

Rank #10

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APPLICATION FOR GRANTS UNDER THE

Native American and Alaska native Children in School Program

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ABSTRACT

Applicant: Arlee Elementary School, 72220 Fyant Street, Arlee, Montana 59821
Title of Project: **THE ARLEE PARTNERS IN LEARNING PROJECT**
Type of Project: Improving the Academic Achievement of English Learners (ELs)
Native Language: Salish Language
Grade Levels: Grades K-8
Total Number of English Learners (ELs): In Year I, 2013-2014, 150 ELs at Arlee Elementary and 20 ELs at Nkwusm School will be served by the project. In Years 2-5, 35 new students will enter the project each year for an unduplicated total of 310 EL participants.

Priorities: The Arlee Partners in Learning (APL) Project addresses all competitive preference priorities and invitational priorities. The project was not created to address these priorities; rather it was created to address the school’s needs which coincidentally align directly with the grant priorities. The APL Project addresses the following needs: low academic performance, lack of a current structure and support for using data to inform instruction, high absenteeism, and no planned family or community outreach. The explanations of each project objective describes how the priorities are addressed to meet our needs and achieve the overall goal of improving the English proficiency of our high-need students so they are academically prepared for postsecondary education.

Summary of Project Performance Objective Measures:

Project Objective #1: Increase the number of Native American English Learners scoring proficient or higher on the state reading assessment by 5% each year.

Resources	Activities	Outputs
~K-8 Literacy Specialist ~JH CREW/ Leadership Teacher ~Nkwusm Literacy Specialist ~PEN Consultant ~Tech Specialist ~Summer Teachers	~Provide job embedded, on-going professional development for 1st year mentoring of Literacy Specialists to work with staff and assessments to make data driven decisions to meet MCCS. ~Conduct universal screenings and leveled assessments to monitor progress and make data-driven decisions to inform instruction and improve learning ~ Map and develop technology curriculum ~Provide targeted students with extra literacy skill support based on assessment results during a 5-week Elementary Summer Literacy Program	~K-8 instructional coaching within the multitier system of support at Arlee Elementary and Nkwusm provided by literacy specialists ~ Reading strategies and study skills taught to all JH students during CREW class. ~Weekly technology skills instruction for grades 3 – 6, co-taught by classroom teachers and the Technology Specialist ~An additional 60 hours of instruction during the summer.
Intended Results		
Outcome	Increase the number of Native American English Learners scoring proficient or higher on the state reading assessment by 5% each year.	
Impact/ Priorities	High levels of academic achievement indicated by GPRA measures <i>Increasing Postsecondary Success (10pts.), Data-Based Decision-Making (5pts.)</i>	

Project Objective #2: Increase the attendance rate of our Native American students by 2% each year.

Resources	Activities	Outputs
~Salish Language Teacher ~Nkwusm ~Technology Specialist ~PEN Consultant	~Hire a Salish Teacher and develop a class schedule in collaboration with Nkwusm ~Create digital Salish tools for students, teachers, and parents in collaboration with Nkwusm. ~Provide a 3-day Institute for teachers to create Indian Education for All (IEFA) Units	~Direct instruction of the Salish Language to 100% of our K-6 ELs ~Digital Salish resources shared with stakeholders ~Culturally relevant content integrated into the curriculum
Intended Results		
Outcome	An increase in the attendance rate of our Native American students by 2% each year.	
Impact/ Priorities	High levels of academic achievement indicated by GPRA measures <i>Invitational Priority 1 – Supporting NA Language Instruction (Salish)</i>	

Project Objective #3: Increase parental involvement by 5% each year as evidenced by sign-ins, communication logs, and program records.

Resources	Activities	Outputs
~Project Director ~Technology Specialist ~Classroom teachers ~Reading to Parents Materials	~K – 6 grade students will develop and lead community nights to enhance civic engagement, service learning, and standards-based classroom curriculum ~Staff training and collaboration time for project-based learning experiences and community nights ~Train parents to use the parental portal in the student database to access student grades, portfolios, notifications, and staff communication. ~Develop parent and student activities for the following transitions: into Kindergarten, into Junior High, into High School. ~Develop take-home reading kits for K-3 rd grade to implement the Reading to Parents Program	~Four community nights each year led by K-6 students ~Increased usage of the parent portal of our student database ~Six transition activities each year for students and families ~Two Reading to Parents recognition activities per year
Intended Results		
Outcome	Increase the parental involvement by 5% each year as evidenced by sign ins, communication logs, and program record.	
Impact/ Priorities	High levels of academic achievement indicated by GPRA measures ~IP # 2 – <i>Parental Involvement to Improve Early Learning Success</i> ~IP # 3 – <i>Civic Learning and Engagement.</i>	

Project Objective #4: Increase the number of 8th grade students who report on the EXPLORE assessment that they plan to attend college by 3% each year.

Resources	Activities	Outputs
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~ PEN Consultant	~Staff workshops to align curriculum to the MCCS College and Career Readiness Anchor Standards at all grade levels led by PEN	~ MCCS ELA College and Career Readiness Anchor Standards integrated into the curriculum at all grade levels.
~CREW/ Leadership Teacher	~ Develop an elective Leadership Class for Junior High at-risk students who will design and lead CREW Lessons focusing on college readiness, reading strategies, study skills, relationships, civic engagement and service learning	~Daily Junior High Leadership Classes
~Summer Instructors	~ Develop a JH Summer Academy for at-risk JH students with three components: academic support, college and career readiness, and service learning.	~ Twice weekly Junior High CREW class for all 7 th and 8 th grade students
~JH Staff	~All 8 th grade students take ACT's EXPLORE assessment to provide individual and system data on college and career readiness. ~ Involve parents in the Kids2College take home booklets, transitioning into junior high and high school activities, explanation of the EXPLORE assessment, and information on high school courses that align with college core coursework.	~ JH Summer Academy for 15-20 students each year ~4 Junior High Parent Nights each year
Intended Results		
Outcome	Increase the number of 8 th grade students who report on the EXPLORE assessment that they plan to attend collage by 3% each year	
Impact/ Priorities	High levels of academic achievement indicated by GPRA measures <i>Increasing Postsecondary Success (10pts.), Data-Based Decision-Making (5pts.)</i>	

GPRA Measures:

GPRA 1.1-The percentage of English Learners (ELs) served who scored proficient or above on the state reading assessment.

In 2014 this will be measured using the MontCas Criterion Reference Test (CRT) in Reading adopted by the MT Office of Public Instruction (OPI) which is administered each March. In 2015, MT OPI is shifting the state assessment to Smarter Balanced to align with MT Common Core Standards. Our target is to increase 5% on this measure each project year. Only students in grades 3-8 take the MontCas CRT and we expect 60 ELs to take this test each year and have 26 (43%) score proficient in Year I, 28 (46%) proficient in Year II, 29 (48%) proficient in Year III, 30 (50%) proficient in Year IV, and 32 (53%) proficient in Year V.

GPRA 1.2-The percentage of ELs served who *made progress* in English as measured by the state-approved English Language Proficiency (ELP) assessment.

GPRA 1.3-The percentage of ELs served who *attained proficiency* in English as measured by the state-approved ELP assessment.

The state ELP assessment used for both GPRA measures 1.2 and 1.3 is the WIDA ACCESS which is administered each January. All ELs in grades K-8 will take the ACCESS, approximately 165 students each year. Our target is to increase 5% on these two measures each project year. Last year was the first administration of the ACCESS so the baseline data for making progress will be determined when we receive this year's results in March 2013. These same results will determine the baseline for attaining proficiency.

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A. QUALITY OF PROJECT DESIGN

Arlee Elementary School District #8 is a local education agency serving 335 students in grades K-8. Arlee is located in western Montana on the Flathead Indian Reservation, the home of the Confederated Salish and Kootenai Tribes. Sixty-five percent (65%) of the students are Native Americans and of these, 80% are economically disadvantaged, and 69%, or 150 out of 217, are Native American English Learners (ELs).

This project is designed in collaboration with Nkwusm, a Salish Language Institute serving 36 students in grades PK-8. These students are 100% Native American and 90% economically disadvantaged. Arlee School District is fortunate to have Nkwusm, the only school of its kind on the Flathead Reservation, within a mile of our campus. Some Nkwusm students travel 50 miles a day to attend the school which is a 501(c)(3) non-profit organization operating three programs in addition to the school: curriculum development, fluent speaker training, and a Salish Language Learning Program to build instructional capacity. Nkwusm's mission is to recreate a traditional process whereby the language is passed from parent to child. The Salish Language School was established 11 years ago and operates three multi-level classrooms with students from preschool to the eighth grade. Last year was Nkwusm's first year administering the state reading and math exams, and this year they plan to adopt an English Language Proficiency assessment.

