

Alamo Navajo Community Schools

NM

Title VII Systemwide Grant

Year 3

Setting Rural District

District Enrollment 395 **LEP Enrollment** 350 **Grades Served** preK-12

Language Groups Served Navajo

Project focuses on: Professional Development
Student Assessment
Curriculum Development
Parental Involvement

Description The Bilingual Program at Navajo has four primary goals for the improvement of both English and Navajo languages.

- 1) Students who are limited English proficient will improve their English language skills in reading.
- 2) Students will improve their oral Navajo language ability and increase their cultural awareness.
- 3) Staff members will improve their English and Navajo language skills and Navajo cultural awareness.
- 4) Parents will become more involved in promoting the literacy of their children.

The program utilizes a number of approaches and assessment tools to instigate change and determine effectiveness.

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Banning Unified School District

CA

Systemwide Approach to Achievement & Proficiency *Year 3*

Setting Rural District

District Enrollment 4,485 **LEP Enrollment** 1,290 **Grades Served** K-12

Language Groups Served Spanish, Hmong, Lao, Romanian, Arabic

Project focuses on: Professional Development
Student Assessment
Curriculum Development
Parental Involvement
Technological Support
School reform model is currently being employed

Description

This year will be the second year of the implementation of the Two-Way Language Immersion Program at Central Elementary. Our program offers the English proficient students and limited English proficient students the opportunity to acquire both English and Spanish. The integrative approach will help to improve intergroup attitudes toward the target language and culture of both language minority and language majority children.

The following list characterizes our Two-Way Bilingual Program: 1) it is equally focused on the development of English and Spanish language through Grade 5 and beyond; 2) one language is not acquired at the "expense" of the other; 3) there is less of a feeling of separateness between English and Spanish speakers; 4) ELD is more a part of ongoing thematic instruction; and 5) there is statistically proven highest academic achievement in all content areas for both language groups.

These are what we consider to be the benefits of the program: 1) being bilingual is viewed as desirable; 2) all students benefit from acquiring a second language; 3) there is a general rise in student self-esteem for both language groups; 4) barriers between English and Spanish speaking students are destroyed and this creates a more positive school culture; and 5) all students are provided the opportunity to acquire a second language at no cost to their home language and culture.

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Bassett Unified School District

CA

Achievement Unlimited

Year 5

Setting Suburban District

District Enrollment 5,863 **LEP Enrollment** 2,028 **Grades Served** K-12

Language Groups Served English, Spanish, Tagalog, Vietnamese

Project focuses on: Professional Development
Curriculum Development
Parental Involvement

Description

The purpose of the grant is to restructure and reform the Bassett Unified School District to upgrade and improve its programs-policies and practices in order to create a learning system that promotes and enhances the achievement of all students in the District.

Goals: 1) Review, restructure and upgrade the curriculum, integrating updated and enhanced bilingual programs to assure rigorous, challenging learning for all students. 2) Implement higher grade and promotion standards. 3) Review and reform student assignment policies and practices, assuring access to the entire curriculum by LEP students. 4) Review and upgrade family, adult education and outreach programs to assist parents to become actively involved in the education of their children. 5) Design and implement activities and programs which provide tutoring, mentoring and coaching, and career counseling for LEP student. 6) Implement improved staff development programs and recruiting processes, including enhanced career development and bilingual certification strategies. 7) Review, structure, enhance and enrich the instructional program for LEP students by upgrading instructional materials, educational software, and technology resources. 8) Implement other systemic reforms identified in the Strategic Planning Process to be conducted in the preservice phase and attended by representatives of all of our stakeholders.

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Brawley & Westmorland Elementary School District

CA

Proyecto Especial

Year 1

Setting Rural District

District Enrollment 4,128 **LEP Enrollment** 1,609 **Grades Served** K-8

Language Groups Served Spanish

Project focuses on: Professional Development
Student Assessment
Curriculum Development
Parental Involvement
School reform model is currently being employed

Description

The goals of Proyecto ESPECIAL are to:

1. restructure reading, math, and English Language Development instruction to align with state standards in an active learning environment;
2. upgrade parent involvement by providing parents opportunities to acquire the literacy skills necessary to assist their children in school;
3. reform teaching strategies through professional development academies maximizing peer coaching, "Trainer of Trainers", and implementing model teaching strategies in the classroom and the Community Learning Center;
4. enhance students' learning by presenting character education, multicultural education, critical thinking activities, and hands-on projects integrating classroom learning with life applications.

The program will be implemented in each classroom in the district and in the Community Learning Center through a staff that consists of a project coordinator, two bilingual specialists, a clerk/parent coordinator, and a teacher-leader at each of the school sites.

The Community Learning Center will provide programs for students, staff and parents in a highly technological setting that will include video-conferencing, satellite distance learning and other on-line technologies.

The intended outcome of the project is to develop a model standards-based instructional program for students through the comprehensive reform of staff development and the upgrade of parent involvement activities with links to educational and community institutions.

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Brawley & Westmorland Elementary School District

CA

Project EMPOWER

Year 5

Setting Urban District

District Enrollment 240,281 **LEP Enrollment** 22,065 **Grades Served** K-12

Language Groups Served Spanish, Haitian/Creole, Portuguese, French, Chinese

Project focuses on: Professional Development
Curriculum Development

Description

Project EMPOWER is designed to support and increase the academic success of English Language Learners (ELL's) through technology and intensive teacher training. Using funds from the Emergency Immigrant Education Program, the Multicultural/Foreign Language/ESOL Education Department has provided more than 430 computers and language development software applications to 43 schools (K-12) served by project EMPOWER.

Carefully selected software applications combined with integrated instructional management systems and effective instruction have lead to improved student achievement. This technology facilitates diagnostic student placement, provides prescriptive instruction and generates critical data specific to ELL assessment and performance. Students throughout the district participate in teacher designed project-based activities that are aligned with state and district standards in reading, writing and mathematics.

