

Program Goals, Objectives, and Strategies

Goals	<ol style="list-style-type: none"> 1. Provide rigor and relevance in content and instruction for Alaska native students which will accelerate their growth from grade-to-grade and from grade-to-graduation in order to reduce school failure and dropout rates.
Objectives	<ol style="list-style-type: none"> 1.1 Develop curriculum materials that will be replicable in middle and high schools throughout Alaska. 1.2 Positively improve instructional practices enhancing student language learning by providing a series of professional development opportunities to teachers. 1.3 Provide direct instruction for the target students in partnership with JSD teachers to affect the goal of significantly higher level of academic achievement through intensive language development strategies, incorporation of Lingit language and culture into target schools. 1.4 Involve 100 parents in all project activities to assure success of our students and to best support parents as children's first teachers.
Strategies	<ol style="list-style-type: none"> 1. Professional development 2. Developmental Language Process 3. Curriculum/materials development and delivery 4. Place-Based and Culturally Responsive Emphasis (PBE/CRE) 5. Differentiated instruction 6. Motivational enhancement 7. Encourage motivational field trips to college campuses to talk about pathways to college

Grantee	State
Kuspuk School District	AK
Project Title	
Literacy for Two Worlds II	

Award year:	2011
Contact information/Website:	www.kuspuk.org
Grade levels served:	K-12
Native language:	Yup'ik
Number of students served:	245 each grant year
Priority areas:	<ul style="list-style-type: none"> • Increasing Postsecondary Success • Enabling More Data-Based Decision Making • Supporting Native American Language Instruction • Parental Involvement to Improve Early Learning Outcomes and Success

Grantee Abstract
<p>Kuspuk School District will implement an electronic individual learning plan based on assessment data. These plans will serve as an intake mechanism for teachers to identify and monitor student needs and support needed. Additionally, families and community elders learn how to use and interpret student data to help them understand literacy levels and make informed decisions about the students' education. Professional development will include multiple day workshops on the reading process and accompanying materials. Professional Learning Communities will help to maintain the knowledge and skills learned in the professional development sessions. The project also will facilitate the adoption and implementation of the Saxon Spelling and Phonics and Scholastic Guided Reading in core areas. Alaska themed books will be used with literature circles, Reader's Theater and Renaissance Learning assessment and reading programs such as STAR Early Literacy, STAR Reading, Accelerated Reader, and Successful Reader. A family component will encourage students to bring family pictures, share favorite stories or songs from home, and ask family members to share aspects of their culture at school.</p>

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Goals	<ol style="list-style-type: none"> 1. LEP Students will increase academic achievement. 2. LEP students will increase their English language proficiency. 3. More LEP students will enroll in post-secondary institutions and will be better prepared for success at that level.
Objectives	<ol style="list-style-type: none"> 1.1 By the end of the project period, 10% more of LEP students that complete the project will score proficient or advanced on the reading portion of the Standards Based Assessment (SBA). 1.2 By the end of the project period, 10% more of LEP students that complete the project will score proficient or advanced on the writing portion of the SBA. 2.1 By the end of the project period, 5% more of LEP students that complete the project will score at proficient level (level 5 or 6), on the Alaska English Proficiency Test. 2.2 By the end of the project period, an additional 8% of students that complete the project will show progress from the previous year on the Alaska English Proficiency Test. 3.1 By the end of the project period, 8% more LEP students that complete the program will score proficient in the reading portion of the High School Graduation Equivalency Exam (HSGQE). 3.2 By the end of the project period, an increase of 10% more LEP students will graduate from high school in four years. 3.3 By the end of the project period, an increase of 5% more LEP students will enroll in post-secondary institutions.
Strategies	<ol style="list-style-type: none"> 1. Implement an intensive comprehensive literacy plan; develop and implement a structured professional development and support program for reading, delivery and scaffolding of instruction in reading, and the use of instructional assessments and data analysis.

Grantee	State
North Slope Borough School District	AK
Project Title	
Preparing Students for Success	

Award year:	2011
Contact information/Website:	http://www.nsbds.org//Domain/4
Grade levels served:	9-12
Native language:	Liiupiaq
Number of students served:	105
Priority areas:	<ul style="list-style-type: none"> • Increasing Postsecondary Success • Enabling More Data-Based Decision Making • Parental Involvement to Improve Early Learning Outcomes and Success

Grantee Abstract

North Slope Borough School District will implement a program for high school Alaskan Native and other students with limited English proficiency and their families. The program will focus on credit recovery and intensive reading instruction to help increase the number and proportion of high-needs students enrolled in college or other post-secondary education and training. The project staff will use videoconferencing and village-based mentors to work with students during, before and after school hours. Also included in the program is an intensive intervention course in reading and writing and credit recovery courses. Credit recovery courses will use SIOP strategies and materials that will help students meet State standards and Grade Level Expectations (GLEs). Professional development will focus on peer mentoring, SIOP, assessment instruments and developing individual learning and credit recovery plans for targeted students.

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Goals	<ol style="list-style-type: none"> 1. Improve English Learner and high-needs student achievement in school; increase the number and proportion of high-needs students who are academically prepared for and enroll in college or other postsecondary education and training.
Objectives	<ol style="list-style-type: none"> 1.1 Increase the proficiency level of students in reading in grades 9 and 10 by showing a 10% improvement in the percent proficient in reading for the EL subgroup, on State Standards Based Assessment (SBA) results. 1.2 Increase the proficiency level of students "making progress" in English by showing 10% improvement in the percent proficient in students making progress in the state of Alaska English language proficiency (ELP) assessment. 1.3 Increase the level of students who attained proficiency in English by showing 10% improvement in the percent of students who attained proficiency in the state of Alaska English language proficiency (ELP) assessment. 2.1 The percentage of high school students that complete high school with a diploma (passing the HSGQE and meeting credit requirements) will increase from 84% of high school completers (the previous three year average) to 94% of students that complete high school per year starting in the 2011/12 school year. 2.2 At least 17% of high needs students (or were high needs students when in grades 9, 10, 11, or 12) will enroll in post-secondary education or training within 5 months of earning a high school diploma or certificate. 2.3 Based on beginning of the school year compared to end of the school year assessments, 70% of high-needs students will increase their Achieve3000 Lexile Scores in reading by the equivalent of at least 1.5 years of reading growth. 30% of high-needs students will increase their Achieve3000 Lexile Scores by the equivalent of 1 year to 1.5 years of reading growth. 3.1 Each of the Preparing Students for Success schools will meet the Graduation Rate Indicator threshold for Adequate Yearly Progress starting in the 2011 /2012 school year; each school will increase the graduation rate by 10 percent per year or to be higher than the state of Alaska graduation rate for all students. 3.2 By the end of the 2011/12 school year, there will decrease by 20% the number of students that are behind in credit, with a 10% decrease in the number of students that are behind in credit in subsequent years. 3.3 To increase the proficiency level of students in reading in grades 9 and 10 by showing a 10% improvement in the percent proficient in reading for the schools as a whole and the following subgroups: Alaska Native, Economically Disadvantaged, and Students with Disabilities. 3.4 By the end of the 2011/12 school year, establish a district wide procedure for students to recover credit including procedures for a 10 day grade change, credit recovery, and extra day courses and have six (6) approved Credit Recovery course plans.
Strategies	<ol style="list-style-type: none"> 1. Professional development activities- peer mentoring (with content area teachers and the district literacy coach and EL district facilitator);SIOP training; Consortium On Reading Excellence (CORE); Inupiaq Learning Framework; assessment tools including Achieve 3000, AIMSweb and MAP; video conferencing and distance

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| | <p>delivery software training; and training in developing Individual Learning Plans.</p> <p>2. Community and parent involvement activities- The North Slope Borough School District has Individual Learning Plans for all students pre-K through grade 12. High-risk students that are behind in credit (ELs and non-ELs) will have an additional individual credit recovery plan developed with the parent, student and the district credit recovery teacher and/or school mentor that includes commitments from the school as well as the parent/students. This specific plan will be reviewed and/or adapted at semester and at the end of the school year by the parent, student and teacher.</p> |
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Grantee	State
Rocky Boy Schools	MT
Project Title	
Rocky Boy School Native American Children in School Program	

Award year:	2011
Contact information/Website:	http://www.rockyboy.k12.mt.us/ starsreignandshine@rockyboy.k12.mt.us
Grade levels served:	Grades 1-8, 10, and 12
Native language:	Cree
Number of students served:	244
Priority areas:	<ul style="list-style-type: none"> • Increasing Postsecondary Success • Enabling More Data-Based Decision Making • Supporting Native American Language Instruction • Increasing Parental Involvement to Improve Early Learning Outcomes and Success

Grantee Abstract

Rocky Boy Public Schools and Tribal Elders conduct annual cultural sensitivity training for all teachers. This training will help teachers, both native and non-native, learn about the unique background of our students when preparing classroom lessons and activities. The students will use reading comprehension workbooks to provide practice in grade level reading comprehension passages and include answering multiple choice questions and open-ended questions to acquire reasoning skills and composition. The English Language Arts workbooks will help students learn the writing process and produce clear, direct and compelling results. A new English teacher will provide supplemental instruction to high-needs students and will incorporate the Cree language and culture into the curriculum. Parent activities include ongoing electronic and written correspondence, quarterly parent teacher conferences, family fun nights and encouraging families to visit the school anytime. The schools also will conduct recognition ceremonies that will involve students, families, and the community.

