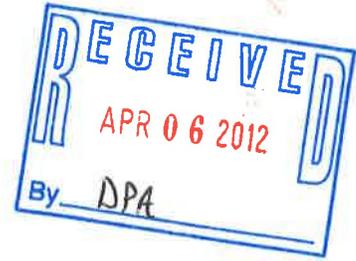


BUREAU OF INDIAN EDUCATION



# *School Improvement Grant Application Packet*

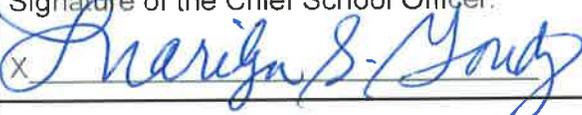
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*1003 (g) Funds*

*Division of Performance and Accountability*

*2012 – 2013 Program Year*

APPLICATION COVER SHEET  
SCHOOL IMPROVEMENT GRANTS

<p>Legal Name of Applicant: Yakama Nation Tribal School</p>	<p>Applicant's Mailing Address: P.O. Box 151 Toppenish, WA 98948</p>
<p>LEA/School Contact for the School Improvement Grant</p> <p>Name: Marilyn Goudy Position and Office: Interim Principal</p> <p>Contact's Mailing Address: P.O. Box 151 Toppenish, WA 98948</p> <p>Telephone: (509)865-5121 x 4528</p> <p>Fax: (509)865-4778 x 4516</p> <p>Email address: <a href="mailto:msgoudy_ynts@hotmail.com">msgoudy_ynts@hotmail.com</a></p>	
<p>Chief School Officer (Printed Name): Marilyn Goudy</p>	<p>Telephone: (509)865-5121 x 4528</p>
<p>Signature of the Chief School Officer: </p>	<p>Date: 04-05-12</p>
<p>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.</p>	

## **I. PROJECT ABSTRACT**

The **T3: Traditions, Transitions, Transformation** project will give Yakama Nation Tribal School (YNTS) students access to high-quality teaching and learning and play a substantial role in the educational preparedness and academic achievement of Indian students. By embracing Native American traditions of cooperation, interdependence and communal responsibility, T3 will substantially raise the academic achievement to support successful transitions and transform the lives of Yakama students. T3 will enhance and improve the rigor with a learner-centered culturally and personally relevant problem-based curriculum through collaborative inquiry.

Through the Transformation Model, new instructional leadership will use data to assess the gaps and create a quality school. Development of a School Improvement Team (Native Star), forming Professional Learning Communities, conducting daily classroom walkthroughs with feedback, and monitoring instruction will provide accountability for academic growth for students and teachers.

Through extensive on-site monthly staff trainings, summer institutes, and professional development, teachers will develop the skills to align, design and implement a secondary curriculum to increase competency and skills by 30 – 40% in reading/language arts and math. Teachers will make quarterly instructional decisions based on data through a comprehensive school level data management system.

T3 will provide extended learning opportunities for students to receive support and tutoring concentrating on rigorous instruction in math, reading, and language arts increasing their academic achievement on state mandated assessments. Students will develop the skills and confidence necessary for improving academic proficiency and rigor.

## II. PROJECT NARRATIVE

### A. School Profile

#### **Mission Statement:**

*The Yakama Nation Tribal School strives to offer an educational program in a cultural context which establishes high expectations of all students. The Yakama Nation Tribal School will provide an equal access to a quality education in a positive, caring, learning environment. We will promote cultural awareness, pride, and lifelong learning skills to all students.*

Yakama Nation Tribal School (YTNS), located on the Yakama Reservation in Toppenish, Washington, is an 8th through 12th grade tribal school situated in south central Washington along the eastern slopes of the Cascade Mountain Range. Presently, a declining enrollment of one hundred students of the Yakama Tribe attends the school which has been in existence since 1979. YTNS is in dire distress with extremely low state test scores, a graduation rate as low as 20%, high poverty, high mobility, drug and alcohol abuse, student suicides, and less than 5% of the students pursuing a post secondary education. Yakama has a free and reduced lunch rate of 100%.

Of the 100 Yakama Tribal students, 30% high school students currently have two or more failing grades in their core coursework. Tribal students may attend the tribal high school but most attend the local public high school. YNTS mobility rate is 60%. Students fluctuate back and forth from the public schools due to an ongoing crisis atmosphere at YNTS. Due to consistently low test scores, Yakama is in **Year 2 Corrective Action School Improvement** as identified by the Bureau of Indian Education. On the Spring

2011 Washington State Assessment, 100% of the 10th grade Yakama students failed the Math High School Proficiency Exam and 54% failed in Reading.

In an effort to turn around this chronically low-performing school that is currently in Year Two Corrective Action, YNTS staff recognizes a tremendous need to address the issues of improving the educational opportunities and achievement of their students. With so many students failing their core courses and 10th grade state tests, most students do not graduate. Of the few who graduate, it is extremely difficult for them to successfully transition to post secondary education due to low expectations, limited 21st Century resources, and lack of effective instruction. Most students drop out of high school to work in the fruit production industry or live unemployed on the Yakama Reservation where the unemployment rate has been as high as 83%.

Parents are consistently anxious due to extremely low graduation rates, lack of effective instruction and teacher turnover, failing test scores, lack of 21st Century resources, drug and alcohol abuse, and student suicides. The tribe is in danger of losing a significant aspect of their cultural heritage. Fifty-five percent of the students have been raised by grandparents, single parents or are homeless. YNTS does not have strong family support or a system in place to unite parents in supporting their child in school success. YNTS has not had consistent leadership in years. Due to illness and tribal issues, YNTS was without a principal for multiple years. A classroom teacher was named interim principal for the 2011-2012 school years. A principal position has been posted for the 2012-2013 school year. New instructional leadership is needed to implement the school improvement process. The teachers at YNTS struggled with consistency in instructional leadership, challenging goals for students, aligned and rigorous instruction,

classroom management, student intervention strategies, and time for extended learning for students. Teachers are left to their own devices for collaboration and development of curriculum. Professional development has been inconsistent and unsustainable due to a lack of funding. Many professional development opportunities provided have not been targeted for their teachers' needs and not customized for their unique demographics. Professional development is needed that will allow staff to gain new knowledge.

Teacher attendance and motivation is extremely low and teachers are pushed to their limits of time and resources. Some of the teachers are forced to go above and beyond in time and effort to serve and provide the much needed assistance for their students. There is no system in place to compensate or reward teachers who meet their annual academic goals. Underperforming teachers are a drain to the staff, producing poor test results year to year. An evaluation system is needed to identify teachers who fail to meet the academic needs of the students.

