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APPLICATION FOR GRANTS UNDER THE

NATIVE AMERICAN AND ALASKA NATIVE CHILDREN IN SCHOOL PROGRAM

CFDA # 84.365C
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Closing Date: MAR 21, 2011

T365C110006

Grand View School

LITERACY THROUGH LANGUAGE ENHANCEMENT

Literacy Improvement Project

Cherokee Language

Grades PK-8

CFDA No. 84.365C

Abstract

Grand View School is a Title I school located in the heart of the Cherokee Nation in Northeast Oklahoma. Native Americans make up 70% of the school's teaching staff and students. All Native American students are involved in the school's Johnson O'Malley program. Although the area is rich in our Native Culture, it has one of the highest percentages of children living at risk in the state of Oklahoma. Cherokee County ranks 64th out of 77 counties for children living at risk per the Adverse Childhood Experience indicators (A.C.E). A.C.E. risk factors include poverty, drug use, child abuse, spousal abuse, and having a family member incarcerated. The district's poverty rate is 28.34%. 79% of our students come from economically disadvantaged homes as indicated by the number that qualify for the free and reduced lunch program. 23% of the district's students have an identified disability and are on Individualized Education Programs (IEPs). An additional 13% of students that are not on IEPs have been identified as English Language Learners or ELLs. This accounts for a total of 146 of the school's 406 students. Only 46% of Grand View's students passed the Oklahoma Core Curriculum Test (O.C.C.T.) in reading in 2010. Although, Caucasian students make up a mere 18% of the school's enrollment, they consistently outscore our Native American students in all areas of the O.C.C.T. every year. Grand View School did not meet Adequate Yearly Progress (AYP) in reading based on the O.C.C.T. results for 2010. If the school does not meet AYP for the 2011 school year, the school will be placed on the Oklahoma State Department of Education's Need for Improvement list.

Another major concern for the district is the graduation rate. Considering that students in the south have the lowest graduation rate in the nation, Native Americans have the second highest dropout rate by race in the nation and low income students are 6 times more likely to drop-out than their middle income counter parts, it is not surprising that

Grand View School students have a16.6% dropout rate. Grand View serves students in grades PK-8. Our school is a dependent district. Students leaving the 8th grade from Grand View transfer into either Sequoyah High School on the Cherokee Nation Complex or Tahlequah High School.

Grand View School will address literacy, O.C.C.T. scores, graduation rates and Cherokee Language enhancement and development through the **Literacy through Language Enhancement (LTLE)** project. The LTLE project is a comprehensive multifaceted program that will address the following objectives: (I) To improve children readiness for school by increasing parent knowledge of early childhood development and improve parenting practices, providing early detection of developmental delays and health issues, and prevent child abuse and neglect. The goal of this portion of the project is to involve 80% of all Native American district families with pre-school aged children in the Parents as Teachers portion of the project. (II) To increase the number of Native American students scoring proficient or higher on the O.C.C.T. by 10% per year and to improve reading scores for Grand View School to meet Oklahoma's AYP by the end of the first year of the project. This will be accomplished through the implementation of a comprehensive literacy improvement program which will include the staffing and creation of a reading lab and the provision of reading materials and assessments for the classrooms. (III) To improve teachers' capacity to impact literacy by having 100% of reading teachers trained in Literacy First and Triumph Learning each year of the 5 year grant period. (IV) To create a community focused on educational success through the implementation of monthly evening classes for parents and community members. Evening sessions will address risk factors, developmental and academic success, care-givers' impact on education and establish college bound goals. The goal is to impact 50% of Native American students as indicated by their family's attendance at evening classes each year of the project. (V) To enhance our Native American student's mastery of the Cherokee language and culture through the implementation of Cherokee Language classes, presentations and hands-on activities in the after school program. The goal of this portion of the project is to involve 90% of all of the district's Native American students in the after-school program during each year of the project. (VI) To establish a collection of assessment data using multiple

resources to create a data driven plan to support individualized instruction and impact the effectiveness of classroom instruction. The success of this element will be measured by the creation of a database that tracks no less than 3 different language assessments per student while providing each teacher with their class's trends in reading skills, fluency, comprehension and speed.

The LTLE project has been designed to address a variety of issues that will positively impact our Native American students' abilities to improve literacy and thereby enhance their opportunity for long-term academic success. The project will attack the language issue from a variety of angles to improve the propensity for success. One of the fundamental issues that negatively impact our students' success is the high number of children being raised in poverty and low income environments. Although the poverty rate will not be impacted during the first five years of implementation of this initiative, it is reasonable to infer that improving the literacy level among the student population will ultimately impact the graduation rate and in-turn income levels.