The overall enrollment at Arlee Elementary has increased 22% over the past four years, from 274 to 335 students. The number of ELs increased 45%, from 100 students in 2009 to 145 students in 2012. Arlee's Native American ELs perform at rates that are almost 50% less than their Arlee peers on the state required MontCas Criterion Reference Test (CRT) in Reading.

Percent of Students Proficient on the Reading MontCas CRT

	2008	2009	2010	2011	2012
All Arlee Students	72%	74%	76%	75%	72%
Arlee ELs	33%	36%	41%	44%	40%
Montana Average	81%	82%	84%	84%	85%

In 2012, Montana adopted a new state English Language Proficiency (ELP) assessment. Based on the previous ELP assessment, only an average of twenty-one percent (21%) of our EL students were determined proficient each year during the three year period 2009-2011. In 2012, using the newly adopted WIDA ACCESS assessment, only 5 of the 116 ELs tested scored proficient for a 4% proficiency rate. Our 2013 results will be available in April and will serve as a baseline for this project.

Arlee Elementary unexcused absences have almost tripled in the past three years. This, coupled with an increased dropout rate in the High School, points to a need to increase student and family connections to the school. The school needs to improve parental involvement and provide relevant content so that students stay engaged. Students need to be in school in order for them to be academically successful! Arlee Elementary operates on a 4-day school week so attendance is extremely important.

These two significant needs, improving the reading English proficiency of the Arlee ELs and reducing absenteeism, provide focus for our project. Both align directly with the NA/AN Children in Schools Program’s purpose and the application’s priorities.

Arlee Elementary School has been identified for restructuring by the Montana Office of Public Instruction for not meeting Annual Yearly Performance (AYP) in five consecutive years. This is discouraging, but provides important motivation. Past grant projects along with our devoted, talented staff afford a foundation for improvement. Our project, The Arlee Partners in Learning (APL) Project, is designed to address our needs and achieve our overall goal of high levels of academic attainment among our Native American ELs.

The APL Project addresses all competitive preference priorities and invitational priorities to meet this goal: *Competitive Preference Priority 1 – Increasing Postsecondary Success (10pts)*, *Competitive Preference Priority 2 – Enabling More Data-Based Decision-Making (5pts)*, *Invitational Priority 1 – Supporting Native American Language Instruction (Salish)*, *Invitational Priority 2 – Parental Involvement to Improve Early Learning Outcomes and Success*, and *Invitational Priority 3 – Civic Learning and Engagement*. Our project was not created to address these priorities; rather it was created to address our needs which coincidentally align directly with the grant priorities. The detailed explanations of each project objective in this section describe how these priorities will be addressed to meet our overall goal of improving the English proficiency of our high-need students so they are academically prepared for postsecondary education.

(i) *Goals, objectives, and outcomes are clear and measurable*

The APL Project's overall impact will be evaluated using the Government Performance and Results Act (GPRA) measures determined by the Department of Education.

GPRA 1.1-The percentage of English Learners (ELs) served who scored proficient or above on the state reading assessment. In 2014 this will be measured using the MontCas

Criterion Reference Test (CRT) in Reading adopted by the Montana Office of Public Instruction (OPI). However, Montana OPI is shifting the state assessment to Smarter Balanced in 2015 to align with the Montana Common Core Standards. **Our target is to increase 5% on this measure each project year.**

GPRA 1.2-The percentage of ELs served who *made progress* in English as measured by the state-approved English Language Proficiency (ELP) assessment. The state ELP assessment that will be used for this measure is the WIDA ACCESS, which Montana OPI adopted in 2012. **Our target is to increase 5% on this measure each project year.**

GPRA 1.3-The percentage of ELs served who *attained proficiency* in English as measured by the state-approved ELP assessment. The state ELP assessment that will be used for this measure is the WIDA ACCESS, which MT OPI adopted in 2012. **Our target is to increase 5% on this measure each project year.**

All of our planned work involves on-going, job-embedded professional-development to increase teacher capacity to improve learning. Professional development is a powerful investment at Arlee Schools because of the low staff turnover rate. Teachers will use this new knowledge and the instructional skills gained to support students for many years beyond the grant project. An important common thread woven through our project is that all planned work is standards based. All curriculum and coursework will be aligned to the Montana College and Career Readiness Common Core Standards (MCCS) in English Language Arts, and the Montana Essential Understandings for Indian Education for All. All project activities are research-based best practices designed to make the greatest impact on student learning.

The Logic Model provided a road map for our program plan that clearly displays how the project’s planned work leads to the intended results.

Resources/Inputs → Activities → Outputs → Outcomes → Impacts

The Logic Model is used for the project design, the project management, and the project evaluation so all components are clearly communicated and connected. In The APL Project, the outcomes are our project objectives, and the impacts are the GPRA measures and the competitive and invitational priorities stated in the application.

Each of the project objectives will be communicated using the following format: a logic chart showing the connection between the planned work (resources, activities, outputs) and the intended results (outcomes and impacts) followed by a detailed description of the planned work.

Project Objective #1: Increase the number of Native American English Learners scoring proficient or higher on the state reading assessment by 5% each year.

Resources	Activities	Outputs
~K-8 Literacy Specialist ~Nkwusm Literacy Specialist ~JH CREW/ Leadership Teacher	~PEN will provide job embedded, on-going professional development for 1st year mentoring of the Literacy Specialists to work with staff and assessments to make data driven decisions to meet MCCS. ~Conduct universal screenings and leveled assessments to monitor progress and make data-driven decisions to inform	~K-8 instructional coaching within the multitier system of support at Arlee Elementary and Nkwusm provided by the Literacy Specialists ~Reading strategies and study skills taught to all JH students during CREW class ~Weekly technology skills

~PEN Consultant ~Tech Specialist ~Summer Teachers	instruction and improve learning ~Map and develop technology curriculum ~Provide targeted students with extra literacy skill support based on assessment results during a 5-week Elementary Summer Literacy Program	instruction for grades 3 – 6, co-taught by classroom teachers and the Technology Specialist ~Approx. 15 students per year will receive 60 hours of instruction in the summer
Intended Results		
Outcome	Increase the number of Native American English Learners scoring proficient or higher on the state reading assessment by 5% each year.	
Impact	High levels of academic attainment in English among our Native American English Learners as indicated by GPRA measures <i>Competitive Preference Priority 1 – Increasing Postsecondary Success</i> <i>Competitive Preference Priority 2 –Data-Based Decision-Making</i>	

Project Objective #1 addresses the following needs: low academic performance of Arlee EL students, lack of a current structure or support for using data to inform instruction, and no current standardized technology curriculum taught in K-6.

The planned work for Project Objective #1 includes 3 days a month of on-going, job-embedded professional development provided by Paragon Education Network (PEN) for two literacy specialists during the first year of the grant: one literacy specialist for Arlee Elementary School and one literacy specialist for Nkwusm School. The specialists will work with staff to examine multiple assessments and perform a detailed analysis of the individual EL student’s

strengths and weaknesses. An Individual Learning Plan for each EL student will be created to measure and monitor growth. Data that will be used includes DIBELS, Early Reading Observation Survey, the Core Reading Program Formative Assessment, and Measures of Academic Progress (MAP). The instructional strategies used and the level of effectiveness will also be reported in each student's Individual Learning Plan. This component will follow the framework described in the 2009 Institute of Education Sciences (IES) Practice Guide, *Using Student Achievement Data to Support Instructional Decision Making*. That framework will be used to support the recommendations of the Institute for Education Sciences (IES) RTI Practice Guide which states "instruction should be systematic, highly explicit, and highly interactive. Interventions must not focus only on phonemic awareness, decoding, and fluent reading (depending on student proficiency level) but should also include vocabulary and comprehension components."

These trained Literacy Specialists will coach staff to analyze data and provide the appropriate systematic, highly explicit, and highly interactive instructional strategies. The Specialists will attend grade-level team meetings every two weeks and the remainder of their time will be spent planning, modeling, and coaching instruction. This coaching will be guided by the six characteristics of effective literacy coaching outlined by the Advisory Board of the Literacy Coaching Clearinghouse: 1. Involves collaborative dialogue for teachers at all levels, 2. Facilitates development of a school vision about literacy that is site-based and links to district goals, 3. Is characterized by data-orientated student and teacher learning, 4. Is a form of ongoing job-embedded professional learning that increases teacher capacity to meet students' needs, and 5. Involves cyclical classroom observations that build knowledge over time.

A Leadership Class, taught by an experienced language arts teacher, will enhance the leadership skills of Junior High students. The Leadership Class comprised of 7th and 8th graders will be responsible for creating and leading lessons for the mixed grade level CREW Classes that meet twice a week and are required for all 7th and 8th grade students. The lessons for CREW will focus on reading strategies, study skills, and college and career awareness. The structure and delivery of the Leadership and CREW classes will create a supportive learning community, engage students, and give them ownership for learning. Course content will increase academic and postsecondary success.