Our school has limited teacher and student resources, dated technology, and no school library. Through our work with the University of Oklahoma Center for Effective Schools, we were able to start compiling teacher resources in the English/Language Arts classroom. A bookshelf was set up in another classroom with a small collection of books for students to check out to provide an opportunity for reading enjoyment. Our school does not have any parent resource materials available for parents to assist in their child's education. There is no technology available for parents to use to access information on post-secondary opportunities, scholarships, employment, or basic educational information. The primary student resources are dated textbooks and near

non-existent technology. Yakama has had fluctuating leadership, limited communication due to remote location, insufficient number of teachers, and current teachers compensating to provide the necessary needs and courses for the students. Yakama, although in Year 2 Corrective Action School Improvement, has not received a School Improvement Grant 1003(g). This grant opportunity would provide YNTS students the academic skills and an educational foundation for success and allow the high school to shed the alternative school stigma and reclaim these valuable Native American students for the Yakama Nation and prepare them for a global future. T3 will address these dire circumstances facing underrepresented Native American youth which are personified in this tribe. Through the support of the T3 project, the Yakama Nation will raise expectations for their teachers and students academically and socially in an effort to restore their ever declining cultural responsibility.

**III. Comprehensive Needs Assessment**  
 2011 -2012 Title I School Improvement Grant  
 Section 1003(g)

School Name: Yakama Nation Tribal School

Grade Levels: 8<sup>th</sup> – 12<sup>th</sup> grades

Data Sources Used:

Student Achievement Data	Perception Data	Demographic Data
WASL	Effective School Survey	Attendance
NWEA MAPS	Critical Needs Assessment	Low Income (F/RL)
High School Proficiency Exam (HSPE)	Seven Correlates of Effectiveness Strengths and Weaknesses	Ethnicity
Monthly grade checks	Teacher Evaluation Self-Evaluation Component	Highly Qualified Teachers
Student Graduation Rate	Principal Walk-Throughs	
Drop Out Rate	Peer Observations	
Enrollment	Effective Schools Observation Rubric	

Tier I : Intervention Model Selected  
 Transformation Model

Tier III : School Improvement Strategy(s):

## A. Needs Assessment Summary

### Student Achievement Data:

Washington Assessment of Student Learning - The 2010-2011 results indicated that of 27 students tested in Reading, 96.30% participated, 69.23% scored Basic, 30.77% scored Proficient and 0.00% scored Advanced. In Math, 27 students tested with 100% participation, 100% scored Basic. 27 students were also tested in Science with a participation rate of 88.89% and 100% scored Basic. With close to three fourths of the students scoring Basic in Reading and all the students scoring Basic in Math and Science, a need was indicated by this data. (see Appendix A)

NWEA - The Fall 2011 Maps Testing results show that of ten 10<sup>th</sup> grade students participating in Reading, the mean percentile was 22. In Math, the same 10 students participated and the mean percentile was 37. This data indicated low academic achievement in both reading and math. (see Appendix A)

High School Proficiency Exam – Spring 2011 exit exam results showed 100% of the students failed in Math and 54% failed in Reading. This indicated a deficiency in the students' proficiency of basic skills.

Monthly Grade Checks – Currently, 30% of the high school students are failing two or more courses indicating low student achievement and motivational problems.

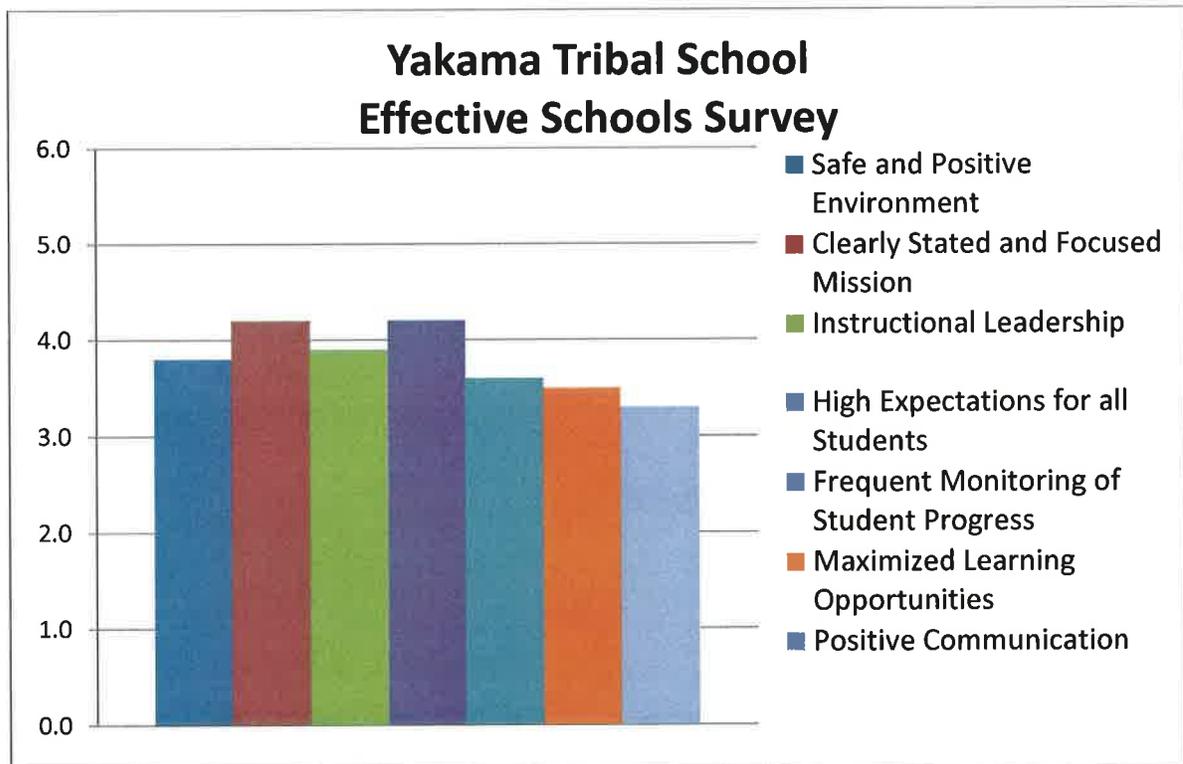
Student Graduation Rate – The graduation rate also fluctuated over the past three years. In 2010 – 2011, the graduation rate was 85.71% but in 2009-2010 it was 19.74%. In 2008-2009, the rate was 52.78%. (see Appendix A)

Dropout Rate - In 2010 – 2011, the Dropout Rate was 13.89% as compared to .79% in 2009-2010. In 2008-2009 the dropout rate was 28.57%. (see Appendix A)

Enrollment – In the 2010-2011 school year, 128 student were enrolled. In the school year 2009-2010, 146 students were enrolled and only 25 students were enrolled in the 2008-2009 school year, almost resulting in school closure. Every year, enrollment fluctuates due to parent’s perception of the low test scores and poor student resources. (see Appendix A)

**Perception Data:**

Effective School Survey - The survey results indicated that five of the seven correlates were scored below 4.0 indicated a low correlate perception. The lowest scored correlates were Positive Communication and Maximized Learning Opportunities. (see Appendix A)



Critical Needs Assessment – The ten Yakama teachers completed a Critical Needs Assessment and indicated the areas of greatest need for technical assistance/professional development(see *Appendix A*) :

- Improving teacher leadership-communicating with others, attendance at meetings, understanding roles & responsibilities, following school procedures (5 teachers)
- Curriculum alignment in grades 8-12 including scope & sequence (4 teachers)
- Improving parental involvement & communication (3 teachers)
- Classroom Management (3 teachers)

Seven Correlates of Effectiveness Strengths and Weaknesses - In an after school staff meeting, the Yakama teachers discuss specific strengths and weaknesses of each correlate of effectiveness as an elaboration of the Effective School Survey. An emphasis on the need for on-site professional development, content specific research-based best practices, resources, and improved communication were indicated through this discussion.