GRAND VIEW SCHOOL

PROJECT DESIGN

Grand View School is a Title I school located in the heart of the Cherokee Nation in Northeast Oklahoma. Native Americans make up 70% of the school's teaching staff and students. All Native American students are involved in the school's Johnson O'Malley program. Although the area is proud and rich in our Native Culture, we face high poverty rates and our children struggle with language issues that affect their literacy and ultimately, their academic success. The lack of academic success is a major contributing factor to the areas' cycle of social dependence. The fact that only 82.6% of our students graduate from high school and a mere 12% graduate from college, prevents our residents from seeking the type of employment that will allow them to break the cycle of social dependence. The district has one of the highest percentages of children living at risk in the state of Oklahoma. Cherokee County ranks 64th out of 77 counties for children living at risk per the Adverse Childhood Experience (A.C.E.) Indicators. A.C.E. risk factors include poverty, drug use, child abuse, spousal abuse, and having a family member incarcerated. The district's poverty rate is 28.34%. 79% of our students come from economically disadvantaged homes as indicated by the number that qualify for the free and reduced lunch program. Grand View School has 146 of the school's 406 students that have been identified as English Language Learners (ELL) or have been placed on an IEP. Our goal is to address the ELL issues earlier and therefore, give the child the extra help that they need to identify them as proficient earlier and in many cases prevent them from being placed on an IEP. Only 46% of Grand View's students passed the Oklahoma Core Curriculum Test (O.C.C.T) in

reading in 2010. Grand View School did not meet Adequate Yearly Progress (AYP) in reading, based on the O.C.C.T. results for 2010. If the school does not meet AYP for the 2011 school year, the school will be placed on the Oklahoma State Department of Education's Need for Improvement list. Our Native American students consistently score lower than the Caucasian students. By addressing the ELL issues earlier and giving the teachers the resources they need to elevate these students' literacy levels, Grand View School will provide a more equitable outcome for our Native American students.

Grand View School will address literacy, O.C.C.T. scores, graduation rates and Cherokee Language enhancement and development through the Literacy through Language Enhancement (LTLE) project. The LTLE project is a comprehensive multi-faceted program that will address the following objectives:

1 To improve children's readiness for school by increasing parent knowledge of early childhood development and improve parenting practices, providing early detection of developmental delays and health issues, and prevent child abuse and neglect. The goal of this portion of the project is to involve 80% of all Native American district families with pre-school children in the Parents as Teachers (P.A.T.) program. The P.A.T. program will provide a parent educator that will make home visits to give our Native American parents the resources that they need to be better caregivers and be supportive in their children's education. The P.A.T. parent educator will attempt to enroll the family during the prenatal stage to assess needs and establish goals. The parent educator will then visit the family at least once a month, provide screenings for all children in the home, provide resources and instruction on development-centered

parenting and provide group connection activities at the school for all families. Grand View School will strive to have at least 2 years of enrollment in the Parents As Teachers program prior to a child's enrollment in the Pre-kindergarten program at the school. The P.A.T. program will continue for children through their 3rd grade year in school.

II To increase the number of Native American students scoring proficient or higher on the O.C.C.T. by 10% per year and to improve reading scores for Grand View School to meet Oklahoma's AYP by the end of the first year of the project. This will be accomplished through the implementation of a comprehensive reading improvement program which will include the staffing and creation of a reading lab and the provision of reading materials and assessments for the classrooms. The reading lab will be staffed with a reading specialist and two reading assistants. Every student PK-4th grade will visit the reading lab for 30 minutes every day. Instruction for all students will be guided by the results of the Developmental Reading Assessment (DRA), Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and Literacy First assessments a minimum of 3 times per year. Teachers will bring their students to the reading lab to work with them in a small group environment. Dividing the class into 4 groups will allow for level specific reading instruction. This environment will be much more conducive to meeting the ELs needs. The LTLE project will provide the leveled readers for the lab and the classrooms along with ICORE/Ladders to Success Blended Reading Workbooks, CSK Independent Reading Series and GPS Whole Class Skills Kits. This will allow the classroom teachers the resources necessary to provide the best reading instruction possible within their classroom. Digital resources will be provided through the project that will give each child independent leveled practice 15 minutes per day in the computer lab. During

the weeks leading up to the O.C.C.T. assessment, teachers will combine the digital resources with the Buckle Down series to prepare the students for the assessment on their acquired skills. The goal of this multi-faceted, aggressive approach is to improve each student's reading level by 1.5 years per year until they are reading on grade level.

