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APPLICATION FOR GRANTS UNDER THE

NATIVE AMERICAN AND ALASKA NATIVE CHILDREN IN SCHOOL PROGRAM
CFDA # 84.365C
PR/Award # T365C110014

Closing Date: MAR 21, 2011

T365C110014

Project Abstract

Applicant--Shannon County School District 65-1 (SCSD), POB 109, Batesland, SD 57716

Title of Program--***A Cross-Content, Culturally-Congruent, Supplemental Balanced Literacy Program: Empowering Teachers and Empowering Students: (ETES)***

Type of Program--Native American and Alaska Native Children in School Program, which focuses on facilitating curriculum development and delivery, professional development, and collaborative teaching.

Native Language--Lakota

Schools--Wolf Creek School, Red Shirt School, Batesland School, and Rocky Ford School

Grade Levels--K-8

Total English Language Learner Students--

- Served by end of project: 450-1500
- Served each year: 250-999

Project Description--

Addressing Competitive Priority 2—post-secondary success: Research demonstrates that elementary Native American students who participate in a high-quality curriculum that integrates their native language and culture are more likely to have success in high school and college.
Addressing Competitive Priority 3—data-driven decision-making: SCSD has over 15 years experience with data-driven decision making. Formative data (work sampling, for example) are currently used to differentiate instruction, summative data are used to inform student academic achievement. These along with demographic data are used to drive the strategic planning process. In addition, this project seeks to give "voice" to students by collecting efficacy and disposition data on culture-based learning that can be added into the myriad of data already available to the decision making process.
Addressing Invitational Priority 1—parent engagement for school readiness and success. SCSD already has a very active parent engagement program. At a recent parent engagement night at Rocky Ford School, we had more parents (over 400) participating than we have students enrolled (305). The research documents the impact of parent engagement on school readiness and student success. Project resources will be used to recruit parents of preschoolers to parent activities, especially those that focus on literacy.
Addressing Invitational Priority 2—Native language instruction: We are proposing the alignment of Lakota language and culture into the district's balanced-literacy program.

Proposed Professional Development Activities—

- The *ETES* project will use an external consultant, Dr. Sandra Fox, to train five project staff in the use of a culture-based, cross-content (social studies and science) balanced-literacy curriculum (*Creating Sacred Places for Students).*
- In turn, project staff will collaborate with classroom teachers, model, and co-teach using these integrated culture-based curricula.
- The project staff and the project consultant will enable peer sharing (through video taping, for example) across classrooms and among schools.
- Project resources will be used to sponsor an annual ten-day Summer Institute, facilitated by Dr. Sandra Fox and project staff to develop additional Pine Ridge-specific cross-content units.
- The ETES project will support a "grow you own" teacher development program for teacher aides.

Project Curriculum, Assessments, and Features—The project will systematically introduce the supplemental curriculum, *Creating Sacred Places for Students K-8 (South Dakota Edition),* developed by reservation teachers and staff and compiled by Dr. Sandra Fox. The curriculum is designed not to add to teacher workload but to demonstrate the advantages of integrating the curriculum across content areas (social studies and science) into the existing balanced literacy program, and, at the same time, to integrate Lakota culture and language into process.

Program Goals and Measurable Objectives—The overarching **Goal** of the *ETES* project is to improve the academic performance of LEP Native American students, K-8, attending Shannon County School District.

- ***Objective 1*:** Each year of the project, 10% of the SCSD Native American EL students, K-8, will move from below basic or basic to proficient or advanced in reading, as measured by the Dakota State Test of Academic Progress (DSTEP). (Responds to GPRA Indicator 1.)
- ***Objective 2:*** Each year of the project, 75% of all SCSD Native American EL students will demonstrate progress in English proficiency on the state-required English language proficiency assessment (WIDA-ACCESS). (Responds to GPRA Indicator 2.)
- ***Objective 3:*** Each year of the project, 10% of all SCSD Native American LEP students will move from below basic or basic to proficient or advanced in English proficiency, as measured on the state-required English language proficiency assessment (WIDA-ACCESS). (Responds to GPRA Indicator 3).
- ***Objective 4:*** Each year of the project, the number of SCSD eighth grade graduates who actually enroll in high school and complete their ninth grade year will increase by 10%, as measured by reservation-wide enrollment data. (Responds to Competitive Priority 2. SCSD is a preK-8 district, but if we can't get students into high school, they're probably never going to have post-secondary success.) (Competitive Priority 2)
- ***Objective 5:*** Beginning in Year 1, and continuing over the course of the project, additional project data will be added to the data-driven decision making strategies already in place throughout the district and will be used to create longitudinal data to support continuous improvement and reflection as measured by annual reports

to the superintendent, the school improvement team, various district PLCs, and parents. Each year of the project the staff and student efficacy in relation to project strategies will increase by 10%, based on baseline data collected during the first year. (Competitive Priority 3)

Collecting data on GPRA measures—The primary sources for data on the GPRA measures are two state-required assessments. The Dakota State Test of Educational Progress (DSTEP) measures academic (reading) progress of students on Core State Standards. The Assessing Comprehension and Communication in English State-to-State (ACCESS) for English Language Learners is used to measure progress on English language proficiency. Both assessments are administered in the spring of the year and data are usually available late in the fall.

Project and Student Performance Outcomes--**Project Outcomes:** 1) Lakota Studies staff trained in use of the *Creating Sacred Places for Students;* Lakota Studies staff prepared to model, collaborate, and co-teach with classroom teachers; 3) teachers integrating Lakota language and culture into existing balanced-literacy program and across content (science and social studies, especially); 4) opportunities for peer-to-peer professional development opportunities are increased; 5) *Creating Sacred Places for Students* is expanded by at least fifteen units per year; 6) over the course of the project the "grow you own" strategy will produce at least ten additional "home grown" teachers fully prepared to provide a culture-based curriculum for students; and 7) teacher (dispositions about the integration of Lakota language and culture) and student efficacy (dispositions toward school and about themselves as students) will increase over time; 8) the number of SCSD students who successfully transition from eight grade to high school and complete their ninth grade year on time will increase by 10% a year; 9) an evaluation report that articulates the successes and failures of the project activities; 10) project data on language, culture, and cross-content integration will be used to inform and enhance the district's data-driven decision making processes; and 11) Students who have developed a voice, who have been heard, and who are better prepared for living sacred lives, on or off the reservation. **Student Performance Outcomes:** 1) The number of EL students proficient or above in reading will have increased. 2) The number of EL students making progress on English Language Proficiency will increase. 3) The number of EL students proficient or above will have increased.

