

*Revision*

**A. 2010-2011 Title I 1003(g) School Improvement Grant  
APPLICATION COVER SHEET**

Legal Name of Applicant: <b>Lummi Tribal School</b>	Applicant's Mailing Address: <b>2334 Lummi View Drive Bellingham, WA 98226</b>
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LEA/School Contact for the School Improvement Grant

Name: **Heather Leighton**

Position and Office: **Principal**

Contact's Mailing Address: **Lummi Tribal School  
2334 Lummi View Drive  
Bellingham, WA 98226**

Telephone: **360-758-4300**

Fax: **360-758-4303**

Email address: **heather.leighton@lumminationschool.org**

Chief School Officer (Printed Name): <b>Heather Leighton</b>	Telephone: <b>360-758-4338</b>
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Signature of the Chief School Officer: X _____	Date: <b>May 11, 2010</b>
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The LEA/School, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State/LEA/School receives through this application.

## B. 2010-2011 Title I 1003(g) School Improvement Grant Project Abstract

School Name: **Lummi Tribal School**

Grade Levels: **K-8**

Lummi Tribal School is a comprehensive kindergarten through eighth grade school with 270 students and 23 certified staff members housed within a building which also includes the Lummi Nation School (high school). Lummi Tribal School has never made AYP nor met the requirements under the safe harbor provision although our student achievement has improved negligibly each year. With the 10003G funds Lummi Tribal School will increase instructional time in a concerted effort with **Summer School, After School Tutoring, Student and Staff Incentives, and Intensified Professional Development** (including vertical curriculum alignment, professional learning communities) to increase teaching content knowledge and improve teaching practices. Based on this data, the Lummi Tribal School, in cooperation with the stakeholders and the Center for Effective Schools – University of Oklahoma, has selected the following strategies to improve student achievement.

### **Tier III : School Improvement Strategy(s):**

**1. Provide staff ongoing, high quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.**

- Continue to contract with University of Oklahoma's Center for Effective Schools
- Build capacity of Coaches to provide embedded professional development
- Continue to contract with Saxon (BIE Math Counts)
- Extended Contracts and Stipends – Instructional Staff

**2. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.**

- Include the Middle School (7-8) in the Math Coach's assignment
- Professional Development – OU CES and Saxon
- Extended Contracts and Stipends – Instructional Staff

**3. Promote the continuous use of data**

- Include the Middle School (7-8) in the Math Coach's assignment
- Professional Development – OU CES and Saxon
- Develop and build capacity of teachers and staff use and analyze data to drive instruction
- Extended Contracts and Stipends – Instructional Staff

**4. Establish schedules and implement strategies that increase learning time**

- Rigorous and Targeted Summer School for Identified Students
- Rigorous and Targeted After School Tutoring for Identified Students
- School Day Targeted Intervention for Identified Students
- Ensure dedicated, uninterrupted reading and math instruction time for all students
- Student Performance Incentives – Academic, Attendance, and Behavior
- Staff Performance Incentives – Attendance
- Extended Contracts and Stipends – Instructional Staff

**C. 2010-2011 Title I 1003(g) School Improvement Grant Project Narrative**  
**I. 2010-2011 Title I 1003(g) School Improvement Grant**  
**Needs Assessment – Inclusive of Data Analysis and Review of Policies**

**School Profile**

Lummi Tribal School has been in its current location for the past six years and in existence for over 20 years. Since 2004, the two schools, Lummi Tribal School (K-8) and Lummi Nation School (9-12), have had many different administrators during that time and excessive teacher turnover. Lummi Tribal School has had two different principals in the past six years. The current principal and vice principal have been at the school in their current positions for the past two years. The dedicated teachers at Lummi Tribal School are ‘rolling up their sleeves’ and doing whatever it takes to raise student academic achievement.

Located in Western Washington on the water, the Lummi Nation is historically a fishing-based economy that has seen an incredible downturn over the last 20 years. The community faces extreme poverty with nearly 85% of Lummi Tribal School students qualifying for free and reduced lunch. Because of reporting errors last year, the recorded number of such students is much lower. There are almost 5,500 Lummi Tribal members on the reservation and a high recorded unemployment rate. A myriad of social issues impact the tribal members of the Lummi Nation: drug abuse, high unemployment, domestic violence, teen parents, grandparents raising children, and lack of sustainable economy, to name a few.

Lummi Tribal School’s current enrollment is 270 students, with 25% identified Special Education students. Ninety-seven percent of the student population is Native American; the majority - Lummi Tribal members. The mobility rate is approximately 17%, with an 83% stability rate.

**Student Achievement**

Lummi Tribal School was identified as a **Tier III School** by the B.I.E. this spring based on the failure of the school to make AYP. The Annual Report Card for 2008-2009 identifies Lummi Tribal School’s status as **Restructuring**.

Number of Students in Each Grade at Benchmark, Strategic, or Intensive Reading Levels			
Grade	Fall	Winter	Spring
4 <sup>th</sup> Grade	B- 3 (12.5%) S- 3 (12.5%) I- 18 (75%)	B- 4 (16%) S- 10 (40%) I- 11 (44%)	B- 3 (13%) S- 4 (17.4%) I- 16 (69.6%)
5 <sup>th</sup> Grade	B- 3 (19%) S- 4 (25%) I- 9 (56%)	B- 4 (20%) S- 2 (10%) I- 14 (70%)	B- 5 (26%) S- 2 (11%) I- 12 (63%)
6 <sup>th</sup> Grade	B- NA S- NA I- NA	B- 5 (19%) S- 7 (27%) I- 14 (54%)	B- 2 (10%) S- 4 (19%) I- 15 (71%)

B= Benchmark

S= Strategic

I= Intensive

Since we have a very fluid population of students, it is difficult to compare scores and percentages for the entire year. There are a few grades where the number on incoming or leaving students has greatly affected the class as a whole. Below is a graph showing movement of students in or out of each grade level between assessment windows, along with which level they tested in or out at.

Migration of Students from and to other Schools		
Grade	Fall to Winter	Winter to Spring
2 <sup>nd</sup> Grade	- 1 Benchmark - 2 Intensive	- 1 Benchmark  + 1 Benchmark + 1 Intensive
3 <sup>rd</sup> Grade	No Change	- 1 Yellow - 1 Red  + 1 Green
4 <sup>th</sup> Grade	- 1 Red  + 1 Benchmark + 1 Strategic	- 1 Benchmark - 1 Strategic - 1 Intensive  + 1 Intensive
5 <sup>th</sup> Grade	- 1 Benchmark  + 1 Benchmark + 4 Intensive	- 2 Intensive  + 1 Intensive
6 <sup>th</sup> Grade	No Scores from Fall	- 2 Benchmark - 1 Strategic - 1 Intensive

- = Students who have left

+ = New students

## MATH

From the 2008-2009 Report Card, the school's participation rate is 96.43% with 89.51% of the students testing below standard in Math.

Math						
	Number of Students	Participation Rate	Basic %	Proficient %	Advanced %	Proficient + Advanced %
All Students	168	96.43%	89.51%	8.64%	1.85%	10.49%
Males	95	95.79%	90.11%	8.79%	1.10%	9.89%
Females	73	97.26%	88.73%	8.45%	2.82%	11.27%
Race and Ethnicity						
Native American	168	96.43%	89.51%	8.64%	1.85%	10.49%
Other Groups						
IEP	53	98.11%	94.23%	5.77%	0.00%	5.77%
LEP	< 10	***	***	***	***	***

**Two Year Trend in Math:**

	Number of Students	Participation Rate	Basic %	Proficient %	Advanced %	Proficient + Advanced %
2008-2009	168	96.43%	89.51%	8.64%	1.85%	10.49%
2007-2008	144	97.92%	91.49%	4.96%	3.55%	8.51%

**AIMSweb M-CBM Computation Data Grades 3-6 2009-2010**

	Fall		Winter		Spring	
	# of Students	Percentage	# of Students	Percentage	# of Students	Percentage
Grade 3						
Intensive	9	45%	8	40%	3	16%
Strategic	7	35%	2	10%	3	16%
Benchmark	4	20%	10	50%	13	68%
# of Students	<b>20</b>		<b>20</b>		<b>19</b>	
	Fall		Winter		Spring	
	# of Students	Percentage	# of Students	Percentage	# of Students	Percentage
Grade 4						
Intensive	14	56%	10	39	8	35%
Strategic	6	24%	5	19	3	13%
Benchmark	5	20%	11	42	12	52%
# of Students	<b>25</b>		<b>26</b>		<b>23</b>	
	Fall		Winter		Spring	
	# of Students	Percentage	# of Students	Percentage	# of Students	Percentage
Grade 5						
Intensive	13	62%	11	48%	3	16%
Strategic	0	0%	4	17%	1	5%
Benchmark	8	38%	8	35%	15	79%
# of Students	<b>21</b>		<b>23</b>		<b>19</b>	

AYP Status		
Year	Rating	Status*
2008-2009	No	RESTR
2007-2008	No	CA-2
2006-2007	No	CA-1

## READING

From the 2008-2009 Report Card, the school's participation rate is 95.83% with 83.85% of the students testing below standard in Reading.

Reading						
	Number of Students	Participation Rate	Basic %	Proficient %	Advanced %	Proficient + Advanced %
All Students	168	95.83%	83.85%	14.91%	1.24%	16.15%
Males	95	92.63%	84.09%	15.91%	0.00%	15.91%
Females	73	100.00%	83.56%	13.70%	2.74%	16.44%
Race and Ethnicity						
Native American	168	95.83%	83.85%	14.91%	1.24%	16.15%
Other Groups						
IEP	53	94.34%	74.00%	22.00%	4.00%	26.00%
LEP	< 10	***	***	***	***	***

### Two Year Trend in Reading:

	Number of Students	Participation Rate	Basic %	Proficient %	Advanced %	Proficient + Advanced %
2008-2009	168	95.83%	83.85%	14.91%	1.24%	16.15%
2007-2008	143	97.90%	87.86%	10.00%	2.14%	12.14%

### Lummi Nation School DIBELS Oral Reading Fluency Data

Number of Students in Each Grade at Benchmark, Strategic, or Intensive Reading Levels			
Grade	Fall	Winter	Spring
2 <sup>nd</sup> Grade	B- 3 (10.7%) S- 10 (35.7%) I- 15 (53.6%)	B- 7 (28%) S- 6 (24%) I- 12 (48%)	B- 6 (22.2%) S- 5 (18.5%) I- 16 (59.3%)
3 <sup>rd</sup> Grade	B- 4 (20%) S- 5 (25%) I- 11 (55%)	B- 2 (10%) S- 6 (30%) I- 12 (60%)	B- 4 (21%) S- 4 (21%) I- 11 (58%)

	Fall		Winter		Spring	
	# of Students	Percentage	# of Students	Percentage	# of Students	Percentage
Grade 6						
Intensive	4	16%	6	23%	3	13.6%
Strategic	9	36%	2	7.7%	5	22.&%
Benchmark	12	48%	18	69.2%	14	63.7%
# of Students	<b>25</b>		<b>26</b>		<b>22</b>	

In some grades there were many changes in students entering or leaving the school that affected the final outcome.

## ATTENDANCE

The Lummi Tribal School has never met AYP in attendance. A significant number of students have over 50 absences as of April, 2010. Social issues previously outlined have impeded students from regularly attending school. Absentee parents, many struggling with issues of addiction and unemployment, along with a historically negative experience with formalized education, keep many students from attending on a daily basis. Lummi Tribal School has the following number of students per grade level with the average daily attendance for the past three years:

	Number of Students 2009-2010	Attendance Percentage 2009-2010	Attendance Percentage 2008-2009	Attendance Percentage 2007-2008
Kindergarten	40	86%	87%	87%
1 <sup>st</sup> grade	39	86%	89%	85%
2 <sup>nd</sup> grade	30	89%	90%	87%
3 <sup>rd</sup> grade	22	88%	89%	89%
4 <sup>th</sup> grade	26	87%	91%	87%
5 <sup>th</sup> grade	23	81%	87%	89%
6 <sup>th</sup> grade	28	82%	90%	84%
7 <sup>th</sup> grade	34	85%	83%	86%
8 <sup>th</sup> grade	28	83%	82%	82%

Lummi Tribal School intends to offer Summer School and After School Tutoring to stem the loss of academic experience for those students with excessive attendance, behavior, and achievement issues.

### **Lummi Tribal School Needs**

In applying for this **School Improvement Grant**, the Lummi Tribal School staff members are fighting for the future of the Lummi Tribal School students.

Most students come to the Lummi Tribal School from families under tremendous stress. Many parents are not raising their own children because of incarceration, drug and alcohol abuse, or inability to provide a safe and nurturing home for their children. Other students are children of very young parents who are struggling, themselves, with the responsibilities of being parents in their teens. Many grandparents and other family members step in to take care of the children of the community, but their responsibilities are already heavy, even though the need is immense. These insecurities and their lack of a stable home greatly affect many Lummi Tribal School children and negatively impact their achievement at school.

Regarding the “**curriculum of the home**”, most of the students in the Lummi community do not have a space designated as a study area where they can work or even safely keep their materials for doing homework, studying or reading. Many students do not have a computer or have Internet access, and many do not have home phone service so communication with families is very difficult. Few parents and guardians express consistent expectations that their students must spend time keeping up with their homework and improving their reading and math skills through practice. Some family members appear to hold a deep distrust of the formal educational system due to historical factors and resentments built up in generations past over the previous boarding school experiences of Native American families. Others feel frustrated if their students ask for help with homework assignments due to the guardians’ own lack of education, so many don’t encourage their students to complete homework at home. Some see little value in education because of an attitude of low expectations, possibly due to their own struggles at school. Some family members express frustrations at school conferences stating that they “don’t read” or “can’t do math” passing along those feelings and dysfunctional

norms to their children. These attitudes create great stress in the students. Lummi Tribal School students often mirror family members' negative attitudes during the school day in the forms of extreme disrespect toward staff, emotional outbursts, moodiness, indifference, uncooperativeness, or other counterproductive behaviors that adversely affect the learning and focus of themselves and the other students.

For these and other reasons, the **LTS School Improvement Grant Committee** decided that there are key areas where there is great need for assistance. Additional funding for intervention in these areas could help raise the achievement of the K-8 students so that the school can make AYP, which has never happened.