III To improve teachers' capacity to impact literacy in our LEP students by having 100% of reading teachers, Parent Educator and Administrators trained in Literacy First, Triumph Learning and Parents as Teachers each year of the 5 year grant period. Most reading teachers at Grand View School attended Literacy First Phase I training during the summer of 2010. All language and reading teachers will be required to attend Phase I and Phase II of Literacy First during the summer of 2011. Literacy First training is provided through a partnership will the Oklahoma State Department of Education up to Phase II. Phase III through Phase V will be provided through this project. All Language/Reading teachers will be required to obtain Literacy First training through Phase V by the end of second year of the LTLE project. Literacy First is a comprehensive reading reform process. The goal of which is to close the reading achievement gap and ensure that all students become fluent readers who comprehend grade level text. To re-invent the building infrastructure and culture, the Literacy First Comprehensive Reading Reform Process provides a systematic course of action, the major points of which include; 1. Analyze the school's current reading program infrastructure and culture in comparison to effective reading processes/programs. 2. Develop a three year strategic plan to meet the unique needs of the school. 3. Facilitate the successful implementation of this plan by building the capacity of the teachers and leadership team through intensive professional development. 4. Monitor,

support and hold the leadership team and teachers accountable for the effective implementation of the plan. Literacy First is a research based professional development that guides teachers in phonological awareness, phonics & word study, fluency, vocabulary development, comprehension skills, strategic reading/thinking tools & meta cognitive processes, flexible skill groups & literacy centers and systemic & explicit reading instruction.

Triumph Learning is the leading provider of supplemental curriculum in the nation. Their proven solutions have consistently increased student performance and raised reading levels. Their solutions improve teacher effectiveness by providing explicit instruction and proven strategies. Through Triumph Learning the district has selected a comprehensive curriculum for K-8 students that fully supports the district's curriculum and Oklahoma Common Core Standards. Triumph Learning will provide job embedded professional development that maximizes teacher effectiveness with these resources to help students improve reading skills, fluency, comprehension and speed through proven techniques and strategies. The professional development will help teachers to identify the scope and sequence of their instruction. Teachers will also learn how to monitor and assess with real time data through ICORE.

The parent educator (PE) will be trained as a trainer through the research based school readiness program, Parents As Teachers. The PE will then conduct on-site professional development for teachers to create multiple parent resources throughout the school. The PE will be responsible for implementing an evidence-based home visiting program that will better prepare our residents as care-givers and better prepare our students for success in school.

IV To create a community focused on educational success through the implementation of monthly evening classes for parents and community members. Evening sessions will address risk factors, developmental and academic success, care-givers' impact on education and establish college bound goals. The goal is to impact 50% of Native American students in grades K-8 as indicated by their family's attendance at evening classes each year of the project. Monthly parent classes will increase parent knowledge of child development and improve parenting practices, provide early detection of developmental delays and health issues, prevent child abuse and neglect, and increase children's success in school. Classes will also include technology instruction, which will instruct parents on how to use the grade book tools to track their child's progress and provide needed intervention as well as information and instruction on helping their child to be digitally responsible 21st Century citizens. Regular monthly sessions will allow our families the opportunity to establish a network of other parents within their community.

V To enhance our Native American students' mastery of the Cherokee language and culture through the implementation of Cherokee language classes, presentations and hands on activities in the after school program. The goal of this portion of the project is to involve 90% of all of the district's Native American students in the after-school program during each year of the project. This project will provide the school with a Cherokee Language Specialist and assistant. The role of these individuals will be to provide Cherokee language classes and to coordinate the multitude of Cherokee resources within the area to provide cultural activities and lessons to our Native American students. It has been established that bilingual students learn English more

aptly when developing their expertise in their native language is also addressed. The Cherokee dialect has a distinct enunciation that affects our Native American children's ability to learn phonics. The inclusion of the Cherokee language is intended to help these children to bridge the gap between these two languages.

VI To establish a collection of assessment data using multiple resources to create a data driven plan to support individualized instruction and impact the effectiveness of classroom instruction. The success of this element will be measured by the creation of a database that tracks no less than 3 different language assessments per student while providing each teacher with their class's trends in reading skills, fluency, comprehension and speed. Assessments used will be the Oklahoma Core Curriculum Test for all 3rd through 8th grade students. This assessment will be given annually and results will be tracked per student for their entire academic career. DIBELS will be used more aggressively with this project to annually assess each student's reading level. Literacy First assessments are designed to be completed by the teacher in a one-on-one environment where the teacher can get an accurate understanding of each child's fluency, phonetic ability and speed, among other indicators. This will allow the teacher to plan specific intervention goals for each student. Pearson's Developmental Reading Assessment (DRA) will be used quarterly to simplify the focus for instruction. The DRA will assess 40 important skills in the areas of phonological awareness, meta-language, letter/word recognition, phonics, and structural analysis and syllabication. STAR reading will be used by the teachers any time they need a quick update of reading level. This assessment is completed by the student on the computer and results are available to the teachers in an easy to read, concise format. All of these assessments have been

selected to complement each other while giving the teachers a comprehensive set of resources to identify each child's specific needs and, thereby, an effective intervention plan. All of the objectives of the LTLE project are designed to culminate in an increase in High School success, thereby increasing the graduation rate of our students and ultimately increasing the percentage of college bound Native American students.