With the move toward more computerized assessments such as Smarter Balanced, National Assessment of Educational Progress (NAEP), and MAPS, students will need to have computer skills to adequately demonstrate their academic proficiencies. Currently, Arlee has no structure or scope and sequence for computer skills instruction, therefore curriculum mapping and development will need to be completed based on the MCCS ELA College and Career Readiness anchor standards.

According to the Nation's Report Card, Writing 2011 report published by the IES and based on 2011 eighth-grade NAEP writing assessment scores, "students whose teachers more frequently asked them to use the computer to draft and revise their writing scored higher than those whose teachers did so less frequently. Students whose teachers never asked them to draft and revise their writing on a computer scored the lowest." With this in mind, our project will provide students in grades 3-6 with a weekly technology skills class co-taught by their classroom teacher and the technology specialist. Once again, co-teaching of these skills builds the classroom teacher's capacity to sustain this content beyond the grant period.

Additionally, a group of K - 6th graders will be provided a 5-week summer literacy program focusing on reading and writing skills development along with targeted instruction based on assessments. Some of these targeted students will receive early reading intervention services allowing a 5-week extension or jump-start for exiting and entering first graders. This academic support will supplement the summer enrichment program that is currently in place provided by the 21st Century Community Learning Centers grant.

Project Objective #2: Increase the attendance rate of our Native American students by 2% each year.

Resources	Activities	Outputs
~Salish Language Teacher ~Nkwusm ~Tech Specialist ~PEN Consultant	~Hire a Salish Teacher and develop a class schedule in collaboration with Nkwusm ~Create digital Salish tools for students, teachers, and parents in collaboration with Nkwusm ~Provide a 3-day summer institute for teachers to develop Indian Education for All (IEFA) Units	~Direct instruction of the Salish Language provided to 100% of our K-6 ELs ~Digital Salish resources accessible to parents, students, and teachers ~Culturally relevant content integrated into the curriculum
Intended Results		
Outcome	An increase in the attendance rate of our Native American students by 2%	

Impact	<p>High levels of academic attainment in English among our Native American English Learners as indicated by GPRA measures</p> <p><i>Invitational Priority 1 – Supporting NA Language Instruction (Salish)</i></p>
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The needs that Project Objective #2 addresses are: the increase in absenteeism in our Native American students, the need for a Salish Instructor, not enough Salish instruction material resources, and a need for more teacher support for developing culturally relevant units across all content areas.

The planned work for Project Objective #2 involves collaborating with Nkwusm School to provide direct Salish Language instruction and instructional materials. Their Salish speaking staff will work with 100% of our K-6 ELs weekly. Nkwusm School has developed electronic books in Salish to enhance learning for students, families, and staff. This collection will be shared and expanded through The APL Project.

A 3-Day Summer Planning Institute, facilitated by PEN, will occur in Years II & V of the project for both schools' staffs to create Indian Education for All (IEFA) units across content areas. This work will be guided by *The Framework: A Practical Guide for Montana Teachers and Administrators Implementing Indian Education for All* developed by Dr. Tammy Elser and the MT OPI. This Institute has been developed from a successful component of a previous grant. The purpose is to create units that explicitly teach reading and writing strategies aligned with the Montana Common Core Standards embedded in culturally relevant content.

The Salish Language and Cultural component will improve academic English skills by supporting early phonemic awareness of students; the ability to hear, identify, and manipulate

individual sounds in spoken words (Putting Reading First, 2001). In addition, through this component learners will gain access to critical cultural role models reducing the likelihood of students dropping out or missing school (NEGP, 2000). Beyond the academic impacts of this component, inclusion of Salish Language and Culture will transform the entire school climate leading to cultural congruence between home, community and school (Banks, 2008).

Project Objective #3: Increase the parental involvement by 5% each year as evidenced by sign-ins, communication logs, and program records.

Resources	Activities	Outputs
~Project Director ~Technology Specialist ~Classroom Teachers ~PEN Consultant ~Reading to Parents Materials	~K – 6 students will develop and lead community nights that enhance civic engagement, service learning, and the standards-based classroom curriculum ~Staff training and collaboration time for project-based learning projects and community nights ~Train parents to use the student database parent portal to access student grades, portfolios, notifications, and to communicate with staff ~Develop parent and student activities for the following transitions: into Kindergarten, into Junior High, into High School ~Develop take-home reading kits for K-3 rd grades to implement the Reading to Parents Program	~Four community nights each year will involve participation of 100% of K – 6 students ~Use of the Infinite Campus Parent Portal will increase ~Six transition activities each year for students and families ~Two Reading to Parents recognition activities per year

Intended Results	
Outcome	Increase the parental involvement by 5% each year as evidenced by signs, communication logs, and program record.
Impact	~High levels of academic attainment in English among our Native American English Learners as indicated by GPRA measures ~ <i>Invitational Priority 2 – Parental Involvement to Improve Early Learning Outcomes and Success</i> ~ <i>Invitational Priority 3 – Civic Learning and Engagement.</i>

Project Objective #3 addresses our needs as there is currently no planned family or community outreach, absenteeism is high, and ELs’ academic performance is low.

Our planned work for Project Objective #3 includes the participation of each classroom in a project-based learning activity involving planning a community event based on a need. Students will learn 21st Century Skills and develop civic knowledge and values that include: Critical Thinking and Problem Solving, Creativity and Innovation, and Communication and Collaboration. Parents and community will be highly engaged as these are student led activities that address actual community needs. This component delivers a more well-rounded educational experience for all students.

The APL Project will also develop six activities a year to properly prepare students and families during critical transition times: entering kindergarten, entering junior high, and entering high school. The kindergarten activities will include a “How to Prepare for Kindergarten” session in conjunction with spring Kindergarten Round-Up. This will be offered twice: once in

the evening and once during the day at the Arlee Head Start. A Kinder Camp will be offered in the summer before the beginning of school to provide an orientation to students and parents. A “Welcome to Junior High” night will occur in the spring where parents and students will tour the school, meet the teachers, and discuss schedules and expectations. The same format will be followed during the “Welcome to High School” night. A “Welcome Back Bar-B-Q” will take place before school starts for junior high and high school students to get reacquainted, bring in supplies, checkout the classrooms, and talk to teachers.

In grades K-3, take-home reading kits, will be utilized to assist the parents of high-need students in helping the development of their child’s language and literacy skills. The kits will include copies of the Indian Reading Series books enjoyed by our students which can be purchased digitally and printed on-site. Classroom teachers will provide parents with support in this K – 3 Reading to Parents program. The article *Start Early, Finish Strong: How to Help Every Child Become a Reader* states, “[Low income mothers] are eight times more likely to read to their children when provided with books and encouragement” (Needlman et al., 1991). A “Reading to Parents Kick Off” night will be scheduled in the fall and a “Reading to Parents Recognition” night will occur in the spring. Not only does this activity increase parental involvement but it also addresses the *Invitational Priority 2 – Parental Involvement to Improve Early Learning Outcomes and Success*.

Parents will be trained to use the Parent Portal of our student database, Infinite Campus, to access student grades, portfolios, notifications, and to communicate with staff. This will increase parent involvement because of the portal’s accessibility, functionality, and content. The

technology specialist will provide this training annually. All teachers must attend a training as well so they can also assist parents.

Project Objective #4: Increase the number of 8th grade students who report on the EXPLORE assessment that they plan to attend college by 3% each year.

Resources	Activities	Outputs
~PEN Consultant	~Align curriculum to the MCCS College and Career Readiness Standards at all grade levels	~MCCS ELA College and Career Readiness Anchor Standards integrated into the curriculum at all grade levels
~CREW/ Leadership Teacher	~Develop an elective Leadership Class for Junior High at-risk students who will design and lead CREW Lessons focusing on college readiness, reading strategies, study skills, relationships, civic engagement and service learning	~Daily Junior High Leadership Classes
~Summer Instructors	~Develop a Junior High Summer Academy for at-risk JH students with three components: academic support, college and career readiness, and service learning	~Twice weekly Junior High CREW class for all 7 th and 8 th grade students
~JH Staff	~All 8 th grade students take ACT's EXPLORE assessment to provide individual and system data on the college and career readiness	~JH Summer academy for 15-20 students each year
	~Involve parents in the Kids2College take home booklets, the junior high and high school	~4 Junior High Parent nights will occur each year

	transition activities, the EXPLORE assessment results, and the high school courses that align with the college core coursework	
Intended Results		
Outcome	Increase the number of 8 th grade students who report on the EXPLORE assessment that they plan to attend college by 3% each year	
Impact	~High levels of academic attainment in English among our Native American English Learners as indicated by GPRA measures ~ <i>Competitive Preference Priority 1 – Increasing Postsecondary Success</i> ~ <i>Competitive Preference Priority 2 –Data-Based Decision-Making</i>	

Project Objective #4 addresses the following needs: the cutting of junior high elective classes due to limited funding and many of our students not being prepared and not planning for college.