Teacher Evaluation Self Evaluation Component - Current teacher evaluation tools provide opportunity for teacher reflection. Teachers are provided with the opportunity to improve and grow professionally based on the results of their evaluation. Data gained from this tool indicated the teachers need additional professional development and technical assistance to improve student achievement.

Principal Walkthroughs - Due to an interim principal status, few Walkthroughs have been administered as this interim is also a classroom teacher. From this limited data, results support the needs indicated by other perception data gathered.

Peer Observation - As a small staff, the teachers frequently conduct peer observations to assist each other with instruction. This data shows a consensus among the needs of the teachers.

Effective School Observation Rubric - This observation tool is based on the Effective School research since the 1960's. Within the four performance levels, 41 indicators are scored. Yakama received 19 deficient, 13 developing, 5 proficient, and 3 exemplary showing a need for intensive assistance. *(see Appendix A)*

**Demographic Data:**

Attendance – The average daily attendance rate for the past three school years was between 83 and 85%. This attendance percentage does not reflect the fluctuation of students revolving in and out between the tribal and the public high school. According to school records, the mobility rate is 60% and a significant indicator of student achievement. *(see Appendix A)*

Low Income (F/RL)- The percentage of free and reduced lunch percentage at the school is 100%.

Research shows this is an indicator of need that can affect student achievement. *(see Appendix A)*

Ethnicity - 100% Native American students attend Yakama Nation Tribal School. (see *Appendix A*)

Highly Qualified Teachers - 8 of the 10 core area teachers are highly qualified core area teachers. Of these 10 teachers, 42 core area classes are taught. There is only one paraprofessional employed at the school. (see *Appendix A*)

**Data Analysis:**

The results of this compiled data not only indicate the low student achievement at Yakama, but the inconsistencies in the data year to year. The teachers indicated the high mobility rate, poor motivation, lack of student and teacher resources, and the need for appropriate professional development as the causes for these inconsistencies in data. After analyzing all this data, it is evident that the school is in need of a comprehensive school improvement grant to implement the Transformation Model that will create a quality, effective school. Data indicates the need for consistent leadership, sufficient and additional staff, vast amounts of resources and technology, and on-site quality scientifically research-based professional development. The on-site professional development will be conducted by the University of Oklahoma Center for Effective Schools (OU CES) a non-profit school reform model. OU CES began working with YNTS during the 2009 ARRA grant. This collaborative endeavor developed into a strong working relationship built on years of success working with Native American schools in need of improvement. OU CES consultants and YNTS developed a bond of trust and mutual respect. The Transformation Model parallels the Effective School correlates.

YNTS selected the Transformation Model to address the four specific areas critical to transforming the lowest achieving schools. YNTS is hiring a new principal for the 2012-2013 school year. Through this model, leadership training will be provided through Gonzaga University Leadership Academy. Teacher evaluations will be adopted according to state and BIE recommendations. Comprehensive instructional reform strategies will be implemented and coordinated through the partnership of YNTS and OU CES. Extended learning time will include afterschool tutoring and summer school. Through collaborative inquiry, the school will reinforce the community tribal connections. OU CES will provide the necessary sustained support for YNTS operating flexibility. Current capacity at YNTS includes dedicated teachers committed to the school, the students and the Transformation Model. Under new leadership, YNTS will undertake the components of the School Improvement Plan under the Transformation Model to successfully implement interventions, and a plan of action that will raise student achievement. OU CES is willing to provide on-site monthly professional development to facilitate the coordination of all components and stakeholders of T3 Project.

**IV. Plan of Operation Worksheet for Title I School Improvement Transformation Model**

Name of School:	Yakama Nation Tribal School
Intervention Model to be Implemented:	Transformation Model
Long Range Goal Statements: (1-3 Years)	
<p>Yakama Nation Tribal School will move out of School Improvement Status through high quality teaching and learning.</p> <p>The number and percentage of students who score proficient and advanced on the Washington State mandated assessments in reading/language arts in grades 8<sup>th</sup> through grades 12 will increase.</p> <p>The number and percentage of students who score proficient and advanced on the Washington State mandated assessments in math in grades 8<sup>th</sup> through grades 12 will increase.</p>	
<b>Annual Measurable Goal for Reading/Language Arts:</b>	
<p><b>Objective 1:</b> Using NWEA Fall reading assessment data to establish challenging annual goals for student achievement, students scoring proficient and advanced will increase by 30-40% as evidenced by winter and spring results.</p> <p><b>Objective 2:</b> Through targeted and rigorous reading intervention that is learner-centered, the student graduation rate will increase by 10% each year.</p> <p><b>Objective 3:</b> Extensive reading/language arts professional development leading to improve teaching strategies and motivational management will increase student attendance by 10%</p>	
<b>Annual Measurable Goal for Mathematics:</b>	
<p><b>Objective 1:</b> Using NWEA Fall math assessment data to establish challenging annual goals for student achievement, students scoring proficient and advanced will increase by 30-40% as evidenced by winter and spring results.</p> <p><b>Objective 2:</b> Through targeted and rigorous math intervention that is learner-centered, the student graduation rate will increase by 10% each year.</p> <p><b>Objective 3:</b> Extensive math professional development leading to improve teaching strategies and motivational management will increase student attendance by 10%</p>	

T3: Traditions, Transitions, Transformation

USDOE Required Action(s)	Strategies/Actions	Person(s) Responsible	Timelines	Evidence of Completion/Evaluation
<p>1. Replace the Principal</p> <p>2. Use rigorous, transparent evaluation systems for teachers and principals that</p> <p>a. Take into account data on student growth (as defined) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of profession practice reflective of student</p>	<p>An interim principal has been named. Position for school principal has been posted and applications are currently being accepted. Position will be filled no later than July 1, 2012.</p> <p>A teacher and principal evaluation system will be implemented with input from BIE staff and Washington State Department of Education. Components of the evaluation system will include the use of observational protocol, strong linkage to student achievement data, early identification of teachers who are not meeting performance standards and expedited dismissals for staff who continue to fail to meet performance standards. Specific strategies will be targeted for improvement based on this analysis. The evaluation system will be used to isolate and assess teacher performance on specific, targeted instructional strategies. Teachers will be engaged in deliberate practice with focused implementation of the targeted strategy. Formative student achievement data will be collected that is directly related to the teacher's implementation of the targeted strategy. Gain scores from analysis of Fall and</p>	<p>Tribal School Board</p> <p>Principal</p>	<p>July 1, 2012 through June 30, 2014</p> <p>Teacher Evaluation Tool</p>	<p>Position filled</p>