The training and materials portion of the LTLE project make up a significant portion of the implementation. Therefore, the desired outcome of the project is to transform the infrastructure and culture of Grand View School to produce an environment where teachers are capable of improving literacy and academic success in our students for years to come.

Parental involvement is a key element to the success of LTLE. The home visits for children from birth to 3rd grade and the monthly meetings are designed to create an environmental change within the community. Parents will be empowered more than ever before to make a positive impact on their children's futures. Our students will be more protected, nourished and prepared for a life that is less dependent on social services and full of personal choice and opportunity.

PROJECT PERSONNEL

Due to Grand View School's location within the Cherokee Nation, the school has always maintained a high percentage of Native American teachers that correlates to the percentage of Native American students and Native Americans within our community. Due to the significant relevance this project will have on our Native American students, priority in hiring for all positions will be given to Native American applicants. Grand View School will continue to tap into resources provided through the Johnson O'Malley

program, Cherokee Nation Early Childhood Development Center and the Native American Cultural Center at Northeastern State University to find qualified personnel to be a part of the LTLE project.

The Superintendent will fulfill the role of project director. He has 16 years of experience in education and 12 years of experience as an administrator. He has implemented several Federal, State and Local grant projects including but not limited to Title II, part D, OETT OKACTS, Cherokee Nation Healthy Nation, Cherokee Nation TAG Grant, Title I, Title III, Title VII and a variety of other competitive, discretionary and formula grants. He was responsible for acquiring funding through a bond issue and the construction of a new early childhood center to open during the summer of 2011. He is Cherokee and committed to improving the lives and futures of our Native American students.

One of the objectives of the project is to train 100% of the language/reading staff to be able to meet all students' reading needs. One of the school's Native American teachers is already trained as a reading specialist. Amanda Vance has been part of the driving force behind creating a literacy improvement plan for Grand View School. She has over 300 hours of Literacy First Training. She has 14 hours of Reading Readiness training and DIBLES training. She also has 7 hours of Voyager Literacy program training. She has 18 years of experience in education. However, due to budgetary constraints, she is currently teaching fifth grade in a variety of subjects. Funding for this project would afford us the opportunity to put her in a reading position where she can impact the outcome of the LTLE project. Amanda has been very helpful to the first and third grade teachers this year. She has been using her plan period to help them assess their students and help identify improvement plans for their students. All additional staff will

be trained in all aspects of P.A.T., Literacy First and Triumph Learning. Even teachers that only teach one reading class a day will receive all professional development opportunities. The project's PE will be required to have a bachelor's degree in early childhood development and receive extensive training through the Parents as Teachers program. Due to the nature of this position and the need to establish trust with our Native American families, the Native American preference will be very heavily weighted when considering applicants for this position. Due to our relationship with the Cherokee Nation Early Childhood Development Center, our Johnson O'Malley contacts and the NSU Cultural Center, we feel confident that we will have several well qualified applicants to choose from. The Cherokee Language development portion of this project will give us one more opportunity to tap into the plethora of Native American resources within our community.

MANAGEMENT PLAN (Begins on following page)

I 80% of pre-school children's families will be involved in the Parents As Teachers program, for at least 2 years, prior to enrollment in Pre-K at Grand View School.				
Objective	**Activity**	**Responsibility**	**Cost**	**Evaluation**
Hire a Parent Educator	Post position and requirements at the local, state and national level	Project Director	Salary $35,000 Benefits $10,500	Hire a Parent Educator that meets all minimum established requirements within 6 weeks of notification of grant award.
Parents as Teachers affiliation	Submit Affiliate Plan to Parents as Teachers	Parent Educator and Project Director	No Charge	Successful submission of Parents As Teachers affiliate plan within two weeks of hiring a Project Educator
Training for Parent Educator	Attend P.A.T. foundational and organizational training September 26-30 in Dallas	Parent Educator	Fee $900 Air $400 Hotel $1000 Meals $300	Successful certification of Parent Educator

Objective	Activity	Responsibility	Cost	Evaluation
Enroll pre-school district resident families in the Parents As Teachers program	Program announcement in local paper, school newsletter, school website and Cherokee Nation newspaper. Review all current students' enrollment packets to identify younger siblings in the district. Personal contact to all identified families. Conduct enrollment round-up at school followed by phone calls and personal visits to enroll the remainder.	Parent Educator	Publicity-No Charge Materials for enrollment provided by school Enrollment roundup meeting $200 for food and refreshments.	Enrollment of 80% of eligible residents by December 15, 2011.