One area of focus is funding for a **Summer School** program targeted to the specific skill needs of LTS students and taught by highly-qualified and experienced teachers. This extra five weeks of learning time in a safe, structured and positive environment, research shows, has the potential to help the students to learn new reading and math skills while strengthening existing skills in preparation for the next school year. There is often a learning loss over time away from school and students must traditionally spend time at the beginning of the school year reviewing before beginning new material. Summer School has the potential to bridge this learning gap while giving students a more complete and stronger foundation and self-confidence in their reading and math skills while working in a safe, structured, and positive place at school.

Another planned area of focus is an **After School Tutoring** program in which students remain after school hours in a structured setting that fosters learning for specific and targeted skill building. This is not traditional "homework help", but tutoring from highly-qualified and experienced teachers working to build skills and understanding in reading and math. Because there is not usually designated quality homework time or an organized place to work in most of the homes of the LTS students, after school tutoring has a chance of building students' skills, while strengthening their math and reading foundation knowledge, and potentially raising student achievement levels toward the goal of making AYP.

In addition, with grant funding, LTS plans to hire additional **Intervention Teachers** who will work one-on-one and with small groups of students on targeted skills with which the students

are struggling. These groups will be flexible and will be data-driven. The value of this intervention, built into the school day, is also supported by research which says this “double dosing” of math and reading skills has raised student achievement in many situations and could help LTS toward the goal of making AYP.

Another area of focus for grant funding is **Professional Development**. LTS teachers of grades K-8 have indicated specific areas of need which have been discussed with a BIE- sanctioned consulting team from the University of Oklahoma. Grant funding will help continue to fund the team of consultants so they can continue to work with the LTS staff to provide targeted staff development that address specific, identified needs of the staff in the areas of content knowledge, best teaching practices, working with children of poverty, and working with students with severe behavior concerns among other areas of staff need.

The grant would also provide funding for **Incentives** to help LTS K-8 students see the value of consistent attendance, participation and academic achievement. Research shows that appropriate use of incentives has the potential to increase student achievement.

This entire grant-funded initiative and the strategic support for the academic needs of the LTS K-8 students are desperately needed and would be a dynamic investment in the futures of these bright and resilient Native American children as well as in the Lummi Nation, as a whole.

### **Curriculum Overview**

Learning goals and benchmark expectations are published for each grade K-8 by Washington State Office of Superintendent of Public Instruction (OSPI) and mailed throughout the local community. All teachers have access to print or online (<http://standards.ospi.k12.wa.us/>) descriptions of Grade Level Expectations for each content area. Inconsistent Professional Development in the K-8 school has not supported classroom teachers developing course maps, unit plans and syllabi around these learning goals.

To address the school’s consistent failure to make AYP in Math and Reading, LNS adopted new programs for K-6 classrooms: Saxon Math through the B.I.E. Math Counts Grant in 2008 and Harcourt’s Storytown through the American Revitalization and Reinvestment Act (ARRA) Grant

in the fall of 2009. For both programs enough materials were ordered and are on site to accommodate current student population with instructional textbooks, supplementary interventions and student consumables. Saxon Math and Storytown follow the scope and sequence of Washington State Learning Goals.

Saxon Math, with an imbedded Response To Intervention, is a requirement of the Math Counts grant under the supervision of the BIE and is supported by a trained math coach. Prior to the adoption of Saxon Math, Lummi Tribal School had been using a reform curriculum for the previous eight years, and every year fewer students mastered the foundational concepts and skills necessary to be successful in math. Prior experience with SAXON Math demonstrated that students were more skilled with basic math facts, concepts, and algorithms. Additionally, SAXON Math supports reading vocabulary and comprehension skills. Presently the Course I of Saxon Math is used in both middle school grades. Next year the seventh grade and eighth grade math classes will use Course II. The following years the middle school will use Course II in seventh grade and Course III in eighth grade. All K-6 classrooms use Saxon Math as the core curriculum.

Harcourt's Storytown is an updated reading program similar to the previous Open Court series, but with more teacher-friendly organization and compelling graphics for student engagement. An expert review of Storytown found its core components met or exceeded criteria across reading programs and grade levels (alsde.edu).

SRA Corrective Reading has been used for students in grades 4 through 8 identified as **Intensive**, and LNS is in the process of adopting Scholastic's Read 180 intervention program for **Strategic** students in grades 7 and 8. *Corrective Reading* is a comprehensive intervention program designed for students in grades 4-12. It targets students who are reading one or more years below grade level and is appropriate for students who are in special education classrooms as well. The 3 essential goals of the program are increasing reading accuracy (decoding), developing reading fluency, and building reading comprehension. *Corrective Reading* can be implemented in small groups (4-5 students) or whole-class format.

**READ 180** is a reading program designed for students in elementary through high school whose reading achievement is below the proficient level. The goal of **READ 180** is to address gaps in students' skills through the use of a computer program, literature, and direct instruction in reading skills. The software component of the program aims to track and adapt to each student's progress. In addition to the computer program, the **READ 180** program includes workbooks designed to address reading comprehension skills, paperback books for independent reading, and audiobooks with corresponding CDs for modeled reading.

To further the efficacy of our instructional activities across grade levels, representatives from the Center for Effective Schools at the University of Oklahoma observe classroom teachers and provide professional development in targeted areas of improvement. Lummi Tribal School staff will focus on effectively using existing curriculum, mapping and aligning lessons with state standards, and dealing with student behaviors that result from the myriad of social problems impacting our community. B.E.S.T. and PBS have been researched and have been chosen as the route the school will take for a school-wide discipline program.

### **School Climate**

A survey of School Climate conducted by ESM consultants through University of Oklahoma highlighted clear areas of strength and weakness. Frequent monitoring of student progress ranked as a strength among staff, but teaching students to evaluate their own performance fell below acceptable levels. While the physical facilities are a clear strength, very few staff agreed that discipline is consistently applied equitably to all students by all staff members. As well, a majority of staff felt that the principal and all staff members hold high expectations for themselves, but found a weakness in the instructional quality being consistent across subjects, grade levels, teachers and students groups (School Climate Survey Graphs, Appendix D). The school will use the 1003(g) Grant monies to support the development and implementation of Professional Learning Communities to allow teachers to collaborate and plan together. This collaboration will lead to improved instruction which will lead to improved student achievement. The ESM survey and the self assessment tool (Appendix D and A) revealed a need for review of the policies and procedures of both the Lummi Tribal School and the Lummi Nation School. This review is now ongoing and the costs are being born by other funding sources.

## II. 2010-2011 Title I 1003(g) School Improvement Grant

### School Improvement Strategy(s) for Tier III Schools

The Needs Assessment (Appendix A) identified the most critical success indicators that Lummi Tribal School needs to “put in place in order to rapidly turn around a low performing school.” The Center on Innovation and Improvement’s research regarding elements of school improvement will guide the selection of specific intervention strategies for this School Improvement Grant.

**Significant Concerns Facing Lummi Tribal School** as Identified by the School Restructuring Team using the school data from the Needs Assessment (Appendix A), school indicators (Appendix B), and school climate survey (Appendix D):

- Failure to reach AYP (K-8)
- Consistently low achievement test scores (K-8)
- Consistently poor daily school attendance/truancy
- On-going student behavior concerns (beyond normal occasional exuberance or slight disrespectful behavior)
- Inconsistency in applying norms for student behavior, building-wide
- Changes in leadership/administration through the years
- High turnover in staff
- Lack of differentiated Instruction
- Poor lesson design
- Frequent poor attendance at parent/teacher/student conferences (especially at upper grades)
- Family Fun Nights often poorly attended (<100 at the March, 2010 event)
- Last-minute cancellations of events/activities
- Poor attendance by non-school personnel at Parent Advisory Committee meetings (often no quorum present)
- Frequent difficulty/inability to reach families by phone for concerns, safety or emergency contacts
- Student academic skills are not supported in the summer – leads to loss of achievement level

Based on the needs assessment and the significant concerns, the School Restructuring Team found the following to be necessary:

**1. Provide staff ongoing, high quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.**

- Continue to contract with University of Oklahoma's Center for Effective Schools
- Build capacity of Coaches to provide embedded professional development
- Continue to contract with Saxon (BIE Math Counts)
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**2. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.**

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## School Improvement Strategies for Lummi Tribal School

- 1. Provide staff ongoing, high quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.**

From the Center on Innovation and Improvement, LTS has identified 9 key points for providing rigorous professional staff development:

1. Provide professional development that is appropriate for individual teachers with different experience and expertise
2. Offer an induction program to support new teachers in their first year of teaching at Lummi Tribal School
3. Align professional development with identified needs based on staff need and student performance
4. Provide all staff high quality, ongoing, job-embedded, and differentiated professional development
5. Structure professional development to provide adequate time for collaboration and active learning
6. Provide sustained and embedded professional development related to implementation of new programs and strategies
7. Set goals for professional development and monitor the extent to which it has changed practice
8. Create a professional learning community that fosters a school culture of continuous learning
9. Promote a school culture in which professional collaboration is valued and emphasized

### Professional Development - Research

Douglas Fisher, Nancy Frey and Douglas Williams state in their article, "Seven Literacy Strategies That Work" in Association for Supervision and Curriculum Development, copyright 2002, by EBSCO Publishing, that targeted professional development for teachers can raise students' reading achievement on the Gates-MacGinitie measure. These scores increased from an average of a 5.9 grade-level equivalent to an 8.2 grade-equivalent in their school. In addition, they met their state accountability targets for the first time in decades after

implementing targeted professional development along with other strategies. On another measure of reading scores, the Stanford 9, students showed an increase of 2.5% between 1998 and 2001 while the district's scores only increased by 1.5%.

In the American Educational Research Journal, Volume 42, Number 2, p. 371-406, from 2005, Heather C. Hill, Brian Rowan and Deborah Loewenberg Ball of the University of Michigan conclude that teachers' mathematical knowledge was significantly related to student achievement gains in both first and third grades. This finding provides support for policy initiatives designed to improve students' mathematics achievement by improving teachers' mathematical knowledge through targeted professional development in the area of mathematics.

In Teachers College Record, 102 (2), p. 294-343 from 2000, there is one relatively strong study, "Instructional Policy and Classroom Performance: The mathematics reform in California". This study supports the value of focused professional development in raising student achievement. They state that teachers who participated in the focused training and whose classroom practice moved towards incorporating the framework of the new math initiative had students who scored higher on a test of the math concepts imparted by the new curriculum.

One book supporting the importance of staff development to boost student achievement is **Student Achievement Through Staff Development** by Bruce R. Joyce, Beverly Showers and Michael G. Fullan, 3<sup>rd</sup> edition, 2002. In 1980, the authors predicted that staff development would become a human resource development system designed to change the nature of education. In this book, they list case studies of successful programs, evidence from research and illustrations from personal experience to help educators implement strategies to improve student achievement.

#### Professional Development - Actions

Based on the research Lummi Tribal School found that rigorous, targeted, ongoing, job-embedded Professional Development has the potential to significantly increase student achievement. Effective job-embedded professional learning will be provided for all teachers.

The primary objective is building teacher capacity to implement effective instructional strategies that ensure student success. Professional learning will be a priority budget item. Professional learning will be planned, aligned and lead to increased student learning. Staff-wide conversations will focus on systemic changes and continuous improvement.

Lummi Tribal School will extend the Center for Effective Schools – University of Oklahoma contract for three years. The University of Oklahoma’s Center for Effective Schools serves as a technical assistance provider. The school improvement and professional development practices are based on the *Effective School’s Model*, a scientifically-based school reform model based on the seven correlates of effectiveness. OU CES is currently contracted until November 2010. OU CES will facilitate the following processes: curriculum alignment and mapping, building leadership capacity, creating integrated project-based lesson plans, classroom management, and effective teaching strategies.

Lummi Tribal School will continue to contract with Saxon to provide ongoing professional development in Math Instruction and Support. Throughout the past two school years, Saxon personnel have provided professional development specifically aligned to the implementation of the Saxon Math program. Saxon will continue to provide targeted professional development related to the B.I.E. Math Counts Initiative. The professional development will now involve ramped-up training for the middle school teachers. Funding is available from other sources for school year 2010-2011 for middle level Saxon Math professional development. The next two years will be provided by this grant.

The school calendar will again next year have Friday half day in-service days twice a month. These half days are specifically intended to be for Professional Development.

### Resources and References

► Requiring-and enabling-principals to be educators first & site managers second. Mass Insight Building Block Strategies: Effective Teachers and Teaching, [www.massinsight.org/initiatives/buildingblocks/strategy.aspx?id=306](http://www.massinsight.org/initiatives/buildingblocks/strategy.aspx?id=306)

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**2. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards & 3. Promote the continuous use of data**

From the Center on Innovation and Improvement, LTS has identified 10 key points for reforming instruction using data to identify and implement instructional programs continuously:

1. Establish a team structure among teachers with specific duties and time for instructional planning.
2. Focus principal's role on building leadership capacity, achieving learning goals, and improving instruction.
3. Align professional development with achievement data and staff needs.
4. Ensure that teachers align instruction with standards and benchmarks
5. Monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments.
6. Differentiate and align learning activities.
7. Assess student learning frequently using standards-based classroom assessments.
8. Prepare standards-aligned lessons and differentiated activities.
9. Provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; student-directed small group; independent work; computer-based; homework.
10. Demonstrate sound homework practices and communication with parents.

Math Coaches' Impact on Student Achievement - Research

According to the National Council of Teachers of Mathematics research brief, "Mathematics Specialists and Mathematics Coaches: What Does the Research Say?" from March of 2009, a study by Gerretson, Bosnick, and Schofield (2008) "found that using mathematics specialists at the elementary school level allowed teachers more time to effectively plan lessons and focus

their professional development. In addition, teachers in this study reported gains in student achievement as a result of using mathematics specialists.”

In January of 2008, P. L. Paek from the Charles A. Dana Center at the University of Texas at Austin, presented a paper at the Silicon Valley Mathematics Initiative, San Francisco Bay Area. His topic was Mathematics coaching. This was a case study entitled *Practices worthy of attention: Local innovations in strengthening secondary mathematics*. In this study, Paek stated, “Not only do there appear to be changes in teacher’ practices, but these changes also appear related to improvements in student learning.” Paek went on, “... the treatment group includes 33 teachers who had intensive SVMII coaching, and a control group includes 51 teachers who did not. Teachers who engaged in professional development through SVMII coaching had a higher percentage of students passing the California Standards Test than those that did not.”