<p>achievement and increased high school graduation rates</p> <p>b. Are designed and developed with teacher and principal involvement.</p> <p>3. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.</p>	<p>Spring NWEA will be used to link teacher performance to student achievement data.</p> <p>The new principal will be provided training in the effective implementation of the teacher evaluation system to ensure that the observation and feedback processes are conducted with fidelity.</p> <p>Teachers will receive a \$5,000 incentive annually if student achievement reading and math goals are met.</p>	<p>Principal</p> <p>July 1, 2013 through June 30, 2014</p>	<p>Student Achievement Results</p>
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T3: Traditions, Transitions, Transformation

<p>4. 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.</p>	<p>YNTS will contract with OU CES to continue the services and relationship in place. OU CES is an outreach project through the College of Continuing Education Outreach at the University of Oklahoma. The department is a not-for-profit organization and all contractual funds are used for expenses only. Effective Schools is a sustainable process that can be replicated year to year. Most school improvement efforts continue successfully after three years of facilitated implementation. This funding opportunity will allow OU CES to work with YNTS for the additional two years needed for full implementation. Teachers will continue to develop rigorous curriculum and best practice strategies to impact student achievement. Services provided by OU CES are based on the Effective Schools Model which is a scientific-based researched process that can be used when implementing comprehensive school reform and restructuring. OU CES will be facilitating YNTS through this process with three days on-site monthly training teachers and administrators. The research supporting this Model began in the early 1970's and continues to evolve into the 21<sup>st</sup> Century. This process has stood the test of time</p>	<p>OU CES, Project Director, Instructional Supervisor, CORE, Gonzaga</p> <p>June 1, 2012 through June 30, 2014</p>	<p>Developed collaborative Inquiry curriculum Student Achievement results Teacher Evaluations</p>
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T3: Traditions, Transitions, Transformation

	<p>because it serves as a catalyst or hub for coordinating all existing programs, services, and activities. It becomes a decision-making screen for determining the “fit” and “effectiveness” when adopting new programs, services, and activities. The Effective Schools Model has also proven effective when coupled with conceptual frameworks for quality and state/national standards for excellence. OU CES services are proven successful in leading to student achievement. They have implemented this school reform design in schools and districts across the U.S. Of the seventy five school improvement schools with whom OU CES has worked, all have been removed from school improvement status. OU CES will facilitate teachers in raising student achievement through the development of a rigorous curriculum based on common core curriculum academic standards. Yakama’s graduation rate has been as low as 20%. T3 will increase the percentage of students scoring proficient and advanced in reading and math. Improving classroom instruction, raising the rigor of the curriculum, implementing community-based collaborative inquiry, and encouraging student input will all collectively contribute to motivation, engagement, raising student achievement, decreasing the drop-out</p>	
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	<p>rate, and increasing the graduation rate. Effective Schools believes all children can learn which embraces the mission of the culturally sensitive T3 Project. Each partner understands the critical academic needs of the Yakama students and believes in the relevance of the T3 Project's objectives.</p>		
	<p>YNTS will contract with CORE. Math experts will provide teachers and school leaders with the knowledge, skills, and support to effectively implement a school wide math program that works and enables students to achieve success in math. Based on the current research and findings from the National Mathematics Advisory Panel, the National Research Council, and other prominent mathematics researchers, the CORE Math Academies, workshops, and subsequent on-site implementation support will equip your teaching and coaching staff with the tools needed to meet state and district mathematics standards more effectively. The CORE Math Academy is designed to increase mathematical content understanding and best practices for helping students become mathematically proficient and meet important summative outcomes. Based on the current research and findings from the National Mathematics Advisory Panel, the National Research Council, and other prominent</p>		

T3: Traditions, Transitions, Transformation

<p>5. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit,</p>	<p>mathematics researchers, the CORE Math Academy focuses on the critical topics that pose challenges for many students, particularly those who are behind in mathematics achievement.</p> <p>YNTS will continue the contract with Gonzaga University Leadership Academy to provide on-site professional development. The new principal at YNTS will learn leadership strategies and techniques needed for the Transformation Model. Gonzaga will continue to facilitate the Professional Learning Communities at YNTS to improve communication and assist the faculty in collaborating, analyzing data, and making decisions based on student achievement.</p>	<p>Principal</p> <p>July 1, 2013 through June 30, 2014</p>	<p>Student Achievement Results Teacher Evaluation Tool</p>
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**T3: Traditions, Transitions, Transformation**

<p>place and retain staff with the skills necessary to meet the needs of students in a transformation school.</p>	<p>interview highly qualified candidates through the use of a structured interview process to identify highly qualified teachers.</p>		
<p>6. Adopt new governance structure</p>	<p>YNTS will adopt and adhere to the components and requirements of the Transformation Model. YNTS will participate in DPA evaluation and monitoring processes and will provide all required information on a timely basis.</p>	<p>Principal  April 15, 2012 through June 30, 2014</p>	<p>Grant award</p>
<p>7. 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.</p>	<p>Common Core reading and math standards will be utilized to develop a rigorous culturally relevant collaborative inquiry curriculum. Collaborative inquiry learning integrates literacy, math, and science to build the skills and talents of all the students through working together at the same time on the same thing. In collaboration, students must be able to give and take, adjust, interact, ask questions, think critically, encourage, and inspire by contributing all they have in addition to getting along with others and being responsible. Collaborative inquiry means the answer is unknown to the students beforehand, and so they must investigate, explore, discover,</p>	<p>OU CES, Teachers, RR Consulting, Project Director, Instructional Supervisor  July 1, 2012 through June 30, 2014</p>	<p>Developed Collaborative Inquiry Curriculum Technical Assistance Summaries Science lesson plans Student science journals</p>

T3: Traditions, Transitions, Transformation

	<p>synthesize, and create on their own. The ability to learn independently is prized by universities, but more and more, colleges are seeking students that can learn collaboratively. Place and community education makes learning relevant. Connecting academics to such real-world contexts promotes student interest and engagement. Instructional units will be developed collaboratively across the curriculum based on the Common Core Standards beginning with the Summer Teacher Institutes and as the year progresses through professional development provided by OU CES. Interventions (Compass Learning, READ 180), will be available to students as needed according to student progress data through extended learning opportunities (after school tutoring and summer school). Classroom science labs will be purchased with the expectation of science instruction every day. All students will be in the science lab or field collecting data using iPads every week while exploring science labs. Students will improve their ability to collaborate effectively with others in carrying out complex tasks, share the work of the task, assume different roles at different times, and contribute and respond to ideas. Instruction and assessment will be aligned so that formative and summative assessments are meaningful and can be</p>	
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**T3: Traditions, Transitions, Transformation**