Professional Development opportunities will train teachers to implement the new English Language Arts Montana Common Core College and Career Readiness Standards at ALL grade levels. These standards will be integrated into the curriculum. Paragon Education Network will facilitate this work by providing 12 hours of training and unit planning on this topic.

An elective Junior High Leadership Class and mandatory CREW classes for all junior high students will create a supportive community ensuring that all students are academically and socially successful. CREW is a fundamental component of Expeditionary Learning and was developed in Arlee during a previous grant. The Leadership Class will plan the CREW classes

that occur twice a week for all students. CREW is a mix of 7th and 8th grade students, and the activities focus on: relationships, literacy, post-secondary preparation, and community service.

The Junior High Summer Academy will keep at-risk students engaged during the summer by providing a CREW type opportunity that is student-driven and focuses on academic support, college and career readiness, and service learning. Students will be held accountable for much of the Academy planning and students will be given incentives for their active participation. Each summer will include different activities depending on the students' needs and interests, however, the three areas of focus will remain the same during the grant project.

The EXPLORE assessment is the first assessment in the ACT's College Readiness System. Our students will take all three ACT assessments: EXPLORE in 8th grade, PLAN in 10th grade, and ACT in the 11th grade. All Montana State University System institutions require an ACT score. The tests are given annually, and the results will be shared and analyzed in a timely manner. ACT provides individual and system reports that provide a wide-variety of useful data. Decisions will be made based on the data.

Parental involvement for Project Objective #4 includes the Kids2College take home booklets, a parent night for families with students transitioning into junior high and high school, explanation of the EXPLORE assessment and information on the high school courses that align with college core coursework. ACT provides numerous resources for parents to understand their child's EXPLORE assessment results. The Kids2College booklets will be first discussed in CREW; then students will take them home to complete the family activities. Kids2College is produced by the Sallie Mae Fund and designed to "expose low-income and minority students to the value and accessibility of higher education."

(ii) Designed to build capacity & yield results beyond grant

The work to meet the four project objectives involves creating initial systems and frameworks, developing curriculum and resources, forming partnerships, and instructional coaching. Each will ensure the project is an investment that will provide many years of return. No indirect costs are being included in this project so all grant funds are allocated toward supporting our planned work.

The staff turnover in Arlee is extremely low, therefore teachers will use their new knowledge and skills to support Arlee students for many years beyond the grant project. Eighty-one percent (81%) of our teachers have been at Arlee Schools for 10 or more years, and it has been six years since a teacher left the district other than to retire. This program provides critical classroom-based training through the literacy and technology coaching that is designed to institutionalize a continuous improvement model. We have successfully used this coaching format with our writing instruction.

Also, all curriculum and coursework will be aligned to the new Montana Common Core Standards (MCCS) in English Language Arts and the Montana Essential Understandings for Indian Education for All. All project activities are based on the best instructional practices designed to make the greatest impact on learning. These components guarantee our work is rigorous and relevant to the District's and State's curriculum goals and will be used in the future.

Having a partnership with Nkwusm to provide services based on each other's strengths, presents an ideal situation. Both schools deeply care about the community we live in. These are all our children, and each school is committed to doing what is best for them. We have developed a partnership in terms of sharing professional development opportunities because of a

past grant and continue this relationship even though the grant has ended. This project will build capacity in the same manner. We need Salish Language instruction and Nkwusm has the experts. They need data-driven English instruction, and we can offer support to address this need.

The frameworks, structures, and processes designed during this project will use assessments to inform instruction within a multitier system of support. They will guide the development of family/community nights, take-home reading kits, and the CREW and technology course curriculum sequence. The grant money will be spent on the time and consulting necessary to make structures and processes successful. Once the initial work is completed, these activities will be easily maintained by the staff who gained knowledge and experience during the grant project.

This project will not be considered simply a “grant project” at our school. It will be a supplemental program that seamlessly enhances all of our school improvement efforts and aligns with the District’s Strategic Plan. The APL Project strengthens the efforts of our school’s Response to Intervention Plan and the Title I School-Wide Plan. The data collected during the evaluation process will be used to make timely decisions on what activities are successful and which ones need to be modified. Modifications will be implemented promptly. This process of proper program planning, management, and evaluation will be maintained beyond the grant years on other school improvement efforts.

(iii) Encourages Parental Involvement

Project Objective #3 focuses directly on increasing parent involvement by 5% each year. We will accomplish this goal in various ways including the implementation of four community nights a year. 100% of our K-6 students will participate in the planning of one community night

a year. Parent training will increase the use of the parent portal of our student database, Infinite Campus. They will learn how to better contact teachers, review schedules, read announcements, and monitor grades and assignments. Additionally six transition activities will occur each year for students and families, two for entering kindergarten, two for entering Junior High, and two for entering High School. Two Reading to Parents recognition activities a year will occur.

Project Objectives #1, #2, and #4 have parental involvement built into the activities. The development and monitoring of each ELs Individual Learning Plan is a team process that includes the parents in Project Objective #1. The digital Salish tools created as a Project Objective #2 activity will be easily accessible to the community. Project Objective #4 has the Kids2College booklets that require family participation and the Junior High Summer Academy that will have a reception where student work is presented to family members.

The Management Plan presented later describes how these activities will be monitored and includes progress reports to the District's Board of Trustees and the parent Indian Education Committee. The Evaluation Plan feedback will be collected through parent surveys.

B. QUALITY OF PROJECT PERSONNEL

(i) Encouraging applications for employment from underrepresented groups.

Arlee Schools is an equal opportunity employer. Discrimination in employment because of sex, race, color, creed, religion, national origin, age, physical or mental handicap, political belief, and marital or parental status is prohibited. We are committed to remedial action as necessary to eliminate discrimination and its effects. Arlee Schools has attracted and retained the largest number and percentage of NA teachers on the Reservation.

(ii) Qualifications, including relevant training and experience, of the project director.

The Project Director .5 FTE coordinates all project activities, refines timelines and objectives, oversees project operations and activities, conducts quarterly formative evaluation for responsive modifications, develops materials, presentations, and training for replication of successful strategies and components. The position requires a M. Ed. degree with emphasis in curriculum and instruction, bilingual/multicultural education, or educational leadership. Teaching certification and project management experience will be required. Staff supervisory experience is preferred. The ability to work with Indian students, their parents, administrative and teaching personnel, Nkwusm School, the Indian Education Parent Committee, and the Confederated Tribes' Tribal Education Department is required.

Identified Staff -Deanne Smith has been the Arlee Schools' grants manager for five years, a teacher for two years, and a school business official for six years. Her experience includes project director for various grants, completing federal reports, managing personnel and budgets, and serving as a liaison between the District and the parent Indian Education Committee. She is a life-long resident of Arlee, and a tribal descendant. She has a B.S. in Business Administration with an emphasis in finance, a minor in Economics and a M.Ed. in Curriculum and Instruction.

(iii) Qualifications, including relevant training and experience, of the key personnel.

K-8 Literacy Specialist 1 FTE – The Arlee K-8 Literacy Specialist will coach staff to analyze data and provide the appropriate instructional strategies that are systematic, highly explicit, and highly interactive. The Specialist will attend grade-level team meetings every two weeks, and the remainder of his/her time will be spent planning, modeling, and coaching instruction. The Specialist will be required to model best practices and conduct instructional planning and dialogue with teachers daily. The first year of the grant will provide this individual

80 hours of training by Paragon Educational Network. The individual will implement the framework presented in the (IES) Practice Guide, *Using Student Achievement Data to Support Instructional Decision Making*. That framework will be used to support the recommendations of the IES RTI Practice Guide. The Specialist will help develop and monitor an Individual Learning Plan for each EL. The requirements for this position are a current elementary teaching certificate and a minimum of 10 years of elementary teaching experience. Preferred qualifications include a Master's Degree in Curriculum and Instruction, Reading Endorsement, RTI training, and past participation in our Mentorship Cadre curriculum and instruction project.

Salish Language Teacher .5 FTE – This individual will teach Salish to K- 6th graders and design educational activities and materials in the Salish language and culture working collaboratively with Arlee Elementary and Nkwusm staff. The Specialist will help plan in-service sessions in culture and language for other staff and will act as a resource person in addition to instructional duties. The individual must possess extensive knowledge of the culture and language and qualify for certification with the CSKT Culture Committee, and must demonstrate excellent communication skills in Salish and English. Teaching experience and a B.A. is preferred, but not required. This individual must have a vision of how to revitalize the Salish Language and how to enhance student self-esteem and academic performance. This position requires a valid Montana Teaching Certificate (Class VII, II or I).