Objective	Activity	Responsibility	Cost	Evaluation
Improve children's school readiness and success through enhanced: *Cognitive abilities and general knowledge *Language and literacy skills *Social-emotional development *Motor skills *Physical well-being *Ability to learn *Academic achievement	Minimum monthly personal visits in the home, using Born to Learn Curriculum plans that are appropriate for child's development and age. Parent Educator will *Build family rapport *Discuss child development and parenting practices *Model, consult, and coach on parenting practices *Engage in parent-child activities, including book reading, to foster observation of the child's	Parent Educator	Curriculum & Brochures $1600 Books and manipula-tives $1500 Mileage $2400	Evaluation book will have record of a minimum of 1 home visit per student per month. Evaluation book will have a record of development and training that each parent receives based on specific family needs. All Pre-K students will be assessed in September of each school year and 3 additional times per year. The initial milestone to determine school readiness will be to have an increase in students scoring

Objective	Activity	Responsibility	Cost	Evaluation
	behavior and parent-child interaction Summarize new information and follow progress from previous visits to reinforce parent knowledge of parental strengths, newly achieved child development milestones, and activities to support further development progress			proficient on the Literacy First assessment by 10% per year for each year of the 5 year project. DIBELS, Literacy First and STAR reading will be used for every P.A.T. grade level every year. Results will be tracked to compare results for children that have been in the P.A.T. program for 0, 1, 2, 3, 4 and 5 years.

Objective	Activity	Responsibility	Cost	Evaluation
Children will have fewer unidentified and un-remediated developmental delays Children will have fewer unaddressed vision/hearing/health issues Grand View School will have a reduction in school-age placements in special education	A minimum of one screening per program year conducted in the following areas: Developmental progress regarding cognitive, language, social-emotional, and motor skills and ELL Vision/Hearing/Health During screening, parents are provided with information about child's health and developmental progress through on-going tracking of developmental milestones	Parent Educator	See Above	By year 2 of the program, students entering Pre-K with unidentified developmental delays and ELL needs will be reduced by 75%. By year 2 of the program, students entering Pre-K with unidentified Vision/Hearing/Health issues will be reduced by 75%. The number of school age ELs placed in special education will be reduced by 10% for each of the last 3 years of the grant period.

Objective	Activity	Responsibility	Cost	Evaluation
Parents will be more involved in school and community and will show improved: Involvement in child's education and learning Support of child's school attendance Parent-teacher relationships	A minimum of monthly site based group meetings in which the following is provided: *Information about parenting skills, parent-child interactions, child development, and community resources. *Structured activities to promote knowledge related to parenting and child development. *Opportunities for parents to meet with and support each other. *Opportunities to participate in events in community settings.	Parent Educator	$600 Food and Bev. $720 Child Care $600 Profes-sional Pres.	Meetings will be conducted no less that once per month. Sign it sheets will track parental involvement of 80% of parents with children from birth to 4 years old. Each meeting will consist of structured activities or professional presentations as identified by the P.A.T. program. Parental involvement and communication will result in a 20% increase in parent attendance at Parent/Teacher conferences.

Objective	Activity	Responsibility	Cost	Evaluation
Parents will be more involved in school and community and will show improved: *Involvement in child's education and learning *Support of child school attendance *Parent-teacher relationships cont.	A connection will be made with community resources such as: *Community activities, groups or general enrichment opportunities *Health/Mental Health professionals *Social Service agencies and employment agencies *Early intervention for children with developmental delays	Parent Educator	See Above	At least 6 meetings per year will involve professional, social service agencies, employment agencies or other significant presentations. Parent and Teacher evaluations and surveys will be done to evaluate the meaningfulness of the presentations to each family. 80% of all families with children from birth to 4 years will be involved in meetings as indicated by sign in sheets.

II To increase the number of ELL and Native American students scoring proficient or higher on the O.C.C.T. by 10% each year of the first 5 years of the project.				
Objective	**Activity**	**Responsibility**	**Cost**	**Evaluation**
Hire a Reading Specialist and two Reading Assistants for the Implementation of a reading lab	Name Amanda Vance as the Reading Specialist. Post opening for Reading Assistants Interview and hire Reading Assistants	Project Director Project Director and Reading Specialist	Salaries $70,000 Benefits $17,500	Ensure that Reading Specialist and Reading Assistants meet minimum requirements. All personnel will be in place within 1 month of grant award
Supply Reading Lab, reading teachers and computer lab with materials specified in the literacy improvement plan.	Order leveled Books, Coach reading, GPS OCCT Kits, Buckle Down, CSK	Reading Specialist and Project Director	$6098 $899 $3192 Pd By School $8840	Order reading materials from the companies, in the levels and quantities identified in the literacy improvement plan. All materials will be ordered and in place within 2 months of grant award.

Objective	Activity	Responsibility	Cost	Evaluation
	Reading Intervention Kits, DRA's ICORE Ladders to Success blended combo		$5280 $7520 $4788	
Provide individualized instruction plans for each student and class based on assessments	Organize assessment results from DRA, Literacy First, DIBELS, ELL and STAR Reading assessments	Reading Specialist		Teachers to evaluate each student's plan not less than once per quarter. Reading Specialist once per year.
Improve the school's AYP in reading from 833 to 1206 by the end of the 2012 school year.	Implement a comprehensive literacy improvement program for all students including reading lab and staff training and resources	Reading Specialist, Project Director, Teachers		O.C.C.T. assessment of 3rd through 8th grade students by the end of the 2012 school year.