Proposed community and parent involvement—Parent engagement nights are held bimonthly at each of the four project schools. In addition, other parent engagement activities occur throughout the school year. The project will so special outreach to ensure that parents of EL students are involved as well as parents of pre schoolers. Parents and community members will also be used as language and culture consultants in the classroom.

Contact Information—

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A Cross-Content, Culturally-Congruent, Supplemental Balanced Literacy Program: Empowering Teachers and Empowering Students: (ETES)

NARRATIVE

The Applicant.

Shannon County School District (SCSD) is the public school district located within the boundaries of the Pine Ridge Reservation in southwestern South Dakota. All of the district's students are Native American, mostly enrolled members of the Oglala Lakota (Sioux) Tribe. Historically, the district has been a preK-8 provider, serving students in four preK-8 elementary schools located throughout the reservation: Batesland School (144 students), Wolf Creek School (490 students), Rocky Ford School (305 students), Red Shirt School (60 students). Traditionally, eighth grade graduates from Shannon County Schools enter one of several Bureau of Indian Education, tribally contracted, or parochial high schools located throughout the reservation. Recently, SCSD added an alternative virtual high school, which serves students who have dropped out of high school elsewhere. This *ETES* project will provide preK-8 supplemental services in each of Shannon County's four elementary schools.

Virtually all SCSD students are high needs children and high-need students. Shannon County is, according to very recent U.S. Census data (2010), the second poorest county in the country ($6286.00 per capita, $20,916.00 median household income), which puts our students at risk of educational failure. Thirty-seven percent of our students are identified as Limited English Proficient (LEP). However, based on student performance on some of our in-house language and literacy assessments (Work Sampling, for example), we believe we may have even greater numbers of LEP students. The assessment instrument we use to initially screen LEP students may inaccurately indicate language proficiency when, in fact, students are really struggling.

Parents of incoming students are given a home language survey. If parents do not tell us that Lakota is spoken at home, the student is not screened further. What we are missing are students who are Indian English—or "rez English"--speakers (Leap and Bayer, 1993) who have little or no experience with Standard English.

Competitive Preference Priority 1--Novice Applicants.

Shannon County School District does not meet this priority.

Competitive Preference Priority 2—Increasing Postsecondary Success.

A research summary on postsecondary success among Native American students was published by the National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs (NCELA) in February of 2011. This summary states that the three main indicators for postsecondary success are Native American students are 1) high school graduation rates, 2) college-prep coursework in high school, and 3) elementary and secondary achievement rates. This proposed project targets students in K-8, so it does not directly address the issue of college prep coursework in high school, nor does it directly address high school drop out rates; nonetheless, we are extremely conscious of these two indicators. Recognizing the challenges our graduating 8th graders face, several years ago SCSD implemented a developmental counseling program, which puts district counseling staff into SCSD classrooms on a regular basis. The development counseling curricula focuses on careers and the importance of academic achievement at both the elementary and secondary levels and graduation from high school.

ETES will focus directly on improving school achievement rates, the third indicator (above) of postsecondary success. What are the best ways to do this? The NCELA (Feb 8, 2011) review of the research suggests there are many successful elementary educational

programs and strategies that contribute to academic achievement, which, in turn, can lead to the postsecondary success of Native American students. The research has also documented

- the success in academic achievement of Native American children whose native language and culture are included in the curriculum,
- higher proficiency in English of those students who are also proficient in their native language, and
- lower dropout rates for students in schools that include Native language and culture.

These are central elements of the *ETES* proposal. Further, the NCELA also reports that "[t] he research studies also found evidence that, as early as the elementary grades, heritage language and culture programs in the schools strengthen home-school relations, which is an important factor in academic success and graduation rates. Teaching strategies and models that affirm the background culture of the students; use their background knowledge and experiences are also more successful than methods that tend to use mass produced instructional materials designed for mainstream students (p 4)."

We believe that the strategies for this project delineated below respond powerfully to this research on post-secondary success of Native American students.

Competitive Preference Priority 3—Enabling More Databased Decision-Making.

In accordance with privacy requirements of the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g, and its implementing regulations in 34 CFR part 99, the Privacy Act, 5 U.S.C. 552a, as well as all applicable federal, state and local requirements regarding privacy, the *ETES* project will address the second of the two priority areas under this preference: improving instructional practices, policies, and student outcomes in elementary or secondary schools through data-driven decision making. All four of the individual elementary SCSD

schools involved in the *ETES* project, as well as the district itself, are in one level or another of School Improvement under Title I of NCLB. Even before the law mandated the School Improvement process, the district developed a sophisticated, technology-based data collection system and is well-positioned to collect, analyze, and use high-quality and timely data to drive decisions, including data on program participant outcomes specific to the *ETES* project. As part of the project evaluation process, we plan to track the rate of growth in reading and English language proficiency development over the course of the project period and compare it to baseline data that are already collected. As part of its School Improvement Plan, the district already has the organizational structure and processes in place, under the guidance of outside consultants appointed by the state, to regularly review data for school improvement purposes. In addition, a variety of professional learning communities (PLC's) organized in a variety of combinations (by school, by grade level, by content/skill, for example) meet regularly to review both formative and summative student achievement data in order to design both immediate and long-range interventions that respond to individual student needs.

Applicant Eligibility

As a reservation-based public school district, Shannon County School District receives a significant amount of Impact Aid (Title VIII of NCLB). As part of federal Impact Aid regulations, the Bureau of Education must sign off on part of the district's Impact Aid application. Additionally, through a tribal resolution, Shannon County students also participate in the Johnson O'Malley program.

Participation by Private School Children and Teachers.