Curriculum training seminars have been designed to improve the delivery of effective, comprehensible and comparable instruction to ELL students. The primary goal of all seminars is to create a greater awareness of developed and available software applications that could facilitate the integration of technology and student assessment within the operational frameworks of a language arts performance-based curriculum.

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Buffalo City School District

NY

Systemwide Improvement Project Year 5

www.ncbe.gwu.edu/titlevii/systemwide/buffalo

Setting Urban District

District Enrollment 45,145 **LEP Enrollment** 3,312 **Grades Served** K-12

Language Groups Served Spanish, Arabic, Vietnamese, Russian, Somali

Project focuses on: Professional Development
Curriculum Development
Parental Involvement
Program Redesign

Description

The Buffalo City School District's Title VII systemwide Improvement grant will reform, upgrade and improve existing programs for limited English proficient (LEP) students and the operations relevant to those programs on a systemwide basis.

The project consists of the following components: program redesign, curriculum development, operations and procedures, student achievement, family education and parental involvement, and staff development. The overall goal is to achieve a greater degree of congruence, consistency and cross-program coordination in all the project components.

The objectives are written to specifically address the needs and allow for innovative ideas to design programs to meet those needs -- all with the ultimate goal of ensuring that LEP students master English and develop high levels of academic achievement. The objectives encompass a five-year plan and include the development and publication of several written products.

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Cambridge Public Schools

MA

*Cambridge Bilingual Education
Reform Project (CBERP)*

Year 5

<http://www.neighborhoodsight.com>

Setting Urban District

District Enrollment 8,000 **LEP Enrollment** 1,000 **Grades Served** K-12

Language Groups Served Spanish, Portuguese, Chinese/Mandarin, Haitian-Creole/French, Korean

Project focuses on: Professional Development
Student Assessment
Curriculum Development
Parental Involvement
Enrichment Programs
School reform model is currently being employed

Description

The Cambridge Bilingual Education Reform Project (CBERP), supported by the Title VII Systemwide grant, addresses the needs of students, teachers and families in the bilingual programs in Cambridge and invites English-only speakers to join them in learning two languages. The goal is to enable all children to become bilingual and biliterate; and for teachers to join forces in creating programs where collaboration and integration are the mode. Our focus is to integrate standard monolingual programs with existing bilingual programs in five schools; developing curriculum; and providing support for the alignment of curriculum with the city and state frameworks. CBERP is also working towards incorporating an International Baccalaureate Program at the middle school level and planning its continuation at the secondary level.

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Campbell Union School District

CA

*Second Language and Academic
Excellence*

Year 5

Setting Urban District

District Enrollment 7,700 **LEP Enrollment** 1,700 **Grades Served** K-8

Language Groups Served Spanish, Vietnamese, Korean, Serbo-Croatian, Punjabi

Project focuses on: Professional Development
Student Assessment
Curriculum Development
Parental Involvement

Description

The purpose of our program is to institutionalize additive Spanish/English dual language programs, while maintaining high academic standards for all students. Our International Academy serves those students assessed as beginning English Language Learners through content-based, hands-on ELD instruction. We engage parents and our local communities as partners with the assistance of a parent liaison. Further, we support our dual language and program staff through staff development. We sponsor a summer Multicultural Institute for teachers who engage in the study of a particular region, its literature, history, and culture. To date, that study has culminated in teacher study tours of Mexico, Vietnam, and China.

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Centennial BOCES

CO

Centennial BOCES Systemwide Title *Year 5*
VII Bilingual Education

Setting Rural District

District Enrollment 6,234 **LEP Enrollment** 1,493 **Grades Served** K-12

Language Groups Served Spanish

Project focuses on: Professional Development
 Student Assessment
 Curriculum Development
 Parental Involvement
 Standards/Content

Description Centennial BOCES provides bilingual instructional services to LEP students in grades K-12 in five school districts.

The project, through the collaborative efforts of member districts, addresses: 1) linguistic and academic needs; 2) coordination with other programs of member districts; 3) home, school, community partnerships; and 4) coordination of programs under Colorado's reform efforts.

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Dalton Public Schools

GA

Georgia Project

Year 3

Setting Rural District

District Enrollment Not Available **LEP Enrollment** Not Available **Grades Served** K-12

Language Groups Served Not Available

Project focuses on: Professional Development
Curriculum Development

Description Not Available

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Dearborn Public Schools

MI

Project Accelerate

Year 1

Setting Urban District

District Enrollment 16,500 **LEP Enrollment** 7,000 **Grades Served** PreK-12

Language Groups Served Arabic, Spanish, Romanian, Albanian, Urdu

Project focuses on: Professional Development
Student Assessment
Curriculum Development
Parental Involvement
School reform model is currently being employed

Description The focus of Project Accelerate is to improve, reform and upgrade relevant programs and operations that serve Dearborn's large LEP population and their families. Project Accelerate will focus on aligning curriculum, assessment, instruction, and staff development to increase LEP student achievement using the same rigorous state performance standards as non-LEP students.

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Des Moines Public Schools

IA

Project TEACH

Year 3

Setting Urban District

District Enrollment 32,194 **LEP Enrollment** 2,312 **Grades Served** K-12

Language Groups Served Spanish, Bosnian, Vietnamese, Lao, Sudanese

Project focuses on: Professional Development
Student Assessment
Curriculum Development
Parental Involvement

Description

Project T.E.A.C.H. (Training to Ensure Achievement of Children) is designed to improve, reform and upgrade the ESL/bilingual education program and the total instructional program provided to LEP students in the Des Moines School District.

