	Collect classroom data re: language, development, e.g., observational data	Administer WLPT-speaking as annual outcome data in relation to baselines and expected outcomes
3. Drop-out Rate (Quantitative)	Determine initial drop out rates per OSPI (state) definition	Track student retention in program and attendance data	Determine annual drop-out rates and report per management plan
4. Participant Satisfaction (Qualitative)	Conduct initial stakeholder & staff ethnographic interviews	Ensure collection of anecdotal data and parent comments	Conduct follow-up ethnographic interviews

5. Student Participation; (Quantitative)	Establish Ist Semester caseloads (approx. 215 students)	Establish 2nd Semester caseloads (approx. 215 students)	Determine annual participation e.g., attendance, retention
6. Parent Participation (Quantitative)	Establish data collection procedures for parent activities	Ensure collection of appropriate data, e.g., parent nights	Determine parent & community participation rates

In addition to the parent summative performance data, qualitative data will be obtained through the quarterly performance reports generated internally by the project director. Data will be collected regarding implementation status and quarterly tracking of participant data. These data will be shared with the administration and the Leadership Team as well as the external evaluator.

(iii): Methods of evaluation provide for examining the effectiveness of project implementation strategies. The three tables above, taken together, will provide formative and summative data that will provide stakeholders with multiple means of determining project effectiveness. The project design includes opportunities for our community to participate in project evaluation results, e.g., annual community report and through ethnographic interviews. The monthly Pow Wows and parent nights will be a focal point for dissemination of project information to the community, and for solicitation of feedback regarding program effectiveness. A diversity of perspectives has already contributed directly to the design of our project through BLT / restructuring meeting stakeholder input (teacher, student, administrators, parents); through input from our community partners (tribal and nontribal businesses, social services, parents, mental health, tribal government, etc.); and through School Board input (community and parents).

(iv) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes: The Building Leadership Team will include discussion of project activities on their monthly agenda. Each school's student councils will be invited to participate in the ongoing review and design of the project. These partners and constituencies will continue to participate in the operation of our proposed project. The Leadership Team will receive a monthly update on project operations and outcomes, and will make recommendations and identify resources in cooperation with the project coordinator. The Project Director, in direct cooperation with the Superintendent's Cabinet, will formally review the operation of the project monthly, and the expected impact on test scores and other key student outcomes, such as dropout reduction rates. Periodic performance and financial updates for the project will be made by the CLS Superintendent to the Chief Leschi School Board. Outcomes will be reported to parents and community e.g., through "family nights".

A function of the Leadership Team will be to perform a "gap analysis" relative to outcome goals (Sept, Jan, and June) to make specific recommendations for "mid-course" corrections. To ensure that deliverables are met, the Project Director will complete a quarterly summary documenting project activities and progress. The summary will include documentation of project implementation status in relation to goals, objectives, and core indicators. The process evaluation will highlight success in adhering to scheduled timelines and outcomes, note any deficiencies, and problem-solving methods used to resolve them.

We are confident that we will be enthusiastically sharing successes with those that matter most: our students, parents, and community. We expect that not only will our data exceed expectations, but that our stakeholders will report that they are gratified about students' confidence, competence and connectedness that results from our project!