Nkwusm English Language Teacher 1 FTE– This individual will teach English to all Nkwusm students daily. All instruction will be informed by data, and instructional strategies will be systematic, highly explicit, and highly interactive. He/she will be a mentor teacher to the other Nkwusm staff and will model best practices and conduct instructional planning and

dialogue with the other teachers daily. The first year of the grant will provide this individual 80 hours of training by Paragon Educational Network. The individual will implement the framework presented in the (IES) Practice Guide, *Using Student Achievement Data to Support Instructional Decision Making*. That framework will be used to support the recommendations of the IES RTI Practice Guide. The requirements for this position are a current Montana Elementary Teaching License and a minimum of 5 years of elementary teaching. Preferred qualifications include a Master's Degree in Curriculum and Instruction, Reading Endorsement, RTI training, and past participation in our local Mentorship Cadre project.

Technology Specialist .5FTE – Will co-teach weekly computer skills with the classroom teacher for grades 3-6. All lessons will be aligned to standards and connected to the core curriculum. Another duty is to provide technology assistance for the multiple assessments used in the multitier system of support. This individual will train parents to use the parent portal of Infinite Campus and support the development of digital resources for Salish instruction. A requirement for this position is a minimum of 5 years of experience working at a school. He/she must hold a bachelor's degree or teacher certification with a technology background and/or endorsements. Experience with Infinite Campus and Salish culture is desired.

Junior High CREW & Leadership Teacher .25 FTE – Will teach the elective Leadership Class that plans the required CREW time. She will facilitate CREW by supporting the students and communicating with other teachers. The requirements of this certified teaching position is at least 5 years of experience teaching junior high school students and training in Expeditionary Learning.

Part-Time Summer Teachers – All summer teachers will be responsible for recruiting, planning, data collecting, and reporting for their respective summer program. All summer teachers will be Montana certified teachers currently employed at Arlee Schools with experience working with the students that their respective summer program serves. Two teachers will be hired for the Elementary Summer Program, and two teachers will be hired for the Junior High Summer Academy.

The Project Consultant – This individual will provide 24 days of training during the first year of the grant to the Literacy Specialist and the Nkwusm English Language Teacher as outlined in Project Objective #1 followed by 5 days of support during grant Years 2-5. Also during the first year, the consultant will develop the standards-based technology curriculum and instruction along with the Technology Specialist and classroom teachers during a 3-day workshop. During Years 2 & 4, PEN will provide the 3-day Indian Ed for All Summer Unit Planning Institute; and during Years 3 & 5 a 2-day workshop to align curriculum to MCCS will be offered by PEN. During each grant year PEN will facilitate 1 ½ days of support to teachers in planning the classroom-led community/family events.

Identified Consultant - Mary Jo Swartley of Paragon Education Network in Missoula, MT, has over 30 years of experience in the field of education. She holds a B.A. in Education and a M.Ed. in Curriculum and Instruction from the University of Montana; has 25 years of Montana classroom teaching experience including at the Arlee Schools; has worked as a district curriculum professional development specialist, and facilitated numerous national and school-based reading, writing, and formative assessment institutes. Mary Jo has had proven success with coaching middle and high schools in their comprehensive school reform efforts; providing

training in research-based multi-literacy and assessment practices; and assisting teachers in designing rigorous, culturally relevant, standards-based curriculum in schools that serve Native American students. With over 10 years of facilitating professional development in Montana schools, she has gained expertise in the Essential Understandings and the new MT Common Core Standards. As a founding member and current president of Paragon Education Network, a nonprofit educational change organization, her expertise also includes administrative policy, budget, and project management skills.

C. QUALITY OF THE MANAGEMENT PLAN

Upon receiving the award, the administrative management activities the Project Director will perform include: finalizing the grant award, hiring for the positions, and providing an orientation for grant staff. This will take place in July and August 2013. The grant staff will then provide an orientation to the entire staff during the required August PIR days.

The Project Director will provide monthly written progress reports to the Arlee Schools' Board of Trustees and semiannual reports to the parent Indian Education Committee. The grant staff will have Team Meetings quarterly to monitor progress. After each quarterly Team Meeting, the grant staff will provide an update to the entire staff during an elementary staff meeting. These ongoing management activities will address all project objectives, ensure communication with all stakeholders, and enable mid-course corrections.

Each project objective is in the Management Table that includes the management tasks for implementing the planned work stated in the Project Design Section of this application as well as the responsible staff, time, and cost.

The following acronyms note the staff: PD=Project Director, ELS=Elementary Literacy Specialists, NET=Nkwusm English Teacher, ST=Salish Teacher, TS =Technology Specialist, CLT= CREW/Leadership Teacher, CT=Classroom Teachers. PEN is Paragon Education Network the educational consultant that will facilitate training.

Project Objective #1 Increase EL academic achievement			
Management Activity	Staff	Time	Cost
Hire Literacy Specialists through the proper procedures	Arlee & Nkwusm Admin, PD	July 2013	\$110,000 Yearly
Develop a schedule with PEN to provide 23 days of training for the Literacy Specialists in Year I, 5 days of yearly support in Years 2-5.	PD, PEN, ELS, NET	Aug. 2013	\$20,000 Year I \$3,000 Years 2-5
Schedule literacy coaching, grade level team meetings, and assessment dates	ELS, PD, CT	Annually	
Schedule Nkwusm English instruction and assessment dates	NET, PD	Annually	
Hire CREW/Leadership teacher	School Admin, PD	July 2013	\$15,000 Yearly
Plan and Schedule CREW and Leadership Class	CLT, PD	Annually	
Hire Technology Specialist	School Admin, PD	July 2013	\$35,000 Yearly

Develop technology curriculum and course schedule during a 3-day workshop facilitated by PEN. (5 staff x \$450 plus benefits)	PEN, TS, 1 teacher from each grade (3-6), PD	Aug 2013 Aug 2015	\$3,000 PEN \$2,300 staff stipends, Years 1 & 3
Purchase technology equipment including smaller keyboards and a mobile lab	PD, TS	Aug 2013	\$7,700 Year 1, \$7,300 Total for Years 2-5
Hire 2 part-time elementary summer literacy staff (140 hours each at \$25/hr. plus ben)	School Admin, PD	Annually in April, Years 2-5	\$8,000 Annually, Years 2-5
Summer staff collaborates with 21 st Century staff to plan, develop, implement, and evaluate the summer session.	PD, Summer Staff	Annually, May-July	
<u>Project Objective #2</u> Increase the attendance rate of our Native American students			
Management Activity	Staff	Time	Cost
Hire a fluent Salish Language Teacher	PD, Arlee and Nkwusm Admin	July 2013	\$35,000 Yearly
Develop Salish units and schedule	PD, ST, CT	Aug 2013	
Plan and develop Salish digital resources	ST, TS, PD	Ongoing	\$1,800 Total
3-Day Summer Unit Planning Institute	PEN, PD	June 2014,	\$3,500 PEN

for 15 teachers. \$450 stipend for each teacher, plus benefits.		June 2017	\$7,500 Stipends Years 2 & 5
Objective #3 Increase parental and community involvement			
Management Activity	Staff	Time	Cost
Provide a 1-day planning session for all K-6 grade level teachers (14) on the student led community events, facilitated by PEN.	PD, PEN, CT	Annually in September	\$3,000 PEN \$2,400 Staff Stipends/yr.
Facilitate the events by helping determine needs and partnerships, scheduling facilities, promotion, and buying food.	PD, CT	Quarterly	\$1,000 Each Year
Schedule and implement two parent trainings a year on how to use IC Parent Portal.	TS, PD	Annually in Sept & Jan.	\$200 food Each Year
Plan transition activities with the kindergarten teachers. Stipends paid to kinder teachers for summer orientation	Kinder. teachers, PD	Annually in May & Aug	\$400 stipends \$100 food Each Year
Schedule and plan the going into junior high and high school transition activities during the regular junior high staff meetings	JH Principal, CT	Annually in February	\$400 food Each Year
Meet with K-2 grade teachers to plan the Reading to Parents implementation and order reading kits. Stipends paid for 2 staff to create kits two days in the summer.	CT, PD	Sept 2013	\$4,000 kit materials \$600 Stipends Year I

Hold a Reading to Parents Kick-Off Night and a Recognition Night	CT, PD	Annually in Oct. & May	\$400 food Each Year
Project Objective #4 Increase the number of 8 th grade students who plan to attend college			
Management Activity	Staff	Time	Cost
Hire the .25FTE CREW and Leadership teacher	PD, Admin	July 2013	\$14,625/yr.
Plan, Schedule, and order materials for the Leadership and CREW classes	PD, CLT	Aug 2013	
During a JH staff meeting, schedule the four JH family nights for the year.	PD, CT, CLT	Every Sept.	
Provide the 1½-day MCCS Fall Institute to align curriculum facilitated by PEN. 15 teachers will be paid a \$225 stipend.	PD, PEN	Nov. 2014, Nov. 2016	\$1,500 PEN \$3,750 Stipends, Years 2 & 4
Hire 2 part-time JH Summer Academy staff (140 hours each at \$25/hr. plus ben.)	School Admin, PD	Annually in April	\$8,000/yr., Years 2-5
Summer staff collaborates with 21 st Century staff to plan, develop, implement, and evaluate the summer session.	PD, Summer Staff	Annually in May-July	

D. QUALITY OF PROJECT EVALUATION

(i) The extent to which the methods of the evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.