The focus of project T.E.A.C.H. is to promote higher academic achievement for all limited English proficient students by increasing staff expertise in delivering instruction and to increase each building staff's ownership of the responsibility for LEP student learning to higher standards.

-- Professional Staff Development: An intensive training program with a leadership teach approach.

-- Parent Training: An intensive training program for teams of parents

-- Curriculum Revision: Teams of ESL and regular teachers work on updating the curriculum of the district ESL programs to be delivered consistently across all ESL schools.

-- Welcome Center: A Welcome Center where families of LEP children have a warm introduction to the Des Moines schools, where their children will be evaluated for math skills, literacy skills in English and in their native language. Literacy survival classes for students who have had limited schooling and are not literate in English and their first language will be offered from grade 3 to 12.

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District of Columbia Public Schools

DC

PRIME DC (Parents Reinforcing Instruction for Mathematics Excellence) Year 3

Setting Urban District

District Enrollment Not Available **LEP Enrollment** Not Available **Grades Served** PreK-3

Language Groups Served Spanish

Project focuses on: Professional Development
Parental Involvement
Raising Students Mathematics Scores

Description Not Available

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East Side Union High School District

CA

*Postsecondary Education Access and
Readiness for LEP Students
(P.E.A.R.L.S.)* Year 3

Setting Urban District

District Enrollment 22,370 **LEP Enrollment** 6,862 **Grades Served** 9-12

Language Groups Served Spanish, Vietnamese, Tagalog, Chinese, Cambodian

Project focuses on: Professional Development
Student Assessment
Curriculum Development
Parental Involvement

Description The purpose of Project PEARLS is to reform and upgrade the current bilingual education program being offered at East Side Union High School District. In working with the Instructional Services Division, the project will work toward providing avenues for LEP students to gain access to the mainstream, to prepare LEP students for postsecondary education including college, university and vocational education, and to foster an environment where they are confident in finding success in education and that this should be their lifelong endeavor.

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Franklin-McKinley School District

CA

Project Bridge to the 21st Century *Year 3*

Setting Urban District

District Enrollment 10,688 **LEP Enrollment** 5,653 **Grades Served** K-8

Language Groups Served Spanish, Vietnamese, Kmer, Philipino, Cantonese

Project focuses on: Professional Development
 Student Assessment
 Curriculum Development
 Parental Involvement
 Technology
 School reform model is currently being employed

Description Success for All is a comprehensive approach to restructuring elementary schools to ensure the success of every child. The program emphasizes prevention and early intervention to anticipate and solve any learning problems. Success for All provides schools with research-based curriculum materials; extensive professional development in proven strategies for instruction, assessment, and classroom management; one-to-one tutoring for primary grade children who need it; and active family

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Fremont School District #38

WY

Title VII Systemwide Grant

Setting Rural District

District Enrollment 270 **LEP Enrollment** 252 **Grades Served** K-8

Language Groups Served English, Arapahoe, Spanish

Project focuses on: Professional Development
Student Assessment
Curriculum Development
Parental Involvement
Character Building, Technology

Description Arapahoe School is currently receiving assistance from NWRL in selecting a model that best fits the Native American population and current school improvement programs.

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Project Access

Year 3

Setting Urban District

District Enrollment 78,700 **LEP Enrollment** 25,567 **Grades Served** K-12

Language Groups Served Spanish, Hmong, Lao, Khmer, Vietnamese

Project focuses on: Professional Development
Curriculum Development
Parental Involvement
Articulation with other departments regarding LEP issues
School reform model is currently being employed

Description The goals and objectives of the project reflect a commitment to provide equal access to LEP's by 1) improving the professional development programs, the instruction, and the curriculum to meet the needs of the different language groups; 2) reforming the articulation and collaboration between all departments regarding bilingual issues; 3) upgrading direct instruction in academic language for all students; and 4) creating a two-way immersion bilingual model in Spanish at an elementary site. The overall goal is to improve LEP students' academic achievement as well as increasing the skills of teachers and administrators who serve them.

Regular workshops are provided for teachers, administrators, parents, and community members to develop an awareness of the different cultures represented in the district. Collaboration with the local colleges and universities focuses on LEP issues and multicultural awareness. There are also partnerships with the local media to help disseminate information to the largest language groups, Spanish and Hmong. Hmong materials have been developed for use in Hmong bilingual classrooms and to promote Hmong literacy, as well as workshops promoting Hmong literacy.

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Glendale Unified School District

CA

Project SUCCESS

Year 5

Setting Suburban District

District Enrollment 30,212 **LEP Enrollment** 12,790 **Grades Served** K-12

Language Groups Served Armenian, Spanish, Korean, Philipino/Tagalog, Arabic

Project focuses on: Professional Development

Description

Project SUCCESS (Schools Uniting, Collaborating, Communicating, Educating Students Successfully) will enable each school to provide professional development for its staff so that they may deliver outstanding programs for all LEP students. The training will prepare staffs to engage in a school-wide effort to design the most appropriate instructional programs for all LEP students at the school and to implement the chosen comprehensive, high quality instructional program for LEP students in each classroom. Administrators, teachers and paraprofessionals at each site will participate in a unique training program based on their own assessment of site needs.

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Hartford Public Schools

CT

Think and Learn

Setting Urban District

District Enrollment 23,900 **LEP Enrollment** 3,600 **Grades Served** K-8

Language Groups Served Spanish, Vietnamese

Project focuses on: Professional Development
Parental Involvement
Student Enrichment/Research and Study Skills

Description

Think and Learn, a five-year systemwide project, is a comprehensive initiative designed to improve, reform and upgrade the bilingual program in conjunction with the objectives and strategies set forth in 1994 by the Hartford Board of Education's "We Believe in Tomorrow -- A Framework for the Strategic Direction of the Hartford Public Schools." The Bilingual Department, in cooperation and partnership with the National Children's Educational Reform Foundation, has designed and continues to implement the project.