<p>8. Promote the continuous use of data</p>	<p>used to improve the science curriculum as well as determine what students have learned.</p> <p>Student progress data will be used continually. Data from NWEA and state test results, Compass Learning, READ 180, student progress reports, attendance, teacher and tutor input, will be pivotal to drive instruction. A RtI system will be implemented to maximize the learning of all students by making instructional decisions based on data. OU CES will provide technical assistance in the development of data driven instruction.</p> <p>YNTS will continue to contract with Jim Whitford and the Data Carousel. Jim Whitford will continue to facilitate data analysis.</p>	<p>OU CES, Project Director, Teachers, Jim Whitford, Instructional Supervisor</p> <p>April 15, 2012 through June 30, 2014</p>	<p>Student Achievement Results Technical Assistance Summaries</p>
<p>9. Establish schedules and implement strategies that increase learning time</p>	<p>YNTS currently implemented 60 minutes of additional instructional time to each school day. Through this grant, students will receive two additional hours of instruction as needed after school. Summer School will extend learning opportunities for 8 weeks to increase student achievement in reading and math.</p>	<p>Project Director, Teachers, Instructional Supervisor, Students, Parents</p> <p>April 15, 2012 through June 30, 2014</p>	<p>Student attendance logs Tutor logs</p>

T3: Traditions, Transitions, Transformation

<p>10. Provide ongoing mechanisms for family and community engagement.</p>	<p>In conjunction with our partner, the Yakama Tribal Nation, YNTS will utilize community specialists provided through the Yakama Nation Tribal Programs to support instructional efforts, to engage the community, and to enhance the support available to students. YNTS will utilize the Native Star Family Assessment Tool to help parents support their students in school success. Parents will be invited to participate in the school improvement planning. YNTS will also implement strategies with the assistance of OU CES that align family support with academic achievement.</p>	<p>Tribal Board, Principal, Project Director, Instructional Supervisor, Teachers, Parents, Students OU CES</p> <p>April 15, 2012 through June 30, 2014</p>	<p>Parent/Community logs Lesson Plans Technical Assistance Logs</p>
<p>11. Develop sufficient operational flexibility to implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.</p>	<p>YNTS will provide flexibility by offering extended learning opportunities in addition to the school day for students to receive individualized support. Students can use the additional time and support to close the achievement gap and increase their opportunities to graduate.</p>	<p>Principal, Project Director, Instructional Supervisor, Teachers, Students Parents</p> <p>June 1, 2012 through June 30, 2014</p>	<p>Student Achievement Results Summer School lesson plans Attendance logs</p>

**T3: Traditions, Transitions, Transformation**

<p>12. Develop a plan for the school to work closely with the SEA Turnaround office in order to receive intensive technical assistance and related support.</p>	<p>The goals and assurances of this project will guide YNTS through the school improvement process and facilitate us in our work with the SEA Turnaround office through NWEA and CORE Learning. YNTS, the Tribal Board and consultants will meet at least monthly with ELO and DPA staff.</p>	<p>Principal, Project Director, Instructional Supervisor, Grant Assistant, Teachers</p> <p>April 15, 2012 through June 30, 2014</p>	<p>Technical Assistance Summaries YNTS/SEA Communication log</p>
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## V. BUDGET SPREADSHEET & NARRATIVE

The following Budget Spreadsheet and Narrative for the Yakama Nation Tribal School T3 application is of sufficient size and scope to support the implementation of the Transformation Model for a two year period. All purchases are reasonable, and cost effective to effectively implement the Transformation Model. YNTS will integrate and align all other sources of funding including federal, state, and local funds to fully execute the Transformation Model. When possible, non-profit organizations will be contracted to provide on-site professional development (OU CES). YNTS has only included scientifically research-based best-practices and processes to construct this budget. These research-based best practices will include sustainability components to continue the Transformation Model initiative once grant funds are no longer available.

Scientifically Research-Based proposed funding:

- Effective Schools
- Extended Learning Opportunities
- Collaborative Inquiry/Project Based
- Classroom Science Labs
- A Literature/Literacy Approach
- READ 180
- CORE
- Compass Learning
- Response to Intervention
- Data Driven Instruction
- Instructional Leadership
- Parent/Community Involvement
- Professional Learning Communities
- 21<sup>st</sup> Century Technology
- Highly Qualified

SIG 1003(g) Budget Spreadsheet  
2011-2012 Application



Agency: Bureau of Indian Education						
Prepared By: Marilyn Goudy						
School/Organization: Yakama Tribal School						
Expenditure Classification	Pre-Implementation	2011-2012	2012-2013	2013-2014	Total Budget	
<b>DIRECT INSTRUCTION</b>						
<b>PERSONNEL SERVICES</b>						
Teachers – Grades K-12	23,040		75,040	75,040	\$ 173,120	
Teachers – Special Education					\$	
Instructional Assistants – K-12					\$	
Instructional Assistants – K-12					\$	
Substitutes			12,500	12,500	\$ 25,000	
Extended Contracts			17,280	17,280	\$ 34,560	
Stipends/Incentives			50,000	50,000	\$ 100,000	
Other (Identify)					\$	
Other (Identify)					\$	
<b>EMPLOYEE BENEFITS</b>						
Health & Other Insurances					\$	
FICA Taxes					\$	
Retirement					\$	
TSP Match					\$	
Fringe Benefit Total	6,082		27,253	27,253	\$60,588	
<b>SUPPLIES &amp; MATERIALS</b>						
Textbooks/Curriculum Materials	10,000		50,000	40,000	\$ 100,000	

T3: Traditions, Transitions, Transformation

Instructional Software				55,000	32,000	\$ 87,000
General Supplies & Materials	10,000		20,000			\$ 50,000
Other (Identify)						
a) iPads for student instruction	a) 7,000		a) 35,000		a) 35,000	a) \$ 77,000
b) Dell desktop computers			b) 12,000			b) \$ 12,000
c) Color printer/scanner			c) 200			c) \$ 200
Other (Identify)						\$
<b>PROFESSIONAL DEVELOPMENT / TRAVEL</b>						
Employee Travel	8,000		12,740		12,740	\$ 33,480
Employee Professional Development						\$
Other P.D./Travel						\$
<b>EQUIPMENT</b>						
Direct Instruction Equipment						\$
Other Equipment						\$
<b>PURCHASED SERVICES</b>						
Contracts						\$
Other Charges						\$
Vehicle Rents /Leases			38,628		38,628	\$ 77,256
<b>TOTAL DIRECT INSTRUCTION</b>	<b>\$ 64,122</b>	<b>\$</b>	<b>\$ 405,641</b>	<b>\$ 360,441</b>	<b>\$ 826,742</b>	
<b>INSTRUCTIONAL SUPPORT</b>						
<b>PERSONNEL SERVICES</b>						
Project Director			8,000		8,000	\$ 16,000
Instructional Supervisor			6,000		6,000	\$ 12,000
Subject Matter Specialist			52,000		52,000	\$ 104,000
Instructional Coach						\$
Social Worker						\$
Parent-Community Liaison						\$
Counselor						\$
Other (Identify)						\$
<b>Grant Assistant</b>			6,000		6,000	\$ 12,000