#### Math Coaches’ Impact on Student Achievement - Action

Based on research, Lummi Tribal School will use data continuously to drive instructional intervention for students who are not yet at standard. Lummi Tribal School will develop a comprehensive data system that allows for the collection of student data down to the individual student level. There will be a systematic reliance on data as a basis for decision-making at all levels of the school throughout the school year. The grade level meetings with the coaches will facilitate conversations to improve the effectiveness of instructional practices on students’ learning. Lummi Tribal School goals are set based on present levels of performance along with grade level standards. Changes will be based on the analysis of data and the educational needs of students. Professional development will be based on the instructional needs of teachers.

To meet the goal of using data to drive all instructional decisions, Lummi Tribal School will utilize the coaching model with, specifically through this grant, the Math Coach. This model has been extremely effective with the Math Counts program. The Math Counts program has focused on K-6 school-wide implementation of the Saxon Math program. Pacing guides and

benchmark assessments in math were put in place to develop greater consistency throughout the school. Grade level meetings with the Math Coach are held regularly to analyze data and to identify needs for intervention. Recently the school was recognized by the BIE for its efforts in student math improvement – a 30% gain in the computation scores using AIMSweb M-CBM. The Math Coach, through the dictates of the Math Counts Grant, utilizes the data to drive the Math Interventions for non-performing students in grades kindergarten through sixth grade. The Math Counts Grant will expire at the end of the 2010-2011 school year.

Lummi Tribal School will use the SIG monies to extend the services of the current Math Coach to the seventh and eighth grade and to continue the Math Coach position beyond the time limit of the Math Counts Grant. Additionally, the SIG monies will fund assessments we will use to collect the data needed for instructional decisions.

Additionally LTS employs a Reading Coach. The entire salary and fringe benefits for the Reading Coach are covered by the regular budget. This position will continue for the next two years and will be sustained if additional monies become available.

#### Extended Contract, Stipends, and Professional Development

Lummi Tribal School is cognizant that increases in student achievement do not happen in isolation, but rather, occurs when all pieces act in unison with each other. The continuous use of data to identify and implement instructional programs is a necessary component to the total student achievement improvement response outlined in this grant application. As such, Extended Contracts, Stipends, and Professional Development will be instrumental to the efforts of the staff to ensure that student achievement occurs and is sustained year after year.

#### Resources and References

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#### **4. Establish schedules and implement strategies that increase learning time**

From the Center on Innovation and Improvement, LTS has identified 7 key points for establishing schedules and implementing strategies that increase learning time:

1. Become familiar with research and best practices associated with efforts to increase learning time
2. Assess areas of need, select programs/strategies to be implemented and identify potential community partners
3. Create enthusiasm for extended learning programs and strategies among parents, teachers, students, and community through information sharing, collaborative planning, and regular communication
4. Allocate funds to support extended learning time, including innovative partnerships
5. Create and sustain partnerships to support extended learning

6. Ensure that teachers use extra time effectively when extended learning is implemented within the regular school program by providing targeted professional development
7. Monitor progress of the extended learning time programs and strategies being implemented, using data to inform modifications

### After-school Tutoring - Research

One method of improving student achievement is to extend the school day by adding tutoring sessions in Reading and Mathematics after the regular school day. According to research, this targeted, rigorous and required tutoring has the potential to help students build background skills and knowledge and to enhance their academic achievement.

The Harvard Education Letter, Volume 20, Number 2, from December 2, 2003 states that McRel Research, a nationally recognized, private, nonprofit organization in Aurora, CO, which is dedicated to improving education for all students, shows in their research that out-of-school programs boost student achievement. Some key findings from their research are as follows:

- Out-of-School time strategies can have positive effects on the achievement of low-achieving or at-risk students in reading and mathematics.
- Out-of-School time strategies that provide one-on-one tutoring for low-achieving or at-risk students have positive effects on student achievement in reading.

Edward E. Gordon discusses the success of after-school tutoring in raising student achievement, in the February 1, 2009 issue of Phi Delta Kappan. He notes that tutoring reinforces classroom teaching and improves student achievement. He further states that effective tutoring needs to be highly-structured and more precise individualized tutoring than generic “homework helper” or “drill-and-practice” tutoring.

In the May, 2001 issue of Remedial and Special Education, authors Michael Hock, Kim Pulvers, Donald Deshler, and Jean Shumaker state that tutoring programs have been identified as having the potential to turn academic failure into academic success. According to their research, at-risk students and students with learning disabilities who were failing classes could earn average

or better grades on quizzes and tests if they had the support of trained adult tutors. Researchers also found that some students continued to be successful after tutoring ended, indicating that they were able to use the strategies that they had learned in a generative fashion.

#### After-school Tutoring - Action

The research has clearly shown that targeted, rigorous, and required tutoring intervention will increase student academic achievement; therefore, Lummi Tribal School will plan and implement a targeted and rigorous extended day (After School Tutoring) intervention program. The tutoring program will target identified students in grades 2 through 8 who are challenged academically the first year (SY 10-11) in the academic areas of math and reading.

Teachers will identify student at risk for poor learning outcomes. The Intervention teachers will monitor student progress, provide evidence-based interventions, and adjust the intensity and nature of those interventions depending on the student's responsiveness to interventions. Individual Learning Plans will be developed for each targeted student based on NWEA-Maps results along with classroom assessments and AIMSweb and DIBELS data.

The tutoring program will begin the third week of the school year and continue for 30 weeks. The Monday through Thursday program will have at least 75 minutes of targeted intervention daily. Highly qualified teachers will provide the targeted interventions. Additionally project-based learning activities will be developed to entice reluctant students. Students will be bused home at the conclusion of the daily tutoring session.

#### Summer School - Research

One method of improving student achievement is to extend the school year by adding Summer School sessions in Reading and Mathematics. According to research, if this intervention is targeted, rigorous and required tutoring during the summer months, it provides potentially positive benefits of helping students minimize academic losses while retaining and enhancing their math and reading skills and knowledge base.

Dr. Beth M. Miller from the Nellie Mae Education Foundation in *The Learning Season*, Executive Summary, *The Untapped Power of Summer to Advance Student Achievement*, from June of 2007, states that “nearly all the differences in achievement between poor and middle-class children are rooted in the inequities that young people experience outside the schoolhouse door: namely, before they begin kindergarten, and once in school, during out-of-school time. These inequities are especially pronounced during the summer months, when middle-class children continue to learn or hold steady in reading and language skills, while poor children lose knowledge and skills.”

From *New Horizons for Learning*, Dr Bill Miller and Delcine Mesa Johnson found that students tested for each of the four years from 1995-1998 made significant improvement in their test scores compared to the national norms which was indicative of outstanding educational programs. They recommended, among other strategies, to implement a “five-week summer school program that is experientially and content driven.”

According to Pedro A. Noguera, PhD of the Steinhardt School of Education of New York University, in *What It Takes to Leave No Child Behind*, on May 28, 2009, one recommendation for closing the achievement gap in student achievement would be to use summer school and after-school programs to address needs of kids who are falling behind.

From *Newswise*, in *A Longer Academic Year May Boost Student Achievement* from May of 1998, the *Purdue University News Service*, West Lafayette, IN, there is information that summer may translate into greater academic achievement for elementary school students. “When we consider academic achievement, lower achieving kids lost ground over summer vacation,” says Julie Frazier, assistant professor of child development and family studies, “and even though good students improve over summer break, it’s not known what additional strides in achievement they might make if they were in school.” She compared similar groups of students who went to traditional school year programs to students who attended extended year programs. She says that “the students in the extended-year school outpaced their counterparts in math and reading achievement,” and she “did not see the ‘burnout’ among the kids in the extended-year schools. In fact, she said the students in the extended-year schools

felt slightly more confident of their cognitive skills by summer's end than did the students in the traditional schools.”

### Summer School – Action

The research has shown that a well planned Summer School keeps students from losing academic achievement and targeted and rigorous summer school programs have the potential to increase student academic achievement. As a result of such research, Lummi Tribal School will plan and implement a targeted and rigorous summer intervention program to maintain and potentially improve the academic achievement of students not at standard. The summer school program will run from the first week in July to the first week in August for a total of 5 weeks – Monday through Thursday for approximately 3 to 3.5 hours per day.

Instruction will be delivered by highly qualified teachers preferably the classroom teacher for the grade level. Students will receive target intervention in math and reading along with project based learning activities to entice reluctant learners and challenge all students. Appropriate materials and supplies will be available for these activities. Students will be pre and post tested for program evaluation purposes using AIMSweb M-CBM and DIBELS. Incentives for attendance and academic performance will be in place to encourage and motivate the students.

### Targeted Intervention – Research

Math Intervention teachers and Reading Intervention teachers work daily with individuals or small groups of students focusing on specific and targeted skills. This intense intervention has a direct impact on students' knowledge of basic math skills and reading skills and improves their performance on tests.

Research reveals that having basic skills is a necessary prerequisite to the development of higher-level functioning in both reading and math (LaBerge and Samuels, 1974, Lesgold, 1983, and Torgesen, 1984). Several studies have shown that a lack of fluent math fact retrieval impedes students from attaining higher-order math skills (Resnick, 1983) participating in math class discussions (Woodward & Baxter, 1997), engaging in math problem solving (Pelligrino &

Goldman, 1987), and even developing everyday life skills (Loveliss, 2003). Rapid math fact retrieval has been shown to be a strong predictor of performance on mathematics achievement tests (Royer, Tronsky, Chan, Jackson, & Marchant, 1999). Brain research in cognitive science has revealed an actual shift in brain activation patterns once automatic retrieval of math facts is established (Dehaena, 1000).

#### Targeted Intervention – Action

Lummi Tribal School will recruit and retain academic Intervention Teachers (see Job Description – Appendix B) to provide targeted school day intervention and targeted extended day (after school tutoring) intervention in math and reading. The research is very explicit – highly-qualified teachers need to provide the intervention for the lower performing students. LTS intends to hire two intervention teachers – one for math and one for reading for K-6 - along with an additional intervention position for the grades 7 and 8.

Teachers will identify student at risk for poor learning outcomes. The Intervention teachers will monitor student progress, provide evidence-based interventions, and adjust the intensity and nature of those interventions depending on the student’s responsiveness to interventions. Individual Learning Plans will be developed for each targeted student based on NWEA-Maps results along with classroom assessments and AIMSweb and DIBELS data.

#### Student and Staff Performance Incentives – Research

Wade E. Lucas, in his 2008 dissertation for Doctor of Education at Seton Hall University, “The Effects of Extrinsic Rewards on Student Achievement in Grades Three Through Six in the Coshocton City Schools,” states that “incentives are effective for student achievement.”

In Education World, 3/30/2005, Linda Starr states that although the acquisition of knowledge should be reason enough for students to go to school and strive to achieve, some extrinsic motivation, in the form of rewards, often proves to be helpful. She lists links to several articles that support her statement noting situations where schools have used rewards systems to help motivate students.

### Student and Staff Performance Incentives - Action

Based on the research and prior experience, Lummi Tribal School will plan and implement a Performance Incentives program for students who make academic, attendance, and behavior improvements and for staff who make attendance improvements.

### Extended Contract, Stipends, and Professional Development

Lummi Tribal School is cognizant that increases in student achievement do not happen in isolation, but rather, occurs when all pieces act in unison with each other. The continuous use of data to identify and implement instructional programs, including establishing schedules and implementing strategies to increase learning time, is a necessary component to the total student achievement improvement response outlined in this grant application. As such, Extended Contracts, Stipends, and Professional Development will be instrumental to the efforts of the staff to ensure that student achievement occurs and is sustained year after year.

### Resources and References

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- ▶ Time for a change: the promise of extended-time schools for promoting student achievement, Education Sector, [www.educationsector.org/usr\\_doc/OntheClock.pdf](http://www.educationsector.org/usr_doc/OntheClock.pdf)
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- ▶ Statewide After School Networks: Examples of Effective Practices, C.S. Mott Foundation, [www.statewideafterschoolnetworks.net/resources/dat/pp-2003.pdf](http://www.statewideafterschoolnetworks.net/resources/dat/pp-2003.pdf) Includes a listing of organizations and assistance available.
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**III. 2010-2011 Title I 1003(g) School Improvement Grant  
Plan of Operation Worksheet for Title I School Improvement - Tier III School**

<p>Name of School: <b>Lummi Tribal School</b></p>
<p>School Improvement Strategy(s) to be Implemented:  <b>1. Provide staff ongoing, high quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.</b>  <b>2. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.</b>  <b>3. Promote the continuous use of data</b>  <b>4. Establish schedules and implement strategies that increase learning time</b></p>
<p>Long Range Goal Statements: (1-3 Years)  <b>The number and percentage of students who score proficient on the Washington state assessment in reading/language arts and mathematics in the grades 3 through grades 8 at the will increase and Lummi Tribal School will make Adequate Yearly Progress and move out of improvement status.</b></p>
<p>Annual Measurable Goal for Reading/Language Arts: <b>The number and percentage of students who score proficient on the Washington state assessment in reading/language arts in grades 3 through grades 8 will increase by an average of 18% per academic year.</b>          Objective 1: Through targeted and rigorous intervention along with project-based learning, students will increase oral fluency an additional 10% above the grade level gain amount each year as measured by DIBELS.          Objective 2: Through targeted and rigorous intervention along with project-based learning, students will increase reading comprehension an additional 10% above the grade level gain amount each year as measured by NWEA Maps.          Objective 3: Through targeted and rigorous intervention, students will increase average daily attendance by 5% over the three year period as measured by NASIS attendance data.</p>
<p>Annual Measurable Goal for Mathematics: <b>The number and percentage of students who score proficient on the Washington state assessment in mathematics in grades 3 through grades 8 will increase by an average of 18% per academic year.</b>          Objective 1: Through targeted and rigorous intervention along with project-based learning, students will increase computation an additional 10% above the grade level gain amount each year as measured by AIMSweb M-CBM.          Objective 2: Through targeted and rigorous intervention along with project-based learning, students will increase math process skills an additional 10% above the grade level gain amount each year as measured by NWEA Maps.          Objective 3: Through targeted and rigorous intervention, students will increase average daily attendance by 5% over the three year period as measured by NASIS attendance data.</p>
<p>USDOE Required Action (s)  <b>Strategies must be research-based and designed to address the particular needs of the school based on the results of the Needs Assessment.</b></p>

**III. 2010-2011 Title I 1003(g) School Improvement Grant (cont.)**  
**PROJECT TIMELINE for Title I School Improvement - Tier III School**

**June 2010**

- SIG Grant Award Notification
- Identify students for targeted and rigorous intervention for SY 2010-2011
- Plan Targeted and Rigorous Professional Development Institute (3 days)