Think and Learn's interconnected activities of professional staff development for teachers and administrators, training for parents, and enrichment programs for students work in concert to create and implement systemwide change to support and empower limited English proficient (LEP) students in the Bilingual Program. The project has established three teams -- Think-Kids, comprised of Hartford's LEP students; Think-Coaches, comprised of teachers and administrators; and Think-Parents-Are-Powerful, comprised of the parents of bilingual program students. All work in concert to improve the thinking/learning skills, academic achievement and work force readiness education for Hartford's Bilingual Program students.

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Hatch Valley Municipal Schools

NM

*Hatch Valley Municipal Schools
Systemwide Project*

Year 3

Setting Rural District

District Enrollment 1,492 **LEP Enrollment** 1,270 **Grades Served** K-12

Language Groups Served Spanish

Project focuses on: Professional Development
Student Assessment
Curriculum Development
Parental Involvement

Description

The Hatch Valley Public Schools Title VII Systemwide Improvement Project addresses major objectives. Specifically, the improvement of students' linguistic and academic needs are accomplished through extensive staff development, expansion of dual-language instruction, a six-tiered parent education program, upgrading/revision of K-12 curricula, special material to coincide with new programs, curriculum reform, a peer-tutoring program at grades 9-12, tutorials for elementary and middle school children, family counseling sessions, upgrading of technology, an extended testing program and management information system for student tracking, and a special approach for objectives accomplishment through monitoring of the educational change process and maximal utilization of resources.

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Lawndale School District

CA

Project LEARN

Year 5

Setting Urban District

District Enrollment 5,804 **LEP Enrollment** 2,013 **Grades Served** PreK-8

Language Groups Served Spanish, Vietnamese

Project focuses on: Professional Development
Curriculum Development
Parental Involvement
Preschool
School reform model is currently being employed

Description Project LEARN serves 2013 LEP students in 6 elementary and 1 middle school. Preschools have been established at each of the elementary schools. High/Scope is used in the preschools and in some knidergartens. Breathrough to Literacy is implemented in preschool through grade 2. Math/Science/Technology centers, staffed by certified teachers, have been established at each of the elementary schools. Intensified instruction is offered at the middle school. Parent education, using Niños Bien Educados, as well as ESL classes at the elementary schools are offered. Extensive staff development has taken place.

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Lodge Grass Public Schools

MT

Ashammaliaxxia Project

Year 3

Setting Rural District

District Enrollment Not Available **LEP Enrollment** Not Available **Grades Served** K-12

Language Groups Served Crow

Project focuses on: Professional Development
Curriculum Development
Parental Involvement

Description

The Lodge Grass School District No. 2 and 27 Systemwide Improvement Grant proposes to improve the education of limited English proficient Crow Indian students and their families by focusing upon the following goals:

1. Improving the education of all students by reviewing, restructuring and upgrading the school's educational goals, curriculum guidelines and content, standards and assessments.
2. Developing partnerships with families/community by providing family education programs that promote the Crow language and culture, adult literacy training, and outreach activities.
3. Professional development for district staff, instructional assistants and teachers to develop and expand their knowledge in working with culturally and linguistically diverse students for graduate, undergraduate or continuing education credit.
4. Collaborate with existing students retention, Incentive programs for K-12 students, and develop an At-risk Student Crow Cultural Mentorship program for 6-12 grades, to ensure high school graduation, increased academic achievement, and maintenance of Crow language and cultural knowledge.
5. Provide Crow Bilingual Class 7 Certified teachers, who are knowledgeable about the culture and language, and are specifically trained to provide services to children and youth of Limited English and Limited Crow Proficiency.

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Los Angeles U.S.D.: Gardena/Washington Cluster

CA

Project Rebuild

Year 5

Setting Urban District

District Enrollment 12,000 **LEP Enrollment** 4,800 **Grades Served** K-12

Language Groups Served Spanish, Korean, Vietnamese, Cantonese, Tagalog

Project focuses on: Professional Development
Curriculum Development

Description Support in literacy through math and science through use of technology.

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Los Angeles U.S.D.: Huntington Park Cluster

CA

Success Unlimited

Year 3

http://www.lausd.k12.ca.us/huntington_park_cluster

Setting Urban District

District Enrollment 18,073 **LEP Enrollment** Not Available **Grades Served** K-12

Language Groups Served Spanish

Project focuses on: Professional Development
Student Assessment
Curriculum Development
Parental Involvement
Visual and Performing Arts
School reform model is currently being employed

Description

Success Unlimited is designed to improve, upgrade and reform all programs in the Huntington Park Cluster so that ELL students meet rigorous and challenging content and performance standards. The Huntington Park cluster is composed of eight elementary schools, one middle school, one comprehensive high school and one continuation high school. The 11,055 ELL students represent 65.5% of the total enrollment. Success Unlimited is built on the theory of constructivism as a way of teaching and learning. This theory was chosen because of its proven effectiveness and consistency with the communicative approach to language learning, an essential element of any model used in the Cluster where over 85% of the students are English language learners. The focus is on the cultural background and history of students and the following beliefs: Learners must be actively engaged in constructing their own understanding and knowledge. New knowledge builds on previous knowledge, and learner's background knowledge plays a significant role in the construction of meaning. Classroom tasks should closely parallel real-life tasks to which students may expect to apply their knowledge and skills. Real-life tasks are meaningful, purposeful, and rooted in context. Approaches to assessment should reflect the complexity of integrating knowledge and skills into performances. Schools work within the cultural context and inclusion in the arts is necessary to learning and to define culture.