T3: Traditions, Transitions, Transformation

TOTAL INSTRUCTIONAL SUPPORT	\$ 155,350	\$	\$ 435,570	\$ 435,570	\$ 1,026,490
<b>OTHER INTERVENTION MODEL REQUIREMENTS/NEEDS</b>					
Extended Learning Time					\$
Displacement Costs					\$
School Closure Costs					\$
Extended Professional Development (Career Growth)					\$
Other (Identify)					\$
Other (Identify)					\$
Other (Identify)					\$
<b>TOTAL INTERVENTION MODEL REQUIREMENT/NEEDS</b>	\$	\$	\$	\$	\$
<b>GRAND TOTAL PROGRAMS</b>	\$ 219,472	\$	\$ 841,211	\$ 796,011	\$ 1,856,694

## BUDGET NARRATIVE

### Budget Narrative, Pre-Implementation

Project dates: April 16, 2012 – June 30, 2012

#### DIRECT INSTRUCTION

##### PERSONNEL SERVICES

Teachers – Grade K-12 (\$23,040)

Salary: \$23,040 (Six teachers at 4 hours per day x \$30.00 x 4 days a week x 8 weeks)

YNTS will contract with six current classroom teachers as instructors for their summer school program through June and July.

##### EMPLOYEE BENEFITS

Fringe Benefits for six summer school teachers:

Health & Other Insurance, FICA Taxes, and Retirement (26% = \$5,990)

##### SUPPLIES & MATERIALS

Textbooks/Curriculum Materials (\$10,000)

Includes instructional materials for classes offered in summer school, nonfiction and fiction books,  
and literature novels.

General Supplies & Materials (\$10,000)

Necessary supplies to conduct all summer school activities

Other (\$7,000)

10 iPads at \$700 each for student use in summer school projects and research

##### PROFESSIONAL DEVELOPMENT/TRAVEL

Employee Travel (\$8,000)

10 teachers to travel to Portland, Oregon for the Annual NWEA Summer Conference and a two day Teacher Institute

**INSTRUCTIONAL SUPPORT**

**PURCHASED SERVICES (CONTRACTED SERVICES)**

On-Site Consultants (\$50,000)

YNTS will contract with OU CES to coordinate and facilitate pre-implementation components of the T3 Project

Other (\$40,000) YNTS will contract with RR Consulting to facilitate a Summer Teacher Institute including all logistics, materials, food and lodging.

**SUPPLIES AND MATERIALS**

Other (\$50,000)

Library books and resources for summer school activities

**PROFESSIONAL DEVELOPMENT/TRAVEL**

Employee Professional Development (\$3,350)

Registration for 10 teachers to attend the NWEA Annual Summer Conference

Employee Travel (\$12,000)

10 teacher's hotel costs and per diem

**GRAND TOTAL PROGRAMS = \$219,472.00**

**Budget Narrative 2012-2013**

Project dates: July 1, 2012 – June 30, 2013

**DIRECT INSTRUCTION**

**PERSONNEL SERVICES**

Teachers – Grade K-12 (\$75,040)

Summer School Teachers (\$23,040) Six teachers at 4 hours per day x \$30.00 x 4 days a week x 8 weeks

YNTS will contract with six current classroom teachers as instructors for their summer school program through June and July.

Math/Science Teacher (\$52,000)

YNTS will contract with one full time math/science teacher to fulfill the state requirements.

Substitutes – (\$12,500)

Substitutes will be needed to cover classes when teachers are participating in professional development and attending conferences as well as absences

Extended Contracts (\$17,280)

Current classroom teachers will be offered an extended contract to provide after school tutoring

Two teachers at 2 hours per day x \$30.00 x 4 days a week x 36 weeks

Stipends/Incentives (\$50,000)

\$5,000 incentive pay for 10 teachers if student achievement goals are met

**EMPLOYEE BENEFITS**

Fringe Benefits for six summer school teachers, Math/Science teacher, substitutes, and extended contracts:

Health & Other Insurance, FICA Taxes, and Retirement (26% = \$27,253)

**SUPPLIES & MATERIALS**

Textbooks/Curriculum Materials (\$50,000)

Includes instructional materials for all classes; science labs and equipment, and other curriculum materials for student projects

Instructional Software (\$55,000)

Compass Learning and Scholastic READ 180 will be purchased for extended day learning, special education classrooms, and reading intervention.

General Supplies & Materials (\$20,000)

Necessary supplies to conduct instruction within the Transformation Model

Other (\$47,200)

50 iPads at \$700 each for student use with projects, research, and collaborative inquiry  
20 Desktop student computers for computer lab and science lab  
2 Color printer/scanners for computer lab and science lab

**PROFESSIONAL DEVELOPMENT/TRAVEL**

Employee Travel (\$12,740)

5 teachers to travel to the NIEA Annual Conference

Vehicle Rents/Leases-(\$38,628)

Bus transportation for after school tutoring and student field excursions

**INSTRUCTIONAL SUPPORT**

**PERSONNEL SERVICES**

Project Director (\$8,000 = 5 hours per week x \$40.00 per hour x 40 weeks)

Project Director will spend 5 hours per week overseeing all activities and functions of the T3 project. Responsibilities include submitting reports to BIE, holding planning sessions with all stakeholders, meeting weekly with the Grant Assistant and T3 Facilitator to review budgets/reports and any financial responsibilities, supporting teachers with needed classroom materials and books providing collaborative planning time for Native Star School Improvement Team and conducting classroom Walk-Throughs to ensure teachers are incorporating relevant collaborative inquiry activities.

Instructional Supervisor (\$6,000 = 5 hours per week x \$30.00 per hour x 40 weeks)

Instructional Supervisor will spend 5 hours per week facilitating all activities and functions of the T3 project including professional development, after school tutoring and summer school. Responsibilities include attending planning sessions with Project Director, meeting weekly with the Grant Assistant to order the necessary supplies and materials for Extended Learning program and professional development, scheduling and facilitating the after school tutoring and summer school programs, and planning and facilitating activities for professional development.

Subject Matter Specialist – (\$52,000)

YNTS will contract with a full time reading coach to assist the students and co-teach with core teachers to increase the reading/language arts scores.