**August 2010**

- Full day Targeted and Rigorous Professional Development Institute (3 days)
- Identify students not yet at standard
- Plan for targeted intervention of students not at standard
- Ongoing job embedded Professional Development OU CES

**September - November 2010**

- Implement targeted school day interventions for students not at standard
- Plan and implement targeted K-8 After School Tutoring
- Evaluate performance of students in targeted intervention
- Reward academic, attendance, and improved behavior achievement student incentives monthly
- Reward attendance achievement teacher incentives monthly
- Ongoing job embedded Professional Development OU CES

**November 2010 – January 2011**

- Modify targeted school day interventions as needed for students not at standard
- Modify targeted K-8 After School Tutoring as needed for students not at standard
- Evaluate performance of students in targeted interventions
- Reward academic, attendance, and improved behavior achievement student incentives monthly
- Reward attendance achievement teacher incentives monthly
- Ongoing job embedded Professional Development OU CES

**January – March 2011**

- Modify targeted school day interventions as needed for students not at standard
- Modify targeted K-8 After School Tutoring as needed for students not at standard
- Evaluate performance of students in targeted interventions
- Reward academic, attendance, and improved behavior achievement student incentives monthly
- Reward attendance achievement teacher incentives monthly

- Ongoing job embedded Professional Development OU CES

### **March - May 2011**

- Modify targeted school day interventions as needed for students not at standard
- Modify targeted K-8 After School Tutoring as needed for students not at standard
- Evaluate performance of students in targeted interventions
- Reward academic, attendance, and improved behavior achievement student incentives monthly
- Reward attendance achievement teacher incentives monthly
- Ongoing job embedded Professional Development OU CES

### **June 2011**

- Plan Summer School
- Identify students for targeted and rigorous intervention
- Summer school staff identified and trained
- Reward year end academic, attendance, and improved behavior achievement student incentives
- Reward year end attendance achievement teacher incentives

### **July – August 2011**

- Summer School July 6 – August 5
  - Pretest Posttest all students using AIMSweb and DIBELS
  - Determine and implement targeted intervention
- Job-embedded Professional Development
  - Saxon Math Professional Development
  - OU CES Professional Development
- Reward academic, attendance, and improved behavior achievement student incentives weekly
- Reward attendance achievement teacher incentives monthly

### **August 2011**

- Full day Target and Rigorous Professional Development Institute (3 days)
- Identify students not yet at standard
- Plan for targeted intervention of students not at standard
- Ongoing job embedded Professional Development OU CES

### **September - November 2011**

- Implement targeted school day interventions for students not at standard

- Plan and implement targeted K-8 After School Tutoring
- Evaluate performance of students in targeted intervention
- Reward academic, attendance, and improved behavior achievement student incentives monthly
- Reward attendance achievement teacher incentives monthly
- Ongoing job embedded Professional Development OU CES

### **November 2011 – January 2012**

- Modify targeted school day interventions as needed for students not at standard
- Modify targeted K-8 After School Tutoring as needed for students not at standard
- Evaluate performance of students in targeted interventions
- Reward academic, attendance, and improved behavior achievement student incentives monthly
- Reward attendance achievement teacher incentives monthly
- Ongoing job embedded Professional Development OU CES

### **January – March 2012**

- Modify targeted school day interventions as needed for students not at standard
- Modify targeted K-8 After School Tutoring as needed for students not at standard
- Evaluate performance of students in targeted interventions
- Reward academic, attendance, and improved behavior achievement student incentives monthly
- Reward attendance achievement teacher incentives monthly
- Ongoing job embedded Professional Development OU CES

### **March - May 2012**

- Modify targeted school day interventions as needed for students not at standard
- Modify targeted K-8 After School Tutoring as needed for students not at standard
- Evaluate performance of students in targeted interventions
- Reward academic, attendance, and improved behavior achievement student incentives monthly
- Reward attendance achievement teacher incentives monthly
- Ongoing job embedded Professional Development OU CES

### **June 2012**

- Plan Summer School
- Identify students for targeted and rigorous intervention
- Summer school staff identified and trained

### **July – August 2012**

- Summer School July 6 – August 5
  1. Pretest Posttest all students using AIMSweb and DIBELS
- Job-embedded Professional Development
  1. Saxon Math Professional Development
  2. OU CES Professional Development
- Reward academic, attendance, and improved behavior achievement student incentives weekly and at end of program
- Reward attendance achievement teacher incentives monthly

### **August 2012**

- Full day Target and Rigorous Professional Development Institute (3 days)
- Identify students not yet at standard
- Plan for targeted intervention of students not at standard
- Ongoing job embedded Professional Development OU CES

### **September - November 2012**

- Implement targeted school day interventions for students not at standard
- Plan and implement targeted K-8 After School Tutoring
- Evaluate performance of students in targeted intervention
- Reward academic, attendance, and improved behavior achievement student incentives monthly
- Reward attendance achievement teacher incentives monthly
- Ongoing job embedded Professional Development OU CES

### **November 2012 – January 2013**

- Modify targeted school day interventions as needed for students not at standard
- Modify targeted K-8 After School Tutoring as needed for students not at standard
- Evaluate performance of students in targeted interventions
- Reward academic, attendance, and improved behavior achievement student incentives monthly
- Reward attendance achievement teacher incentives monthly
- Ongoing job embedded Professional Development OU CES

### **January – March 2013**

- Modify targeted school day interventions as needed for students not at standard
- Modify targeted K-8 After School Tutoring as needed for students not at standard
- Evaluate performance of students in targeted interventions

- Reward academic, attendance, and improved behavior achievement student incentives monthly
- Reward attendance achievement teacher incentives monthly
- Ongoing job embedded Professional Development OU CES

### **March - May 2013**

- Modify targeted school day interventions as needed for students not at standard
- Modify targeted K-8 After School Tutoring as needed for students not at standard
- Evaluate performance of students in targeted interventions
- Reward academic, attendance, and improved behavior achievement student incentives monthly
- Reward attendance achievement teacher incentives monthly
- Ongoing job embedded Professional Development OU CES

### **July – August 2013**

- Summer School July 6 – August 5
  1. Pretest Posttest all students using AIMSweb and DIBELS
- Job-embedded Professional Development
  1. Saxon Math Professional Development
  2. OU CES Professional Development
- Reward academic, attendance, and improved behavior achievement student incentives weekly and at end of program
- Reward attendance achievement teacher incentives weekly and at end of program

**IV. 2010-2011 Title I 1003(g) School Improvement Grant  
Consolidated LEA Proposed Budget**

Expenditure Classification	2009-2010	2010-2011	2011-2012	2012-2013	Total Budget
<b>DIRECT INSTRUCTION</b>					
<b>PERSONNEL SERVICES</b>					
Teachers – Grades K-12		180960.00	120640.00	120640.00	422240.00
Teachers – Special Education					
Instructional Assistants – K-12					
Instructional Assistants – K-12					
Substitutes					
Extended Contracts		56350.00	56350.00	56350.00	169050.00
Stipends/Incentives		19080.00	19080.00	19080.00	57240.00
Other					
Other					
<b>EMPLOYEE BENEFITS</b>					
Health & Other Insurances					
FICA Taxes					
Retirement					
TSP Match					
Other Benefits - Fringe		54415.19	40583.81	40583.81	135582.81
<b>SUPPLIES &amp; MATERIALS</b>					
Textbooks/Curriculum Materials					
Instructional Software		5370.46	5370.46	5370.46	16111.38
General Supplies & Materials		10000.00	10000.00	10000.00	30000.00
Incentives Academic/Attendance		21069.55	20897.62	20897.62	62864.79

## Activity

The actual work task or step performed in producing and delivering products and services. An aggregation of actions performed within an organization that is useful for purposes of activity-based costing.

## Activity Analysis

The identification and description of activities in an organization. Activity analysis involves determining what activities are done within a department, how many people perform the activities, how much time they spend performing the activities, what resources are required to perform the activities, what operational data best reflect the performance of the activities, and what customer value the activity has for the organization. Activity analysis is accomplished with interviews, questionnaires, observation, and review of physical records of work. It is the foundation for agency process value analysis, which is key to overall review of program delivery.

## Activity-based Costing

A cost accounting method that measures the cost and performance of process related activities and cost objects. It assigns cost to cost objects, such as products or customers, based on their use of activities. It recognizes the causal relationship of cost drivers to activities.

Expenditure Classification	2009-2010	2010-2011	2011-2012	2012-2013	Total Budget
<b>PROFESSIONAL DEVELOPMENT / TRAVEL</b>					
Employee Travel					
Employee Professional Development					
Other P.D./Travel					
<b>EQUIPMENT</b>					
Direct Instruction Equipment					
Other Equipment					
<b>PURCHASED SERVICES</b>					
Contracts	72000.00	84000.00	84000.00	84000.00	240000.00
Vehicle Rents /Leases					
Other Charges					
<b>INSTRUCTIONAL SUPPORT</b>					
<b>PERSONNEL SERVICES</b>					
Principal					
Instructional Supervisor					
Subject Matter Specialist					
Instructional Coach					
Social Worker					
Parent-Community Liaison					
Counselor					
Math Coach	12064.00	60320.00	60320.00	60320.00	132704.00
Other (Identify)					
<b>EMPLOYEE BENEFITS</b>					
Health & Other Insurances					
FICA Taxes					
Retirement					
TSP Match					
Other Benefits	2766.00	16833.31	16833.31	16833.31	36.432.62

Expenditure Classification	2009-2010	2010-2011	2011-2012	2012-2013	Total Budget
<b>PURCHASED SERVICES (CONTRACTED SERVICES)</b>					
Education Management Organization					
Charter Management Organization					
On-Site Consultants					
Other					
<b>SUPPLIES &amp; MATERIALS</b>					
Assessments /Evaluations					
Assessment Software					
General Supplies & Materials					
Other					
<b>PROFESSIONAL DEVELOPMENT / TRAVEL</b>					
Employee Professional Development					
Employee Travel					
Parent Professional Development					
Parent Travel					
Student Travel					
Other					
<b>EQUIPMENT</b>					
Instructional Support Equipment					
<b>OTHER INTERVENTION MODEL REQUIREMENTS/NEEDS</b>					
Extended Learning Time					
Displacement Costs					
School Closure Costs					
Extended Professional Development (Career Growth)					
ELT Transportation -Summer	18498.40	18498.40	18498.40	18498.40	55495.20
ELT Transportation – After school	47426.40	47426.40	47426.40	47426.40	142279.20
Other					
<b>PROGRAM TOTALS</b>	500000.00	500000.00	500000.00	500000.00	1500000.00

**IV. 2010-2011 Title I 1003(g) School Improvement Grant (cont.)**  
**Budget Narrative**  
**YEAR 1 SY10-11**

**Professional Development**

University of Oklahoma's Center for Effective Schools contract  
75% of \$8000.00 per month = \$72,000.00 per year  
Instructional Staff Stipends - INSTITUTE  
20 Teachers @ \$120.00 per day for 3 days = \$ 7200.00  
10 Para-Educators @ 60.00 per day for 3 days = \$1800.00  
Instructional Staff Stipends - Saturday  
20 Teachers @ \$120.00 per day for 4.2 days = \$ 10080.00

**Using Data**

Math Coach 7-8 grade extension  
Salary (20%) = \$12064.00  
Fringe (20%) = \$2766.00  
Assessment – NWEA, DIBELS, AIMSWEB = \$5370.46  
Professional Development – OU CES and Saxon (see first category)  
Instructional Staff Extended Contracts and Stipends (see other two categories)

**Increasing Learning Time**

Rigorous and Targeted Summer School for Identified Students  
Transportation for students for 5 weeks of 4 days per week = \$18498.40  
Instructional Staff Extended Contracts  
18 Teachers @ \$25.00 per hour for 5 hours per day for 23 days = \$51750.00  
4 Para-Educators @\$10.00 per hour for 5 hrs. per day for 23 days = \$4600.00  
Fringe Benefits = \$12921.06  
Materials and Supplies  
Summer School Materials and Supplies for Classroom Use = \$85000.00  
Professional Development – OU CES and Saxon (see first category)  
Rigorous and Targeted After School Tutoring for Identified Students  
Transportation for students for 30 weeks of 4 days per week = \$47426.40  
School Day Targeted Intervention for Identified Students  
Staff Salary for Intervention Teachers for 3 full time teachers = \$180960.00  
Fringe Benefits = \$41494.13  
Materials and Supplies  
Targeted School Materials and Supplies for Classroom Use = \$1500.00  
Student Performance Incentives – Academic, Attendance, and Behavior  
Potential Incentives for students at \$16105.37 per school year  
Staff Performance Incentives – Attendance  
Potential Incentives for teachers at \$4964.18 per school year

## YEAR 2 SY11-12

### Professional Development

University of Oklahoma's Center for Effective Schools contract  
75% of \$8000.00 per month = \$72,000.00 per year  
Saxon (BIE Math Counts) contract  
\$1000 per month = \$12000.00 per year  
Instructional Staff Stipends - INSTITUTE  
20 Teachers @ \$120.00 per day for 3 days = \$ 7200.00  
10 Para-Educators @ 60.00 per day for 3 days = \$1800.00  
Instructional Staff Stipends - Saturday  
20 Teachers @ \$120.00 per day for 4.2 days = \$ 10080.00

### Using Data

Math Coach 7-8 grade extension  
Salary (100%) = \$60320.00  
Fringe (100%) = \$16833.31  
Assessment – NWEA, DIBELS, AIMSWEB = \$5370.46  
Professional Development – OU CES and Saxon (see first category)  
Instructional Staff Extended Contracts and Stipends (see other two categories)

### Increasing Learning Time

Rigorous and Targeted Summer School for Identified Students  
Transportation for students for 5 weeks of 4 days per week = \$18498.40  
Instructional Staff Extended Contracts  
18 Teachers @ \$25.00 per hour for 5 hours per day for 23 days = \$51750.00  
4 Para-Educators @\$10.00 per hour for 5 hrs. per day for 23 days = \$4600.00  
Fringe Benefits = \$12921.06  
Materials and Supplies  
Summer School Materials and Supplies for Classroom Use = \$8500.00  
Professional Development – OU CES and Saxon (see first category)  
Rigorous and Targeted After School Tutoring for Identified Students  
Transportation for students for 30 weeks of 4 days per week = \$47426.40  
School Day Targeted Intervention for Identified Students  
Staff Salary for 2 Intervention Teachers = \$120640.00  
Fringe Benefits = \$27662.75  
Materials and Supplies  
Targeted School Materials and Supplies for Classroom Use = \$1500.00  
Student Performance Incentives – Academic, Attendance, and Behavior  
Potential Incentives for students at \$15980.62 per school year  
Staff Performance Incentives – Attendance  
Potential Incentives for teachers at \$4917.00 per school year