There two private elementary schools, Red Cloud Elementary and Our Lady of Lourdes (OLL), within the jurisdiction of Shannon County School District. The consultation with the

private school's administration took place on March 1, 2011. Both private schools have opted to participate the Summer Training Institutes.

Selection Criteria.

Quality of the project design.

(i)The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.

The overarching goal of the *ETES* project is to improve the academic performance of LEP Native American students, K-8, attending Shannon County School District.

***Objective 1*:** Each year of the project, 10% of the SCSD Native American EL students K-8, will move from below basic or basic to proficient or advanced in reading, as measured by the Dakota State Test of Educational Progress (DSTEP). (Responds to GPRA Indicator 1.)

Objective 2: Each year of the project, 75% of all SCSD Native American EL students will demonstrate progress in English proficiency on the state-required English language proficiency assessment (ACCESS). (Responds to GPRA Indicator 2.)

Objective 3: Each year of the project, 10% of all SCSD Native American LEP students will move from below basic or basic to proficient or advanced in English proficiency, as measured on the state-required English language proficiency assessment (ACCESS). (Responds to GPRA Indicator 3).

Objectives 1, 2, and 3 address the following needs:

- Statewide, 73% of all students grades 3-8 are proficient or advanced in reading; at SCSD 37% of all Native American students and only 26% of LEP students are proficient or advanced (2010 South Dakota School Report Card).

- Statewide, 47% of all EL students are proficient or advanced in English proficient; at Shannon County, only 4% EL students are proficient or advanced.
- In 2009, the National Assessment of Educational Progress (NAEP) average scale score for Native American students (251) was twenty-two points lower than it was for white students (273).

Research behind and strategies to meet Objectives 1, 2, and 3: *Empowering Teachers and Empowering Students (ETES)* will demonstrate the power of a coherent, targeted strategy to effectively use increased learning time in core subject areas to turn around a persistently low-performing district. In addition, the project, will promote high school/college access and success by creating academic success among elementary school students who go on attend Pine Ridge Reservation high schools, will enable additional data-driven decision-making, and will engage parents. Our targeted strategy includes three synergistic practices: 1) increased learning time and training for reading development (already in place); 2) increased time and training for cultural alignment and cultural congruence; and (3) increased time and training for teacher learning to improve instruction. The linchpin is to help teachers identify, develop and implement **integrated** lessons for students. We recognize that because of the school improvement process our teachers are already overloaded. The last thing we want to do is add to the challenges they already face. One effect of increasing student learning time in reading and mathematics (in part, because that what's tested and what determines school improvement status) is that other content and skill areas--social studies, science, the arts--are sometimes neglected. The strategies integral to the *ETES* project are designed, simply, to help teachers teach smarter and, at the same time, to help teachers meet the expectations of the district's vision and mission, which assert that Lakota language and culture are essential elements.

Shannon County School District Mission:
To strengthen the Lakota identity and values of students
and to assure their overall well-being
and academic success.

The district already has a research-based balanced literacy curriculum in place—that will not change. The essential strategy is to provide additional professional training and materials that will 1) enhance the existing literacy (reading) curriculum, 2) provide opportunities for Lakota language and culture alignment and integration, and 3) provide opportunities for integration of other core content areas (social studies and science, specifically) into existing literacy/reading instruction. This intervention provides the means to accelerate struggling students' mastery of core content and put them on track to graduate from the eighth grade prepared to master the expectations of high school and then graduate from high school college ready.

Research premises support the targeted strategy: 1) successful students need time for remediation and acceleration (Miles & Frank, 2008); 2) successful students are engaged, challenged, known and affiliated (MDRC, 2003); and 3) effective teachers need time to collaborate to improve practice (Darling-Hammond, 2008).

Demmert and Towner (2003) reviewed the research on influences of culturally based education on the academic performance of Native American students. They document success in academic achievement of Native American children whose native language and culture are included in the curriculum, higher proficiency in English of those students who are also proficient in their native language, and lower drop-out rates for students in schools that include native language and culture. Research studies also found evidence that heritage language and culture programs in the schools strengthen home-school relations, an important factor in academic success and graduation rates.

Fayden (2005) argues that the use of cultural learning patterns and recognition of students' background knowledge enables them to produce quality work. McCarty (2009) provides a summary of promising practices in educational programs that use native and home languages in the curriculum. She finds that there is evidence that academically rigorous Native language and cultural programs have positive effects on academic achievement. Time spent on Native language is not time lost; it enhances student motivation and can be a determining factor in future success.

Oakes (2009) examined the distribution of Native students and explored three areas that were identified in the literature as promising strategies for improving educational outcomes for Native students: these include instructional practices, curriculum content, and school climate. Oakes also found that the inclusion of Native language and culture are important for the success of Native American students and that culture and language and high-quality instruction in the content area are not mutually exclusive, but rather complementary and equally important.

Romero-Little (2010) provides an overview of the issues surrounding the identification and instruction Native American ELs. She discusses background, legislation and research, along with providing a comparison of methods of instruction. Effective programs for Native American ELs involve incorporating heritage language instruction into the curriculum, involving the community, and teaching educators about the students' culture. Romero-Little also explains that, although the students may be limited in English, educators need to know that the students do come to school with ways of communicating and forms of knowing and learning.

Romero-Little and McCarty (2006) reviewed educational programs that included the use of the students' heritage language and culture and found that the programs had a positive effect on both language revitalization efforts and academic achievement. They found that heritage

language is a viable alternative to English-only instruction and that time spent learning a heritage language is not lost but contributes to a positive child-adult interaction, restoring community ties. Literacy skills first developed in a heritage language transfer to English, and language preservation efforts are fundamental to tribal sovereignty and local education choice.

Implementation strategies for activities associated with Objectives 1, 2, and 3 follow:

The research clearly suggests that the cultural congruency between home and school can impact student performance. One of the challenges for educators of Native American students is that there are relatively few materials available specific to Indian Education. The SCSD Lakota Studies Program, in collaboration with Sandra J. Fox, D.Ed., has recently compiled a set of K-8 curriculum materials entitled *Creating Sacred Places for Students in Grades K-8: Social Studies/Science/Language Arts Culture-based Curriculum, Shannon County Edition (2011).* Dr. Fox's past work includes working for the Bureau of Indian Affairs (BIA), Office of Indian Education Programs for 25 years. Currently she provides technical assistance and training through the Indian Education Act Resource Centers, and provides consultant work for schools, often in partnership with the National Indian School Board Association. Dr. Fox has assisted in the development of similar curricula in Nebraska and Montana.