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Goals	1. To develop high levels of academic attainment in English among American Indian K-12 students in Rocky Boy School District (RBS), of whom 24% are English learners, and to promote parental and community participation in language instruction
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	educational programs.
Objectives	<ol style="list-style-type: none"> 1. Improve English Proficiency: During the project period of September 1, 2011 to August 31, 2016, RBS will improve Rocky Boy School District's K-12 student population's English language and reading proficiency by an average of at least 10% as measured by the Montana Comprehensive Assessment System (Montana Office of Public Instruction English Language Proficiency Test) student proficiency pass rates, as evidenced by official test results, program records, and external evaluation reports. 2. Parental Involvement: During the same project period, RBS will increase parental involvement within the school system by at least 5% per year as evidenced by parent sign-in sheets, teacher communication logs, program records, and external evaluation results. 3. Cultural Sensitivity Training: During the same project period, RBS will provide at least one (1) Cultural Support Services Cultural Sensitivity Training to the Rocky Boy School District's K-12 teachers as evidenced by sign-in sheets, event evaluations, program records, and external evaluation reports. 4. College Enrollment: During the same project period, RBS will increase college enrollment of Rocky Boy School District's students by at least 3% (from 37% to 52% over 5 years), as measured by the rise in alumni post-secondary institutions attendance, as evidenced by student tracking forms, program records, and external evaluation results. 5. Data-Driven Decision Making: During the same project period, RBS will complete at least 9 external evaluation reports per year for the purpose of enhancing qualitative and quantitative data of which improve institution-wide decision making as measured by program records, on-site evaluations, and completed reports.
Strategies	<ol style="list-style-type: none"> 1. Provide comprehensive English language and reading proficiency instruction, prepare students for MontCAS testing, and extensive college preparatory activities. 2. Research and collect data from other successful programs implemented among Native American populations for the purpose of improving instructional practices. Implement components of the successful programs at RBS for an outcome of improved instructional practices. 3. Provide constant communication between leaders and parents, printed and electronic correspondence, and an open door policy at RBS. 4. Hire a teacher whose main focus will be teaching and improving reading proficiency and the English language among 3rd through 10th grade students. The teacher will preferably be Native American, and the Cree language and culture will also be implemented into the curriculum. 5. Professional Development: Cultural Sensitivity Training for all teachers, to be implemented by our Tribal Cultural Support Services with the assistance of Tribal Elders; attend the annual Montana Indian Education Association, Montana Education Association, and National Association of Bi-lingual Education conferences. 6. Promote parent involvement through a variety of activities including ongoing electronic and written correspondence, quarterly parent teacher conferences,

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family fun nights, and the promotion of an open door policy at the School. Additionally, implement the Reading to Parents program for 1st to 3rd grades and college readiness curriculum for 6th and 12th grade students. Both the college readiness curriculum and Reading to Parents program will include recognition ceremonies that will involve students, families, and the community.

Grantee	State
Missouri River Educational Cooperative	ND
Project Title	
Cultural and Interdisciplinary Resource Centers for Language Enhancement (CIRCLE) Project	

Award year:	2011
Contact information/Website:	http://mrecnd.org/
Grade levels served:	6-12
Native languages:	Arikara, Hidatsa, Mandan and Dakota/Lakota
Number of students served:	652
Priority areas:	<ul style="list-style-type: none"> • Increasing Postsecondary Success • Enabling More Data-Based Decision Making • Supporting Native American Language Instruction • Increasing Parental Involvement to Improve Early Learning Outcomes and Success

Grantee Abstract
<p>The Missouri River Education Cooperative will design and implement the CIRCLE Project to provide targeted secondary students supplemental instruction, career building and cultural activities. Project activities include professional development about World Class Instructional Design and Assessment (WIDA), English language proficiency standards and assessment, data-based decision-making and information about local Native American culture and language. Project goals and activities will focus on supporting post-secondary success, improving data collection, connecting home and school and conducting professional development. The project team will develop an online portfolio to include student information that will support focused, student-based instructional plans. This online system also will benefit students who transfer from school to school.</p>

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Goals	<ol style="list-style-type: none"> 1. To increase the post-secondary success of Native American students in the Missouri River Educational Consortium. 2. To improve the capacity of school districts in the Missouri River Educational Consortium to make data-based decisions regarding Native American students. 3. Enhance School/Community connections to support student learning. 4. To increase skills of instructional staff to meet the cultural and linguistic needs of Native American students.
Objectives	<ol style="list-style-type: none"> 1.1 By the end of the project, 40% of NA project students will enroll in post-secondary institutions of education. 1.2a By the end of the project, 60% of NA students will score proficient or higher on the annual state achievement test in math. 1.2b By the end of the project, 60% of NA students will score proficient or higher on the annual state achievement test in ELA. 1.3a By the end of the project, NA students' ELP, as measured by the ACCESS test, will increase by 2 levels. 1.3b By the end of the project, 75% of NA students will attain proficiency in English, as measured by the ACCESS test. 1.4 By the end of the project, 60% of NA students will graduate from high school. 2.1 By the end of the project period, the school districts (SDs) in the MREC will have more data on which to base decisions, as measured by an increase of at least 5 data elements related to Native American students collected by SDs and maintained in the data warehouse. 2.2 By the end of the project period, staff will have more information about students' knowledge and skills, as measured by the completion of online student portfolios. 2.3a By the end of the project period, staff will have more information about the needs of students who have graduated, as measured by the staff-developed survey of graduated students. 2.3b By the end of the project period, staff will have more information about the successes of students who have graduated, as measured by a staff-developed survey of graduated students. 2.4 By the end of the project period, staff will have the knowledge to make data-based decisions, as measured by a project-developed assessment. 3.1 By the end of the project period, community members will provide a minimum of 4 cultural activities each year for each grade grouping (e.g., grades 6-8, 9-12). 3.2 By the end of the project period, the Parent Advisory Council will be actively involved in school and grant activities, as measured by their participation in Advisory Council Meetings, PTO meeting, and decision-making meetings within the school (e.g., entry/exit for EL students, students with special needs, and behavior decisions). 3.3 By the end of the project period, there will be a minimum of 2 culturally relevant units in math, science, and language arts for each grade grouping. 4.1 Increase the skills of instructional staff in using culturally appropriate strategies to address students' ELP needs, as measured by project-developed assessment(s) of teaching strategies and assessment of students' ELP.

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	<p>4.2 Increase the skills of instructional staff in using classroom strategies that work for Native American ELs, as measured by project-developed assessment(s) of teaching strategies and assessment of students' content-area achievement.</p> <p>4.3 Increase staff knowledge of students' heritage language, culture and history of North Dakota tribal nations, as measured by project-developed assessment(s) of staff knowledge.</p>
Strategies	<ol style="list-style-type: none"> 1. Develop curriculum; track students who have left the system; include post-secondary options in school coursework; hold after school groups involving career discussion; establish MREC web-interdisciplinary Resource Center; incorporate ESP standards-based activities into curriculum. 2. Assess current data collection system; assess needs for online student portfolios; and coordinate with businesses. 3. Parent involvement, cultural and language activities and materials development. 4. Professional development in English Language Proficiency Standards and Assessment, instructional strategies for Native American ELs, data-based decision-making for educators, Native Language and Culture.

Grantee	State
Turtle Mountain Community College	ND
Project Title	
Zhaabwii Learning Center	

Award year:	2011
Contact information/Website:	www.turtle-mountain.cc.nd.us
Grade levels served:	College Level
Native language:	English (dominant), Ojibwa, Cree, French
Priority areas:	<ul style="list-style-type: none"> • Increasing Postsecondary Success • Enabling More Data-Based Decision Making

Grantee Abstract

The Turtle Mountain Community College (TMCC) project focuses on newly graduated students, LEP students entering college, continuing LEP students, and college dropouts. Project activities include outreach and recruitment, a bridge program for high school graduates transitioning to college, a computer assisted learning center to help facilitate English Language acquisition, tutoring, identification of students struggling to stay in school and developing learning cohorts to build student support systems. The bridge program is an intensive summer program for students entering college. During the summer, students engage in coursework based on the Seven Teachings of the Anishinaube that is a culturally relevant program to help students understand their cultural heritage. Students are assessed throughout the program using a locally developed test.

Program Goals, Objectives, and Strategies	
Goals	<ol style="list-style-type: none"> 1. To increase student proficiency in English language. 2. To promote postsecondary retention and completion.
Objectives	<ol style="list-style-type: none"> 1.1 Fifteen students will participate in the summer program each year with 60% having an English proficiency gain of at least 30% based on pre and posttest performance. 1.2 Each year, 40 first time/first year/high need students will be admitted to TMCC with at least fifty percent of the cohort completing a college level English course within three semesters of entry. 1.3 Each year, 10 high need continuing TMCC students will be admitted with at least 70% maintaining satisfactory progress (2.00 GPA) in current courses. 2.1 Each year, 10 high need students will be readmitted to TMCC with at least 70%

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Goals	<ol style="list-style-type: none"> 1. Increase the English Language Proficiency of MAS students. 2. Increase the Apache Language Proficiency of MAS students. 3. Increase the preparedness of MAS students for post-secondary education and training.
Objectives	<ol style="list-style-type: none"> 1. Hire two additional Apache Language Teachers to improve our student/teacher ratio. 2. Incorporate additional reading, writing, and grammar in Apache language instruction. 3. Develop additional Apache language educational materials. 4. Provide additional education and training for Apache Language Program personnel. 5. Increase parent and guardian participation at MAS. 6. Enhance cooperation, communication, and coordination of effort between the Apache Language Program, the MAS Reading Program, and other programs and departments in the MAS Professional Learning Community. 7. Objectively and regularly evaluate our program focusing not only on our students' proficiencies, but also on the effectiveness of project implementation and on progress toward achieving project outcomes. 8. Incorporate data-based decision-making.
Strategies	<ol style="list-style-type: none"> 1. Hire two additional Apache Language Teachers to improve our student/teacher ratio. 2. Incorporate additional reading, writing, and grammar in Apache language instruction. 3. Develop additional Apache language educational materials. 4. Provide additional education and training for Apache Language Program personnel. 5. Increase parent and guardian participation at MAS. 6. Enhance cooperation, communication, and coordination of effort between the Apache Language Program, the MAS Reading Program, and other programs and departments in the MAS Professional Learning Community. 7. Objectively and regularly evaluate our program focusing not only on our students' proficiencies, but also on the effectiveness of project implementation and on progress toward achieving project outcomes. 8. Incorporate data-based decision-making.

Grantee	State
Grand View School	OK
Project Title	
Literacy Through Language Enhancement	

Award year:	2011
Contact information/Website:	www.csd4.k12.mo.us
Grade levels served:	PK-8
Native language:	Cherokee
Number of students served:	146
Priority areas:	<ul style="list-style-type: none"> • Supporting Native American Language Instruction • Parental Involvement to Improve Early Learning Outcomes and Success

Grantee Abstract

Grand View School is implementing Literacy through Language Enhancement (LTLE), a comprehensive, multifaceted project to improve children’s school readiness by increasing parent knowledge of early childhood development, improving parenting practices, providing early detection of developmental delays and health issues, and preventing child abuse and neglect. Project activities include:

1. Implementing a comprehensive literacy improvement program which will include a reading lab and classroom reading materials and assessments;
2. Conducting monthly evening classes for parents and community members;
3. Conducting after-school Cherokee Language classes, presentations and hands-on activities; and
4. Establishing a data-driven plan to support individualized instruction and impact the effectiveness of classroom instruction.