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Lovington Municipal Schools

NM

Los Abuelos

Year 3

Setting Rural District

District Enrollment 2,867 **LEP Enrollment** 672 **Grades Served** K-12

Language Groups Served Spanish, English

Project focuses on: Professional Development
Parental Involvement
School reform model is currently being employed

Description This program seeks to create more equitable opportunities for both limited English proficient students and fluent English proficient students and increase their educational achievement. It creates an enrichment opportunity for fluent English speakers and provides the necessary assistance for the limited English speakers.

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Lynwood Unified School District

CA

Title VII Systemwide Grant

Year 3

Setting Urban District

District Enrollment 18,238 **LEP Enrollment** 7,669 **Grades Served** K-12

Language Groups Served Spanish, Samoan, Lao, Philipino, Gujarati

Project focuses on: Professional Development
Student Assessment
Parental Involvement

Description

The aim of the Title VII Systemwide Improvement Grant Project is to improve, reform and upgrade the existing bilingual transitional program to better serve LEP students at Lynwood schools. The project is guided by four overall objectives, as follows. These overall goals will be incorporated into benchmarks so that they can be better evaluated.

1. To provide professional skills development training of teachers and instructional support staff in the use of effective strategies and pedagogical techniques that will improve the second language acquisition of the students as indicated by the scores on standardized assessment by at least a minimum of 25% above previous baseline scores.
2. To provide services to new students so that the time required for the intake process to enroll LEP students is reduced to 40%.
3. To provide professional skills development training to designated teachers and instructional support staff so that continuous training can be conducted throughout the year.
4. To provide 10 Saturday workshops for parents and students that improve language acquisition skills through the use of computer technology.

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Magdalena Municipal Schools

NM

Title VII Systemwide Grant

Year 3

Setting Rural District

District Enrollment 413 **LEP Enrollment** 134 **Grades Served** K-12

Language Groups Served Navajo, Spanish

Project focuses on: Professional Development
Student Assessment
Curriculum Development
School reform model is currently being employed

Description

The Magdalena Title VII Program is a K-12 structured English immersion program serving approximately 134 Native American students. This standards-based program is designed to ensure that our Limited English Proficient students reach high levels of performance and meet rigorous and world-class standards. At all levels K-12 students demonstrate mastery in academic core areas of knowledge by completing a portfolio and presentations of high quality. Teaching methodologies emphasized are inquiry-based investigations, cooperative learning techniques, Cambourne's Conditions of Learning and the Ten Common Principles of the Coalition of Essential Schools, in addition to oral and written English language development through expanded core area content.

The program's professional development component is integrated into the District's long range school improvement plan. Our continuous and ongoing professional development has built capacity by buliding on the expertise of our teacher leaders via "training of trainers", and supporting all our teachers through peer coaching and mentoring.

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Mountain Empire School District

CA

English Language Learner (ELL) *Year 1*
Success

Setting Rural District

District Enrollment 1,817 **LEP Enrollment** 662 **Grades Served** K-12

Language Groups Served Spanish, Kumeyaay

Project focuses on: Professional Development
Student Assessment
Curriculum Development
Parental Involvement

Description

The project provides direct services to Hispanic LEP students and Kumeyaay Nation Native American students who learn language arts and science through experiential, community-based, real-life projects that not only link students to the surrounding community but which also provide meaningful content as they develop English literacy. Computer technologies are an integral part of the project as tools for learning, research and production as well as for communication with peers and mentors in other tribes, regions, and countries. Mentors drawn from the local community, Cuyamaca Community College and from the Tribal Colleges members of the school's national partner, PETE (Partnership for Environmental Technology Education), not only serve as positive role models but also assist students with their research and community-based projects, apprenticeships and other real-life experiences. Active experiential learning, mentors, apprenticeships, meaningful community projects and distance learning are the vehicles used to motivate students, to allow for greater comprehension and to inspire Native American and Latino learners to pursue careers in math, science and technology fields.

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New York C.S.D. #32

NY

Project Build

Year 3

Setting Urban District

District Enrollment Not Available **LEP Enrollment** Not Available **Grades Served** K-3, 6-8

Language Groups Served Spanish, Chinese, Bengali, Haitian, Vietnamese

Project focuses on: Professional Development
Student Assessment
Curriculum Development
Parental Involvement

Description Project BUILD is a developmental dual language education program designed for English Language Learners and English-proficient students in grades K-3 and 6-8. The program will build excellence in the second and native languages. The project will use a hands-on active learning model augmented by technology. It also has a comprehensive staff development program and a strong parental involvement program. The program is being implemented in three elementary and two intermediate schools.

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New York City Board of Education

NY

Big Apple

Year 1

Setting Urban District

District Enrollment 1,093,071 **LEP Enrollment** 148,399 **Grades Served** K-12

Language Groups Served Spanish, Chinese, Russian, Haitian/Creole, Bengali

Project focuses on: Professional Development

Description

Coalition of Essential Schools (K-12) in collaboration with Brown University for Action Research. Thirteen schools in four boroughs at three different levels participate in "Big Apple". This program provides professional development, parent leadership, and extended instruction models in order to deliver better services to the identified schools. All schools participate in the collaborative with Brown University in order to ensure best practices are used to help all students progress academically.

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Project Side by Side

Year 3

Setting Urban District

District Enrollment 12,168 **LEP Enrollment** 2,464 **Grades Served** PreK-8

Language Groups Served Spanish, Vietnamese, Philipino, Punjabi, Cantonese

Project focuses on: Professional Development
Student Assessment
Curriculum Development
Parental Involvement
Career Ladder

Description

Project Side by Side's main purpose is to assist ELL's to achieve academic excellence and prepare themselves for success in the society and economy of the 21st century by improving, reforming and upgrading services in the following areas: extended education opportunities, parent involvement and family education, staff development, and curriculum reform. This purpose and the activities supported by the grant are aligned with the district's strategic plan and vision statement.