Using the Logic Model to design, manage, and evaluate our program will ensure that our planned work is connected to the goals, objectives, and outcomes. According to the W.K. Kellogg Foundation's Logic Model Development Guide, "A Clear Logic Model illustrates the purpose and content of the program and makes it easier to develop meaningful evaluation questions from a variety of program vantage points: context, implementation, and results." The Logic Model creates a framework for formative and summative evaluation to help us improve our project and determine its success. Formative assessment will be conducted on the planned work to evaluate the process and progress of the project. Summative data will measure the results of the project. The evaluation plan will rely on a systemic approach of collecting and analyzing multiple sources of data through a variety of quantitative and qualitative methodologies along with an evaluation of contextual factors to determine the impact of our work.

The Project Design Section of our proposal has a Logic Model Table for each of the Project Objectives that displays how each is easily measured and clearly related to intended impacts. Performance targets are also defined in each of these tables. Outcomes and impacts of the planned work will be evaluated by quantitative benchmark indicators and qualitative data to measure the progress of the project using a continuous improvement model. An explanation of the data used to determine the GPRA performance measures and the project's targets are provided on pages 3-4 in this application. Data that will be collected in relation to each performance measure is presented in tables later in this section.

The APL Project will contract with an external evaluator to help the Project Director analyze data, prepare the annual performance report, and create the evaluation tools, process, and procedures. The evaluator will analyze three types of data. The first data set is quantifiable data

such as academic performance, attendance, and dropout rates. Baselines will be determined at the beginning of the grant project for each performance measure. Performance measures will be compared yearly to the baseline and to the previous years' measures. The second set is survey response data related to the planned work of each project objective. Pre and Post surveys will be created and administered by the external evaluator. Summative survey results will be provided after each administration. The third set of data the external evaluator will collect and analyze is the implementation records and the completion of curriculum materials. The evaluation contract will be for ten days a year and includes creating surveys, evaluating data, two site evaluations, and an annual report and presentation to the Board of Trustees.

Merle Farrier will serve as the external evaluator for The APL Project. He has lived on the Flathead Indian Reservation his entire life and has many years of educational leadership and teaching experience. He worked for 30 years at a nearby school district as both teacher and superintendent. He also spent seven years teaching graduate courses for the Department of Educational Leadership at the University of Montana. For the past three years he has been teaching at the Salish Kootenai College. He has three higher education degrees from the University of Montana and holds a current Montana Educator License with the following endorsements: Mathematics and Physics, 7-12 Principal, K-12 Superintendent, and School Psychologist. He has served as an evaluator on many projects throughout his career.

(ii) The extent to which the methods of evaluation include the use of the objective performance measures that are clearly related to the intended outcomes of the project and (iii) Evaluation provides for examining the effectiveness of the project implementation

Intended Outcome Evaluation

The project objective performance measures are clearly related to the intended results and will produce summative data that is both quantitative and qualitative. The performance measures will examine the effectiveness of the planned work and will be used to inform decisions.

The state reading assessment (MontCas CRT) and the state ELP exam (ACCESS) have been determined valid and reliable and will be used to determine whether the GPRA performance measures have been met. Baseline data will be determined for each performance measure. All ELs will have an Individual Learning Plan (ILP) that records formative (MAP) and summative (CRT & ACCESS) data. Besides recording assessment data, the ILP will also record instructional strategies used with an effectiveness measure. Summative reports will be created based on the ILPs. Staff, student, and parent surveys will provide qualitative data which will be coded thematically to identify themes and emerging issues.

Planned Work Evaluation

The evaluation of our planned work will provide us with process and performance feedback to enable mid-course decisions based on experience and stakeholder input. Detailed records will be maintained for all processes and structures used for project implementation and will align with the Management by Objectives Table. The implementation evaluation will not only document that “we did what we said we would do” but it will also provide a road map for others allowing them to maximize effectiveness and minimize hurdles.

The Team Meetings of the Project Director, project staff, and building principals will be guided by the following questions: To what extent is the project’s planned work being implemented and with fidelity? What are the modifications we made to the original planned

work, why, and the results? How can challenges be minimized and successes shared? What are student outcomes related to? How have relationships changed?

Intended Results and Planned Work Data Collected for each Project Objective

Project Objective #1: Increase the number of Native American English Learners scoring proficient or higher on the state reading assessment by 5% each year.

	Fall	Winter	Spring
Intended Results	~Admin. MAP ~Individual Learning Plans (ILPs) for the ELs.	~Admin. MAP ~Admin. WIDA ACCESS (GRPA 1.2,1.3) ~Update ILPs	~Admin. MAP ~Admin. Smarter Balance (GRPA 1.1) ~Update ILPs
Planned Work	~Pre/Post survey by literacy specialists on PEN mentoring effectiveness ~Completion of Tech. Course curriculum documents & schedule ~Pre/Post survey by classroom teachers on the effectiveness of the literacy specialists and the technology class ~Summer class attendance, student survey, parent survey, and staff report		

Proj. Obj. #2: Increase the attendance rate of our Native American students by 2% a year.

	Fall	Winter	Spring
Intended Results	Attendance rates from Infinite Campus (IC) student data base	Attendance rates from IC student data base	Attendance rates from IC student data base

Planned	~Completion of Salish class documents and schedule
Work	~Pre/Post surveys by teachers on the effectiveness of Salish class ~The number of new Salish digital resources ~The number of new IEFA units posted to website

Project Objective #3: Increase the parental involvement by 5% each year as evidenced by sign-ins, communication logs, and program records.

	Fall	Winter	Spring
Intended Results	~Attendance rates at parent/family activities ~# of logins into the parent portal of IC	~Attendance rates at parent/family activities ~# of logins into the parent portal of IC	~Attendance rates at parent/family activities ~# of logins into the parent portal of IC
Planned Work	~Pre/Post parent surveys on the effectiveness of the family events ~Pre/Post teacher surveys on the effectiveness of the family events		

Project Objective #4: Increase the number of 8th grade students who report on the EXPLORE assessment that they plan to attend collage by 3% each year.

Intended Results	~EXPLORE assessment yearly in November, measures academic readiness and students' plans for postsecondary education ~GEAR UP Parent, Student, Teacher Survey in December
Planned Work	~Student, Teacher, and Parent Surveys on the effectiveness of CREW ~Attendance rate at parent nights

	<p>~Curriculum documents showing MCCS alignment</p> <p>~Evaluation by staff on the effectiveness of the MCSS Alignment Institute</p>
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(iv) Plan will provide performance feedback and periodic assessment of progress

The evaluation is designed to inform data-based decisions using a continuous improvement cycle involving all stakeholders. Even though survey data is collected from stakeholders, feedback will be solicited during all meetings and in all reports. Reporting and periodic assessments have been designed at different levels to insure a framework of communication and feedback.

Student Level- The literacy specialists, classroom teacher, parent, and student will analyze formative data on each EL to develop an Individualized Learning Plan that will be monitored and modified quarterly.

Project Level - Team Meetings including the Project Director, project staff, and school principal, will be held quarterly to analyze data to determine effectiveness and update the implementation plans of each project objective. The guiding questions presented earlier in this section will be addressed. This will ensure that mid-course actions can take place to correct any issues and to provide the maximum impact. Following each Team Meeting, a team member will give an APL Project status report to the elementary and junior high staff during the scheduled staff meetings.

District Level – The Project Director will submit a written status report on The APL Project at each monthly meeting of the Board of Trustees. The report will include a brief update on operations, objectives, and budget. After each

quarterly Team Meeting, the Project Director will give a detailed report to the District Superintendent that provides an update on the project's effectiveness, implementation, and budget. An annual report that will provide insight on the effectiveness of our implementation strategies based on our project objective measures will be presented each summer to the Board of Trustees by the external evaluator and the Project Director. A final grant report will be created by the Project Director and the external evaluator providing a summation of the effectiveness of The APL Project. This will enable the District to make data-based decisions on whether and how to sustain the work of the project.

Parent Level - A project report will be given by the Project Director semiannually to the parent Indian Education Committee that includes updates on operations, outcomes, and budget. APL Project updates will also be included in the electronic District newsletter semiannually and project informational flyers will be present at each family night.