Program Goals, Objectives, and Strategies

Goals	<ol style="list-style-type: none"> 1. Involve 80% of all Native American district families with pre-school aged children in the Parents as Teachers portion of the project. 2. To increase the number of Native American students scoring proficient or higher on the O.C.C.T. by 10% per year and to improve reading scores for Grand View School to meet Oklahoma's AYP by the end of the first year of the project. 3. 100% of Grand View School's reading teachers, parent educator and administrators will be trained in Literacy First and Triumph Learning each year of the 5 year project. 4. Impact 50% of Native American students as indicated by their family's attendance at evening classes each year of the project. 5. Involve 90% of all of the district's Native American students in the after-school program during each year of the project. 6. Establish a collection of assessment data using multiple resources to create a data driven plan to support individualized instruction and impact the effectiveness of classroom instruction.
Objectives	<ol style="list-style-type: none"> 1.1 Hire a Parent Educator. 1.2 Parents as Teachers affiliation 1.3 Training for Parent Educator 1.4 Enroll pre-school district resident families in the Parents as Teachers program. 1.5 Improve children's school readiness and success through enhanced- Cognitive abilities and general knowledge; Language and literacy skills; Social-emotional development; Motor skills; Physical well-being; Ability to learn; and Academic Achievement. 1.6 Children will have fewer unidentified and un-remediated developmental delays. 1.7 Children will have fewer unaddressed vision/hearing/health issues. 1.8 Grand View School will have a reduction in school-age placements in special education. 1.9 Parents will be more involved in school and community and will show improved-involvement in their child's education and learning; Support of their child's school attendance; and Parent-teacher relationships. 2.1 Hire a Reading Specialist and two Reading Assistants for the implementation of a reading lab. 2.2 Supply reading lab, reading teachers and computer lab with materials specified in the literacy improvement plan. 2.3 Provide individualized instruction plans for each student and class based on assessments. 2.4 Improve the school's AYP in reading from 833 to 1206 by the end of the 2012 school year. 2.5 Schedule all aspects of Literacy Improvement Plan. 3.1 Literacy First Phase I and Phase II training 3.2 Literacy First Phase III & Phase IV 3.3 Literacy First Phase V 3.4 Triumph Learning Train the Trainer 3.5 Triumph PD 3.6 P.A.T. 3-K Training

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	<ul style="list-style-type: none"> 3.7 P.A.T. Retraining 4.1 Parents will be more involved in school and community and will show improved: Involvement in their child's education and learning; Support of their child's school attendance; and Parent-teacher relationships. 5.1 Hire a Cherokee Language Specialist and Assistant. 5.2 Schedule after school activities. 6.1 Each child will be assessed with no less than 3 assessment tools per year; Literacy First will be used monthly and DRA quarterly on every single child; O.C.C.T. will be used on 3rd-8th grade students. 6.2 Create a digital file with all data for all students to identify each child's progress and class trends.
<p>Strategies</p>	<ul style="list-style-type: none"> 1. Personal contact to all identified families; minimum monthly personal visits to the home using Born to Learn Curriculum plans; a minimum of one screening per program year conducted in the following areas: developmental progress regarding cognitive, language, social-emotional, and motor skills and ELL; vision/hearing/health screenings; a minimum of monthly site based group meetings; and a connection will be made with community activities, groups or general enrichment opportunities, health/mental Health professionals, social service agencies, early intervention. 2. Order leveled books, coach reading, GPS OCCT Kits, Buckle Down, Reading Intervention Kits, ICORE Ladders to Success; implement a comprehensive literacy improvement program; Assessments: DIBELS annually, Literacy First monthly, ORA quarterly, STAR reading at least twice per year, O.C.C.T. and ELL annually; Various Reading Lab or other reading program time each day for all grades. 3. Teacher training (Literacy First, Triumph Learning) 4. A connection will be made with community activities, groups or general enrichment opportunities, health/mental Health professionals, social service agencies, and college bound activities. 5. Schedule Cherokee language lessons for the first hour of after school program; schedule cultural activities for second hour of after school program. 6. ELL annually, Literacy First assessments using MyDataFirst for all PK-8 students 3 times per year; DRA assessments for all PK-8 students 3 times per year; DIBELS assessment on all PK-3 students once per year; STAR Reading assessment performed on all students K-8 twice per year; O.C.C.T. assessment for all 3-8 students once per year.

Grantee	State
Shannon County School District	SD
Project Title	
A Cross-Content, Culturally-Congruent, Supplemental Balanced Literacy Program: Empowering Teachers and Empowering Students (ETES)	

Award year:	2011
Contact information/Website:	www.shannon.ws
Grade levels served:	K-8
Native language:	Lakota
Number of students served:	450-1500
Priority areas:	<ul style="list-style-type: none"> • Increasing Postsecondary Success • Enabling More Data-Based Decision Making • Supporting Native American Language Instruction • Increasing Parental Involvement to Improve Early Learning Outcomes and Success

Grantee Abstract

The Shannon County School District’s cross-cutting, culturally congruent, supplemental balanced literacy program is designed to empower both teachers and students. The program will focus on developing curriculum and conducting professional development and implementing collaborative teaching. Reservation teachers and staff will develop a supplemental curriculum: *Creating Sacred Places for Students (K-8)* that will demonstrate how to integrate curriculum across social studies and science into the existing balanced literacy program. Additionally, the project staff will integrate Lakota culture and language into all activities. Videotaping will facilitate peer-sharing of all training activities across participating schools and teachers. The project will include family and community involvement and will focus on families of EL students and parents of preschool children.

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Goals	<ol style="list-style-type: none"> 1. Improve the academic performance of LEP Native American students, K-8, attending Shannon County School District (SCSD).
Objectives	<ol style="list-style-type: none"> 1. Each year of the project, 10% of the SCSD Native American EL students, K-8, will move from below basic or basic to proficient or advanced in reading, as measured by the Dakota State Test of Academic Progress (DSTEP). 2. Each year of the project, 75% of all SCSD Native American EL students will demonstrate progress in English proficiency on the state-required English language proficiency assessment (WIDA-ACCESS). 3. Each year of the project, 10% of all SCSD Native American LEP students will move from below basic or basic to proficient or advanced in English proficiency, as measured on the state-required English language proficiency assessment (WIDA-ACCESS). 4. Each year of the project, the number of SCSD eighth grade graduates who actually enroll in high school and complete their ninth grade year will increase by 10%, as measured by reservation-wide enrollment data. 5. Beginning in Year 1, and continuing over the course of the project, additional project data will be added to the data-driven decision making strategies already in place throughout the district and will be used to create longitudinal data to support continuous improvement and reflection as measured by annual reports to the superintendent, the school improvement team, various district PLCs, and parents. Each year of the project, the staff and student efficacy, in relation to project strategies, will increase by 10%, based on baseline data collected during the first year.
Strategies	<p>Proposed Professional Development Activities:</p> <ol style="list-style-type: none"> 1. The ETES project will use an external consultant to train five project staff in the use of a culture-based, cross-content (social studies and science) balanced-literacy curriculum (Creating Sacred Places for Students). 2. In turn, project staff will collaborate with classroom teachers, model, and co-teach using these integrated culture-based curricula. 3. The project staff and the project consultant will enable peer sharing (through videotaping, for example) across classrooms and among schools. 4. Project resources will be used to sponsor an annual ten-day Summer Institute, facilitated by the external consultant and project staff to develop additional Pine Ridge specific cross-content units. 5. The ETES project will support a "grow your own" teacher development program for teacher aides.

Grantee	State
Chief Leschi Schools	WA

Grant award year:	2011
Contact information/Website:	www.leschischools.org
Grade levels served:	4-12
Native language:	Puyallup Salish
Priority areas:	<ul style="list-style-type: none"> Increasing Postsecondary Success Enabling More Data-Based Decision Making

Grantee Abstract

Chief Leschi Schools will assess and develop an individualized education plan for all students not making progress towards achieving state standards measured through benchmark assessments. The ultimate outcome of the project is to increase English proficiency to support college success. Students will engage in academic learning and other activities, such as college visits, that will help improve oral and written English and performance in pre-college classes. Academic learning and basic literacy proficiency will be undertaken using a three-tier model that includes delivering supplemental literacy activities to targeted LEP students in an ELL classroom that uses authentic learning that is content based. The authentic learning activities will include Salish stories, songs and poetry.

Program Goals, Objectives, and Strategies

Goals	<ol style="list-style-type: none"> 1. Conduct frequent, systematic, and comprehensive assessment activities related to clear grade-level expectations that ultimately demonstrate on-grade-level proficiency. 2. Further develop a coherent instructional design that is integrated with the three-tier model in both scheduled ELL class and regular content area classes. 3. Conduct sustained professional development directly linked to effective practices in assessment and instruction; particularly for vocabulary development and comprehension improvements. 4. Enrich the oral language of each learner.
Objectives	<ol style="list-style-type: none"> 1. By June 30 of each year, at least 75% of project students will have improved their performance on the Washington State reading assessment. 2. By June 30 of each year, lowest functioning ELL students (by referral) will have improved to at least 110% of baseline in use of Oral English. 3. The percentage of project students that score proficient on either the state writing assessment (grades 4, 7, and 10) or Measures of Academic Progress

Program Goals, Objectives, and Strategies

	<p>(MAPs) Writing assessment will increase by 10%.</p> <ol style="list-style-type: none"> 4. An annual drop-out rate reduction of at least 1% from baseline will be demonstrated by students participating in the program at least 165 hours. 5. Parents and community members will report at least an 85% satisfaction rating. Stakeholders will indicate project activities and outcomes to be helpful, enjoyable, and/or of high quality. 6. By June 30, 2012, an average of 300 parents and community members will have participated in one or more of the parent/community involvement activities.
Strategies	<ol style="list-style-type: none"> 1. Increase the number and quality of language based student interactions designed around collaborative and experiential learning experiences, including exposure to college environments and expectations at an early age (beginning grade four). 2. Improve functional communication between and among teacher and students. 3. Enhance data-driven improvements in differentiated instruction per student needs. 4. Use culturally relevant thematic units to organize instruction and academic content. 5. Use native Salish language in integrated lessons that build English skills. 6. Increase parental involvement in and awareness of instructional improvements.

Grantee	State
College of Menominee Nation	WI
Project Title	
CMN's LEP Project	

Award year:	2011
Contact information/Website:	www.menominee.edu
Grade levels served:	College level
Native language:	Various
Number of students served:	960
Priority areas:	<ul style="list-style-type: none"> Increasing Postsecondary Success

Grantee Abstract

The College of Menominee Nation (CMN) will facilitate and implement LEIP instructional strategies, revise the curriculum, and develop workshops for CMN and Menominee Indian School District (MISD) faculty and staff. These activities will help MISD and CMN develop strategies and curriculum through professional development to work with Native American youth, nontraditional students, and older college students. CMN will coordinate family events or workshops each semester for LEP students. The events will focus on how families can help their family member succeed in college and develop career options. A key component of the project will be to help teachers and faculty use data-based decision-making strategies to improve postsecondary outcomes such as graduation, persistence, completion and career readiness.