- 1) The Teaching and Learning Component focuses on strengthening the instructional program for ELL's by aligning it with District standards, developing new materials, and upgrading assessment.
- 2) The School Readiness Component provides a summer readiness program for ELL's designed to develop Kindergarten readiness skills.
- 3) The Professional Development Component strengthens district efforts to provide training to all instructional staff on effective methods for teaching ELL's through: a) English Language Development (ELD), b) Specially Designed Academic Instruction in English (SDAIE), and c) Complex Instruction (CI).
- 4) The Career Ladder Component supports instructional assistants, teacher interns and classroom teachers in attaining degrees and credentials that will qualify them for working with ELL's, thereby assisting the district to remedy its current shortage of qualified instructional personnel.
- 5) The Parent Outreach and Family Education Component envisions the development of a strong partnership with parents of ELL's, on a district-wide basis, that will empower them to be active participants in their children's educational success.

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Oceanview School District

CA

Project Renaissance

Year 5

Setting Rural District

District Enrollment 2,500 **LEP Enrollment** 1,200 **Grades Served** K-8

Language Groups Served Spanish, Tagalog, Samoan, Korean, Vietnamese

Project focuses on: Professional Development
Curriculum Development
Parental Involvement
Leadership Training for Administrators and Teachers

Description Project Renaissance will provide a permanent District capacity for ensuring that LEP students achieve meaningful and lasting success. Implementation and coordination of the four program components will result in systemwide changes in the way bilingual programs and other services are structured. The project activities constitute a comprehensive plan for: 1) bringing parents and community services into partnership with the district through an on-site Family Center for training and services, 2) training site-based leadership teams to guide their schools to create higher quality programs, 3) delivering improved curriculum and instruction to LEP students, and 4) training staff in state-of-the-art methodologies and the use of technology.

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Omaha Public Schools

NE

Project CASTL2E

Year 1

Setting Urban District

District Enrollment 45,000 **LEP Enrollment** 2,500 **Grades Served** PreK-12

Language Groups Served Spanish, Nilotic, Vietnamese, Chinese

Project focuses on: Professional Development
Student Assessment
Curriculum Development
Parental Involvement
Dual Language

Description Project CASTL2E (Creating Academic Success Through Language Learning Excellence) will focus on the goals of:

1. high student achievement for LEP students
2. developing a highly skilled professional staff, and
3. increasing the involvement of parents of LEP students

The main components include:

1. curriculum reform that emphasizes best practices and ongoing assessment
2. integration of technology
3. development of a dual language program and Newcomer center
4. parent involvement, and
5. professional development

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Pajaro Valley Unified School District

CA

College Bound Project

Year 1

Setting Rural District

District Enrollment 18,895 **LEP Enrollment** 8,810 **Grades Served** K-12

Language Groups Served Spanish, Tagalog, Portuguese, Ilocano, Punjabi

Project focuses on: Professional Development
Student Assessment
Curriculum Development
Parental Involvement
Collaboration/Articulation
School reform model is currently being employed

Description

The primary purpose of Project College Bound is to increase the number and percentage of ELL and former ELL students who graduate and complete the requirements for entry to four-year universities. Accomplishing this purpose will require a comprehensive reform of programs, with emphasis on improving students' academic preparation and personal determination to succeed in school. The project goals and objectives encompass all areas of operation of the schools, including the instructional program, student assessment, support services, articulation within and between schools, collaboration with the universities, staff development and parent involvement/family education.

The project will complement and be integrated with other district reform efforts based on the Local Improvement Plan. The particular activities of the project will be organized around five components: teaching and learning; assessment; collaboration and articulation; parent involvement and family education; and staff development.

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Palm Beach County School District

FL

*Communities and Schools
Accelerating LEP Students
(C.A.S.A.S.)*

Year 3

Setting District covers rural, suburban and urban areas

District Enrollment 149,235 **LEP Enrollment** 19,422 **Grades Served** PreK-12

Language Groups Served Spanish, Haitian/Creole, Portuguese, Kanjobal, Vietnamese

Project focuses on: Parental Involvement
Guidance Services, Community Involvement

Description

The CASAS project offers academic support and counseling services to language minority students and their families. Through the program, students receive academic assistance, career orientation, college outreach programs, leadership training, take home laptop computer, and a mentor program.

Parent support through home visits by the parent liaisons, as well as individual, group and family counseling by guidance counselors and contracted social service agencies is offered. CASAS provides parent workshops that help parents support their student children at home and in school. To better communicate and assist our diverse community, all of the CASAS personnel are bilingual and bicultural.

In addition to the counseling team and parent liaisons, CASAS has formed partnerships with multicultural, non-profit agencies and churches. Three CASAS parent liaisons, housed in non-profit agencies, work in the community to support parents with their children's academic performance. This partnership will result in providing better services to the students, the parents and the schools.

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Palm Beach County School District

FL

CARE/Extra CARE 2000

Year 5

Setting District covers rural, suburban and urban areas

District Enrollment 150,000 **LEP Enrollment** 18,000 **Grades Served** K-12

Language Groups Served Spanish, Haitian/Creole, Portuguese, Chinese, Arabic

Project focuses on: Professional Development
Curriculum Development

Description

CARE/Extra CARE 2000 is a systemwide special alternative instruction project to reform and upgrade the instructional program for LEP students in grades two through twelve in southern most administrative area of Palm Beach County Schools. There are three components to the project: CARE, Extra CARE, and the Florida Atlantic University Teacher training program.

CARE (Computer Assisted Reading in English) is a highly interactive, highly computerized reading program in English as a second language. Extra CARE is a communicative based sheltered English program with an emphasis on content based writing. The Florida Atlantic University teacher training program provides teachers each year with the five graduate level courses necessary to obtain Florida endorsement in ESOL.

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Palmdale School District

CA

Project P.A.L.M.A.S.