This curriculum is based on the research on Native American students' academic achievement. It is transactional/constructivist in design in that it is built around utilizing students' prior knowledge, ideas, experience, interests, backgrounds, and preferences. It is student-centered and draws specifically from the Oglala Lakota experience, including its oral history.

The curriculum is aligned with South Dakota Core Reading Standards and is aligned to the SCSD balanced literacy program. It is also grounded in the work of the Center for Research

on Education, Diversity, and Excellence (CREDE), which has identified specific learning preferences of Native American children. The curriculum is culture-based; it is also based on South Dakota Content Standards in Social Studies and Science.

- Each unit is structured using the "Literacy by Design" model created by Rigby (Houghton Mifflin Harcourt), which is the core balanced literacy program used throughout the district. The "Literacy by Design" model was authored by Hoyt, M.A. (comprehension); Marzano, Ph.D. (vocabulary); Opitz, Ph.D. (fluency/phonics and phonemic awareness/assessment); Hill, M.A (writing); and Freeman and Freeman, Ph.Ds (English language learners).
- Each unit can be used as a stand-alone for reading, as a stand-alone for science or for social studies, as a unit of study integrating reading and social studies, or as a unit of study integrating reading and science.
- Each unit has specific elements that support the development of English language proficiency.
- Each unit has specific elements that foster the development of Lakota language.

The *Creating Sacred Places for Students* curriculum, building on a balanced approach to literacy, stresses the synergistic relationships of all aspects of literacy: speaking or talking, listening, reading, and writing. The reading piece of each lesson includes, read alouds, shared reading, guided reading with flexible groups, independent reading, and some form of word study; the writing components include modeled, shared, and independent writing; importantly, the teacher is expected to model what proficient, fluent reading and speaking sounds like. Further, each unit integrates either science or social studies, articulates applicable state core standards, state content standards, Native

American standards (as developed by CREDE), and Shannon County Lakota standards. A list of Indian literature and resources, for both students and teachers is provided (these are the materials we need to purchase with project resources. Each unit also provides examples of strategies, activities, and assessments.

Additional strategies for implementation, with timelines, of objectives 1, 2, and 3 include:

1) Provide supplemental, culturally relevant reading, integrated science, and integrated social studies units K-8 throughout the five years of the project during the daily extended-time literacy block (currently 100 minutes daily).
2) In the fall of Year 1, working with Dr. Sandra Fox, provide professional development in the use of the curriculum to the district's Lakota Studies coaches and to district's literacy and RTI (Response to Intervention) coaches. This professional development will provide all district coaches with the tools to provide leadership for teachers in the use and implementation of the *Creating Sacred Places* curriculum. This will ensure a more systemic, systematic, and sustainable implementation process.
3) Beginning after the fall training in Year 1, and continuing throughout the duration of the project, the Lakota Studies coaches—through modeling and co-teaching--will work with other district coaches, classroom teachers, and instructional paraprofessionals in implementing the curriculum in classrooms. This implementation will be ongoing and classroom embedded; it will support and supplement—not add-on--to the existing balanced-literacy program. Obviously, teachers and aides will have varying levels of skills and experience with culturally-congruent perspectives and materials, so the amount of time coaches will need to spend with any particular teacher will vary.

4) With the support of Dr. Fox, over the course of the project, create a collection of videotapes of coaches and teachers that depict exemplary culturally congruent and culturally integrated instruction. The videos will be used for additional coach and teacher training and as part of a lesson study process that is already being used by some professional learning community groups that are already established in the district.
5) The *Creating Sacred Places* curriculum, in its current stage of development, is limited. There are eight K-3 literacy/social studies units, four grade 4-8-literacy/social studies units, and nine grade 4-8-literacy/science units. Once trained, the Lakota Studies Coaches, working together with classroom teachers within the professional learning communities, will build on the *Creating Sacred Places* curriculum to create additional new units. Using the Literacy by Design model, coaches and teachers will create literacy units that integrate Lakota language and culture, focus on requisite standards, and focus on the specific needs of SCSD students. This unit development will take place during the school year and during summer institutes each year of the project. It will give participating teachers even more ownership of both the curriculum and the approach (integration of Lakota/Indian studies and literacy across the curriculum), which ultimately "empowers teachers to empower students." At the same time, it creates a healthy and supportive environment for peer interaction.
6) One of the challenges the district faces as it tries to improve culturally congruent instruction is high teacher turnover. Annually, teacher turnover is around twenty percent. It is important to note, however, that most of the teachers who leave the district are not from the reservation. In contrast, teachers who are native to the Pine Ridge Reservation rarely leave the district. With this in mind, the district will use project resources to pay

tuition and fees for up to ten teacher aides so that they can pursue and complete their degrees in elementary education with an emphasis on Lakota Cultural Literacy.

Project and Student Performance Outcomes for Objectives 1, 2, and 3.

Project Outcomes: 1) Lakota Studies staff are trained in the use of the *Creating Sacred Places for Students* curriculum; 2) Lakota Studies staff model, collaborate, and co-teach the curriculum with classroom teachers; 3) teachers integrate Lakota language and culture into the existing balanced-literacy program and across the curriculum in science and social studies using the new curriculum; 4) opportunities for peer-to-peer professional development opportunities are increased; 5) *Creating Sacred Places for Students* is expanded by at least fifteen new units per year; 6) over the course of the project, the "grow your own" strategy will produce at least ten additional, highly-qualified "home grown" teachers fully prepared to provide a culture-based curriculum for students; 7) teacher attitudes and dispositions about the integration of Lakota language and culture will improve during the project period and 8) and student efficacy, which includes attitudes and dispositions toward school and about themselves as students, will improve during the project period.

Based on our review of the research, we expect that the Project Outcomes will lead to the following student performance outcomes.