## YEAR 3 SY12-13

### Professional Development

University of Oklahoma's Center for Effective Schools contract  
75% of \$8000.00 per month = \$72,000.00 per year  
Saxon (BIE Math Counts) contract  
\$1000 per month = \$12000.00 per year  
Instructional Staff Stipends - INSTITUTE  
20 Teachers @ \$120.00 per day for 3 days = \$ 7200.00  
10 Para-Educators @ 60.00 per day for 3 days = \$1800.00  
Instructional Staff Stipends - Saturday  
20 Teachers @ \$120.00 per day for 4.2 days = \$ 10080.00

### Using Data

Math Coach 7-8 grade extension  
Salary (100%) = \$60320.00  
Fringe (100%) = \$16833.31  
Assessment – NWEA, DIBELS, AIMSWEB = \$5370.46  
Professional Development – OU CES and Saxon (see first category)  
Instructional Staff Extended Contracts and Stipends (see other two categories)

### Increasing Learning Time

Rigorous and Targeted Summer School for Identified Students  
Transportation for students for 5 weeks of 4 days per week = \$18498.40  
Instructional Staff Extended Contracts  
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4 Para-Educators @\$10.00 per hour for 5 hrs. per day for 23 days = \$4600.00  
Fringe Benefits = \$12921.06  
Materials and Supplies  
Summer School Materials and Supplies for Classroom Use = \$8500.00  
Professional Development – OU CES and Saxon (see first category)  
Rigorous and Targeted After School Tutoring for Identified Students  
Transportation for students for 30 weeks of 4 days per week = \$47426.40  
School Day Targeted Intervention for Identified Students  
Staff Salary for 2 Intervention Teachers = \$120640.00  
Fringe Benefits = \$27662.75  
Materials and Supplies  
Targeted School Materials and Supplies for Classroom Use = \$1500.00  
Student Performance Incentives – Academic, Attendance, and Behavior  
Potential Incentives for students at \$15980.62 per school year  
Staff Performance Incentives – Attendance  
Potential Incentives for teachers at \$4917.00 per school year

Our current yearly budget and expenditures for Lummi Tribal School are as follow:

SY 2009/2010		
Lummi Tribal School		
BIE grant #: GTP10T10717		
Elementary Function	Current allotment	Used for:
School Operations	1,551,100.00	Support staff, cultural director, Information Technology, music, art supplies, athletics
Transportation	514,600.00	Bus driver salaries/benefits, bus repair/maint, GSA costs
Administrative Cost	318,800.00	Administration
IDEA - Special Educ.	609,951.00	Students identified with special needs education plan
Title I	545,425.00	Schoolwide improvement, salaries/benefits for: para-professionals, attendance manager, Registrar, Parent nights (involvement), attendance appreciation
Title IA ARRA	382,300.00	Priority 4, school in restructuring plan
Title IIA	73,300.00	Training/travel funds for school personnel (administrators, teachers, staff, parents)
Title IID	4,500.00	Information Technology funds, enhance technology at school
Title IV	19,700.00	Security salary/benefits (partial)
Title IV-B	2,570.00	Rural/low income funds, used for parent involvement and communication
Math Counts-Ed. Pr. Enh.	109,900.00	Math Coach salary/benefits, materials, curriculum
	<b>4,112,146.00</b>	

Based on the additional funds that Lummi Tribal School is seeking through this School Improvement Grant, LTS has a number of ways to sustain our projected student achievement increases:

- The intervention teachers and Math Coach will be training existing, highly qualified staff, giving them the skills to support struggling learners. Also, the scheduling will enable intervention times within the school day in addition to the Reading and Math blocks of uninterrupted instructional time.
- The onsite Professional Development the staff will be receiving over the next three years will build competence and sustainability within the classroom, with a focus on small-group, tiered-instruction to meet individual student identified needs and increase student academic achievement.
- Over the next three years Lummi Tribal School will be seeking other funding sources to continue providing summer school. Research shows that students who do not attend a

rigorous and targeted summer school program regress 1 to 3 levels in Reading and Math. The accumulated data of increased student achievement over the next three years will be used to support the need for this program.

- Student incentives expenditures will be picked up through the existing school budget after this grant. Potentially over the next three years the extrinsic motivators, like incentives, will become intrinsic motivators for achieving high standards. Research shows that targeted, extrinsic rewards will increase intrinsic motivation if used properly.
- With the targeted interventions for staff and students over the next three years, the academic achievement level of students will be increased. Therefore, targeted intervention time within the school day using existing teachers will be sustained and will continue to increase student achievement.

**V. 2010-2011 Title I 1003(g) School Improvement Grant  
MEASURES OF PROGRESS**

METRIC	SOURCE	Achievement Indicators	Leading Indicators
<b>SCHOOL DATA</b>			
Which intervention strategies the school used	SIG Grant		
AYP Status	Report Card	√	
Which AYP targets the school met and missed	Report Card	√	
School improvement status	Report Card	√	
Number of minutes within the school year	School		√
<b>STUDENT OUTCOME/ACADEMIC PROGRESS DATA</b>			
Percentage of students at or above each proficiency level on State assessments in reading and mathematics by grade and by student subgroup	Report Card	√	
Student participation rate on State assessments in reading and in mathematics by student subgroup	Report Card		√
Student Achievement – NWEA Maps Test	School	√	
Oral Reading Fluency -DIBELS	School	√	
Math Computation - AIMSweb	School	√	
Student attendance rate	Report Card		√
<b>STUDENT CONNECTION AND SCHOOL CLIMATE</b>			
Discipline incidents	School		
Truants	School		√
<b>TALENT</b>			
Teacher retention rate	School		
Teacher mobility rate including within school	School		
Teacher attendance rate	School		√
<b>PROFESSIONAL DEVELOPMENT</b>			
Teacher Professional Development Hours	School		

## VI. 2010-2011 Title I 1003(g) School Improvement Grant Assurances

The school must include the following assurances in its application for a school improvement grant. Please check the applicable boxes.

The school must assure that it will:

Establish annual goals for student achievement on State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in Section III of the final requirements in order to monitor the school's progress.

Report to the BIE the school-level data required under Section III of the final requirements.

## VII. 2010-2011 Title I 1003(g) School Improvement Grant WAIVERS

**WAIVERS: The BIE has obtained waivers of requirements applicable to the school's School Improvement Grant. The School must indicate which of those waivers it intends to implement.**

The school must check each waiver that the school will implement. The School believes that the requested waiver(s) will increase the quality of instruction for students and improve the academic achievement of students in Tier I and Tier III schools by enabling the school to use more effectively the school improvement funds to implement one of the four school intervention models in Tier I schools and to carry out school improvement activities in Tier III schools. The four school intervention models are specifically designed to raise substantially the achievement of students in the BIE's persistently lowest-achieving schools.



Extending the period of availability of school improvement funds.

The school that chooses to implement one of more of these waivers will comply with section I.A.7 of the final requirements.

The school assures that it will implement the waiver(s) only if the school receives a school improvement grant and requests to implement the waiver(s) in its application.

# APPENDIX A

## SCHOOL NEEDS ASSESSMENT TOOL

# SCHOOL NEEDS ASSESSMENT TOOL

Lummi Tribal School

Completed 4/9/2010

A. Shared Leadership	Assessing the Current Situation		Adding the Missing Pieces	
	YES	NO	Primary Responsibility	Target Date for Completion
The Associate Deputy Director & Education Line Office				
1. ADD/ELO procedures support school-based decision making.	√			
2. ADD/ELO and school decision-makers are connected by frequent interaction, two-way communication, problem-solving, mutual coordination, and reciprocal influence.	√			
3. The ADD/ELO has provided the school with a "letter of understanding" about the school's intervention implementation and the ADD/ELO's support of it.		√	ADD/ELO Administration	Immediately
Teams and Time				
1. A team structure is officially incorporated into the school improvement plan and the school governance policy.	√		Leadership Team Administrative Team	August 2010
2. A Leadership Team including the principal and teacher leaders from each Instructional Team is in place.		√	Leadership Team Administrative Team	August 2010
3. The Leadership Team meets regularly (twice a month or more).		√	Lead. /Admin. Team	September 2010
4. The Leadership Team seeks the input of others not on the team, in order to represent all faculty/staff.		√	Leadership Team Administrative Team	Ongoing
5. The Leadership Team serves as a conduit of communication to the faculty and staff.		√	Leadership Team Administrative Team	Ongoing
6. The Leadership Team regularly looks at school performance data and uses that data to make decisions about school improvement needs.		√	Leadership Team Administrative Team	Ongoing
7. The Leadership Team shares in decisions of real substance pertaining to curriculum, instruction, assessment, and professional development.		√	Leadership Team Administrative Team	Ongoing
8. Teachers are organized into grade-level, grade-level cluster, or subject-area instructional teams.		√	Leadership Team Administrative Team	Ongoing
9. Instructional teams meet regularly (twice a month or more) to conduct business.		√	Leadership Team Administrative Team	Ongoing
10. Instructional teams meet for blocks of time sufficient to develop and refine units of instruction and review student learning data.		√	Leadership Team Administrative Team	Ongoing

Shared Leadership (continued)	Assessing the Current Situation		Adding the Missing Pieces	
	YES	NO	Primary Responsibility	Target Date for Completion
Teams and Time				
11. A School Community Council including the principal, teacher representative(s), counselor, parent liaison, and parents is in place.	✓		Leadership Team Administrative Team	Ongoing
12. The SCC meets regularly (twice a month or more).	✓		Lead. /Admin. Team	Ongoing
13. All teams prepare agendas for their meetings.	✓		Lead. /Admin. Team	Ongoing
14. All teams maintain official minutes of their meetings.	✓		Lead. /Admin. Team	Ongoing
15. The principal maintains a file of the agendas, work products, and minute	✓		Leadership Team Administrative Team	Ongoing
The Principal				
1. Principal makes sure everyone understands the school's mission, clear goals, and their roles in meeting the goals.	✓		Administrative Team	Ongoing
2. Principal leads and participates actively with the Leadership Team.	✓		Administrative Team	Ongoing
3. Principal participates actively with the SCC and shows support for its significance.	✓		Administrative Team	Ongoing
4. Principal monitors the work of Instructional Teams and helps to keep the m focused on instructional improvement.	✓		Administrative Team	Ongoing
5. Principal monitors curriculum and classroom instruction regularly.	✓		Administrative Team	Ongoing
6. Principal helps poorly performing teachers to improve.	✓		Administrative Team	Ongoing
7. Principal spends at least 50% of his/her time working directly with teachers to improve instruction.	✓		Administrative Team	Ongoing

B. Data and Research		Assessing the Current Situation		Adding the Missing Pieces	
Student Learning Data		YES	NO	Primary Responsibility	Target Date for Completion
1. The school tests every student annually with the same achievement test in basic subject areas so that each student's year-to-year progress can be tracked.			✓	RTI Team	Fall 2010
2. The school tests each student at least 3 times each year to determine progress toward standards-based objectives.			✓	RTI Team	
3. Teachers receive timely reports of results from periodic, standards-aligned tests.			✓	RTI Team Wildena	Fall 2010
4. The school maintains a central data base that includes each student's test scores, placement information, demographic information, attendance, behavior indicators, and other variables useful to teachers.		✓		Administration Team	Fall 2010
5. Teams and teachers receive timely reports from the central database to assist in making decisions about each student's placement and instruction.			✓	Administration Team Leadership Team Teachers	Ongoing
6. Yearly learning goals are set by the Leadership Team, utilizing student learning data.			✓	Leadership Team Staff	Ongoing
7. The Leadership Team monitors student learning data.			✓	Leadership Team/Staff	Ongoing
8. Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum.			✓	Administration Team	Ongoing
9. Instructional teams use student learning data to plan instruction.			✓	Administration Team	Ongoing
10. Instructional Teams use student learning data to identify students in need of instructional support or enhancement.			✓	Administration Team	Ongoing
11. Instructional Teams review the results of unit pre/post-tests to make decisions about the curriculum and instructional plans.			✓	Administration Team	Ongoing
Operational Data					
1. The Leadership Team maintains an accessible file of key documents including the school improvement plan, policies and procedures, schedules, and program decisions.			✓	Administration Team Leadership Team Ed, Wildena	Fall 2010

B. Data and Research (continued)		Assessing the Current Situation		Adding the Missing Pieces	
Operational Data		YES	NO	Primary Responsibility	Target Date for Completion
3. The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers.		✓		Administration Team	Ongoing
4. The Leadership Team reviews the principal's summary of classroom observations and takes them into account in planning professional development.		✓		Administration/Leadership Teams	Ongoing
5. The Leadership Team maintains an accessible file of the agendas, minutes, and work products of the Leadership Team, the Instructional Teams, and the SCC.		✓		Administration/Leadership Teams	Ongoing
6. The school improvement plan's objectives are linked to action statements with follow-up monitoring of progress.		✓		All Staff	Ongoing
Research					
1. The Leadership Team maintains an accessible file of research on topics tied to the school improvement plan.		✓		All Staff	Ongoing
2. Teachers report on what they have learned at conferences and submit relevant information for inclusion in the research file.		✓		All Staff	Ongoing
3. Representatives from the school visit other schools to see programs of interest, report their findings, and include the report in the research file.		✓		All Staff	Ongoing
4. Instructional Teams investigate topics of particular interest and report findings, including reports filed in the research file.		✓		All Staff	Ongoing
5. Teams and individuals use the research files to inform their decisions.		✓		All Staff	Ongoing
A. Curriculum					
		Assessing the Current Situation		Adding the Missing Pieces	
		YES	NO	Primary Responsibility	Target Date for Completion
1. Instructional Teams develop standards-aligned units of instruction for each subject and grade level.		✓		Instructional Teams Administrative Teams	Spring 2011
2. Teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.		✓		Instructional Teams Administrative Teams	Ongoing
3. Teachers submit weekly lesson plans based on aligned units of instruction.		✓		Instruct/Admin. Teams	Ongoing
4. Units of instruction include standards-based objectives and criteria for mastery.		✓		Instruct/Admin. Teams	Ongoing
5. Units of instruction include pre/post-tests to assess student mastery.		✓		Instruct/Admin. Teams	Ongoing