Objective	Activity	Responsibility	Cost	Evaluation
Schedule all aspects of Literacy Improvement Plan	Assessments: DIBELS annually, Literacy First monthly, DRA quarterly, STAR reading at least twice per year, O.C.C.T and ELL annually. All K-4 students will go to the Reading Lab using leveled readers in small groups at least 30 minutes every day All K-8 students will spend 1 hour per day in the classroom using Coach Reading, CSK, GPS and BreakAway for the first 5 months of each year	Reading Specialist, Teachers, Reading Assistants Reading Specialist, Teachers and Reading Assistants Teachers		Each child will be assessed with no less than 3 assessment tools per year. Literacy First and DRA assessments will be conduct 3 times per year on every child. O.C.C.T. will be used on 3rd -8th grade students. Every student will improve their reading skill by 1.5 years during each year of the program until they are reading on grade level.

Objective	Activity	Responsibility	Cost	Evaluation
Schedule all aspects of Literacy Improvement Plan	All students 3rd -8th will spend 1 hour per day in the classroom using the Buckle down series and all K-2 will spend 1 hour per day in the classroom using Ladders to Success during the 4 months prior to O.C.C.T. All students will spend 15 minutes per day on a computer using ICORE digital reading resources Learning Team meetings	Teachers Teachers PE, Reading Specialist, Teachers, Administrators, Parents, Project Director		An increase of 10% per year in the number of students scoring proficient on the O.C.C.T. assessment. All students will demonstrate a 1.5 year increase in their reading level each year until they are reading on level. An increase of 10% per year of students successfully completing the ELL program and therefore, scoring 2nd year proficient. Meet Monthly

III 100% of Grand View School's reading teachers, parent educator and administrators will be trained in Literacy First and Triumph Learning each year of the 5 year project.				
Objective	**Activity**	**Responsibility**	**Cost**	**Evaluation**
Literacy First Phase I and Phase II training	July of 2011 all teachers that are trained in Phase I will attend Phase II. All teachers without Phase I will attend Phase I & Phase II.	Project Director, Reading Specialist and Teachers	Paid for by OSDE	All reading teachers complete up through Phase II Literacy First training by start of school 2011
Literacy First Phase III & PHASE IV	July of 2012 all teachers will attend Phase III & IV Literacy First Training	Project Director, Reading Spec. and Teachers	$20,000	All reading teachers complete Phase III & IV Literacy First training prior to school yr 2012
Literacy First Phase V	July of 2013 all teachers will attend Phase V Literacy First Training	Project Director, Reading Spec. and Teachers	$20,000	All reading teachers complete up through Phase V Literacy First training by start of school 2013

Objective	Activity	Responsibility	Cost	Evaluation
Triumph Learning Train the Trainer	Attend 2 day Trainer Development for Triumph Learning during 2011 school year	Reading Specialist	Fee $3000 Hotel $400 Airfare $400 Meals $100	Reading Specialist to complete 2 days of trainer program by January 2012
Triumph Professional Development	2 days of Triumph professional development during the 2011 school year	Reading Spec. and all reading teachers	Day 1 $1500 Day 2 $1500	All reading teachers will be trained for 2 full days on-site with Triumph Learning by the end of the 2011 school year.
Triumph Learning Train the Trainer	Attend 2 day Trainer Development for Triumph Learning during 2012.	Reading Specialist	Fee $3000 Travel $900	Reading Specialist to complete 2 days of trainer program by January 2013
Triumph Professional Development	2 days of Triumph professional development during the 2012 school year	Reading Spec. and all reading teachers	Day 1 $1500 Day 2 $1500	All reading teachers will be trained for 2 full days on-site with Triumph Learning by the end of the 2012 school year.

Objective	Activity	Responsibility	Cost	Evaluation
Triumph Learning Train the Trainer	Attend 2 day Trainer Dev. for Triumph Learning during 2013 school year.	Reading Specialist	Fee $3000 Travel $900	Reading Specialist to complete 2 days of trainer program by January 2014
P.A.T. 3-K Training	Born to learn 3 years to Kindergarten Entry Training	Parent Educator	Fee $435 Travel $900	PE to complete additional staff development by May 30, 2012
P.A.T. Retraining	Retraining for P.A.T. program	Parent Educator	Fee $175 Travel $900	PE to complete annual retraining by May of 2013
P.A.T. Retraining	Retraining for P.A.T. Program	Parent Educator	Fee $175 Travel $900	PE to complete annual retraining by May of 2014
P.A.T. Retraining	Retraining for P.A.T. Program	Parent Educator	Fee $175 Travel $900	PE to complete annual retraining by May of 2015
P.A.T, Retraining	Retraining for P.A.T. Program	Parent Educator	Fee $175 Travel $900	PE to complete annual retraining by May of 2016