Other -Grant Assistant (\$6,000 = 7.5 hours per week x \$20.00 per hour x 40 weeks)

Responsibilities include preparing budget/reports as needed for Project Director, paying all invoices, paychecks, and financial obligations, ordering all necessary materials and supplies, and to expedite contracts and all financial duties of the project as required by the BIE.

**EMPLOYEE BENEFITS**

Fringe Benefits for Principal, Instructional Supervisor, and Subject Matter Specialist  
Health & Other Insurance, FICA Taxes, and Retirement (26% = \$18,720)

**PURCHASED SERVICES (CONTRACTED SERVICES)**

On-Site Consultants (\$218,000)

YNTS will contract with OU CES at \$200,000 to provide no less than three days of monthly on-site professional development and technical assistance. This fee includes all travel, consultant fees, materials and additional support when off site through emails, conference calls, webinars, and phone calls. Responsibilities include: provide professional development materials, professional books and training, provide training for Smart Board and Classroom Response System, conduct Effective Schools Surveys and needs assessments, develop and facilitate Professional Learning Communities, assist the development of the collaborative inquiry curriculum, align the curriculum to standards, provide all teacher and administrator trainings, train the teachers in learner-centered strategies, and meet monthly with principal and instructional supervisor.

YNTS will contract with CORE through the BIE to provide the Math Academy (\$10,000)

YNTS will also contract with Gonzaga University Leadership Academy (\$8,000) to continue the leadership training, professional learning communities, and the data analysis component.

Other – (\$40,000) YNTS will contract with RR Consulting to facilitate a Summer Teacher Institute including all logistics, materials, food and lodging.

**SUPPLIES AND MATERIALS**

Assessment/Evaluations (\$3,000) YNTS will contract with NWEA through the BIE to provide MAPS testing and reports.

Assessment Software (\$2,000) YNTS will purchase two sets of Student Response Systems at \$1,000 each to use for immediate feedback

Other (\$50,000)

Library books and resources for instruction

**PROFESSIONAL DEVELOPMENT/TRAVEL**

Employee Professional Development (\$7,850)

Registration for 10 teachers to attend the NWEA Annual Summer Conference and the CORE Annual Conference

Employee Travel (\$24,000)

10 teacher’s hotel costs and per diem for the NWEA Annual Summer Conference and the CORE Annual Conference

**GRAND TOTAL PROGRAMS = \$841,211**

**Budget Narrative 2013-2014**

Project dates: July 1, 2013 – June 30, 2014

**DIRECT INSTRUCTION****PERSONNEL SERVICES**Teachers – Grade K-12 (\$75,040)

Summer School Teachers (\$23,040) Six teachers at 4 hours per day x \$30.00 x 4 days a week x 8 weeks

YNTS will contract with six current classroom teachers as instructors for their summer school program through June and July.

Math/Science Teacher (\$52,000)

YNTS will contract with one full time math/science teacher to fulfill the state requirements.

Substitutes – (\$12,500)

Substitutes will be needed to cover classes when teachers are participating in professional development and attending conferences as well as absences

Extended Contracts (\$17,280)

Current classroom teachers will be offered an extended contract to provide after school tutoring

Two teachers at 2 hours per day x \$30.00 x 4 days a week x 36 weeks

Stipends/Incentives (\$50,000)

\$5,000 incentive pay for 10 teachers if student achievement goals are met

**EMPLOYEE BENEFITS**

Fringe Benefits for six summer school teachers, Math/Science teacher, substitutes, and extended contracts:

Health & Other Insurance, FICA Taxes, and Retirement (26% = \$27,253)

**SUPPLIES & MATERIALS**Textbooks/Curriculum Materials (\$40,000)

Includes instructional materials for all classes; science labs and equipment, and other curriculum materials for student projects

Instructional Software (\$32,000)

Compass Learning and Scholastic READ 180 will be purchased for extended day learning, special education classrooms, and reading intervention.

General Supplies & Materials (\$20,000)

Necessary supplies to conduct instruction within the Transformation Model

Other (\$35,000)

50 iPads at \$700 each for student use with projects, research, and collaborative inquiry

**PROFESSIONAL DEVELOPMENT/TRAVEL**

Employee Travel (\$12,740)

5 teachers to travel to the NIEA Annual Conference

Vehicle Rents/Leases-(\$38,628)

Bus transportation for after school tutoring and student field excursions

**INSTRUCTIONAL SUPPORT**

**PERSONNEL SERVICES**

Project Director (\$8,000 = 5 hours per week x \$40.00 per hour x 40 weeks)

Project Director will spend 5 hours per week overseeing all activities and functions of the T3 project. Responsibilities include submitting reports to BIE, holding planning sessions with all stakeholders, meeting weekly with the Grant Assistant and T3 Facilitator to review budgets/reports and any financial responsibilities, supporting teachers with needed classroom materials and books providing collaborative planning time for Professional Learning Communities and conducting classroom Walk-Throughs to ensure teachers are incorporating relevant collaborative inquiry activities.

Instructional Supervisor (\$6,000 = 5 hours per week x \$30.00 per hour x 40 weeks)

Instructional Supervisor will spend 5 hours per week facilitating all activities and functions of the T3 project including professional development, after school tutoring and summer school. Responsibilities include attending planning sessions with Project Director, meeting weekly with the Grant Assistant to order the necessary supplies and materials for Extended Learning program and professional development, scheduling and facilitating the after school tutoring and summer school programs, and planning and facilitating activities for professional development.

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Other -Grant Assistant (\$6,000 = 7.5 hours per week x \$20.00 per hour x 40 weeks)

Responsibilities include preparing budget/reports as needed for Project Director, paying all invoices, paychecks, and financial obligations, ordering all necessary materials and supplies, and to expedite contracts and all financial duties of the project

**EMPLOYEE BENEFITS**

Fringe Benefits for Principal, Instructional Supervisor, and Subject Matter Specialist  
Health & Other Insurance, FICA Taxes, and Retirement (26% = \$18,720)

**PURCHASED SERVICES (CONTRACTED SERVICES)**On-Site Consultants (\$218,000)

YNTS will contract with OU CES at \$200,000 to provide no less than three days of monthly on-site professional development and technical assistance. This fee includes all travel, consultant fees, materials and additional support when off site through emails, conference calls, webinars, and phone calls. Responsibilities include: provide professional development materials, professional books and training, provide training for Smart Board and Classroom Response System, conduct Effective Schools Surveys and needs assessments, develop and facilitate Professional Learning Communities, assist the development of the collaborative inquiry curriculum, align the curriculum to standards, provide all teacher and administrator trainings, train the teachers in learner-centered strategies, and meet monthly with principal and instructional supervisor.

YNTS will contract with CORE through the BIE to provide the Math Academy (\$10,000)

YNTS will also contract with Gonzaga University Leadership Academy (\$8,000) to continue the leadership training, professional learning communities, and the data analysis component.