A. Curriculum (continued)		Assessing the Current Situation		Adding the Missing Pieces	
		YES	NO	Primary Responsibility	Target Date for Completion
6. Units of instruction include specific learning activities aligned to objectives.			✓	Instruct/Admin. Teams	2011/ongoing
7. Instructional Teams develop materials for their standards-aligned learning activities and share the materials among themselves.			✓	Instruct/Admin. Teams	2011/ongoing
8. Materials for standards-aligned learning activities are well-organized, labeled, stored for convenient use by teachers.			✓	Instruct/Admin. Teams	2011/ongoing
<b>B. Assessment</b>					
The teacher:					
1. Uses objectives-based pre-tests.		✓		Instructional Staff	Fall 2010/ongoing
2. Uses objectives-based post-tests.		✓		Instructional Staff	Fall 2010/ongoing
3. Maintains a record of each student's mastery of specific learning objectives.			✓	Instructional Staff	Fall 2010/ongoing
4. Tests frequently using a variety of evaluation methods and maintains a record of the results.			✓	Instructional Staff	Fall 2010/ongoing
5. Differentiates assignments in response to individual student performance on pre-tests and other methods of assessment.			✓	Instructional Staff	Fall 2010/ongoing
<b>C. Instruction</b>					
Classroom Culture					
1. When waiting for assistance from the teacher, students are occupied with curriculum-related activities provided by the teacher.			✓	Instructional Staff	Fall 2010/ongoing
2. Transitions between instructional modes are brief and orderly.			✓	Instructional Staff	Fall 2010/ongoing
3. Students maintain eye contact and are attentive.			✓	Instructional Staff	Fall 2010/ongoing
4. Students raise hands or otherwise signal before responding.			✓	Instructional Staff	Fall 2010/ongoing
The teacher:					
5. Uses a variety of instructional modes-whole class, small-group, independent, computer-assisted, computer-based, etc.			✓	Instructional Staff	Fall 2010/ongoing
6. Maintains well-organized student learning materials in the classroom.		✓		Instructional Staff	Fall 2010/ongoing
7. Displays completed student work in the classroom.		✓		Instructional Staff	Fall 2010/ongoing

C. Instruction (continued)		Assessing the Current Situation		Adding the Missing Pieces	
The teacher		YES	NO	Primary Responsibility	Target Date for Completion
8. Posts classroom rules and procedures in the classroom.			✓	Instructional Staff	Fall 2010/ongoing
9. Corrects students who do not follow classroom rules and procedures.		✓		Instructional Staff	Fall 2010/ongoing
10. Reinforces classroom rules and procedures by positively teaching them.		✓		Instructional Staff	Fall 2010/ongoing
11. Engages all students, e.g., supports "silent" students to participate.			✓	Instructional Staff	Fall 2010/ongoing
12. Is active in the classroom regardless of the instructional mode.		✓		Instructional Staff	Fall 2010/ongoing
13. Interacts with students instructionally, managerially, and socially as appropriate.		✓		Instructional Staff	Fall 2010/ongoing
Teacher-Directed Whole-Class or Small Group: Introduction					
The teacher:					
1. Reviews the previous lesson.		✓		Instructional Staff	Fall 2010/ongoing
2. Clearly states the lesson's topic, theme, and objectives.		✓		Instructional Staff	Fall 2010/ongoing
3. Stimulates interest in the topics.		✓		Instructional Staff	Fall 2010/ongoing
4. Uses modeling, demonstration, graphics and other visual aids.		✓		Instructional Staff	Fall 2010/ongoing
Teacher-Directed Whole-Class or Small Group: Presentation					
The teacher:					
1. Proceeds in small steps at rapid pace.			✓	Instructional Staff	Fall 2010/ongoing
2. Explains directly, explicitly, and thoroughly.		✓		Instructional Staff	Fall 2010/ongoing
3. Maintains eye contact.		✓		Instructional Staff	Fall 2010/ongoing
4. Speaks with expression and uses a variety of vocal tones.		✓		Instructional Staff	Fall 2010/ongoing
5. Uses prompting/cueing.		✓		Instructional Staff	Fall 2010/ongoing
Teacher-Directed Whole-Class or Small Group: Summarize/Confirm Mastery					
The teacher					
1. Re-teachers when necessary.		✓		Instructional Staff	Fall 2010/ongoing
2. Reviews with drilling/class recitation.		✓		Instructional Staff	Fall 2010/ongoing
3. Reviews with questioning.		✓		Instructional Staff	Fall 2010/ongoing
4. Summarizes key concepts.		✓		Instructional Staff	Fall 2010/ongoing
Teacher-Directed Whole-Class or Small Group: Teacher-Student Interaction					

C. Instruction (continued)		Assessing the Current Situation		Adding the Missing Pieces	
Teacher-Directed Whole-Class or Small Group: Teacher-Student Interaction		YES	NO	Primary Responsibility	Target Date for Completion
The teacher:					
1. Re-teaches following questioning.		✓		Instructional Staff	Fall 2010/ongoing
2. Uses open-ended questioning and encourages elaboration.		✓		Instructional Staff	Fall 2010/ongoing
3. Re-directs student questions.		✓		Instructional Staff	Fall 2010/ongoing
4. Encourages peer interaction.		✓		Instructional Staff	Fall 2010/ongoing
5. Encourages students to paraphrase, summarize, relate.		✓		Instructional Staff	Fall 2010/ongoing
6. Encourages students to check their own comprehension.		✓		Instructional Staff	Fall 2010/ongoing
7. Verbally praises students.		✓		Instructional Staff	Fall 2010/ongoing
Student-Directed Small- Group or Independent					
The teacher:					
1. Travels to all areas in which students are working.		✓		Instructional Staff	Fall 2010/ongoing
2. Meets with all students to facilitate mastery of objectives.		✓		Instructional Staff	Fall 2010/ongoing
3. Encourages all students to help each other with their work.		✓		Instructional Staff	Fall 2010/ongoing
4. Interacts instructionally with all students (explaining, checking, giving feedback).		✓		Instructional Staff	Fall 2010/ongoing
5. Interacts managerially with all students (reinforcing rules, procedures, and expectations)		✓		Instructional Staff	Fall 2010/ongoing
6. Interacts socially with students (noting and attending to an ill student, asking about the weekend, inquiring about the family, etc.).		✓		Instructional Staff	Fall 2010/ongoing
7. Verbally praises students.		✓		Instructional Staff	Fall 2010/ongoing
Computer-Based Instruction					
1. Students are engaged and on-task.		✓		Instructional Staff	Fall 2010/ongoing
2. Students are comfortable with the program and its navigation.		✓		Instructional Staff	Fall 2010/ongoing
The teacher:					
3. Travels about the room to assist students.		✓		Instructional Staff	Fall 2010/ongoing
4. Has documentation of the computer program's alignment with standards-based objectives.		✓		Instructional Staff	Fall 2010/ongoing
5. Maintains a record of student mastery of standards-based objectives.		✓		Instructional Staff	Fall 2010/ongoing
6. Assesses student mastery in ways other than those provided by the computer program.		✓		Instructional Staff	Fall 2010/ongoing

C. Instruction (continued)		Assessing the Current Situation		Adding the Missing Pieces	
Homework, Communication with Parents		YES	NO	Primary Responsibility	Target Date for Completion
The teacher:					
1. Maintains a file of communication with parents.			✓	Instructional Staff	Fall 2010/ongoing
2. Regularly assigns homework (4 or more days a week)		✓		Instructional Staff	Fall 2010/ongoing
3. Checks, marks, and returns homework.			✓	Instructional Staff	Fall 2010/ongoing
4. Includes comments on checked homework.			✓	Instructional Staff	Fall 2010/ongoing
5. Counts homework toward student's report card grade.			✓	Instructional Staff	Fall 2010/ongoing
6. Systematically reports to parents the student's mastery of specific objectives.			✓	Instructional Staff	Fall 2010/ongoing
D. Professional Development					
1. Professional development for teachers includes observations by the principal related to indicators of effective teaching.			✓	Instruct/Admin. Teams Leadership Team	Fall 2010/ongoing
2. Professional development for teachers includes observations by peers related to indicators of effective teaching.			✓	Instruct/Admin. Teams Leadership Team	Fall 2010/ongoing
3. Professional development for teachers includes self-assessment related to indicators of effective teaching.			✓	Instruct/Admin. Teams Leadership Team	Fall 2010/ongoing
4. Teachers are required to develop individual professional development plans based, in part, on classroom observations.			✓	Instruct/Admin. Teams All Stakeholders	Fall 2010/ongoing
5. Professional development of individual teachers includes an emphasis on indicators of effective teaching.			✓	Instruct/Admin. Teams Leadership Team	Fall 2010/ongoing
6. Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching.			✓	Instruct/Admin. Teams Leadership Team	Fall 2010/ongoing
7. Teacher evaluation examines the same indicators used in professional development.			✓	Instruct/Admin. Teams Leadership Team	Fall 2010/ongoing
8. The principal plans opportunities for teachers to share their strengths with other teachers.			✓	Instruct/Admin. Teams Leadership Team	Fall 2010/ongoing
Connection Indicators - Purpose					

Connection Indicators – Purpose		Adding the Missing Pieces			
		Assessing the Current Situation		Target Date for Completion	
		YES	NO		Primary Responsibility
1. The school's mission statement is distinct, clear, and focused on student learning.		✓		All Stakeholders	Fall 2010
2. The school's parent Compact outlines the responsibilities/expectations of teachers, parents, and students.		✓		All Stakeholders	Fall 2010
3. The school's parent Compact includes responsibilities/expectations of parents drawn from the curriculum of the home.		✓		All Stakeholders	Fall 2010
4. The school's parent Compact is annually distributed to teachers, school personnel, parents, and students.		✓		All Stakeholders	Fall 2010
5. The school's homework policy provides guidelines for amount of daily study time at home by grade level.		✓		All Stakeholders	Fall 2010
6. The school's homework policy requires homework at all grade levels.		✓		All Stakeholders	Fall 2010
7. The school's homework policy makes homework a part of the student's report card grade.		✓		All Stakeholders	Fall 2010
8. The school's homework policy stresses the importance of checking, marking, and promptly returning homework.		✓		All Stakeholders	Fall 2010
9. The school's mission statement, parent Compact, and homework policy are included in the school improvement plan.		✓		All Stakeholders	Fall 2010
10. The school celebrates its accomplishments.		✓		All Stakeholders	Fall 2010
11. The school recognizes the individual accomplishments of teachers.		✓		All Stakeholders	Fall 2010
12. The school recognizes the accomplishments of instructional and leadership teams.		✓		All Stakeholders	Fall 2010
<b>B. Communication</b>					
1. The school's parent Compact, homework policy, and learning standards are routinely reviewed and discussed at faculty meetings.		✓		All Stakeholders	Fall 2010/ongoing
2. The school's parent Compact, homework policy, and learning standards are routinely reviewed and discussed at open houses and parent-teacher conferences.		✓		All Stakeholders	Fall 2010/ongoing

B. Communication (continued)		Assessing the Current Situation		Adding the Missing Pieces	
		YES	NO	Primary Responsibility	Target Date for Completion
3. Parent-teacher conferences are held at least twice a year and include students at least once a year.			✓	All Stakeholders	Spring 2011/ongoing
4. The school regularly and clearly communicates with parents about its expectations of them and the importance of the curriculum of the home.			✓	All Stakeholders	Fall 2010/ongoing
5. The "ongoing conversation" between school personnel and teachers is candid, supportive, and flows in both directions.			✓	All Stakeholders	Fall 2010/ongoing
6. Teachers are familiar with the curriculum of the home and discuss it with parents.			✓	All Stakeholders	Fall 2010/ongoing
7. Teachers regularly make "interactive" assignments that encourage parent-child interaction relative to school learning.			✓	All Stakeholders	Fall 2010/ongoing
8. Parents are familiar with the curriculum of the home and discuss it with teachers.			✓	All Stakeholders	Fall 2010/ongoing
<b>C. Education</b>					
1. The school offers parent education programs focused on building skills relative to the curriculum of the home.			✓	PAC/Admin. Teams School Liaisons	Fall 2010/ongoing
2. Parent education programs are led by trained parent leaders.			✓	PAC/Admin. Teams School Liaisons	Fall 2010/ongoing
3. Parent education programs include some multi-session group experiences with specific agendas or curricula.			✓	PAC/Admin. Teams School Liaisons	Fall 2010/ongoing
4. Professional development programs for teachers include assistance in working effectively with parents.			✓	PAC/Admin. Teams School Liaisons	Fall 2010/ongoing
<b>D. Association</b>					
1. The school provides "intergenerational associations" in which students of different ages are brought together to learn.			✓	Instructional Teams	Fall 2010/ongoing
2. The school provides "intergenerational associations" in which parents or community volunteers assist in the classroom.			✓	Instruct/Admin. Teams	Fall 2010/ongoing
3. The school provides opportunities for parents to get to know each other			✓	PAC/Admin. Teams	Fall 2010/ongoing

and discuss the curriculum of the home.					
4. The school's policies encourage parents to visit classrooms.	√			Instruct/Admin. Teams	Fall 2010/ongoing
5. The school has a friendly document that outlines the ground rules for parent visits to classrooms.		√		Administrative Team Leadership Team	Fall 2010/ongoing
6. The school sponsors all-school events that include parents, students, and teachers and focus on aspects of student learning.	√			All Staff	Fall 2010/ongoing
7. All-school events include parent-child interactive activities.	√			All Staff	Fall 2010/ongoing
8. Office and support staff are trained to make the schools a "welcoming place" for parents and visitors.		√		Administration Team	Fall 2010/ongoing

APPENDIX B

ADDITIONAL SCHOOL INFORMATION IMPACTING  
STUDENT ACHIEVEMENT

## **Mission/Vision**

The Mission, Vision, and Goals of the Lummi Tribal School are in the process of development. At the present time the administration has suggested, "All students at LNS learn through our Schalangen of academics, culture and community."

## **Support Personnel**

During the 2009-2010 academic year, the Lummi Tribal School staff includes ten (10) paraprofessionals who are Lummi Tribal members, students from Northwest Indian College and other adults. These individuals support the learning of the Lummi Tribal students by working with the students in activities focused on reading and mathematics. Paraprofessionals work with students individually and in small and large groups. They also assist teachers in the classroom as needed. Other duties include management of students in the lunchroom and at recesses and performing classroom clerical tasks to assist the teachers and students. Attendance of support personnel is sporadic and unpredictable. The unreliability of such support personnel directly impacts the quality of student academic support during the school day.