Program Goals, Objectives, and Strategies

Goals	<ol style="list-style-type: none"> Increase the English language proficiency of LEP children by providing a high quality language instruction educational program that is based on scientific research demonstrating the effectiveness of the program in increasing English proficiency and student academic achievement in core academic subjects. Provide high-quality LEP instructional strategy workshops for classroom teachers, principals, administrators and other school or community-based organizational personnel.
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Program Goals, Objectives, and Strategies

Objectives	<ol style="list-style-type: none"> 1.1 Annually, 50% of CMN's LEP program participants will score at a proficient level or above in the writing/composition/reading components on the Accuplacer and TABE tests and post service. 1.2 Annually, 80% of CMN's LEP program participants will increase their proficiency level on writing/composition/reading components on the Accuplacer and TABE tests and post service. 1.3 Annually, the number of MISD students entering CMN with proficient reading and writing/composition levels will increase based on the Accuplacer and TABE tests.
Strategies	<ol style="list-style-type: none"> 1. Hire/support LEP staff. 2. Establish and coordinate CMN LEP committee. 3. Review and modify current reading /writing assessments. 4. Develop and identify LEP student programming and recipients. 5. Provide individual and group tutoring. Provide writing and reading skills guidance and support. 6. LEP staff to increase technology resource use for the classroom and home to promote reading and writing. 7. Coordinate family events to promote reading, writing, and learning such as “downloading free books for your e reader” or “audio books for the preschooler”. 8. Implement contextualized learning in all technical education programs (electricity, building office technician, and welding). Utilize I-BEST techniques pairing an English/reading instructor with a technical instructor in the technical course classroom. This technique will target struggling students learn reading and writing skills while learning technical skills such as MS Power Point or welding. 9. Utilize e textbooks and accompanying online resources. Train technical and English/reading instructors and CMN students on how to most effectively use e text book and other online resources. 10. Incorporate technology to enhance reading and writing skills of students and their families. Utilize Facebook pages, Twitter, Word Press, and Smartphones for targeted educational purposes. 11. Weekly Lunch Book Club Activities Program for current CMN students. This could include: Download e books for pleasure or teach reading methods for helping younger readers. 12. Partner with the Public Library System to get access to free e books: Overdrive, Info Soup, etc. 13. Offer a 3-credit Student Success Strategies course utilizing On Course/with Study Skills textbook by Skip Downing to all CMN college students. Building reading and writing skills is an integral component of this course.

Grantee	State
Kashunamiut School District	AK
Project Title	
The Three C's Project (Cup'ik, Communication and Collaboration)	

Award year:	2013
Contact information/Website:	www.chevakschool.org
Grade levels served:	K-12
Native language:	Cup'ik
Number of students served:	306 in Year 1
Priority areas:	<ul style="list-style-type: none"> • Increasing Postsecondary Success • Enabling More Data-Based Decision Making • Supporting Native American Language Instruction • Parental Involvement to Improve Early Learning Outcomes and Success • Civic Learning and Engagement

Grantee Abstract

Kashunamiut School District will develop high levels of academic attainment in English among ELs and promote parental and community participation LIEPs. The project targets three main groups of education (parents, teachers and students) to increase their involvement in education with programs to specifically enhance their experience. Kashunamiut plans to provide professional development in data literacy and data teams training. They also plan to increase parental involvement in planning toward higher education and vocation training, data-based decision making, the Cup'ik immersion program, improving early learning outcomes, civic values and community engagement, and exploration of ancestral values. The expected outcomes include a statistically significant increase in academic achievement, students proficient in both Cup'ik and English, a statistically significant increase in English proficiency, children entering kindergarten will have school readiness skills, and an increase in the number of graduating seniors accepted into programs of higher education or vocational training.

Program Goals, Objectives, and Strategies

Goals	<ol style="list-style-type: none"> 1. Graduating seniors will be accepted into a postsecondary education program (college, institute, or university) or a training program (vocational or technical school) of their choice. 2. 100% of Chevak High School's non-traditional students will have the opportunity to complete course work that prepares them for success in the career of their choice. 3. Chevak faculty will utilize student data to make instructional decisions. 4. Students in grades K-3 in the Kashunamiut School District will attain proficiency in Cup'ik and a 10% increase in their ability to speak, read, and write in English. 5. Parents of Early-Childhood Education students of the Kashunamiut School District will play an active role in their children's early learning outcomes. 6. Students will show an increase in civic knowledge and values.
Objectives	<ol style="list-style-type: none"> 1.1. By May 2014, and each year of the project thereafter, 90% of Chevak High School seniors applying to postsecondary programs will be accepted into an education or training program of their choice as measured by letters of acceptance from higher education or training programs. 1.2. Beginning in Fall 2013, 100% of high school students will take four years of math, science, history/social studies and English. 1.3. By Fall 2016 there will be an increase of 10% in the number of the students pursuing Science Technology, Engineering, Mathematics (STEM). 2.1. By Fall 2016, there will be a 10% increase in the number of Chevak non-traditional students participating in programs that provide education and training and increase career successes. 2.2. An after-hours program will allow 100% of non-traditional students' access to core curriculum and/or elective certification programs that will improve career opportunities. 3.1. By Fall 2014, 100% of Chevak faculty will utilize student assessment data to make instructional decisions. 3.2. By Fall 2014, 100% of Chevak faculty will create and participate in data teams (planning, analyzing, and making decisions) in order to systematically plan student education and utilize the results of testing. 3.3. By Spring 2015, 100% of Chevak faculty (K-12) will be highly skilled in the collection, analysis and use of high-quality student data as a tool for data based decision utilizing skills acquired through training in principles of assessment literacy. 4.1. By Fall 2017, 50% or more of K-6th grade students in the Kashunamiut School District will be proficient in Cup'ik and in English as measured by the Cup'ik Assessment Test and the Alaska Standards Based Assessment. 4.2. Each year of the project, 50% of students K-6th grade will demonstrate a 10% increase in Cup'ik and English language proficiency. 5.1. By May 2014, there will be a statistically significant increase in parent involvement in children's early learning outcomes as measured by an increase in involvement from baseline data collected in Fall 2013. 5.2. Literacy activities designed to appeal to the parents of young children in particular, and to the community at large, will result in a 5% increase in

Program Goals, Objectives, and Strategies

	<p>involvement in literacy building activities by the community.</p> <p>6.1 By May 2014, there will be a statistically significant increase in civic knowledge and values as compared to baseline data collected in Fall 2013 using the Coopersmith Measure of Student Values and Beliefs.</p> <p>6.2 Students, families and members of the Tribal Council will collaboratively develop activities that support and develop civic knowledge and values. A focus group analysis will be conducted at the end of each year to explore the development of civic knowledge and values.</p>
<p>Strategies</p>	<p>1.1.1 A new academic performance system for students will be developed and implemented by Fall 2014.</p> <p>1.2.1 By spring 2014, teachers in grades K-3, 4-6, and 7-12 will identify and agree upon common goals for all core courses.</p> <p>1.2.2 The curriculum will be aligned both horizontally and vertically K-12.</p> <p>1.2.3 New graduation requirements will include the 16 hour core curriculum required for admission into Alaska's Higher Education programs.</p> <p>1.3.1 The high school guidance counselor will administer the Kuder Vocational Aptitude Test to all high school freshmen.</p> <p>1.3.2 The counselor will monitor course schedules to make sure that each student enrolls in the required four years of core courses.</p> <p>1.3.3 The counselor and teachers will meet as a team with each parent and their freshman child to inform them of the aptitude and interests of the student and assist the family in planning toward further education in the field of the student's choice.</p> <p>2.2.1 The school guidance counselor will provide enrollment, persistence, and completion support for students in the after-hours career program.</p> <p>2.2.2 Existing archiving and streaming technology will be leveraged to provide core curriculum content available from the Chevak School for high school students.</p> <p>2.2.3 The District will collaborate with vocational training centers offering on-line programs resulting in certification in selected career fields.</p> <p>2.2.4 Parents of those at-risk students who are no longer actively attending school will have the opportunity to be involved in the career counseling, and completion support for their child. The parents and child will be informed of the results of any vocational aptitude testing results and made aware of the vocational classes that are available and that their child chooses to enroll in.</p> <p>3.3.1 100% of teachers and staff grades K-12 will complete twice yearly workshops on the collection, analysis and utilization of student data for instructional planning.</p> <p>3.3.2 Each year of the project, 100% of teachers and staff grades K-12 will complete a workshop on use of Response to Intervention strategies.</p> <p>3.3.3 Each reporting period a series of informational meetings for students and parents will be held to familiarize them with data collection results and to collaboratively plan for individual academic intervention as needed.</p> <p>4.2.1 Students K-6th grade will receive instruction in core subjects in both Cup'ik and English.</p> <p>4.2.2 Students grades K-6th grade will use iPad student author applications to write and read stories about their lives and their culture in both Cup'ik and English.</p>

Program Goals, Objectives, and Strategies

- 4.2.3 Student authored books will be published and placed in the student's classroom library.
- 4.2.4 Certified teachers will work with native Cup'ik speakers to develop curriculum materials that are specific to the village of Chevak, and are written in both Cup'ik and English.
- 4.2.5 100% of teachers K-12 who have not completed a reading course within the last three years or who lack six hours of reading credits will take a course in literacy building techniques through Public Broadcasting Services or other highly qualified program as part of their professional development.
- 5.1.1 A locally developed, interactive reading series will be developed from the folklore and cultural history of parents, children and the elders in the village.
- 5.1.2 Using the Apple iPad Student Author application, co-authored parent and student stories will be written, published and placed in the classroom libraries of students grades PreK-3.
- 5.2.1 A parent-student writing workshop will be planned and directed by the Chevak School library media center specialist.
- 5.2.2 A summer literacy workshop conducted by a Literacy Coach will focus on strategies for building literacy among young children.
- 5.2.3 An award winning team of Alaska authors and illustrators of children's books will come to Chevak and will interact with children and youth as they "author and illustrate" an original story with the children.
- 6.2.1 By fall 2013, a pre-posttest exploring the level of civic knowledge and values of the students will provide a basis for analysis of growth in civic awareness and values.
- 6.2.2 Quantum Learning will conduct a five day workshop with students, parents and teachers.
- 6.2.3 Students from K-12 will assist village elders in a village clean-up.
- 6.2.4 Students grades 6-12 will assist in gathering the oral histories and stories of the village which will be developed into interactive books written in Cup'ik.
- 6.2.5 Beginning in fall 2013, and continuing for each year of the project, students in 9th through 12th grade will participate with faculty in a six day archeological and anthropology camp at one of the six historic sites that are the early homes of the Cup'ik people.