Performance Outcome 1: The number of LEP students served by the project who are proficient or advanced in reading as measured by the state's required assessment (DSTEP) will increase by 10% each year of the project. (GPRA 1)

Performance Outcome 2: The number of LEP students who are proficient or advanced as measured by the state's required language proficiency assessment (ACCESS) will increase by 10% each year of the grant. (GPRA 2)

Performance Outcome 3: Seventy-five percent of all LEP students participating in the project will show progress on the state's required English Language Proficiency Test (ACCESS). (GPRA 3)

Objective 4: Each year of the project, the number of SCSD eighth grade graduates who actually enroll in high school and complete their ninth grade year will increase by 10%, as measured by reservation-wide enrollment data. This objective responds to Competitive Priority 2. SCSD is a preK-8 district, but if we can't get students into high school, they're probably never going to have post-secondary success.)

Need: Reservation-wide data indicate that 42% of graduating eighth graders do not complete their ninth grade year.

According to *Post Secondary Success for Native American Students* (NCELA, 2011) there are many successful elementary and secondary educational programs and strategies for Native American students that contribute to post secondary success. In recent years, both quantitative and qualitative research studies have identified factors that contribute to academic achievement, lower dropout rates, and greater success in post-secondary education. These studies document

- the success in academic achievement of Native American children whose native language and culture are included in the curriculum,
- higher proficiency in English of those students who are also proficient in their native language, and
- lower dropout rates for students in schools that include Native language and culture.

Research (Demmert & Towner, 2003) also found evidence that, as **early as the elementary grades**, heritage language and culture programs in the schools strengthen home-school relations, which is an important factor in academic success and graduation rates. Teaching strategies and

models that affirm the background culture of the students and use their background knowledge and experiences are also more successful than methods that tend to use mass-produced instructional materials designed for mainstream students.

Project and Student Performance Outcomes for Objective 4.

The Project Outcomes laid out for Objectives 1, 2, and 3 also are applicable to Objective 4—providing students with rich, culturally aligned learning opportunities that accommodate and lead to academic success in elementary school. Elementary school success will lead to high school success, which will, in turn, lead to post-secondary success.

Student Performance Outcome 4: The number of SCSD students who successfully transition from eighth grade to high school and complete their ninth grade year on time will increase by 10% per year.

Objective 5: Beginning in Year 1, and continuing over the course of the project, project data, both quantitative and qualitative, will be collected and added to the district's existing database. Data will be used to inform decisions relative to project improvement and overall improvements in teaching and learning. These longitudinal data will be analyzed by professional learning communities within the district to support continuous reflection, project improvement and overall instructional improvement. Data will be delivered in annual reports to the superintendent, the School Improvement Team, various district PLCs, and parents. Each year of the project, positive staff and student attitudes and dispositions relative to culture-based curriculum integration will increase by 10%, based on baseline data collected during the first year. (Competitive Priority 3)

Strategies for Objective 5

SCSD already has an active district-wide School Improvement Team that is made up of the district superintendent, central office directors, building principals, representative school board members, teachers and aides, and parents. The School Improvement Team is facilitated by two outside consultants contracted by the state Department of Education as part of the district's Corrective Action Plan. The School Improvement Team is committed to data-driven decision-making; data are central to the team's strategic planning process. For example, the district started using curriculum-based measurements to assess oral reading fluency in 1994-95; these data were used formatively to differentiate instruction. In 2000-01, the district implemented a Work Sampling system, also used formatively to differentiate instruction. In addition, to formative data, the district (on several levels and in several contexts) annually reviews all assessment data, as well as all available demographic data and parent survey data as part of its planning processes. Annually, the Department of Education requires a comprehensive school effectiveness audit, which produces numerical data on nine components of school effectiveness identified by the Council of Chief State School Officers. These data are also foundational to the design of school improvement plans.

Research suggests that accessing student voices, although sometimes overlooked in the design of research protocols, can be a critical component in determining school and program effectiveness. A number of researchers (Bergstrom, Cleary & Peacock, 2003; Penland, 2010; and Yellowbird, 2011) have surveyed or interviewed Native American students on issues of motivation, interests, and goals. The stories are varied, but they do support the research findings. Children and youth benefit from family and community support systems. They also benefit from educational programs that are connected with their culture and community, and they benefit from activities that allow them to experience affirmation, success, and a say in their own future. The

research also suggests that students generally express a desire to maintain an identity as Native Americans.

Each year of the project, positive staff and student attitudes and dispositions relative to the effectiveness and desirability of culture-based curriculum integration will increase by 10%, based on baseline data collected during the first year. (Competitive Priority 3)

To give "voice" to students in this project, the project director in collaboration with the project's external evaluator will collect survey and interview data from students as well as staff. These data will be used as part of the district's active data-driven decision-making process. These perceptions data will be used as one measure of project impact.

Project and Student Performance Outcomes for Objective 5

Project Outcomes: 1) data relative to the design and implementation of a language, culture and cross-content curriculum will be gathered and analyzed. These data will be used to inform and enhance the district's data-driven decision making processes relative to improvements in teaching and learning; 2) an evaluation report articulating the successes and failures of project activities will be prepared and disseminated to all stakeholders.

Performance Outcome 5: Each year of the project, positive staff and student attitudes and dispositions relative to the importance and effectiveness of culture-based curriculum integration will increase by 10%, based on baseline data collected during the first year.

Summary of project design.

The *ETES* objectives and strategies are based on the following chain of logic: 1) Students need additional focused learning time, something we have already done. 2) In order for them to benefit from that time, instruction must be intellectually engaging, challenging, and culturally relevant. 3) To have post-secondary success, students from the very beginning, must

be prepared with 21st century college-ready skills, habits and dispositions. 4) Students must have a positive sense of affiliation with peers and adults, know who they are as Native Americans, understand their place in the world, and be able to give "voice" to their thoughts and beliefs. 5) Orchestrating engaging challenging instruction for students who are intellectually, socially, emotionally, spiritually, and culturally prepared to learn depends upon teachers having time to learn from one another in professional learning communities and from experts. Therefore we will: increase time for learning (in place); increase opportunities for culturally-congruent student support and culturally-based student learning; and, provide enhanced opportunities for data-driven decision making that includes student voices.