IV 50% of all Native American Pre-K through 8th grade students' families will be impacted by monthly parenting meetings to be held at the school.				
Parents will be more involved in school and community and will show improved: *Involvement in child's education and learning *Support of child's school attendance *Parent-teacher relationships cont.	A connection will be made with community resources such as: *Community activities, groups or general enrichment opportunities *Health/Mental Health professionals, Social Service agencies, employment agencies *College bound activities and planning	Parent Educator	$600 Food and Bev. $720 Child Care $600 Profes-sional Pres.	At least 6 meetings per year will involve professional, social service agencies, employment agencies or other significant presentations. Parent and Teacher evaluations and surveys will be done to evaluate the meaningfulness of the presentations to each family. 50% of all Native American families with children in grades K-8 will be involved in meetings as indicated by sign in sheets. 20% increase in parents that attend parent/teacher conf.

V 90% of all of the district's Native American students will be involved in Cherokee language and Cultural classes in the after-school program during each year of the project.				
Objective	**Activity**	**Responsibility**	**Cost**	**Evaluation**
Hire a Cherokee Language Specialist and Assistant	Post positions with NSU Native American Cultural Society and Cherokee Nation. Conduct interviews and hire a Cherokee language specialist for 10 hours per week at $20/hour and an assistant for 10 hours per week at $10/hour	Project Director	$10,800	Successfully fill both positions within first month of grant
Schedule after school activities				

Objective	Activity	Responsibility	Cost	Evaluation
	Schedule grade level Cherokee classes during the first hour of the after school program. Schedule cultural activities to include storytelling, crafts, dance, song, history, and games such as stick ball during the second hour of the after school program.	Cherokee Language Specialist		Implementation of one hour daily of Cherokee language classes. Teams ready for Cherokee Language Bowl competition at the Cherokee Nation by March of 2012. Culturally significant presenters scheduled at least once per week to introduce new skills. Create weekly opportunities for students to develop Cherokee skills in art, language, and history that allow them to produce items or skills that they can take home and share with their families. Attendance will be taken daily in the after school program to ensure that 90% of Native American students are taking part in the program.

VI Implement no less than 3 different language assessments per student while providing each teacher with their class's trends in reading skills, fluency, comprehension, speed and ELL status.				
Objective	**Activity**	**Responsibility**	**Cost**	**Evaluation**
Each child will be assessed with no less than 3 assessment tools per year.	ELL annually, Literacy First assessments using MyDataFirst for all PK-8 students 3 times per year.	Reading Specialist, Assistants and Teachers	20 IPADS $5000 MyDataFirst $5000	Development of trackable, valid, and reliability established statistics on each student regarding reading level, Phonological awareness, Phonics, Comprehension Fluency and ELL status improvement
Literacy First will be used monthly and DRA quarterly on every single child.	DRA assessments for all PK-8 students 3 times per year.	Teachers	See Above See Above	
O.C.C.T. will be used on 3rd -8th grade students.	DIBELS assessment on all PK-3 students once per year.	Reading Specialist and Assistants	No Cost	

Objective	Activity	Responsibility	Cost	Evaluation
	STAR Reading assessment performed on all students K-8 twice per year. OCCT assessment for all 3-8 students once per year.	Teachers Teachers	$3500 No Cost	
Create a digital file with all data for all students to identify each child's progress and class trends	Compile all data from different assessments by student to develop a picture of progress while being able to manipulate the date to identify trends	Project Director, Parent Educator and Reading Specialist	No Cost	Completion of database including not less than 3 assessments per student by July of 2012.

EVALUATION

Grand View School has contracted with Brenda Craig to conduct our evaluation. Brenda will graduate in May upon completion of her Doctor of Philosophy in Education Administration and Curriculum Supervision, from the University of Oklahoma. Brenda has many years of experience in education, grant implementation and evaluation. Grand View School staff developed a working relationship with Brenda during her role as grant evaluator and trainer for the OU K-20 Center during the implementation of the school's OETT grant. During this time the staff found Brenda to be a valuable asset in ensuring that the staff was aware of all grant requirements and had the resources that we needed to provide her with the information that she needed to evaluate the process and provide us with the critical statistical data to guide us in future implementation. Brenda conducted monthly site visits and was available more frequently when needed.

As outlined in the Management Plan, assessments are a critical element to the success of improving our ELL students and all Native American students reading success. The literacy improvement plan relies heavily on assessing students multiple times per year to identify instructional needs and determine the success of the instructional plan. All of these assessment results will be entered into a database so that the leadership team can track individual student trends, teacher trends and school trends. This data will be maintained and the students' graduation success will eventually be added to the data base, ultimately tracking the long-term success of the project and its impact on graduation rates.