Grantee	State
Yukon-Koyukuk School District	AK
Project Title	
Expanding Our Horizons II	

Award year:	2013
Contact information/Website:	www.yksd.com
Grade levels served:	PreK-6
Native language:	Athabascan
Number of students served:	160
Priority areas:	<ul style="list-style-type: none"> • Enabling More Data-Based Decision Making • Supporting Native American Language Instruction • Parental Involvement to Improve Early Learning Outcomes and Success

Grantee Abstract

Building on district priorities and several current efforts, *Expanding Our Horizons II* will meet the needs of 150 pre-kindergarten - 6th grade Alaska Native students' English language development needs in three ways: *EOH II* will 1) specifically target incoming pre-kindergarten and elementary students whose PPVT, P-MAP and MAP assessment results indicate a lack of proficiency in the areas needed to master reading and writing - phonemic awareness, sounds and letters, phonics, fluency, and word knowledge; 2) improve our overall elementary instruction in three areas: a) using formative and summative assessment data to monitor student progress in English language development; b) providing high-quality effective language instruction to students; and c) using teaching practices that are proven to achieve results in ELL student proficiency levels; and, 3) include a parent component in which strategies are implemented to increase parent support of classroom learning at home. In addition, we will develop a database of SIOP strategies used in *Expanding Our Horizons* to increase teachers' access to lessons that are effective with EL students.

Program Goals, Objectives, and Strategies

Goals	<ol style="list-style-type: none"> 1. Target pre-kindergarten through 6th grade students whose PPVT (pre-K), P-MAP (K-2) or MAP (3-6) assessment results indicate a lack of proficiency in the areas needed to master reading and writing: phonemic awareness, sounds and letters, phonics, fluency, and word knowledge. 2. Increase teacher capacity in three areas: a) using data to monitor student progress in literacy; b) providing effective language instruction; and c) using teaching practices that are proven to produce results in ELL student achievement. 3. Increase parental involvement in the Yukon-Koyukuk School District (YKSD).
Objectives	<ol style="list-style-type: none"> 1.1 Increase the percent of Alaska Native students served by the EOH II project who are making progress in English as measured by the State of Alaska ACCESS for ELLs English proficiency assessment as compared to baselines set in 2012. 1.2 Increase the percent of Alaska Native students served by the EOH II project who are attaining proficiency in English as compared to baselines set in 2012. 1.3 Increase the percent of Alaska Native students who meet or exceed grade-level expectations in areas needed to master reading and writing as measured by PPVT (Pre-K), P-MAP (K-2) or MAP (3-6) assessments as compared to baselines set in 2012. 1.4 Increase the percent of 3rd grade through 6th grade Alaska Native students who score proficient or above on the State of Alaska Standards Based Assessment in reading as compared to baselines set in 2012. 2.1 Increase regular, consistent application of data to monitor and inform student progress and to develop and adjust English language instruction. 2.2 Increase teacher knowledge and ability to provide effective language instruction. 2.3 Increase teachers' capacities to provide effective language instruction by integrating individual student skill levels, characteristics and learning styles into instruction. 3.1 Decrease barriers to parental involvement. 3.2 Increase the number of parents participating in English language learning activities.
Strategies	<ol style="list-style-type: none"> 1. Assess all YKSD elementary students to identify ELLs using the Peabody Picture Vocabulary Test (PPVT), Primary Measures of Academic Progress (P-MAP), and Measures of Academic Progress (MAP). 2. Provide targeted ELL services- outline academic goals and instructional strategies for ELLs based on their assessment data. 3. Professional Development to provide regular, consistent application of data to monitor and inform student progress and to develop and adjust English language instruction; knowledge and ability to provide effective language instruction; and capacity to provide effective language instruction by integrating individual student skill levels, characteristics and learning styles into instruction. 4. Improve communication with parents; provide parent activities; and provide students with activities they can do with their parents.

Grantee	State
Painted Desert Demonstration Project	AZ
Project Title	
Service To All Relations (STAR) School	

Award year:	2013
Contact information/Website:	www.starschool.org
Grade levels served:	PreK-8
Native language:	Navajo
Priority areas:	<ul style="list-style-type: none"> • Enabling More Data-Based Decision Making • Supporting Native American Language Instruction • Parental Involvement to Improve Early Learning Outcomes and Success

Grantee Abstract
<p>The STAR School will work to assure that Native American ELs in the program develop English language and reading proficiency by creating a more language-rich environment at school and in homes, in a way that can be sustained and shared with other schools. Two bilingual (English/Navajo) teachers with experience teaching reading and language to Navajo students will coordinate with classroom teachers to provide direct instruction for small groups of students who are not proficient in English, using the research-based SIOP format and Corrective Reading materials. They will augment their instruction at other times with Navajo language immersion to enhance concepts previously presented in English. The project will also provide a Parent Educator who will utilize the research-based Parents As Teachers model to visit families who have children aged 0 to 3 to provide the resources they need to be better caregivers and be supportive of their children's education. In addition, the project will provide a technologically skilled Family Literacy Coach who will organize and utilize a Parent Library based on the Read Aloud approach used in the school wide implemented VOICES Reading program.</p>

Program Goals, Objectives, and Strategies

Goals	<ol style="list-style-type: none"> 1. To increase by 10% each year of the first 5 years of the project the number of Native American students scoring proficient or higher on the State-approved and/or as appropriate district reading assessments. 2. To increase by 10% each year of the first 5 years of the project the number of ELs who are attaining proficiency in English as measured by the State-approved English Language Proficiency Assessment (AZELLA). 3. To increase by 10% each year of the first 5 years of the project the number of ELs who are improving proficiency in English as measured by the State-approved English Language Proficiency Assessment (AZELLA). 4. To increase the number of books in each student family's home by 20 books each year (either by physical books or downloaded books on iPads and/or e-books) to total a distribution of 100 books in each home in 5 years. 5. Provide all STAR School students in grades PreK through 8th grade with a bilingual EL Intervention Teacher who will provide English Language instruction as well as instruction on concepts and vocabulary in Navajo language in small group conversation immersion as well as whole group instruction. 6. Students will involve their parents in media literacy projects when students are taught how to make family documentary short films and to check out iPads with their parents to make documentaries together. 7. 75% of preschool children's families will be provided with the Parents As Teachers program, for at least 2 years, prior to enrollment in PreK at the STAR School.
Objectives	<ol style="list-style-type: none"> 1.1 Hire a Literacy Coach and two bilingual ELL teachers. 1.2 Supply Family Library and EL teachers with materials specified in the literacy improvement plans. 1.3 Provide K-8 EL students who are not meeting state standards in Reading with Voices Reading enrichment and Corrective Reading lessons. 1.4 Provide individualized instruction plans for each student and class, based on assessments. 1.5 Increase by at least 10% the number of students who meet or exceed the state standard in reading each year. 1.6 Schedule all aspects of Literacy Improvement Plan. 2.1 Assess each child who is identified in current assessment as non-proficient with the AZELLA at the beginning of the school year (August) and at the end of the school year (May). 2.2 Both EL Intervention Teachers are skillful in teaching EL students in English language using the SIOP Model. 2.3 EL Intervention Teachers provide Structured English lessons using SIOP with content taught in classrooms focusing on language weaknesses identified in the AZELLA. 2.4 Create a digital file with all data for all students to identify each child's progress and class trends. 3.1 Assess each child who is identified in current assessment as non-proficient with the AZELLA at the beginning of the school year (August) and at the end of the school year (May).

Program Goals, Objectives, and Strategies

	<ul style="list-style-type: none"> 3.2 Both EL Intervention Teachers are skillful in teaching EL students in English language using the SIOP Model. 3.3 EL Intervention Teachers provide Structured English lessons using SIOP with content taught in classrooms focusing on language weaknesses identified in the AZELLA. 3.4 Create a digital file with all data for all students to identify each child's progress and class trends. 4.1 Parents will receive demonstrations on children's books they can check out including downloaded books on the iPads or e-books. 4.2 Parent Literacy Coach will offer monthly events for all parents which will expose them to books available through the Parent Library, including the downloaded books. 4.3 Parents will receive training in how to most effectively read books to and with their young children. 5.1 All students in PreK through 2nd grade have specialized small group and whole group instruction in English as well as Navajo immersion. 5.2 All students in grades 3rd-8th have specialized group and whole group instruction in English as well as Navajo immersion. 6.1 Parents will be more involved in their children's education and literacy by helping their child check out iPads to make documentaries of their family's stories. 7.1 Hire a Parent Educator. 7.2 Parents as Teachers Affiliation. 7.3 Training for Parent Educator. 7.4 Enroll pre-school district resident families in the Parents as Teachers program. 7.5 Improve children's school readiness and success through enhanced: cognitive abilities and general knowledge; language and literacy skills; social-emotional development; motor skills; physical well-being; ability to learn; and academic achievement. 7.6 Children will have fewer unidentified and un-remediated developmental delays. 7.7 Children will have fewer unaddressed vision/hearing/health issues. 7.8 The STAR School will have a reduction in school-age placements in special education. 7.9 Parents will be more involved in school and community and will show improved: involvement in child's education and learning; support of child's school attendance; and parent-teacher relationships.
<p>Strategies</p>	<ul style="list-style-type: none"> 1. Interview and hire an upper level EL teacher. 2. Post opening for Literacy Coach. 3. Interview and hire bilingual early childhood (PreK-2nd) EL teacher. 4. Order books for Parent Library at school, SIOP Materials, iPads and E-books, Corrective Reading Materials. 5. Provide small group reading using Voices Reading enrichment. 6. Organize assessment results. 7. Implement a comprehensive literacy improvement program for all students. 8. Individually assess students identified as non-proficient in English using the

Program Goals, Objectives, and Strategies

AZELLA.

9. Compile all data from different assessments.
10. Literacy Coach will demonstrate and provide practice for parents in how to ask questions and comment during reading with their children.
11. Organize monthly events with parents on reading to their children.
12. Provide at least 20 hours per week in English immersion per class and up to 2 hours per week per class in Navajo immersion in coordination with classroom teachers.
13. Family Literacy Coach will collaborate with classroom teachers to give instruction on how to make films using iPads, including writing the screenplays.
14. Post position and hire a Parent Educator.
15. Submit Affiliate Plan to Parents As Teachers (PAT).
16. Attend PAT foundational and organizational training.
17. Advertise PAT program in local papers and media.
18. Monthly personal home visits using Born to Learn Curriculum plans.
19. Conduct health screenings and site-based group meetings with parents and families.