Year 3

Setting Suburban District

District Enrollment 19,402 **LEP Enrollment** 3,718 **Grades Served** K-8

Language Groups Served Not Available

Project focuses on: Not Available

Description Not Available

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Pimeria Alta Learning Center

AZ

Title VII Systemwide Grant

Year 3

Setting Rural District

District Enrollment 261 **LEP Enrollment** 154 **Grades Served** 7-12

Language Groups Served Spanish, English

Project focuses on: Professional Development
Student Assessment
Curriculum Development
Parental Involvement

Description

To improve relevant programs and operations within the school system through: development and implementation of an improved technological curriculum; improved student information; management and assessment capability; increased numbers of multiple endorsed teachers in ESL, bilingual education, and special education; increased parent/community involvement; and acquisition of materials which are appropriate and in sufficient quantity to meet the needs of all targeted students. This is accomplished in a comfortable, safe, holistic environment, in a bilingual mode, with caring and supportive staff, and emphasizing the team philosophy and approach of the Total Quality School perspective.

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Poplar Public Schools

MT

Bilingual Education Program

Year 3

Setting Rural District

District Enrollment 1,013 **LEP Enrollment** Not Available **Grades Served** K-12

Language Groups Served Spanish, Dakota, Asian

Project focuses on: Professional Development
Student Assessment
Curriculum Development
Parental Involvement
School reform model is currently being employed

Description The program is currently in its third year of funding with project goals being accomplished accordingly. The bilingual program has professional staff members to fulfill the duties and to accomplish the goals of the project. The director is currently working with the school technology committee on K-12 English language skills acquisition. The Intergenerational program is working on issues between the school and community relationships, which should shorten the communication gap. We also have a committee working on the Dakota language curriculum K-12, which should be finalized this year for the entire K-12 program. The program has implemented a professional development plan utilizing the technology program as a resource of information.

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San Benito CISD

TX

*Opening Doors to the Future through Year 3
Maintenance Bilingual/ESL Programs*

Setting Urban District

District Enrollment 8,776 **LEP Enrollment** 1,816 **Grades Served** PreK-12

Language Groups Served Spanish

Project focuses on: Professional Development
Curriculum Development
Parental Involvement
School reform model is currently being employed

Description Not Available

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San Dieguito Union High School District

CA

ASPIRE

Year 3

Setting Suburban District

District Enrollment 29,523 **LEP Enrollment** 7,380 **Grades Served** 7-12

Language Groups Served Spanish

Project focuses on: Professional Development
Student Assessment
Curriculum Development
School reform model is currently being employed

Description

ASPIRE Purpose & Goals: This system-wide improvement project directly addresses the need for rigorous State content and student performance standards by implementing a bilingual language arts program modeled after Project WRITE, a Title VII State and National Academic Excellence exemplary program. Project ASPIRE expands Project WRITE to include literacy in a bilingual model that promotes reading and writing for high academic achievement in English. This new system-wide project supports high standards for all English learners and meets State content and performance standards, IASA (Improving America's Schools Act), and Goals 2000 objectives.

Goal 1: To improve English learners' proficiency in English literacy and to improve assessment to meet State and National standards.

Goal 2: To employ proven staff development strategies that foster English learners' academic achievement and systemic reform.

Goal 3: To improve English learners' proficiency in Spanish as a basis for higher academic achievement in English to meet State and National standards.

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San Francisco U.S.D.

CA

The Language Academy Schools

Year 3

<http://www.sf.bilingual.net>

Setting Urban District

District Enrollment 65,579 **LEP Enrollment** 19,370 **Grades Served** K-12

Language Groups Served Chinese, Spanish, Philipino, Vietnamese, Russian

Project focuses on: Professional Development
Student Assessment
Curriculum Development
Parental Involvement
Technology Integration/Information Dissemination

Description

The Language Academy programs commit to upholding the Ten Academic Master Principals and the Bilingual Education Language Academy Department assists them in meeting this commitment through ongoing professional development for teachers, administrators and parents; a leadership training course for parents and Home Instructional Program for Preschool Youngsters (HIPPY) in Spanish, Chinese and Vietnamese; development of curricula and alignment with standards; development of a standards/performance-based assessment rubric; and dissemination of all program initiatives through an information clearinghouse including a website, library and print publications.

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San Ysidro School District

CA

*Bilingual Education: Systemwide
Improvement Grant* Year 5

Setting Urban District

District Enrollment 4,381 **LEP Enrollment** 2,797 **Grades Served** K-6

Language Groups Served Not Available

Project focuses on: Not Available

Description Not Available

Contact Information

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Santa Ana Unified School District

CA

Biliteracy Underlies Intellectual & Linguistic Development (BUILD) Year 3

Setting District

District Enrollment 57,950 **LEP Enrollment** 39,133 **Grades Served** 4-12

Language Groups Served Spanish, Vietnamese, Cambodian

Project focuses on: Professional Development
Student Assessment
Curriculum Development
Parental Involvement
School reform model is currently being employed

Description Biliteracy Underlies Intellectual and Linguistic Development (BUILD) is designed to improve, reform, and enhance Santa Ana Unified's bilingual and special alternative English Immersion programs, by focusing on higher levels of literacy, district wide for LEP students in the 4th through 12th grades. Project BUILD supports local and state frameworks and model curriculum standards by concentrating on the following areas: raising English ability, developing biliteracy, raising academic achievement to or above grade level, enhancing intercultural relationships, increasing staff and professional development, increasing family and parent participation, and collaborating with local businesses and institutes of higher education.