The evaluation process for the Parents as Teachers program includes both quantitative and qualitative data. The hiring process of the Parent Educator will be evaluated by the

fulfillment of minimum requirements and the hiring process to be completed within 6 weeks. The training for this person will be evaluated by the successful certification as a Parent Educator and the timely completion of this training by the end of September of the first grant year. The success of the program begins with quantitative measurements such as enrollment of 80% of all eligible residents by December of the first grant year. The program continues with quantitative measurements based on recorded home visits and assessments. Evaluation then turns to a qualitative nature when the program requires a 10% increase in students scoring proficient on a Literacy First assessment in Pre-K. Additionally, DIBELS, STAR reading and ELL assessment results will be tracked for each student and compared from year to year to ensure that the project is realizing gains when compared to students with less time in the P.A.T. program. Ultimately the goal of the P.A.T. program is to identify ELL and developmental delays earlier and address those needs prior to starting school. Therefore, the P.A.T. program will also be evaluated using the qualitative measurement of a 75% reduction in the number of students entering school with unidentified ELL needs or developmental delays. Students entering school with unidentified vision, hearing and health issues will also be reduced by 75%. Due to the high percentage of students with disabilities at Grand View School, 23%, the P.A.T. program will be used to address these issues at an early stage and therefore, reduce the number of special education placements by 10% each year after the 3rd year of the program. The staff has seen the significance of not identifying ELL needs and developmental delays in a timely manner. Many of the school's students that are on IEP's could have been avoided if the child's ELL status has been identified at an early stage of development. Once a child is in school and sometimes in

2nd or 3rd grade before they are identified as ELL, years of development have been lost and therefore the child appears to have learning disabilities and is therefore placed on an IEP. There is no substitute for parental involvement in school or addressing a child's risk factors due to their home life. Due to the district's high poverty levels and high ACE indicator levels, parental training and community development will be measured quantitatively by the percentage of parents attending monthly meetings and becoming involved in Parent Teacher conferences.

The qualitative and quantitative evaluation of the Reading Specialist and Reading Assistants placement process will be based on the candidates meeting the minimum requirements and the school's ability to fill the positions within one month of the grant award. Ordering materials for the lab will be evaluated in the same manner. However, the implementation of the literacy improvement program is based on identifying each student's needs and abilities. Therefore, the O.C.C.T. assessment will be completed by each student in 3rd – 8th grades once each year. Literacy First assessments will be performed on every student PK-8th grade each year and will be used along with DRA, DIBELS and STAR reading to identify Fluency, Phonological Awareness, Phonics, comprehension and Reading level for each student. This data will be tabulated and evaluated to create a plan for each child. The success of the literacy improvement program will be determined using the qualitative measurements of 10% of ELL students scoring proficient, a 10% increase in the number of students scoring proficient or higher on the O.C.C.T., and all students improving reading by 1.5 grade levels each year of the program, ultimately, improving literacy, getting parents educated and involved will create confident successful students. These students will be tracked through high

school to address the high dropout rate. Results of this project on graduation rates will not be seen until 2016 when the goal will be to have the graduation rate improve to 85% for our LTLE students. Each year after 2016, we expect to see a 1% improvement per year.

Professional Development is a significant part of this project. Creating a staff that has extensive training that aligns from grade to grade is necessary to begin the school's transformation. In order to track the training we will use the quantitative measure of tracking days of training for each teacher. We will conduct regular survey-based qualitative assessments from the teachers upon completion of the training. Ultimately the student assessment results listed above will be used to determine the effectiveness of this portion of the program as well.

The Cherokee Language development portion of this program will be evaluated based on the number of students that are involved in the projects. The goal is to have 90% of our Native American students participate in the afterschool Cherokee based language program. The dialect is very distinct within the Cherokee language. Therefore, many of our Cherokee students struggle with phonics within the English language. The goal of this program is to further develop the Cherokee language while working on the enunciation of words in both languages. The students will have opportunities to work in small groups to learn the Cherokee Syllabary, proper enunciation and usage of the Cherokee and English languages.

All results will be delivered to Brenda Craig quarterly. Reports will be created to track the following:

- Percentage of Students identified as ELL.

- Percentage of ELs served who scored proficient or above on the O.C.C.T. reading assessment.
- Percentage of ELs served who improved their score on the O.C.C.T. English language proficiency assessment.
- Percentage of ELs served who attained proficiency in English as measured by the Oklahoma LEP assessment.
- Percentage of Native Americans that score proficient or above on the O.C.C.T. reading assessment.
- Percentage decline in the number of students that enter school with unidentified Vision/Health/Hearing issues, ELL, or developmental delays.
- Percentage decrease in the number of students that are placed in special education.
- Percentage increase in parent involvement at monthly meetings and conferences.
- Percentage increase in teacher training in literacy.
- Increase in Adequate Yearly Progress based on the Oklahoma State Department of Education Standards.
- Percentage increase in graduation rates beginning in 2016.