Grantee	State
Arlee Elementary School	MT
Project Title	
The Arlee Partners In Learning Project	

Award year:	2013
Contact information/Website:	www.arlee.k12.mt.us
Grade levels served:	K-8
Native language:	Salish
Number of students served:	310
Priority areas:	<ul style="list-style-type: none"> • Increasing Postsecondary Success • Enabling More Data-Based Decision Making • Supporting Native American Language Instruction • Increasing Parental Involvement to Improve Early Learning Outcomes and Success • Encouraging Civic Learning and Engagement

Grantee Abstract

The Arlee Partners in Learning (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. All of our planned work involves on-going, job-embedded professional development to increase teacher capacity to improve learning. 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 (PEN) will provide two literacy specialists during the first year of the grant: one for Arlee Elementary School and one 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. The Project also involves collaborating with Nkwusm School to provide direct Salish Language instruction and instructional materials.

Program Goals, Objectives, and Strategies

Goals	<ol style="list-style-type: none"> 1. Improving the English proficiency of our high-need students so they are academically prepared for postsecondary education.
Objectives	<ol style="list-style-type: none"> 1. Increase the number of Native American English Learners scoring proficient or higher on the state reading assessment by 5% each year. 2. Increase the attendance rate of our Native American students by 2% each year. 3. Increase parental involvement by 5% each year as evidenced by sign-ins, communication logs and program records. 4. Increase the number of 8th grade students who report on the EXPLORE assessment that they plan to attend college by 3% each year.
Strategies	<ol style="list-style-type: none"> 1. Professional Development 2. Conduct universal screenings and leveled assessments to monitor progress 3. Map and develop technology curriculum 4. 5-week Elementary Summer Literacy Program 5. Hire a Salish Instructor 6. Create digital Salish tools for students, teachers, and parents 7. Provide a 3-day summer institute each year for teachers to develop Indian Education for All (IEFA) Units 8. Community nights 9. Train parents to use the parental portal in the student database 10. Develop take-home reading kits 11. Staff workshops to align curriculum to the MCCS College and Career Readiness Anchor and Career Readiness Standards 12. Develop an elective Leadership Class for Junior High 13. Develop a JH Summer Academy 14. All 8th grade students take ACT's EXPLORE assessment 15. Involve parents in the Kids2College take home booklets

Grantee	State
Arlee High School	MT
Project Title	
The Youth Education For Success (YES) Project	

Year award:	2013
Contact information/Website:	www.arlee
Grade levels served:	9-12
Native language:	Salish
Number of students served:	57
Priority areas:	<ul style="list-style-type: none"> • Increasing Postsecondary Success • Enabling More Data-Based Decision Making • Supporting Native American Language Instruction • Increasing Parental Involvement to Improve Early Learning Outcomes and Success • Encouraging Civic Learning and Engagement

Grantee Abstract

The project will:

- Provide job embedded, on-going professional development for 1st year mentoring of the Literacy Coach to work with staff and assessments to make data-driven decisions;
- Conduct universal screenings and leveled assessments to monitor progress and make data-driven decisions to inform instruction and improve learning, including providing targeted students with extra literacy skill support; and
- Provide students the opportunity to engage in civic and service learning during a summer course.

To decrease the dropout rate, the project will monitor students using the Early Warning Data System to detect students at-risk of dropping out and provide intervention and supports. The project will also design an Alternative Learning Center that provides students rigorous and relevant courses using a variety of digital tools, internships, and direct instructions. In addition, the project will hire a Salish instructor, develop a class schedule, and create digital Salish tools for students, teachers, and parents in collaboration with the Nkwusm Salish Language Revitalization Institute.

Program Goals, Objectives, and Strategies

Goals	<ol style="list-style-type: none"> 1. Improving the English proficiency of high-need students so they are academically prepared for postsecondary education.
Objectives	<ol style="list-style-type: none"> 1. 100% of ELs will meet their MAP RIT Level Reading Goal as set in their Individual Learning Plan. 2. Decrease the dropout rate by 1 percentage point each project year.
Strategies	<ol style="list-style-type: none"> 1. Professional Development 2. Conduct universal screenings and leveled assessments to monitor progress 3. Provide targeted students with extra literacy skill support 4. Provide students the opportunity to engage in civic and service learning during the summer 5. Monitor students using the Early Warning Data System to detect students 6. Design an Alternative Learning Center 7. Hire a Salish Instructor 8. Create digital Salish tools for students, teachers, and parents 9. Provide a 3-day summer institute each year for teachers to develop Indian Education for All (IEFA) Units

Grantee	State
Winnebago Tribe of Nebraska	NE
Project Title	
Educare of Winnebago Early Language Initiative (ELI)	

Award year:	2013
Website/Contact Information	www.winnebagoTribe.com info@winnebagoTribe.com
Grade levels served:	Preschool (ages 0-5)
Native language:	HoChunk
Number of students served:	950
Priority areas:	<ul style="list-style-type: none"> • Increasing Postsecondary Success • Enabling More Data-Based Decision Making • Supporting Native American Language Instruction • Increasing Parental Involvement to Improve Early Learning Outcomes and Success

Grantee Abstract

The ELI project will target early learners enrolled in the Tribe's Educare of Winnebago school, bringing together HoChunk language, tribal culture, and additional language components with the standard, evidence-based Educare curriculum. Primary interventions will consist of staff development via HoChunk language immersion training; creation of multi-media HoChunk stories, games, and language instruction; cultural enrichment via the integration of tribal elders and traditional HoChunk games, stories, and rituals into the classrooms; and expanded parental involvement in the language and literacy education of their young children.

Program Goals, Objectives, and Strategies

Goals	1. Significantly improve school readiness and long-term academic success for 330 Winnebago children aged zero to five years over a five year project period.
Objectives	<ol style="list-style-type: none"> 1. Improve English proficiency for preschool students as indicated by increasing from 21.2% (pre project) to 50% the percentage of program participants who score in the 50th percentile or higher in the Phoneme Segmentation Fluency scores of AIMSweb. 2. Increase HoChunk fluency for preschool students by 10 percent for each year of the project (total gains of 50% for students who participate in all five project years)

Program Goals, Objectives, and Strategies

	<p>as measured by the Winnebago Renaissance Language program's HoChunk Early Language Progress (HELP) assessment, which will be developed and refined for the ELI project.</p> <ol style="list-style-type: none">3. Increase reading readiness for preschool students as indicated by increasing from 17% (pre project) to 50% the percentage of program participants who score in the 50th percentile or higher in the Letter Naming Fluency scores of AIMSweb.4. Increase the integration of HoChunk cultural experiences into the preschool curriculum by 50% as measured by pre and post assessments to be developed as part of the ELI project, and conducted by a third-party evaluator.
Strategies	<ol style="list-style-type: none">1. Staff Development2. Expansion of the HoChunk early language curriculum3. Cultural Emphasis4. Expanded Parental Involvement

Grantee	State
Missouri River Education Cooperative	ND
Project Title	
Primary CIRCLE	

Award year:	2013
Contact information/Website:	www.mrecnd.org
Grade levels served:	K-5
Native language:	Arikara and Lakota/Dakota
Number of students served:	576
Priority areas:	<ul style="list-style-type: none"> • Increasing Postsecondary Success • Enabling More Data-Based Decision Making • Supporting Native American Language Instruction • Parental Involvement to Improve Early Learning Outcomes and Success • Civic Learning and Engagement

Grantee Abstract

The Primary CIRCLE project focuses on providing enhanced, sheltered instruction for the Native American ELs, using culturally responsive, standards-based instruction. Though the main focus is on instruction, with objectives to increase student achievement, the project will also implement activities that enhance the educational systems, support parents and improve the skills of the teaching staff. The project design uses peer coaching and ongoing professional development to provide educator support. Based on five interwoven goals that support student success, Primary CIRCLE aims to increase academic English language proficiency to assure success for project students in secondary education and post-secondary education, by addressing student, staff and community needs. These include: data-based decision making, parental involvement, Native American language/culture, implementation of civic learning/engagement, and professional development.

Program Goals, Objectives, and Strategies

Goals	<ol style="list-style-type: none"> 1. To increase the secondary and post-secondary success of project students by supporting academic English language proficiency. 2. To improve the capacity of project schools to make data-based instructional decisions. 3. To enhance school community connections to support student learning. 4. To increase the native language and cultural skills of project students. 5. To increase the skills of instructional staff, parents and community to meet the cultural and linguistic needs of students.
Objectives	<ol style="list-style-type: none"> 1.1. By the end of the project, 75% of students will make progress in ELP as measured by the state ELP assessment. 1.2. By the end of the project, 50% of students will attain proficiency in English as measured by the state ELP assessment. 1.3. By the end of the project, 50% of students will score proficient or higher on the annual state achievement test in Reading. 1.4. By the end of the project, students will have greater awareness of post-secondary options, as measured by a project-developed survey. 2.1. By the end of the project, schools will have more data on which to base decisions, as measured by an increase of at least 5 data elements. 2.2. By the end of the project, schools will have more information about students' skills and ELP levels as measured by the implementation and use of online student portfolios. 2.3. By the end of the project, parents and community members will have a greater understanding of data, as measured by project assessment. 2.4. By the end of the project, students will develop an awareness of the role of achievement, data and assessment in making college and career decisions. 3.1. By the end of the project, the school parent advisory committees (PACs) will have an increase of 5 activities per year, as measured by attendance sheets, activity records, and surveys. 3.2. By the end of the project, there will be an increase of 5 activities per year involving teachers, parents, community members and students, as measured by sign-in sheets and surveys. 3.3. By the end of the project, students will have increased their knowledge and engagement with civic issues, as measured by project-developed assessment. 4.1. By the end of the project, teachers will have demonstrated the ability to integrate Native language and culture into the curricula, as measured by project-developed assessment. 4.2. By the end of the project, students will have increased proficiency in Native languages as measured by project-developed assessment. 4.3. By the end of the project, schools will have integrated cultural values and traditions into the school climate, as measured by project-developed assessment. 5.1. By the end of the project, staff will have increased use of standards-based, culturally appropriate activities addressing students' ELP needs, as measured by surveys and assessments.