Capacity and Sustainability

While the *ETES* project's central focus is on impacting the academic performance and English proficiency of EL students, its focus on staff development helps build capacity. Staff development is inherently capacity building. Well over half the budget is committed to providing long-term, job-embedded professional development, which is one core element of the Standards for Staff Development created by the National Staff Development Council. The challenge, of course, is that because of teacher turnover, the task of building capacity through staff development is never-ending. By working to "grow our own" teachers, we expect to reduce the rate of teacher turnover, which, in turn, will help us maintain capacity. At the same time, the continued implementation of professional learning communities in all their various and sundry configurations (school level, grade level, content specific, etc.) encourages peer interaction, also supported in the research on sustainability. This also creates capacity. At the same time, the parent engagement, described below, acknowledges parents as partners in the process and will help break the cycle of illiteracy, which also builds capacity.

Further, because the SCSD assumes most of the cost of personnel up front, the district will have the resources and commitment to continue the program when federal assistance is no longer available. In addition, because of the focus on building capacity through staff development, and because the project is carefully aligned with the district's vision and mission, by the time project activities end, the elements of the project will have been institutionalized.

Parent Involvement

Each year of the project, 50% of the parents/guardians of SCSD EL students will participate in at least two parent trainings, as measured by sign-in records. Parent involvement is a priority at SCSD; each of the district's four elementary schools hosts a monthly parent night. In addition, to address invitational priority 1, general announcements will be made throughout the Pine Ridge communities inviting parents of children from birth to five to participate. Parents are also are invited to participate annually in the Strengthening Parent Skills Workshop, which actively engages parents in English literacy, math, and science activities. The parent involvement activities associated with this project will piggyback off the semi-annual Math and Science nights, Craft nights, and Reading/Literature nights, which also occur at each of the four elementary schools on a regular basis. These activity nights will actively engage parents, including parents of pre-schoolers, in the same inquiry-based, hands-on, transactional processes that teachers engage students in on a daily basis. The task here will be to make sure that the culture and language integration is an integral aspect of all activities.

Parents and community members are valuable resources in all communities—including reservation communities. Parents and community members are the keepers of cultural wisdom and language. The *ETES* project will honor that wisdom by utilizing parents and community members, especially elders, as cultural and language consultants. Each of the district's four

Lakota Coaches is extremely well versed in both Lakota language and culture; yet, by virtue of their age, gender, or community experience, there will be times when additional parent/grandparent/community resources will be of great value to students.

Quality of project personnel.

Under representation: Shannon County School District is an equal opportunity employment institution. Following is the Board of Education policy "Notice of Non-discrimination in Employment Practices and Policies in Educational Programs," most recently published on 6-1-10: "Shannon County School District does not discriminate in its employment policies and practices, or in its education programs on the basis of race, color, creed, religion, age, sex, handicap, national origin, or ancestry." To encourage applications from members of groups that have been traditionally under represented, we do a couple of things: we routinely advertise all open positions at tribal colleges and other institutions of higher education that have significant numbers of minority students. We also routinely advertise open positions in *Indian Country Today,* a weekly newspaper with national distribution targeting Native American readers.

Project Director. Mr. Maurice Twiss will serve as the Project Director (.5 FTE at no cost to the project). Mr. Twiss has over thirty years of teaching and administrative experience in Indian country; he holds a Masters in School Leadership. He has managed the district's federal programs for over twenty years. As project director, Mr. Twiss will be responsible for the overall management of the grant; for the project's administrative functions; supervise project staff: be the link between the superintendent and building principals, teachers, and aides; and work closely with the external evaluator.

Project Coordinator (1FTE—50% paid by project and 50% paid by district). The project coordinator will coordinate and oversee the day-to-day activities in the project under the supervision of the district's Director of Federal Programs, who will serve as the project director;

establish and refine timelines to ensure objectives are met; collaborate with building principals, other district coaches (math, literacy, RTI, for example), teachers, aides, consultants, and the external evaluator. The PC along with the PD will conduct ongoing data collection, coordinate the activities of the district's Lakota coaches, participate in district and building level leadership activities, and coordinate parent activities.

Qualifications for Project Coordinator Position: Masters Degree in Education with an emphasis in teaching and learning, bilingual education, and/or educational leadership; teaching certification and classroom experience; supervisory experience; fluency in Lakota language and culture; ability to train and motivate staff and to model appropriate classroom practices for instruction of Native American children; ability to work with Indian students, their parents/guardians, administrative and teaching personnel.

Qualifications of Robert Two Crow: Mr. Two Crow holds Bachelors in Education from Oglala Lakota College and a Masters in Educational Leadership from South Dakota State University. Mr. Two Crow has over twenty years experience as a classroom teacher and a program manager. He is a fluent Lakota speaker and a respected elder in the community. Mr. Two Crow is currently the director of the SCSD Lakota Studies Program. As project director, Mr. Two Crow will assume additional responsibilities not previously required. These include coordinating additional professional development activities, collecting data, and collaborating with an external evaluator.

Other Key Personnel.

Building-Level Lakota Studies/Lakota Culture Instructor (4 FTE) (NOT paid by project).

Qualifications: Bachelor's degree in education and a current teaching certificate; fluency in Lakota; knowledgeable of the social, cultural, spiritual and economic milieu of the Pine Ridge Reservation; classroom experience with Indian children.

Job Goal and Performance Responsibilities: To collaborate with classroom teachers to provide integrated, aligned, and culturally-congruent literacy (reading) and English and Lakota language support and to provide direct cultural, spiritual, and educational information regarding the Lakota language and the Lakota culture to both students and teachers; to contribute to the development of a positive self-image for each student; to maintain accurate records concerning project activities, schedules, reports, and student assessments.

Qualifications of Existing Personnel: The four elementary schools that make up SCSD each has a Lakota Studies Coach assigned to it. Each meet the minimum qualifications established for the position. Each will participate fully in project activities.