Program Level – The Project Director and external evaluator will prepare an accurate and on-time annual performance report and the complete data report each year to the Office of English Language Acquisition. A final report will also be submitted at the end of the grant.

As the result of our collaborative planning and designing and our strong management and evaluation competency, we are confident that The Arlee Partnership in Learning Project will be sharing our successes with all stakeholders. Who will benefit the most from The ALP Project? The wonderful students, of course!

Status: Submitted
Last Updated: 03/07/2013 10:52 AM

Technical Review Coversheet

Applicant: Arlee Joint School District #8 (T365C130008)
Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	30	27
Quality of Project Personnel		
1. Project Personnel	10	8
Quality of the Management Plan		
1. Management Plan	30	26
Quality of the Project Evaluation		
1. Project Evaluation	30	26
Sub Total	100	87
Competitive Priority 1		
Increasing Postsecondary Success		
1. Postsecondary Success	10	10
Sub Total	10	10
Competitive Priority 2		
Enabling More Data-Based Decision-Making		
1. DataBased Decision Making	5	5
Sub Total	5	5
Total	115	102

Technical Review Form

Panel #2 - Native American Program - 2: 84.365C

Reader #1: *****

Applicant: Arlee Joint School District #8 (T365C130008)

Questions

Selection Criteria - Quality of Project Design

1. The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:

(i) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. (20 points)

Note: For example, applicants might, in addressing this factor, include in their application ambitious, measurable objectives that reflect the performance measures discussed in section VI of this notice regarding improved student English language proficiency and reading proficiency, and that include annual targets of expected student achievement in English language proficiency and in reading proficiency. Applicants also might include measurable objectives that reflect all or some of the competitive preference and invitational priorities, if they choose to address those priorities.

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

(iii) The extent to which the proposed project encourages parental involvement. (5 points)

Strengths:

The goals, objectives, and outcomes are clearly specified and measurable. (Abstract)

All professional development will be on-going, job-embedded, and will include a coaching and mentoring phase to be conducted by the Literacy Specialists. The coaching model will follow the six characteristics of the Advisory Board of the Literacy Coaching Clearinghouse. (pp. 4, 5, 7)

An Individual Learning Plan for each EL student will be created to measure and monitor growth. Various well-known assessment measures will be used for assessment. The instructional strategies used and the level of effectiveness will be reported in each student's Individual Learning Plan (ILP). (p. 7)

A Leadership Class for 7th and 8th grade students will focus on reading strategies, study skills, and college and career awareness. The structure and delivery of the Leadership classes will create a supportive learning community, engage students, and give them ownership for learning. (p. 8)

Curriculum mapping and development for computer skills will be completed based on the MCCS ELA College and Career Readiness anchor standards. (p. 8)

A summer literacy program focusing on reading and writing skills development along with targeted instruction based on assessments will be held for five weeks each summer for students in grades kindergarten through sixth. (p. 9)

The proposed project will hire a Salish Teacher to provide direct instruction of the Salish Language to K-6 EL students weekly in collaboration with the Nkwusm School. (p. 10)

Units will be developed that explicitly teach reading and writing strategies embedded in culturally relevant content. (p. 10)

A weekly technology skills class will be taught by the classroom teacher and the technology specialist. Co-teaching of these skills will build the classroom teacher's capacity beyond the grant period. (p. 8)

All curriculum coursework developed will be aligned to the new Montana Common Core Standards (MCCS) in English Language Arts and the Montana Essential Understandings for Indian Education for All. They will be available for use beyond the funding period. (p. 17)

Parental Involvement activities will include student-led events, take-home reading kits, activities for preparing students and families during critical transition times, and training of parents in the use of the student database parent portal to access student grades, portfolios, notifications, and to communicate with staff. (pp. 11, 12)

Weaknesses:

The applicant needed to have provided attendance rates over the past several years in order to determine if a 2% increase in attendance rates yearly is adequate for the project. (p. 9)

Reader's Score: 27

Selection Criteria - Quality of Project Personnel

1. **The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the following factors:**
 - (i) **The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. (2 points)**
 - (ii) **The qualifications, including relevant training and experience, of the project director or principal investigator. (4 points)**
 - (iii) **The qualifications, including relevant training and experience, of key project personnel. (4 points)**

Strengths:

The applicant has provided assurances that the school district is an equal opportunity employer. (p.19)

The identified person for the Project Director (.5 FTE) position has a Master's Degree in Curriculum and Instruction, has been a teacher and school business official for six years. She is a life-long resident of Arlee and a tribal descendant. (p. 20)

The Salish Language Teacher (.5 FTE) must possess extensive knowledge of the culture and language and must demonstrate excellent communication skills in Salish and English. (p. 21)

The Nkwusm English Language Teacher (1 FTE) must possess teaching certification and a minimum of five years of elementary teaching. (p. 22)

The Technology Specialist (.5 FTE) will hold a bachelor's degree or teacher certification with a technology background and/or endorsement. (p. 22)

The Junior High CREW and Leadership Teacher (.25 FTE) will be a certified teacher with at least five years of experience teaching junior high school students and training in Expeditionary Learning. (p. 22)

Weaknesses:

In view of the fact that the K-8 Literacy Specialist (1 FTE) will coach and mentor staff, and model instructional strategies in the classrooms, the "Preferred qualifications include a Master's Degree in Curriculum and Instruction, Reading Endorsement, RTI training, and past participation in our Mentorship Cadre curriculum and instruction project" needed to have read "Required" instead of preferred. (p. 21)

Reader's Score: 8

Selection Criteria - Quality of the Management Plan

1. The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. (30 points)

Note: For example, applicants, in addressing this criterion, might include in their application information on how management activities support the accomplishment of each objective, costs associated with the accomplishment of each objective, persons responsible for each management activity, and timeframes for the completion of each management activity.

Strengths:

The Management Plan includes specifics on the process of communication with all stakeholders. The Project Director will provide monthly written progress reports to the Arlee Schools Board of Trustees, and semi-annual reports to the parent Indian Education Committee. The grant staff will have Team Meetings quarterly to monitor progress. After each Team Meeting, the grant staff will provide an update to the entire staff during the elementary staff meeting. (p. 24)

The Management Plan was presented in chart form by objective and included tasks to be completed, persons responsible, methods involved, results and outcomes as well as timeframes and cost involved. (pp. 25-28)

Weaknesses:

The applicant needed to have included milestones for the accomplishment of each of the project tasks and activities. Milestones are necessary for determining if the project implementation is proceeding as expected for the accomplishment of project tasks and objectives.(pp. 25-28)

Reader's Score: 26

Selection Criteria - Quality of the Project Evaluation

1. The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the following factors:
 - (i) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. (5 points)
Note: For example, applicants, in addressing this factor, might include in their application information on how each proposed objective, including those objectives addressing competitive priorities and invitational priorities (if the applicants choose to address those priorities), will be evaluated.
 - (ii) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible. (15 points)
Note: For example, applicants, in addressing this factor, might include in their application information on how the proposed project will collect, analyze, and report quantitative data on the performance measures discussed in section VI of this notice.
 - (iii) The extent to which the methods of evaluation provide for examining the effectiveness of project implementation strategies. (5 points)
 - (iv) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. (5 points)

Strengths:

The external evaluator will analyze three types of data. The quantifiable data will include academic performance, attendance, and dropout rates. Baselines will be determined at the beginning of the grant project for each performance measure. (p. 29)

Pre and Post surveys will be created and administered by the external evaluator, and summative survey results will be provided after each administration. (p. 30)

The third set of data the external evaluator will collect and analyze is the implementation of records and the completion of curriculum materials. (p. 30)

All EL students will have an Individual Learning Plan (ILP) that records formative (MAP) and summative (CRT & ACCESS) data. (p. 31)

The Individual Learning Plan will record instructional strategies used with an effectiveness measure. Summative reports will be created based on the ILPs. (p. 31)

Staff, student, and parent surveys will provide qualitative data which will be coded thematically to identify themes and emerging issues. (p. 31)

Weaknesses:

For Objective 2, the applicant needed to have included methods of assessment that will address not only the number of Salish digital resources and the number new IEFA units developed and posted to the website, but also the extent to which the newly developed digital resources and units are appropriate for addressing the objective of an "Increase in attendance rate of our Native American students by 2% a year". (pp. 32, 33)

Reader's Score: 26

Competitive Priority 1 - Increasing Postsecondary Success

1. Competitive preference priority points for Priorities 1 and 2 only to applications with a score of 75 or higher.

Projects that are designed to address the following priority area:

Increasing the number and proportion of high-need students (as defined in this notice) who are academically prepared for and enroll in college or other postsecondary education and training.

Note: High-need children and high-need students means children and students at risk of educational failure, such as children and students who are living in poverty, who are English learners, who are far below grade level or who are not on track to becoming college- or career-ready by graduation, who have left school or college before receiving, respectively, a regular high school diploma or a college degree or certificate, who are at risk of not graduating with a diploma on time, who are homeless, who are in foster care, who are pregnant or parenting teenagers, who have been incarcerated, who are new immigrants, who are migrant, or who have disabilities.