Program Goals, Objectives, and Strategies

	<ul style="list-style-type: none"> 5.2. By the end of the project, staff will have the knowledge to make data-based decisions, as demonstrated by project-developed surveys and observations. 5.3. By the end of the project, parents will have increased knowledge of student educational data, as measured by project-developed surveys and observations. 5.4. By the end of the project, staff will have increased knowledge of students' language/culture and history of North Dakota tribes, as measured by project-developed surveys and observations. 5.5. By the end of the project, staff will have increased knowledge of civic learning and engagement, as measured by project-developed surveys and observations. 5.6. By the end of the project, staff will have increased knowledge of parent-involvement methods, as measured by project-developed surveys, observations, and sign-in sheets.
<p>Strategies</p>	<ul style="list-style-type: none"> 1.1 Develop curriculum, materials & survey on career & post-secondary options. 1.2 Develop online cultural, inter-disciplinary resource centers. 1.3 Provide instructional coaching for teachers. 1.4 Incorporate culturally appropriate instructional activities into curriculum. 1.5 Provide support to state assessments. 2.1 Assess current data collection system and build additional collection items determined by survey of needs. 2.2 Assess educator needs for information. 2.3 Assess parent and student needs for information on data. 2.4 Assess needs for portfolios and work with data system to build online portfolios. 2.5 Coordinate with pre and middle schools to track and collect student data. 2.6 Incorporate information on data and assessment into lessons and curriculum. 3.1 Enhance current PAC activities. 3.2 Provide an increase of activities that involve teachers, parents, community members and students. 3.3 Develop curriculum on civic learning and engagement. 4.1 Establish culture/language committee, of elders and others, to examine curricula and identify essential NA knowledge and skills. 4.2 Develop NA language & culture curriculum, aligned with standards. 4.3 Develop NA language/culture assessments. 4.4 Provide Native language culture classroom instruction and summer immersion camps. 4.5 Provide materials, activities to integrate culture into school climate. 5.1 Provide training on standards-based, culturally appropriate instructional strategies for staff. 5.2 Provide training on using educational data and online portfolios to make data-based decisions. 5.3 Provide training for parents on student data & online portfolios. 5.4 Provide training on NA language, culture and ND tribal nations, offered as workshops during school year and summer immersion camp. 5.5 Provide training on Civic Learning and Engagement. 5.6 Provide training on parental involvement.

Grantee	State
Stilwell Public Schools	OK
Project Title	
Close the Gap	

Award year:	2013
Contact information/Website:	www.stilwellk12.org
Grade levels served:	PreK-12
Native language:	Cherokee
Number of students served:	127 in Year 1
Priority areas:	<ul style="list-style-type: none"> • Increasing Postsecondary Success • Enabling More Data-Based Decision Making

Grantee Abstract

Close the Gap will increase the time EL students spend with EL Professionals and implement ELLis Essentials, an evidence-based, online English mastery program, to provide ELs daily opportunities to practice language skills and promote data-based instruction by allowing educators to monitor their students' progress. Students that have demonstrated mastery of the English language through ELLis will move on to the online Success Maker program, which will provide targeted, individualized instruction in core academic subjects. Pearson ELLis Academics is being implemented for high school ELs. This latest generation of ELL instruction from Pearson is designed to accurately place students at the proper starting point in their English language acquisition using state-of-the-art evidence-based, online English mastery instruction with full assessment and monitoring of students' progress by on-site ELL professionals. ELLis Academics is designed to develop English language proficiency in secondary students up to level 12. The project will also establish a new family-outreach EL Lending Library to strengthen the home-school connection and dramatically increase classroom outcomes for EL students. In addition, the project successfully launched a new Cherokee Language program at the high school which has more than doubled the projected enrollment. The project aims to bring college credit-bearing opportunities to EL students through a partnership with NSU.

Program Goals, Objectives, and Strategies

Goals	<ol style="list-style-type: none"> 1. Create systemic, sustainable change within Stilwell Public Schools, preparing the district to fully integrate long-term solutions for ELL instruction, dramatically improving academic outcomes for Stilwell's EL students - a population that desperately needs targeted interventions.
Objectives	<ol style="list-style-type: none"> 1. Increase English language proficiency of EL students. 2. Increase preparedness of Stilwell educators to integrate evidence-based, best practices in language instruction into core curriculum learning. 3. Increase family participation in the journey to master the English language, from Pre-Kindergarten through High School. 4. Increase college and career preparedness of high-need students.
Strategies	<ol style="list-style-type: none"> 1. Hire two new ELL Instructors. 2. Create technology-rich ELL Labs. 3. Purchase and use ELLis Essentials, Pearson ELLis Academics, and Success Maker (English Language Learning programs/software). 4. Create Cherokee Language workshops 5. Create college credit-bearing Cherokee I and Cherokee II courses. 6. Create an Advanced Placement Spanish course. 7. Create an ELL Lending Library.

Grantee	State
Tenkiller Elementary School	OK
Project Title	
Project Literacy EC	

Award year:	2013
Contact information/Website:	www.tenkiller.k12.ok.us
Grade levels served:	PreK-3
Native language:	Cherokee
Number of students served:	148
Priority areas:	<ul style="list-style-type: none"> • Enabling More Data-Based Decision Making • Supporting Native American Language Instruction • Parental Involvement to Improve Early Learning Outcomes and Success

Grantee Abstract

The Project Literacy EC will utilize the *Literacy First* curriculum through the Four Blocks Literacy Model to implement "Learner-centered" classrooms, complete with books and supplemental reading materials, computers for writing activities, and reading software and interactive books. The Literacy/Language Specialist will provide coaching, modeling, and mentoring for all components of the *Literacy First* curriculum and Response to Intervention (RTI) strategies at each grade level. Project staff and classroom teachers will have professional development opportunities that will be consistent with the program and most recent educational research involving Native EL students. The project will also provide parents with a project handbook that will contain pertinent information about the program and will provide home visits and monthly newsletters to the parents, using native language materials when necessary. Parents will volunteer in the classrooms at least once each semester. The project will provide parent training in literacy, language development, Cherokee language, and technology.

Program Goals, Objectives, and Strategies

Goals	<ol style="list-style-type: none"> 1. To increase the English proficiency skills of Native American students. 2. To improve reading skills for LEP Native American students. 3. To support focused, on-going teacher and professional development activities. 4. To support native language instruction. 5. To provide a parental involvement program to improve early learning outcomes.
Objectives	<ol style="list-style-type: none"> 1.1 By the end of each program year, 75% of project students will demonstrate improvement in English proficiency skills, as measured by the WIDA ACCESS for ELL's English language proficiency test. 1.2 By the end of each program year, 20% of project students will attain proficiency in English, as measured by ACCESS for ELL's English language proficiency test. 2.1 By the end of each program year, 75% of project students will demonstrate a 5% gain in reading/language arts, as measured by informal reading assessments and standardized tests. 3.1 By the end of each program year, 100% of program staff, preK-3 project teachers, and instructional assistants will have received at least 30 hours of training, as evidenced by a training plan, attendance records, and evaluations. 4.1 By the end of each project year, at least 50% of project students will show a 5% gain in speaking the Cherokee language, as measured by pre- and post-language assessments. 5.1 By the end of each project year, at least 50% of parents/guardians of students in grades preK-3 will have participated in at least two parental training sessions, as evidenced by program records and surveys.
Strategies	<ol style="list-style-type: none"> 1. Provide coaching, modeling, and mentoring to classroom teachers in the Literacy First components; Four Blocks Literacy Model WIDA Standards; Oklahoma C3 Standards; current assessment practices for data decision making using the Rigor and Relevance Framework for Planning and Instruction; Response to Intervention (RtI) strategies and ESL/transitional bilingual education strategies; Literacy First curriculum with students; and individual and small group instructional strategies. 2. Develop appropriate training plan related to program objectives, activities, curriculum, standards, and assessments; attend and participate in training sessions at a minimum of 30 hours each project year relating to program goals, objectives, activities, Literacy First curriculum, Four Blocks Literacy Model, ESL standards and strategies, Oklahoma C3 state standards, RtI, Rigor and Relevance, data-decision making process, assessments, content area based instruction, native language, and culture; Literacy/Language Specialist to provide coaching, modeling, and mentoring in each classroom at least twice each week. 3. Project assistant to provide instruction in the learning of the Cherokee language; provide appropriate grade level activities during the school day on a rotating basis; utilize Cherokee language curriculum for Early Childhood provided by the Cherokee Nation; provide after school Cherokee classes to include music, art, culture, and history. 4. Project assistant to provide instruction in the learning of the Cherokee language;

Program Goals, Objectives, and Strategies

	<p>provide appropriate grade level activities during the school day on a rotating basis; utilize Cherokee language curriculum for Early Childhood provided by the Cherokee Nation; provide after school Cherokee classes to include music, art, culture, and history.</p>
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Grantee	State
Chief Leschi Schools	WA
Project Title	
Cradleboard to Career Project	

Award year:	2013
Contact information/Website:	www.leschischools.org
Grade levels served:	Preschool, K-3, HS
Native language:	Twulshootseed
Number of students served:	250 in Year 1
Priority areas:	<ul style="list-style-type: none"> • Increasing Postsecondary Success • Enabling More Data-Based Decision Making • Parental Involvement to Improve Early Learning Outcomes and Success

Grantee Abstract

The project will implement a Parents as Teachers (PAT) model that reaches both young children and their parents or primary caregivers. The PAT model will provide guidance and support for parents of young children to improve language interactions and language rich environments in the home. "Readiness to Learn" (RTL) family supports will provide intentional linkages to promote family viability and reduce risk-factors, particularly among teen and young adult parents. The project will also implement language development and intervention instruction for grades K-5, with a focus on K-3, and high school completion and certificate instruction.

Program Goals, Objectives, and Strategies	
Goals	<ol style="list-style-type: none"> 1. "Increase Postsecondary Success": We will increase the number and proportion of high-need students prepared for and enrolled in post-secondary by at least 10% over baseline. 2. "Enabling more data-based decision making"
Objectives	<ol style="list-style-type: none"> 1.1 Enroll at least 250 ELs in home or school based English and Twulshootseed instruction that prepares them for college/post-secondary success. Increase the initial cohort by approximately 50 additional students per year. 2.1 Annually increase the percentage of English Learners who score proficient or above on the spring Reading Measure of Academic Progress (MAP Reading) by

Program Goals, Objectives, and Strategies

	<p>10% each year over fall benchmark.</p> <p>2.2 Annually increase the percentage of ELs who make progress of at least 5 points on spring MAP Reading by 10% each year over fall benchmark.</p> <p>2.3 Increase the number of "highest need" parents and young adults that enroll in college/post-secondary. Approximately 25 teen parents and drop-outs will engage in school and community based learning labs that enable them to complete a regular high school diploma and/or engages them in adult education that leads to their enrollment in post-secondary education.</p> <p>2.4 Enhance the scientifically based Parents as Teachers (PAT) Home Visitation Program by using that measure increased parental competence by increasing the number and home visits by 33% over baseline in the first project year.</p>
<p>Strategies</p>	<p>1. Engage approximately 25 of the highest risk families in FLRC activities.</p> <p>2. Provide substantial direct "Readiness to Learn" (RTL) supports to families of students (predominantly pre-school through grade 3) who are significantly at-risk.</p> <p>2.1&2.2 Provide scientifically based academic interventions in both "learning lab" and classroom settings provided by the RTI language development coach.</p> <p>2.3 Utilize the Family Learning Center; provide supported secondary instruction and coaching; implement Completing the Journey: "giving back through Natural Supports"; and parent to parent collaboration.</p>

Grantee		State
Yakama Nation		WA
Project Title		
Language and English Acquisition for Post-Secondary Success (LEAPSS) Project		

Award year:	2013
Contact information/Website:	www.yakamanation-nsn.gov
Grade levels served:	8-12
Native language:	Sahaptin (Ichishkin) and Spanish
Number of students served:	85
Priority areas:	<ul style="list-style-type: none"> • Increasing Postsecondary Success • Enabling More Data-Based Decision Making • Supporting Native American Language Instruction • Increasing Parental Involvement to Improve Early Learning Outcomes and Success • Implementing Civic Learning and Engagement

Grantee Abstract

The LEAPSS Project will increase effective teaching strategies and increase the usage of data in decision making through the professional development services of the University of Oklahoma Center for Effective Schools. The project will also implement Community and Parent Involvement Activities to increase parent involvement to enhance the secondary transitions of Yakama 12th grade students through community partnerships and parent participation. In addition, the project will provide teachers with extensive, sustainable professional development to build students' academic English. It will also enhance the Standard English skills of all Yakama students through the improvement of teaching strategies and the participation of students in LEAPSS activities. Native American Language support will be given through the teaching and studying of Sahaptin (Ichishkin).