## **Student Discipline**

Lummi Tribal School has had a large number of discipline referrals over the last three years with some inconsistencies because of rotating administration. Last year, Lummi Tribal School had over 2,000 referrals and this year LTS has about 1,500. Many of the referrals are for offenses such as disruptive behavior, intimidation, truancy, vandalism, harassment, theft, disrespectful behavior, insubordination, profanity, unauthorized area violations. However, a number of major incidences have occurred:

INCIDENT/INFRACTION	OCCURANCES 2009-2010	OCCURANCES 2008-2009	OCCURANCES 2007-2008
Expulsion	4	3	0
Suspension	65	58	10
Drugs and/or alcohol	2	2	8
Violent incident	189	189	119
Weapons incident	4	4	4
Gang related	8	9	14

## **Parent Involvement**

During the 2009-2010 academic year, a Parent Advisory Committee (PAC) is in place made up of parents and Lummi Tribal School staff. This group meets monthly to discuss issues facing the school, ideas for improvement and concerns. The group is rarely heavily attended, but does represent a group of committed parents who want to work to help the school.

Each month, a Family Fun Night is scheduled where a family dinner is provided as well as a time for the family to share learning activities with their students. This year the Family Fun Night has been cancelled twice (February and April). The March FFN was poorly attended compared to previous FFN events with only about 100 attendees compared to the normal 350-400 attendees.

There are other activities provided for family involvement such as a Gardening Project in which families, students and staff work together on a school garden, and cultural activities such as the First Salmon Ceremony, Treaty Day, and Oyster Bake events.

Many families also participate in team sports opportunities provided for some eighth grade students, as the Lummi Tribal community greatly supports sports efforts by the students.

## **Communication with Parents**

The staff communicates with parents regularly through progress reports, report cards, notes, phone calls and letters regarding student achievement and attendance. There are also newsletters sent home and notes about upcoming events or changes in scheduled events. The principal, vice-principal, counselors, and teachers communicate with parents on an as-needed basis. Information is sometimes disseminated through the Squol Quol tribal newspaper and through the local television channel. There is also a school reader board where pertinent information is posted by the school driveway.

## **Parent Community Roles**

There are opportunities for parents and community members to participate in discussions about school decisions through the Parent Advisory Group, community meetings and involvement in the Education Commission activities.

## **Instructional Technology**

Lummi Tribal School has the same basic hardware in each classroom: four student research stations and one instructional system. The total number of systems is approximately 320 computers, all online with Internet access. Each system contains at least Pentium IV 2.4 or 2.8 GHz, 40 GB HDD and 512 MB of RAM. Each classroom has a networked Laserjet printer. Student and staff stations are the

same make and structure. All are Windows XP PRO. Presently, Lummi Tribal School is phasing in Windows 7 t. There is a standard software suite in all systems that gives both staff and students access to the same applications. LTS also has Office 2003 Professional with Power Point and Access. In addition, LTS has specialized Math and Reading applications that are available and installed per grade level needs.

Lummi Tribal School has approximately 20 classrooms with Smartboards and projectors. Most of these have been in place for the past three years. In addition, thirteen of the twenty classrooms equipped with Smartboards have a document camera. There are approximately four classrooms without a Smartboard or document camera. Currently most classroom Smartboards are not functioning. Half of the Smartboards have been affected by an electrical surge this fall that rendered them totally inoperative and most of the remaining classrooms are unable to use the full capability of the Smartboard because of software issues created by the current technology system.

### **Health Care Services**

The Lummi Nation School has a full time school nurse who provides service to students in Kindergarten through twelfth grade, on site.

Services provided include, but are not limited to, health screening for vision and hearing per Washington State requirements; identification and assessment of illness and injury; development and implementation of Emergency Health Plans for students with serious and/or life threatening health conditions; medication management and administration; referral to physicians or nurse practitioners for health related concerns; reproductive health services and education; first aid, CPR, diabetes, seizure disorder, anaphylaxis, and asthma training for staff; maintenance of health room inventory/supplies; ongoing communication with parents and staff regarding student health needs.

Additionally, the school nurse coordinates and collaborates with the Lummi Tribal Health Center, working with two nurse practitioners, the WIC program, and assisting with immunization tracking and clinics.

APPENDIX C  
JOB DESCRIPTIONS – INTERVENTION TEACHERS  
and MATH COACH

**Job Title:**                    **Reading Intervention Teacher**

**Job Summary:**                The teacher will provide individual and group differentiated instruction to students in grades K-8 who are failing, or identified as at-risk for failure in the core academic area of reading. This position will include consultation with fellow professional staff to ensure that programming for students is based upon assessment and is consistent with individual need. The teacher will help coordinate the literacy model within the building during regular and extended school hours, emphasizing intensive intervention strategies for the students.

This position requires flexible hours (Monday-Friday) in accordance with the possible extended-day program. The teacher will plan and facilitate lessons and assessments for students and perform record keeping and reporting as needed. This person will also serve as a program liaison between staff and school administration.

**Major Duties and Responsibilities (may include but *not* be limited to..):**

- Provide direct and indirect interventions to students in small groups or individually
- Work effectively with students having different needs
- Design learning activities that relate reading to the physical world and to career pathways
- Consult with classroom teachers to recommend and transfer programs into the instructional setting
- Develop and use consistent selection criteria to identify students at each grade level
- Coordinate and schedule students for service that will support the regular education program
- Ability to plan instruction based upon assessment and integrated into classroom instruction.
- Assist in developing and implementing the assessment model for grades
- Effectively use class time for students' listening and learning
- Consult regularly with classroom teachers to coordinate service
- Provide support to building literacy initiative
- Establish and maintain standards of student behavior required to provide an orderly and productive environment
- Maintain records for student progress to evaluate the efficiency of the program
- Develop and use consistent entry and exit criteria to evaluate each student's performance and growth in knowledge and understanding, and prepare progress reports
- Select and requisition instructional materials, books, etc., and maintain inventory records
- Maintain professional competence through in-service educational activities provided by the school and/or in self-selected professional growth activities
- Participate cooperatively with the appropriate administrator to develop the method by which he/she will be evaluated in conformance with district guidelines
- Communicate with parents and school counselors on student progress
- Develop strategies to increase parental involvement in supporting their children's learning
- Cooperate in school-wide supervision of students during out-of-classroom activities
- Participate in faculty and/or district committees and the sponsorship for student activities

**Essential Requirements**

- A minimum of a Bachelor's Degree in an appropriate field of education

- Appropriate teaching credential (license/certificate) from the state of Washington, Reading background preferred
- Language Skills:
  - Demonstrated command of oral and written English language
  - ability to read, analyze, and interpret many types of documents as needed
  - ability to work with diverse groups of students and adults
  - ability to effectively present information in verbal or written form to school administrators, faculty, parents, children and members of the education council
- Reasoning Ability:
  - Ability to apply common sense understanding to potentially technical situations
  - Ability to establish priority ordering of tasks necessary to complete a project and convey these understandings and priorities to others
  - Ability to employ logical sequencing, trouble-shooting, problem-solving and decision-making skills
- Physical Requirements:
  - 8-hour school day in which teacher will perform appropriate physical activities common when working with students (may include standing, walking, sitting, bending, climbing stairs, using hands for repetitive motions, lifting items up to 30 pounds)
- Other Skills and Abilities:
  - Strong working knowledge of computers and their capabilities
  - Valid Driver's License

**Job Title:**                    **Math Intervention Teacher**

**Job Summary:**                The Math Intervention Teacher will provide individual and group differentiated instruction to students in grades K-8 who are failing, or identified as at-risk for failure in the core academic area of math. This position will include consultation with fellow professional staff to ensure that programming for students is based upon assessment and is consistent with individual need. The teacher will help coordinate the numeracy model within the building during regular and extended school hours, emphasizing intensive intervention strategies for the students.

This position requires flexible hours (Monday-Friday) in accordance with the possible extended-day program. The teacher will plan and facilitate lessons and assessments for students and perform record keeping and reporting as needed. This person will also serve as a program liaison between staff and school administration.

**Major Duties and Responsibilities (may include but *not* be limited to..):**

- Provide direct and indirect interventions to students in small groups or individually
- Work effectively with students having different needs
- Design learning activities that relate mathematics to the physical world and to career pathways
- Consult with classroom teachers to recommend and transfer programs into the instructional setting
- Develop and use consistent selection criteria to identify students at each grade level
- Coordinate and schedule students for service that will support the regular education program
- Ability to plan instruction based upon assessment and integrated into classroom instruction.
- Assist in developing and implementing the assessment model for grades
- Effectively use class time for students' listening and learning
- Consult regularly with classroom teachers to coordinate service
- Provide support to building numeracy initiative
- Establish and maintain standards of student behavior required to provide an orderly and productive environment
- Maintain records for student progress to evaluate the efficiency of the program
- Develop and use consistent entry and exit criteria to evaluate each student's performance and growth in knowledge and understanding, and prepare progress reports
- Select and requisition instructional materials, books, etc., and maintain inventory records
- Maintain professional competence through in-service educational activities provided by the school and/or in self-selected professional growth activities
- Participate cooperatively with the appropriate administrator to develop the method by which he/she will be evaluated in conformance with district guidelines
- Communicate with parents and school counselors on student progress
- Develop strategies to increase parental involvement in supporting their children's learning
- Cooperate in school-wide supervision of students during out-of-classroom activities
- Participate in faculty and/or district committees and the sponsorship for student activities

**Essential Requirements**

- A minimum of a Bachelor's Degree in an appropriate field of education

- Appropriate teaching credential (license/certificate) from the state of Washington, Mathematics background preferred
- Mathematics Skills:
  - Ability to add, subtract, multiply and divide in all units of measure using whole numbers, common fractions and decimals
  - Ability to apply ratio, percent, probability and estimation concepts
  - Possess an understanding of, and the ability to interpret for others, statistical information
  - Ability to work with basic budget information
- Reasoning Ability:
  - Ability to apply common sense understanding to potentially technical situations
  - Ability to establish priority ordering of tasks necessary to complete a project and convey these understandings and priorities to others
  - Ability to employ logical sequencing, trouble-shooting, problem-solving and decision-making skills
- Physical Requirements:
  - 8-hour school day in which teacher will perform appropriate physical activities common when working with students (may include standing, walking, sitting, bending, climbing stairs, using hands for repetitive motions, lifting items up to 30 pounds)
- Other Skills and Abilities:
  - Strong working knowledge of computers and their capabilities
  - Valid Driver's License

## Math Coach

Lummi Tribal School has used *Math Counts* funds to employ a proven, highly skilled master teacher or educator with the potential and desire to develop a deep knowledge of scientifically research-based math instruction to serve in the capacity of a full-time Math Coach. The Math Coach is a mentor and teacher to the classroom teachers and support staff, and liaison with the external technical support provider. The Coach serves as a resource for the administration of assessments and the interpretation of the data gathered, and as the facilitator of peer study teams. The Math Coach provides on-site professional development and staff support through the following:

- Supporting implementation of a high quality math program that is based on scientifically based math research integrated into a coherent instructional design.
- Collaborating with and becoming an integral part of the school-based leadership team and work closely with the BIE *Math Now* program staff to plan professional development.
- Providing model lessons and parts of lessons from the core and intensive intervention program used by the school
- Facilitating peer study groups
- Planning and conducting math team meetings and workshops
- Assisting in establishing exemplary classroom practices with the intensive intervention teachers
- Procuring needed instructional materials for teachers
- Monitoring student progress and assisting in determining remedies, regrouping needs and program changes needed for those students who are not making adequate progress
- Communicating with the principal regarding students who are not performing well
- Assisting in the collection, interpretation, and reporting of data

The Math Coach provides on-site mentoring, coaching, and professional development study groups for school staff. Through the coaching model, adequate time for observation, practice and feedback is assured, supporting the implementation and refinement of classroom practice. The coach-led study groups will be the vehicle by which teachers will receive on-going professional development in:

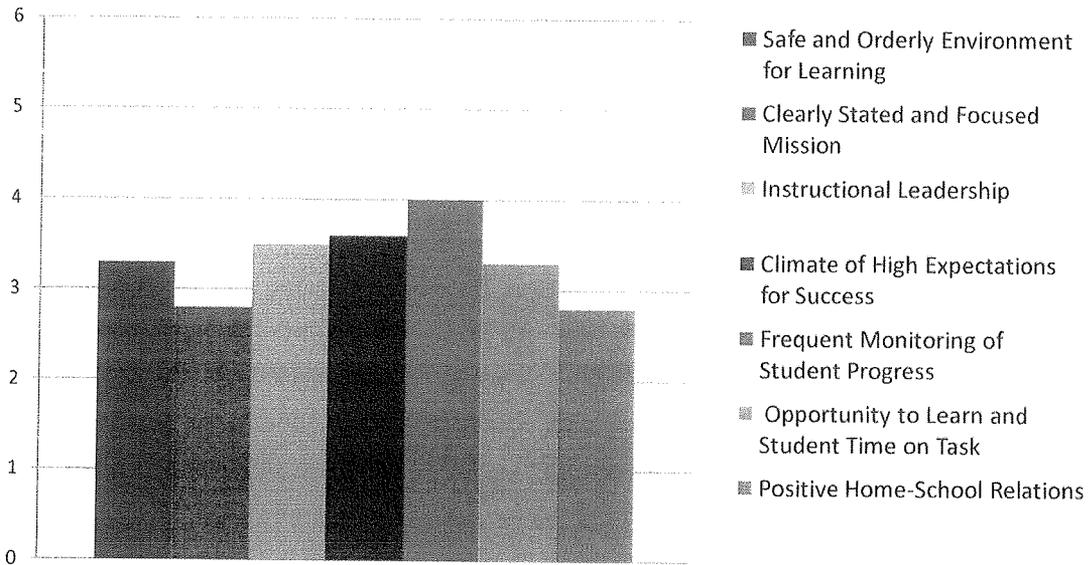
- Administering assessments and using assessment data to make instructional decisions
- Determining appropriate instruction for students experiencing difficulties
- Discussing and sharing successful strategies
- Working through systemic implementation problems and developing solutions
- Continuing to build the knowledge base of SBMR and its application to instructional strategies and the school-wide math program

The Math Coach will meet the following requirements:

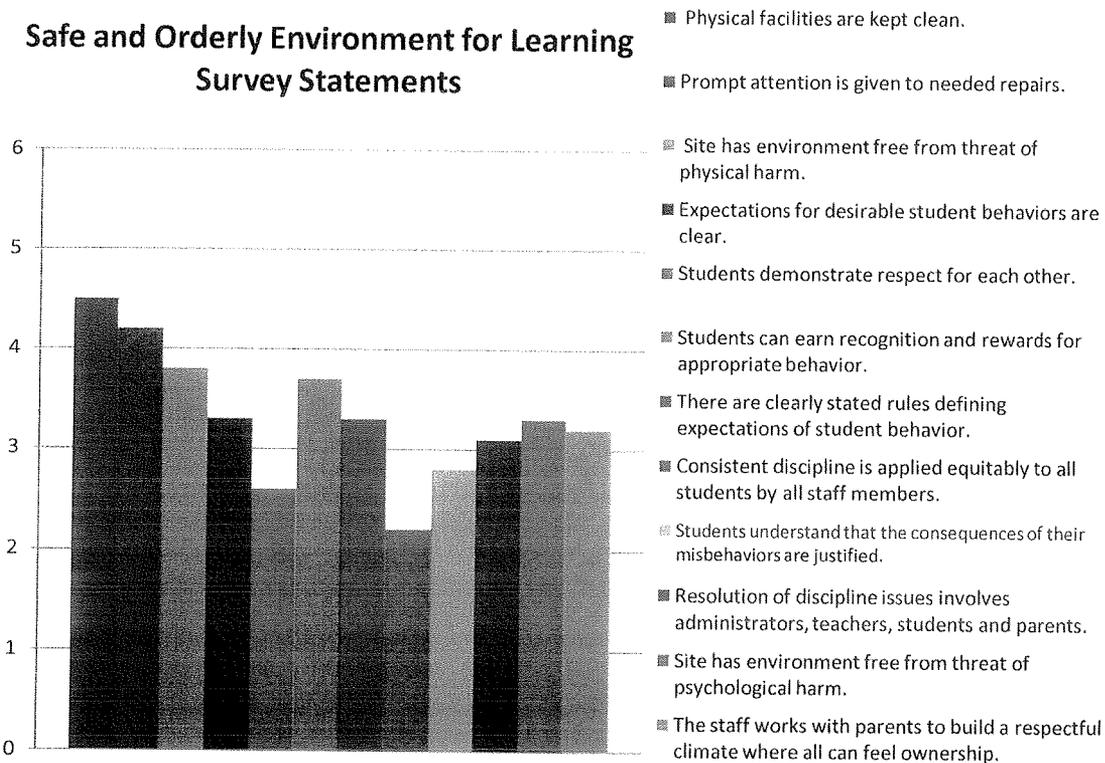
- 5+ years classroom experience
- Deep knowledge of mathematics content
- Outstanding presentation and facilitation skills
- Interpersonal skills (communication, problem solving, conflict management, collaboration) to share research-based instructional approaches with teachers and principal and provide advice, mentoring, inspiration, and coaching
- Strong organizational skills

APPENDIX D  
SCHOOL CLIMATE SURVEY GRAPHS

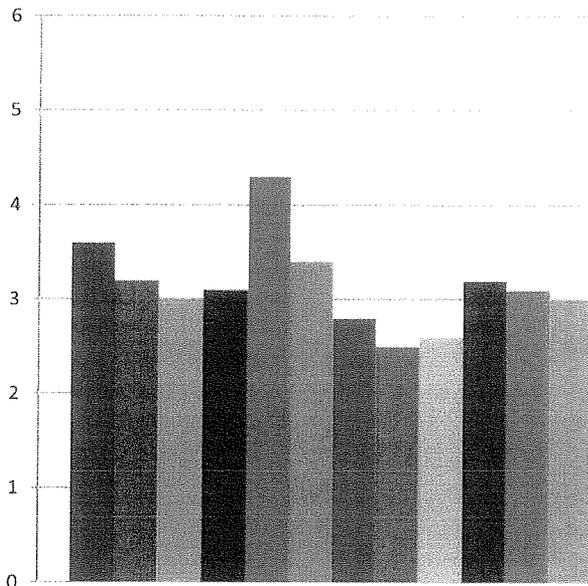
## Lummi Tribal School Effective Schools Survey 2010 Results



### Safe and Orderly Environment for Learning Survey Statements

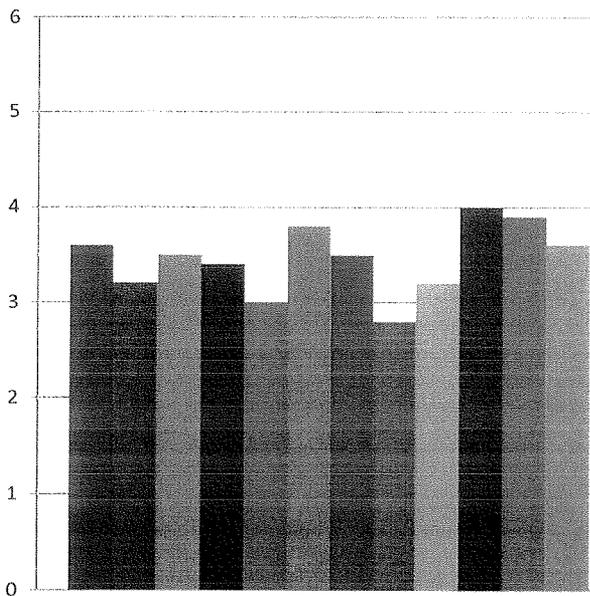


## Clearly Stated and Focused Mission Survey Statements



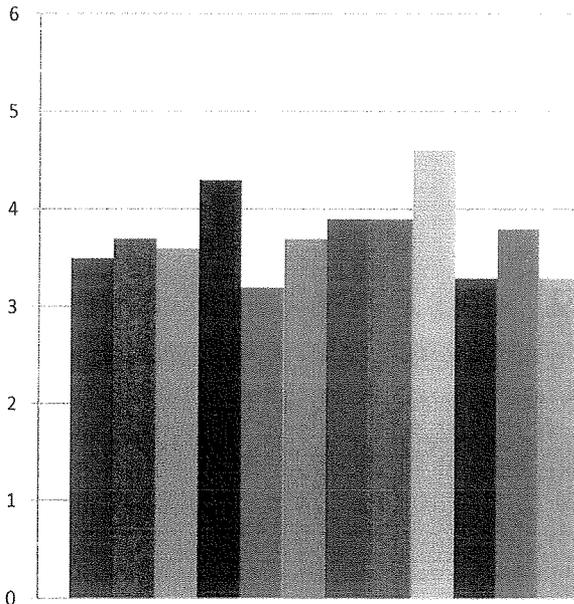
- The focus of the school is learning by all.
- Both students and staff respect individual differences.
- Staff, students and the community know the scope of the curriculum and the priorities within it.
- Appropriate time schedules to meet learning objectives are determined by the staff.
- This school has a mission statement.
- Mission statements, slogans, mottoes and displays promote the school's academic goals.
- Students, teachers and administration know what the school mission statement is.
- The mission for this school serves as the basis for important actions and decisions.
- The principal communicates the school mission effectively to teachers, students, parents and support staff.
- There is a high commitment to achieve the mission of the school in spite of the frustrations and obstacles encountered.
- The school's mission is clearly focused on desired student learning.
- This school's improvement efforts are aligned with the mission statement.

## Instructional Leadership Survey Statements



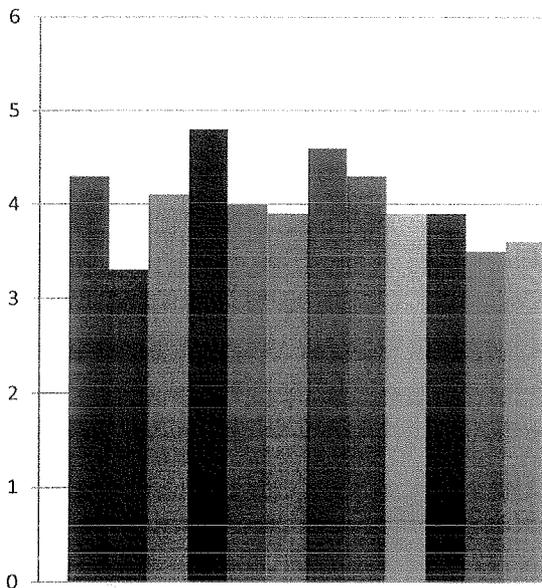
- Staff members are encouraged to share ideas and to work together to improve the instructional program.
- Leadership is distributed among many staff members.
- Successful school practices which have been evaluated are presented to the staff for their consideration.
- Teachers are involved in decisions about the scheduling of pupils and teachers.
- The principal is highly visible throughout the school.
- The building principal supports his/her teachers.
- The principal is viewed as an effective communicator.
- The principal observes classroom instruction and provides appropriate feedback.
- The principal discusses instructional matters with teachers.
- The principal protects teachers from external forces that threaten to reduce their commitment and limit their effectiveness.
- The principal is a facilitator or coordinator of change.
- The principal is viewed as being fair/impartial.

## Climate of High Expectations for Success Survey Statements



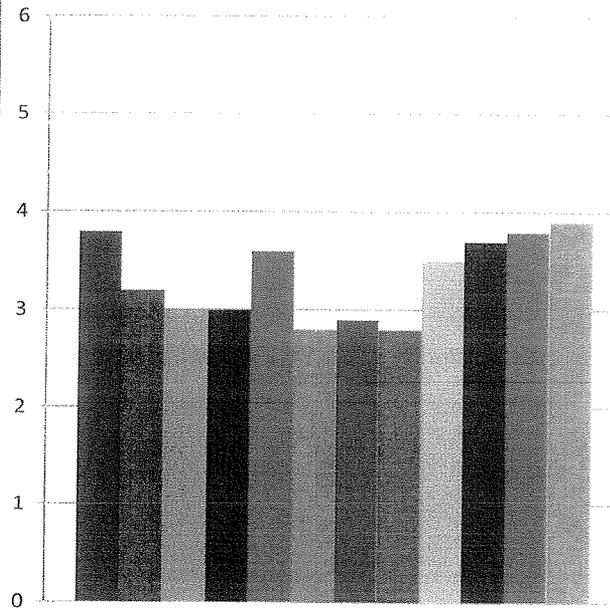
- Each year all students are expected to learn what is needed in order to be successful at the next level of education.
- Emphasis is placed on learning as a result of instruction.
- All students have the same access to all resources.
- Teachers make certain that high expectations are communicated to all students, regardless of gender, race, socioeconomic status or other personal characteristics.
- The instructional quality is consistent across subjects, grade levels, teachers, and student groups.
- Teachers hold all students accountable for completing assignments, turning in work and participating in classroom discussion.
- Teachers use strategies such as reteaching and regrouping to assure mastery for all students.
- Teachers learn and employ strategies that are effective for diverse learning styles and student needs.
- The principal and all staff members hold high expectations for themselves.
- The school provides enriching and stimulating activities in which all students participate.
- The school gives recognition to students who demonstrate positive behaviors.
- The school systematically and publicly recognizes students who improve academically and succeed academically.

## Frequent Monitoring of Student Progress Survey Statements



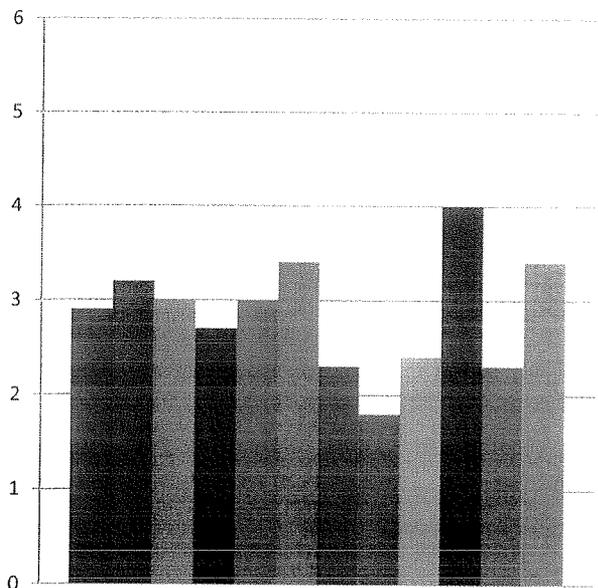
- Student assessment and evaluation are based on mastery of defined objectives of the curriculum.
- Students are taught how to evaluate their own performance.
- Teachers place emphasis on learning content.
- The school conducts school wide benchmark assessments throughout the year.
- Conferences with appropriate personnel are held to resolve lack of student progress.
- The staff collects and reviews performance data to ensure early identification and treatment of children with learning difficulties.
- There is ongoing monitoring of the student rate of learning to ensure that progress occurs.
- Teachers frequently use a variety of methods to evaluate student progress and performance.
- Teachers provide ongoing assessment of higher order thinking skills for students throughout the year.
- Careful frequent monitoring practices keep teachers aware of students having academic difficulty; problems are noted and needed help is provided.
- Teachers provide adequate test preparation for students - that is, teachers are teaching students how to successfully take tests.
- Analysis and discussion of test results are part of periodic curricular reviews.

## Opportunity to Learn and Student Time on Task Survey Statements



- Students are given the time, help and encouragement necessary to achieve desired performance levels.
- Students work together to help each other learn.
- Special programs are thoughtfully coordinated with the regular school programs.
- Available resources are utilized to maximize student learning.
- Loudspeaker announcements and other administrative intrusions are kept to a minimum and scheduled so as not to interfere with basic skills instruction.
- The school provides additional time needed for students to reach mastery.
- The school prioritized the content to be learned by all students at each grade level.
- This school has a workable plan for helping low achieving students.
- Teachers have been trained on what "effective teaching" is.
- Teachers keep non-instructional time to a minimum by managing classrooms so as to minimize disruptive behavior.
- Teachers keep non-instructional time to a minimum by beginning and ending lessons on time.
- Teachers keep non-instructional time to a minimum by keeping transition times short.

## Positive Home-School Relations Survey Statements



- Teachers are trained to work with parents to help children learn.
- The accomplishments of students, staff and the school as a whole are communicated to the parents.
- The school's building-wide homework policy is communicated effectively to parents.
- Communication feedback is immediate.
- Parents have opportunities to learn how to help their children be successful in school.
- The school has two-way communication with parents and community leaders.
- Parents support the school's instructional efforts.
- Parent and community volunteers play an active role in the school's program.
- The community provides parent representation to the school improvement team.
- The principal promotes parent involvement in the school.
- There is a high level of home and school cooperation.
- This school uses outside resources to support school goals and programs.