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Springfield Public Schools

MA

Title VII Systemwide Grant

Year 3

Setting Urban District

District Enrollment 27,000 **LEP Enrollment** 3,247 **Grades Served** K-12

Language Groups Served Spanish, Russian, Vietnamese

Project focuses on: Professional Development
Student Assessment
Curriculum Development
Parental Involvement

Description

The Springfield Public Schools are implementing a five-year Title VII Systemwide Improvement grant to support the implementation of its systemwide two-way bilingual inclusionary program designed to reform, restructure, and upgrade all relevant programs and operations for children with limited English proficiency (LEP) at five Title I schools -- Brookings, Brunton, Chestnut, Gerena, and Walsh schools. The project will expand to additional sites during the fourth and fifth years of the funding cycle and after the cycle ends. Students will benefit from the program that merges general and special education monolingual (EP) and LEP students in two-way bilingual inclusionary classes characterized by flexible instructional groups and schedules and collaborative planning and teaching practices. Children are thriving in these nurturing, success-oriented environments that enable all children to become literate in two languages. In this model, teachers mentor one another, sharing their strengths and strategies with a joint mission -- to infuse their goals of high expectations, high standards, and high achievement for all into all aspects of the instructional process.

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Tenkiller Public School

OK

Project S.E.R.V.E. (Systemic Educational Reform Validating Excellence)

Year 5

Setting Rural District

District Enrollment 2,941 **LEP Enrollment** 1,714 **Grades Served** K-8

Language Groups Served Cherokee, English, Spanish

Project focuses on: Professional Development
Student Assessment
Curriculum Development
Parental Involvement
Dissemination

Description

Project S.E.R.V.E. (Systemic Educational Reform Validating Excellence) is a systemwide improvement grant being implemented by a consortium of ten, small, rural school districts in northeast Oklahoma. The project serves over 1,700 limited English proficient students in grades K-8. The project addresses equity and excellence for all children by engaging in comprehensive and systemic local reform. The project focuses on improving the quality of education for all students by enhancing student learning through a long-term, board-based effort to promote coherent and coordinated improvements in the system of education at the local level. Project S.E.R.V.E. objectives focus on instruction, professional development, curriculum development, parent/community involvement, and dissemination with specific outcomes that are measurable and manageable. Project S.E.R.V.E. staff consist of a Project director and ten Project Resource Teachers, one for each site. Intensified instruction in math, science, and technology is closely aligned with the state student performance standards.

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Tucson Unified School District

AZ

Project META

Year 5

Setting Urban District

District Enrollment 62,000 **LEP Enrollment** 10,029 **Grades Served** K-12

Language Groups Served Not Available

Project focuses on: Not Available

Description

Project META (Multi-literacy Empowerment Through Articulation) is a Systemwide Improvement Grant whose overarching goal is the empowerment of a total community of linguistic minority people through the implementation of the Tucson Unified School District Comprehensive Plan for Bilingual Education, the Tucson Unified School District Compliance Procedures Manual for Bilingual Education, and an innovation group of articulated K-12 programs for the development of literacy in first and second languages.

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Weld County School District Re-8

CO

Systemwide Program

Year 3

Setting Suburban District

District Enrollment 2,500 **LEP Enrollment** 740 **Grades Served** P-12

Language Groups Served English, Spanish

Project focuses on: Professional Development
Student Assessment
Curriculum Development
Parental Involvement

Description

Fort Lupton School District Re-8 is committed to district-wide improvement of the Language Programs, preschool through 12th grade. The Fort Lupton District's commitment is exemplified by: 1) School Board policy requiring all students to speak, read, and write in two languages, and 2) School Board adoption of district-wide Language Program options to better serve all students.

The district recognizes that, in order to viably support LEP students to be successful in school, it must impact institutional factors that, properly supported, will provide avenues for LEP and non-LEP students to become proficient in English, Spanish or another language, increase their academic achievement and improve their graduation rates. This project will impact the District in the following four ways: 1) improve the effectiveness of the current Two Language program in grades PK-12, 2) increase the knowledge base and instructional practices of teachers by supporting them to become endorsed in bilingual and/or ESL education, 3) significantly increase the amount and quality of parent participation in the school process, and 4) develop a district-wide evaluation system that is designed to support LEP students.

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Ysleta Independent School District

TX

Project Mariposa

Year 5

http://www.ysleta.isd.tenet.edu/html/about_us.html

Setting Urban District

District Enrollment 48,000 **LEP Enrollment** 12,000 **Grades Served** 1-7

Language Groups Served English, Spanish

Project focuses on: Professional Development
Student Assessment
Curriculum Development
Leadership

Description

Project Mariposa is a district-wide effort to upgrade, restructure, and improve bilingual education for Spanish-speaking students in the Ysleta ISD. This effort is funded through a Title VII Systemwide grant from OBEMLA.

The project has two major components: 1) the Instructional Component: Two-Way Dual Language and Spanish S. and 2) the Administrative Component: Designed to build capacity through the training of bilingual teachers in administration.

YISD is committed to the high academic and multilingual success of the Latino population as evidenced in the District's Vision Statement: "All student who enroll in our schools will graduate fluently bilingual and prepared to enter a four-year college or university."

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Zuni Public School District

NM

A;shiwí A:wan Bena:we

Year 5

Setting Rural District

District Enrollment Not Available **LEP Enrollment** Not Available **Grades Served** K-12

Language Groups Served Zuni, English

Project focuses on: Professional Development
Student Assessment
Curriculum Development
School reform model is currently being employed

Description

1. Coalition of Essential Schools - Twin Buttes High School is a full partner and implements all programs and program activities. Zuni High School is using some of the components to develop its School Improvement Plan.
2. Carbo Reading Styles Program (K-8). Both elementary schools are using this program to attain their goal of getting all of their students to read at grade level.
3. Integrated Thematic Instruction (K-12). The School District is not implementing this model per se, however, it is training its staff through the model's Curriculum Development activities to use teaching strategies which integrate several areas of academic topics.

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