Project Consultant: Dr. Sandra J. Fox, D. Ed., is a long-time and nationally known and respected Indian educator, scholar, and researcher. A former National Indian Educator of the Year (NIEA), Dr. Fox has collaborated with educators from a variety of tribal groups over the past few years to develop tribe-specific, culture-based, balanced-literacy curriculum, which is responsive the needs, wishes, and expectations of specific tribal groups, and at the same time, which is based in solid educational research, responsive to state core and content standards, and responsive to specific district level standards.

External Evaluator: The external evaluation will be done by Dakota Schools Consulting, Inc. DSC staff members have over 40 years combined experience working in Indian country; they also have experience evaluating foundation, corporate, state, and federal programs, including U.S. Department of Education (Title's I, II, III, IV, etc) and National Science Foundation grants.

Quality of the management plan.

Day-to-day operation of the project will be the responsibility of the Project Coordinator, who will collaborate with district administration, building principals and the external evaluator to ensure all activities are implemented in a timely and effective manner. The Project Director will report to the district's Director of Federal Programs/Project Director. The Project Coordinator and the External Evaluator will meet quarterly with the Director of Federal Programs/Project Director as part of a regular cycle to review any formative data that have been collected. Any changes in project objectives, strategies/activities resulting from the review of formative data will be considered at this time.

The following is a detailed Management by Objectives Table follows:

Objective 1: Each year of the project, 10% of the SCSD Native American EL students, K-8, will move from below basic or basic to proficient or advanced in reading, as measured by the Dakota State Test of Academic Progress (DSTEP).
Objective 2: Each year of the project, 75% of all SCSD Native American EL students will demonstrate progress in English proficiency on the state-required English language proficiency assessment (ACCESS).
Objective 3: Each year of the project, 10% of all SCSD Native American EL students will move from below basic or basic to proficient or advanced in English proficiency, as measured on the state-required English language proficiency assessment (ACCESS).

Activities	Staff	Timeline	Milestone
Assign key personnel	Admin	Upon funding	Contracts/job descriptions on file
Establish training calendar	Project Director and Project Coordinator	Upon funding	Calendar published
Contract with consultant	Project Director	Upon funding	Contract on file
Purchase supplementary curriculum materials	Project Director/Project Coordinator	Fall year 1	Purchase orders on file
Provide training	Project Coordinator/ Coaches	Fall year 1	Record of Participation

Identify "grow Your own" teachers	Project Director/ Principals/ Aides	Upon Funding	Enrollment information on file
Collect baseline attitudes/ dispositions data and aggregate	PD and PC/ coaches/ external evaluator/ teaching staff/ students	Upon funding and at beginning of school term annually	Data on File
Classroom implementation/ Coaches co-teach	Project coordinator/ coaches/ teachers/ aides	Upon completion of training and ongoing	Lesson Plans
Continue cycle of in-class support	PC/Coaches/ Teachers	Ongoing	Lesson Plans
Provide integrated culturally-aligned instruction	Teachers with support from PC and coaches	Spring, 2012 and ongoing	Lesson Plans
Plan for implementing parent engagement activities	Project Director/ Coordinator/ coaches/ Principals	Minimum of twice annually	Record of Participation
Monitor needs, growth, and engagement of students	Project Director/ External Evaluator	Ongoing	Program Support Data

Collect student performance data	Project Director and project staff	Spring 2011, and annually thereafter	Data on file
Collect and analyze (post) efficacy data	Project Dir and Coordinator/ External Evaluator	Spring 2011, and Annually Thereafter	Data on file
Summer Institute	Project Dir. And Coordination/ Consultant/ Teachers/ Aides	Summer 2012, and annually thereafter	Record of participation/ Evidence of additional curriculum
Publish newly developed units	Project Director, Coordinator, Coaches	Summer 2012, and annually thereafter	Units and additional curriculum available for use
Review annual student performance data	Project Director/ Proj. Coordinator and External Evaluator	Summers throughout project	Annual Performance Report
Objective 4: Each year of the project, the number of SCSD eighth grade graduates who actually enroll in high school and complete their ninth grade year will increase by 10%, as measured by reservation-wide enrollment data. (Responds to Competitive Priority 2.)			
Establish relationships with Counselors and Registrars at all area high schools	Project Director and Project Coordinator	Upon Funding and Continuing	Record of Contacts

Monitor enrollment of SCSD graduates in area high schools	Project Director	Ongoing	Record of enrollment on file
Aggregate and report high school enrollment data of SCSD graduates	Project Director and External Evaluator	Summer, 2012, and annually	Report of Data
Objective 5: Beginning in Year 1, and continuing over the course of the project, project data, both quantitative and qualitative, will be collected and added to the district's existing database. These longitudinal data will be used to inform decisions relative to project improvement and overall improvements in teaching and learning.			
Review existing district data to prevent redundancy	Project Director and District Administration	Upon funding and ongoing	Annual Cycle of Analysis
Prepare and administer student and staff attitudes/ dispositions survey	Project Director and External Evaluator	Upon funding	Survey on File
Collect and aggregate student and staff attitudes/dispositions pre and post data	Project Director, Project Staff, and External Evaluator	Fall and Spring annually	Data on File
Review and disaggregate student achievement and proficiency data	Project Director, Project Coordinator, and External Evaluator	Spring and Summer annually	Annual Performance Report Submitted

Evaluation.

Process and Outcomes Evaluation

The process and outcome evaluations are based upon the project's overarching goal and objectives; the unique local context of Shannon County School District and of each of the four targeted schools served; and upon both quantitative and qualitative approaches. The evaluation will incorporate multiple sources of information and methodologies to triangulate findings whenever possible in order to provide a more comprehensive understanding of implementation and project effectiveness. We will develop mechanisms to actively engage key stakeholders (project staff, administrators, teachers, aides, students, and parents) in the design, implementation, and interpretation of findings and incorporate a modified participatory action research framework to increase a) buy-in of school personnel and students (attitudes and dispositions); b) reliability, validity, and relevance of data; c) use of findings for decision-making; and d) infrastructure development for sustainability after funding ends. District and project staff will collaborate with the external evaluator to ensure compliance with all evaluation requirements.