Strengths:

A Leadership Class comprised of 7th and 8th graders will be responsible for creating and leading lessons for the mixed grade level CREW classes that meet twice a week and are required for all 7th and 8th grade students. The lessons for CREW will focus on reading strategies, study skills, and college career awareness. (p. 8)

Curriculum mapping and development will be completed based on the MCCS ELA College and Career Readiness anchor standards. (p. 8)

Weaknesses:

No weaknesses were noted.

Reader's Score: 10

Competitive Priority 2 - Enabling More Data-Based Decision-Making

1. Competitive preference priority points for Priorities 1 and 2 only to applications with a score of 75 or higher.

Projects that are designed to collect (or obtain), analyze, and use high-quality and timely data, including data on program participant outcomes, in accordance with privacy requirements (as defined in this notice), in one or more of the following priority areas:

- (a) Improving postsecondary student outcomes relating to enrollment, persistence, and completion and leading to career success.
- (b) Improving instructional practices, policies, and student outcomes in elementary or secondary schools.

Strengths:

All 8th grade students take ACT's EXPLORE assessment to provide individual and system data on college and career readiness. (Abstract)

Individual Learning Plans for each EL student will measure and monitor growth. Data to be used will include DIBELS, Early Reading Observation Survey, the Core Reading Program Formative Assessment, and Measures of Academic Progress (MAP). (p. 7)

Weaknesses:

No weaknesses were noted.

Reader's Score: 5

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Last Updated: 03/08/2013 08:15 PM

Technical Review Coversheet

Applicant: Arlee Joint School District #8 (T365C130008)
Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	30	26
Quality of Project Personnel		
1. Project Personnel	10	9
Quality of the Management Plan		
1. Management Plan	30	23
Quality of the Project Evaluation		
1. Project Evaluation	30	25
Sub Total	100	83
Competitive Priority 1		
Increasing Postsecondary Success		
1. Postsecondary Success	10	10
Sub Total	10	10
Competitive Priority 2		
Enabling More Data-Based Decision-Making		
1. DataBased Decision Making	5	5
Sub Total	5	5
Total	115	98

Technical Review Form

Panel #2 - Native American Program - 2: 84.365C

Reader #2: *****

Applicant: Arlee Joint School District #8 (T365C130008)

Questions

Selection Criteria - Quality of Project Design

1. The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:

(i) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. (20 points)

Note: For example, applicants might, in addressing this factor, include in their application ambitious, measurable objectives that reflect the performance measures discussed in section VI of this notice regarding improved student English language proficiency and reading proficiency, and that include annual targets of expected student achievement in English language proficiency and in reading proficiency. Applicants also might include measurable objectives that reflect all or some of the competitive preference and invitational priorities, if they choose to address those priorities.

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

(iii) The extent to which the proposed project encourages parental involvement. (5 points)

Strengths:

The overall goal (p.3) of improving the English proficiency of high-need student so that they are academically prepared for post-secondary education is well-supported by specific and measurable objectives (p.5-19) and the activities are designed for students, educators and parent engagement. The activities are designed to improve student achievement.

The partnerships, literacy coaching, development of curriculum, and acquisition of resources are components of this comprehensive project model which is aligned to the needs of students. The project is likely to yield positive outcomes during and beyond the funding cycle (p.17).

Weaknesses:

On page 9, the applicant provides a description of activities for native language development with technology integration and a summer institute. Although these activities support native language development and cultural congruence (applicant citation of Banks, 2008), it is not clear how these activities will result in the intended outcome of increasing attendance during the school year.

Reader's Score: 26

Selection Criteria - Quality of Project Personnel

1. The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the following factors:

(i) The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. (2 points)

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

(iii) The qualifications, including relevant training and experience, of key project personnel. (4 points)

Strengths:

The qualifications and relevant experience of the project director indicate that this individual has direct experience with similar projects. The project director also has substantial credentials to support the role and responsibilities specified for the proposed project (p.19).

The staffing model provides structure and support to meet the goals and objectives of the project (pp.19-24). The inclusion of roles and responsibilities of various project staff across the organization, the board and collaboration with a consultant and other project partners support the institutionalization of the proposed project (pp.22-24).

Weaknesses:

The applicant indicates that the Salish language instructor's prerequisite credentials "require a valid Montana Teaching Certificate", but that "teaching experience...is not required" (p.18). Since direct instruction through this project is planned, it would be appropriate for this individual to have teaching experience. Additionally, the project activities indicate that the role of the Salish language instructor includes the integration of technology-based resources (p.9). As such, the relevant demonstrated capacity to work with technology-based language instructional materials and technology tools to successfully accomplish the activities would be appropriate.

Reader's Score: 9

Selection Criteria - Quality of the Management Plan

- 1. The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. (30 points)**

Note: For example, applicants, in addressing this criterion, might include in their application information on how management activities support the accomplishment of each objective, costs associated with the accomplishment of each objective, persons responsible for each management activity, and timeframes for the completion of each management activity.

Strengths:

The applicant has organized each management task with staff, time, and costs (pp.24-28) that are aligned to the project design.

Weaknesses:

Objective #2 on the Management Plan (p.26) is focused on the increase of student attendance. This objective is insufficiently supported by the management tasks that address the recruitment and identification of a Salish Language Teacher, the development of digital resources, and a Summer Institute.

The applicant acknowledges that "ongoing management activities" (p.24) are provided on the management plan, yet no specific milestones are integrated as part of the plan. Specific milestones based on the activities would demonstrate the accomplishments at specific points during the funding cycle.

Reader's Score: 23

Selection Criteria - Quality of the Project Evaluation

1. The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the following factors:
 - (i) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. (5 points)
Note: For example, applicants, in addressing this factor, might include in their application information on how each proposed objective, including those objectives addressing competitive priorities and invitational priorities (if the applicants choose to address those priorities), will be evaluated.
 - (ii) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible. (15 points)
Note: For example, applicants, in addressing this factor, might include in their application information on how the proposed project will collect, analyze, and report quantitative data on the performance measures discussed in section VI of this notice.
 - (iii) The extent to which the methods of evaluation provide for examining the effectiveness of project implementation strategies. (5 points)
 - (iv) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. (5 points)

Strengths:

Objective performance measures frame the evaluation plan which is based on a Logic Model. The evaluation plan includes internal and external evaluation (pp.29-30).

The methods of evaluation include formative and summative assessment data and permit the applicant to monitor and assess progress toward achieving the intended outcomes (pp.29-31).

Weaknesses:

The evaluation of objective #2 which is focused on attendance is based on the implementation of a Salish course, and the increase in the number of digital resources (p.33). The application does not adequately explain how services to improve attendance will be monitored and evaluated for their effectiveness.

Reader's Score: 25

Competitive Priority 1 - Increasing Postsecondary Success

1. Competitive preference priority points for Priorities 1 and 2 only to applications with a score of 75 or higher.

Projects that are designed to address the following priority area:

Increasing the number and proportion of high-need students (as defined in this notice) who are academically prepared for and enroll in college or other postsecondary education and training.

Note: High-need children and high-need students means children and students at risk of educational failure, such as children and students who are living in poverty, who are English learners, who are far below grade level or who are not on track to becoming college- or career-ready by graduation, who have left school or college before receiving, respectively, a regular high school diploma or a college degree or certificate, who are at risk of not graduating with a diploma on time, who are homeless, who are in foster care, who are pregnant or parenting teenagers, who have been incarcerated, who are new immigrants, who are migrant, or who have disabilities.

Strengths:

The applicant provides sufficient demographic and achievement data that demonstrate the significant need of project students (p.1-3), and the services are designed to provide students with preparation for post-secondary educational opportunities (pp.5-8).

The applicant intends to monitor and assess qualitative/perceptive data to understand the extent to which students plan to attend college.

Weaknesses:

Reader's Score: 10

Competitive Priority 2 - Enabling More Data-Based Decision-Making

1. Competitive preference priority points for Priorities 1 and 2 only to applications with a score of 75 or higher.

Projects that are designed to collect (or obtain), analyze, and use high-quality and timely data, including data on program participant outcomes, in accordance with privacy requirements (as defined in this notice), in one or more of the following priority areas:

- (a) Improving postsecondary student outcomes relating to enrollment, persistence, and completion and leading to career success.
- (b) Improving instructional practices, policies, and student outcomes in elementary or secondary schools.

Strengths:

The applicant plans to utilize a variety of data throughout the funding cycle to monitor progress and achieve the intended outcomes. Data sources included state, national, and local assessments, surveys, and logs (pp.32-34).

Weaknesses:

Reader's Score: 5

Status: Submitted
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