Program Goals, Objectives, and Strategies

Goals	<ol style="list-style-type: none"> 1. Increase the number of Yakama 12th grade students who are academically prepared for and enrolled in college or other postsecondary education and training by 10% annually. 2. Raise the English Language proficiency level of Yakama students on state reading assessments by 10% annually.
Objectives	<ol style="list-style-type: none"> 1. LEAPSS will enhance the Academic English skills of all Yakama students. 2. LEAPSS will enhance the secondary transitions of Yakama 12th grade students. 3. LEAPSS will support their Native American Language through the teaching and studying of Sahaptin (Ichishkin). 4. LEAPSS will increase effective teaching strategies. 5. LEAPSS will increase the usage of data in decision making. 6. LEAPSS will increase parent involvement to improve postsecondary transitions.
Strategies	<ol style="list-style-type: none"> 1. Hire reading coach. 2. Facilitate differentiated learning strategies and Response to Intervention (RtI). 3. Provide teachers with extensive, sustainable professional development. 4. Teachers will learn to create culturally relevant experiential learning experiences (such as internships, service learning, work study, vocational and technical programs, mentoring, and volunteering) that promote language through active learning methods.

Grantee	State
Tribal Government of the Lac Courte Oreilles Band of Lake Superior Chippewa Indians of Wisconsin	WI
Project Title	
The Lac Courte Oreilles Second Language Project	

Award year:	2013
Contact information/Website:	www.lco-nsn.gov
Grade levels served:	Age 3- Grade 3 and Grade 6-12
Native language:	Ojibwe
Number of students served:	80
Priority areas:	<ul style="list-style-type: none"> • Increasing Postsecondary Success • Enabling More Data-Based Decision Making • Supporting Native American Language Instruction • Encouraging Parental Involvement to Improve Early Learning Outcomes and Success • Promoting Civic Learning and Engagement

Grantee Abstract

The Lac Courte Oreilles Second Language Project wants to accelerate learning in English and Reading through Career and Technical Education (CTE) pathways that emphasize career and college readiness for middle- and secondary students at LCO Ojibwe School and dual enrollment programs where LCO Ojibwe School juniors and seniors fulfill high school graduation requirements while completing community college courses. The Project will also further refine, implement, and test collaborative decision-making processes used at the school to improve data management. The Project will also develop curriculum and instructional materials for age 3 – grade 3 immersion learning geared toward improving English reading and language. In addition, the Project plans to support immersion learning at home by improving the Ojibwe and English fluency of parents.

Program Goals, Objectives, and Strategies

Goals	<ol style="list-style-type: none"> 1. Improve LCO student performance in English Language/Reading achievement so PK-12 Indian students perform at or above the level of their peers and are college ready by graduation. 2. Engage parents more directly in the education of their children so parents collaborate effectively with educators to make program and placement decisions in the best interest of their child and work together to provide supportive learning environments at home and in school.
Objectives	<ol style="list-style-type: none"> 1.1 By the end of Phase 1 (2017-18 school year), 50 LCO Ojibwe School students in grades 6-12 will participate in the Accelerated English program with 70% achieving EXPLORE/13-PLAN/15-ACT/18 benchmark scores at grades 8-9, 10, and 11-12 respectfully; 80% by the end of Phase 2; and 90% by the end of Phase 3. 1.2 By the end of Phase 1 (2017-18 school year), 50% of high school juniors and seniors will successfully complete ("C" or above) at least one dual enrollment course in English each year, 60% by the end of Phase 2, and 70% by the end of Phase 3. 1.3 By the end of the 2014-15 school year, the LCO Data-Driven Decision-Making Model will be refined, tested, and implemented at LCO Ojibwe School to improve instructional practices for Reading and Language (English) at all grade levels tested to achieve target performance benchmarks of 75% in Reading and 50% in Language (English) as measured by DRA2, MAP, ACT, and COMPASS assessments by the end of Phase 1, 85% and 75% by the end of Phase 2, and 95% and 75% by the end of Phase 3. 1.4 By the end of Phase 1 (2017-18 school year), 100% of age 3 - grade 3 Waadookodaading Ojibwe Immersion Charter School students will demonstrate age-appropriate oral fluency in Ojibwe and English as measured by objective classroom assessments administered by professional staff; 100% of K-5 students will demonstrate At- or Above Grade Level proficiency in Reading (English) as measured by the Developmental Reading Assessment (DRA2) and Reading (Ojibwe) proficiency as measured by objective classroom assessments administered by professional staff; students at grade levels assessed by WSAS will demonstrate 100% Proficient or Advanced performance in Reading and 90% Proficient or Advanced performance in Language (English) as measured by MAP. 2.1 By the end of the 2013-14 school year, five parent representatives from LCO Ojibwe School and three parents from Waadookodaading will complete 48 hours of training in Data-Driven Decision-Making (DDDM) following the LCO DDDM Model, develop strategic plans for implementing the comprehensive school reform model which will be approved by administrators and school boards and launched by the beginning of the 2014-15 school year as assessed by DDDM Trainer analysis of Process and Artifacts. 2.2 By the end of the 2013-14 school year, parents and/or extended family members of five Waadookodaading students will participate in a pilot program to increase Ojibwe fluency in the home and participate in 5 hours per week of immersion education to improve their child's English Language proficiency as documented by school outreach staff annotated home visit logs, DRA2 and MAP

Program Goals, Objectives, and Strategies

	<p>assessments, and teacher performance reports.</p> <p>2.3 Throughout the grant period, parents will participate with staff in the development of age 3 - grade 3 bilingual curriculum/instructional materials which incorporate traditional Ojibwe stories with traditional play-based learning activities, including adapted instructional materials consistent with GEPA, with the goal of improving student English language and reading performance as stipulated in Goal 1 and assessed by Curriculum Professional analysis of Instructional Material Artifacts.</p> <p>2.4 By the end of the 2013-14 school year, Waadookodaading parents and staff will collaborate with LCO Ojibwe School parents and staff through the LCO DDDM process to develop a five year strategic plan to replicate key components of the Waadookodaading Ojibwe language immersion model using new bilingual curriculum/instructional materials at the LCO Ojibwe School for implementation by the 2016-17 school year, with ongoing monitoring and revision thereafter following Goal 1 benchmarks.</p> <p>2.5 By January 2014, 5 LCO families will successfully complete two sessions per week (80% participation) of Ojibwe fluency activities at LCO Ojibwe Community College and other community-based learning centers to improve fluency in both Ojibwe and English as measured by program providers using formal and informal measures of their own design administered quarterly.</p>
<p>Strategies</p>	<p>1.1.1 Hire project director & all project staff.</p> <p>1.1.2 Implement 3-yr training for professional (80 hrs/yr) and paraprofessional staff (24 hrs/yr).</p> <p>1.1.3 Implement 3-yr training for instructors (80 hrs/yr) in accelerated English and Reading curriculum aligned with Common Core Standards; align LCO Ojibwe School (LCOOS) accelerated English courses with LCO Ojibwe Community College (LCOOCC) Base English courses; and obtain institutional endorsement for first class to launch Semester 2 of the 2013 school year.</p> <p>1.1.4 Conduct Grade 6-12 pre-, mid-, & post-tests to measure college readiness in English & Reading using Wisconsin Student Assessment Batteries (MAP & ACT) and supplemental assessments (COMPASS, Accuplacer, & online test batteries); analyze data and develop individual learning plans; use privacy protocols to collate data each trimester for DDDM.</p> <p>1.1.5 Implement Comprehensive School Reform in Reading/Language curriculum & delivery systems at each tribal school.</p> <p>1.1.6 Conduct performance-based staff evaluations each semester & review/adjust PDP's of each project instructor.</p> <p>1.2.1 Create/Promote a culture of excellence with extensive academic, personal, professional, and cultural support for all program participants; recruit new students to the accelerated learning model, and achieve 80% two-year retention and 60% graduation rates among LCOOCC participants within 4 years.</p> <p>1.2.2 Assess student performance in college prep Reading & Language grades 6-12 using identified test batteries.</p> <p>1.3.1 Implement Professional Development Plan.</p> <p>1.4.1 Implement rigorous (80 hrs/yr) Professional Development Plan for</p>

Program Goals, Objectives, and Strategies

Waadookodaading staff engaged in immersion curriculum and instructional material development.

1.4.2 Assess student performance in English Language and Reading using identified test batteries.

1.4.3 Collaborate quarterly with the University of Minnesota - Center for Advanced Research on Language Acquisition (UM-CARLA).

2.1.1 Recruit, select, and provide initial (48 hrs) of training for parents of LCD students to serve on the DDDM SIT team.

2.1.2 Train DDDM SIT parents in Strategic Planning (8 hrs/yr) and their role in accomplishing comprehensive school reform.

2.2.1 Provide weekly (2 hrs/wk) group meetings for parents engaged in home-based instructional support to receive instructional guidance, facilitate information-sharing, solicit feedback, maintain two-way communications about program efficacy, and manage program adjustments.

2.3.1 Collaborate with UM-CARLA to train (4 hrs/quarter) "parents as teachers."

2.4.1 Inservice (8 hrs/sem) staff and parent reps on culturally responsive practices being implemented for Language/Reading instruction.

2.5.1 Collaborate with LCOOCC and community learning centers to develop and launch "Ojibwe family nights" to improve bilingual fluency in Ojibwe and English through biweekly cultural events.