Process Evaluation: Providing Progress and Performance Feedback

The primary aims of the process evaluation are to provide frequent feedback to Shannon County School District, to project staff, and to staff in target schools to enable rapid and quality improvement, document thoroughly the structures and processes of project implementation, and adjust evaluation protocols based on experience and stakeholder input. The primary process questions include the following:

1. To what extent are the project components implemented as planned (i.e., progress on goals/objectives/activities) and with fidelity (i.e., consistent with evidence-based practice)? What is the status on reaching project objectives?

2. What are the adaptations or deviations from the original plan, why, and what are the antecedents and consequences? How can barriers be minimized and best practices shared?

3. Are student outcomes related to contextual, student, and implementation characteristics and activities? How do these data inform rapid and quality improvement? For example, after several years of demonstrating steady achievement of students in the balanced literacy program, for the past two years, student growth has stalled. Will the intervention of Lakota language and culture central to this progress jump start student growth in literacy?

4. How do coach-to-teacher and teacher-to-teacher relationships change within and across content areas and relate to student outcomes?

5. How do teacher-to-student relationships change within and across content areas and how do they relate to student outcomes?

Multiple methodologies will be used to collect a range of data indicators that are strongly related to the key long-term educational outcomes such as reading and language proficiency achievement, graduation, and high school readiness. Qualitative data collected from teachers, aides and students through surveys, interviews and/or focus groups will be coded thematically to identify prevalent themes and emerging issues. Detailed records of implementation will be maintained. These are briefly outlined in the table that follows. For example, of particular interest is the extent to which coaching, co-teaching, and peer collaboration is associated with student attitudes/dispositions and long-term academic and English proficiency outcomes. Included will be a status report aligned to the Management by Objectives Table, a description of the curriculum used, a description of the curriculum developed, project management, professional development conducted, parent engagement, and the data-driven decision making processes. We also will examine several intermediate student indicators that cut across multiple

district goals and objectives and broadly measure student engagement in school including attendance, discipline referrals, and perceptions of school climate (e.g., safety, relationships, academic engagement, environment), among other data that is part of the district's broader data-driven decision making process. The purpose of the process/implementation piece of the evaluation is not only to document that "the project is doing what it was intended to do," but also to provide insight into what is working and what is not working.

Matrix of Evaluation Indicators and Data Collection							
A Cross-Content, Culturally Congruent, Balanced Literacy Program: Empowering Teachers and Empowering Students*: (ETES).* To what extent has participation in this project	Interviews/Focus Groups	Surveys	Inventories and Assessments	Document Analysis	Achievement/ Proficiency Data	Credit Accrued	Observation
a) increased the number of LEP students served by the project who are proficient or advanced in reading by 10% annually;					X		
b) increased the number of LEP students who are proficient or advanced as measured by 10% annually;					X		
c) demonstrated that 75% of the LEP students participating in the project have shown progress on the state's required English Language Proficiency Test.					X		
d) increased number of students who				X		X	

successfully transition from eight grade to high school by 10% a year.							
e) increased parent involvement.	X	X	X	X			X
f) improved student attitudes/dispositions in relation to project strategies by 10%, based on baseline data collected during the first year.	X	X	X	X			X
g) improved staff attitudes/dispositions in relation to project strategies, based on baseline data collected during the first year.	X	X	X	X			X
h) increased opportunities for data-driven decision making.	X	X	X	X			X
i) increased opportunities for peer collaboration.	X	X	X	X			X
j) increased the number of "grow your own" teachers.						X	

Outcome Evaluation

The outcome evaluation will examine the effectiveness of the intervention components—the delivery of an integrated, cross-content, culturally congruent curriculum--in raising achievement for all students and narrowing achievement gaps. In this sense, multiple analyses will be conducted to assess the differential impact of the intervention on NCLB sub-groups (i.e., race, socio-economic status, limited English proficiency, disability). Shannon County School District has developed and maintained an extensive, longitudinal database on all learners K-8,

with information going back fourteen years. In addition, annual DSTEP (student academic data) can be disaggregated by gender, social-economic status, race, Limited English proficiency, special needs, and grade.

Both of the required states tests—the DSTEP and the ACCESS—have been determined to be valid and reliable. These will be the primary measures to the primary outcome evaluation question: "Have GPRA performance measures been met: They are

- The number and percentage of LEP students served who score proficient or above on the Dakota State Test of Academic Performance (DSTEP),
- the number and percentage of LEP students served who make progress toward English proficiency as measured by the ACCESS, and
- the number and percentage of LEP students served who attain proficiency as measured by the ACCESS.

The outcome evaluation will also rely on the data collected in the process evaluation as well as a myriad of data collected by the district (e.g., attendance, suspensions, discipline referrals, race/ethnicity, mobility, graduation, etc.). Course grades and pass rates will be used as proximal achievement indicators for high school success.

Qualitative data collected from teachers, aides and students through surveys, interviews and/or focus groups will be coded thematically to identify prevalent themes and emerging issues.

Reporting

The external evaluator, working in collaboration with the project director, will prepare the annual performance report for submission to the Office of English Language Acquisition. In addition, regular and ongoing analyses and formative reporting are critical and will allow frequent performance feedback and progress monitoring for school and district

personnel; it will also enable data-driven and evidence-based adjustments to the interventions. The project director in collaboration with the external evaluator will work with the district staff from SCSD accountability, research, and planning; with the district's school improvement leadership team; and the state's corrective action outside consultants to develop a participatory action research approach to thoroughly engage stakeholders and to establish the most effective mechanisms so that the *ETES* evaluation feedback will be disseminated informally and formally through district-level, school-level, and intra-school level (PLC's and parent groups) to better inform the data-driven decision making processes that are place throughout the district. The content of these reports and the level of project personnel participation will vary based upon the needs of the specific groups, project needs, and evaluation timelines. Evaluation updates will be provided quarterly through project team meetings and written reports. More formal comprehensive reports will be disseminated at key points collaboratively established with the district. In addition to the annual Performance Report, the evaluator will also prepare a formal annual report describing program implementation, findings, and recommendations and a comprehensive formal evaluation report at the end of the grant. All formal written evaluation reports will adhere to The Program Evaluation Standards (1994). Finally, SCSD personnel, project staff, and the external evaluator will collaborate to present evaluation findings at state and national conferences.

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