Other – (\$40,000) YNTS will contract with RR Consulting to facilitate a Summer Teacher Institute including all logistics, materials, food and lodging.

**SUPPLIES AND MATERIALS**

Assessment/Evaluations (\$3,000) YNTS will contract with NWEA through the BIE to provide MAPS testing and reports.

Assessment Software (\$2,000) YNTS will purchase two sets of Student Response Systems at \$1,000 each to use for immediate feedback

Other (\$50,000)

Library books and resources for instruction

**PROFESSIONAL DEVELOPMENT/TRAVEL**

Employee Professional Development (\$7,850)

Registration for 10 teachers to attend the NWEA Annual Summer Conference and the CORE Annual Conference

Employee Travel (\$24,000)

10 teacher's hotel costs and per diem for the NWEA Annual Summer Conference and the CORE Annual Conference

**GRAND TOTAL PROGRAMS = \$796,011**

**VI. Measuring Progress**

Tier I Schools will be required to submit to the Turnaround Office in DPA Interim Project and Final Project Progress Reports that are consistent with the goals and objectives identified in the needs assessment process and the implementation of the identified intervention model. The final evaluation **MUST** consider the entire project, beginning to end. It should not be viewed as an activity done after the end of the first year of implementation, but as an integral element in the project’s planning, design, and implementation. An effective ongoing plan that evaluates milestones will enable the school to make informed decisions about changes the project may need along the way. In addition, schools will be required to report on the following school-level data:

METRIC	SOURCE	Achievement Indicators	Leading Indicators
<b>School Data</b>			
Which intervention the school used (i.e., turnaround, restart, closure, or transformation)	NEW SIG		
AYP Status	EDFacts	√	
Which AYP targets the school met and missed	EDFacts	√	
School improvement status	EDFacts	√	
Number of minutes within the school year	NEW SIG		√
<b>STUDENT OUTCOME/ACADEMIC PROGRESS DATA</b>			
Percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics (e.g., Basic, Proficient, Advanced) by grade and by student subgroup	EDFacts	√	
Student participation rate on State assessments in reading/language arts and in mathematics by student subgroup	EDFacts		√
Average scale scores on State assessments in reading/language arts and in mathematics by grade, for the “all students” group for each achievement quartile and for each subgroup	NEW SIG	√	
Percentage of limited	EDFacts	√	

**T3: Traditions, Transitions, Transformation**

English proficient students who attain English language proficiency			
<b>METRIC</b>	<b>SOURCE</b>	<b>Achievement Indicators</b>	<b>Leading Indicators</b>
Graduation Rate	EDFacts	√	
Dropout Rate	EDFacts		√
Student attendance rate	EDFacts		√
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	<b>NEW SIG HS only</b>		√
<b>STUDENT CONNECTION AND SCHOOL CLIMATE</b>			
Discipline incidents	EDFacts		√
Truants	EDFacts		√
<b>TALENT</b>			
Teacher attendance rate	<b>NEW SIG</b>		√

The school must report these metrics for the school year prior to implementing the intervention, if the data are available, to serve as a baseline, and for each year thereafter for which the BIE allocates school improvement funds under section 1003(g) of the ESEA. With respect to a school that is closed, the BIE need only report the identity of the school and the intervention taken—i.e., school closure.

**APPENDIX A**  
**SCHOOL NEEDS ASSESSMENT TOOLS**

**Annual Report Card SY 2010 - 2011  
Yakima Tribal School (Yakama)Toppenish, WA 2010 - 2011**

**Enrollment**

	All Students		LEP		Special Ed	
	Male	Female	Male	Female	Male	Female
<b>Total</b>	<b>64</b>	<b>64</b>	<b>0</b>	<b>0</b>	<b>9</b>	<b>5</b>
<b>M/F</b>		<b>128</b>		<b>0</b>		<b>14</b>

**Average Daily Attendance Rate, Graduation Rate and Dropout Rate**

	All Students	LEP	Special Ed
<b>Avg Daily Attendance Rate K-8</b>	84.78%	0%	82.6%
<b>Avg Daily Attendance Rate 9-12</b>	85.7%	0%	80.25%
<b>Graduation Rate (High School)</b>	85.71%	0%	100%
<b>Dropout Rate (High School)</b>	13.89%	0.00%	18.18%

**Student Achievement**

	Language Arts					
	Number of Students	Participation Rate	Basic %	Proficient %	Advanced %	Proficient + Advanced %
<b>All Students</b>	24	54.17%	53.85%	46.15%	0.00%	46.15%
<b>Males</b>	12	66.67%	50.00%	50.00%	0.00%	50.00%
<b>Females</b>	12	41.67%	60.00%	40.00%	0.00%	40.00%
<b>Race and Ethnicity</b>						
<b>Native American</b>	24	54.17%	53.85%	46.15%	0.00%	46.15%
<b>Other Groups</b>						
<b>IEP</b>	< 10	***	***	***	***	***
<b>Limited English Proficient</b>	< 10	***	***	***	***	***

**Two Year Trend in Language Arts:**

	Number of Students	Participation Rate	Basic %	Proficient %	Advanced %	Proficient + Advanced %
<b>2010-2011</b>	24	54.17%	53.85%	46.15%	0.00%	46.15%
<b>2009-2010</b>	< 10	***	***	***	***	***

### Student Achievement

Reading						
	Number of Students	Participation Rate	Basic %	Proficient %	Advanced %	Proficient + Advanced %
All Students	27	96.30%	69.23%	30.77%	0.00%	30.77%
Males	12	100.00%	58.33%	41.67%	0.00%	41.67%
Females	15	93.33%	78.57%	21.43%	0.00%	21.43%
<b>Race and Ethnicity</b>						
Native American	27	96.30%	69.23%	30.77%	0.00%	30.77%
<b>Other Groups</b>						
IEP	< 10	***	***	***	***	***
Limited English Proficient	< 10	***	***	***	***	***

#### Two Year Trend in Reading:

	Number of Students	Participation Rate	Basic %	Proficient %	Advanced %	Proficient + Advanced %
2010-2011	27	96.30%	69.23%	30.77%	0.00%	30.77%
2009-2010	30	96.67%	51.72%	37.93%	10.34%	48.28%

### Student Achievement

Math						
	Number of Students	Participation Rate	Basic %	Proficient %	Advanced %	Proficient + Advanced %
All Students	27	100.00%	100.00%	0.00%	0.00%	0.00%
Males	12	100.00%	100.00%	0.00%	0.00%	0.00%
Females	15	100.00%	100.00%	0.00%	0.00%	0.00%
<b>Race and Ethnicity</b>						
Native American	27	100.00%	100.00%	0.00%	0.00%	0.00%
<b>Other Groups</b>						
IEP	< 10	***	***	***	***	***
Limited	< 10	***	***	***	***	***

#### Two Year Trend in Math:

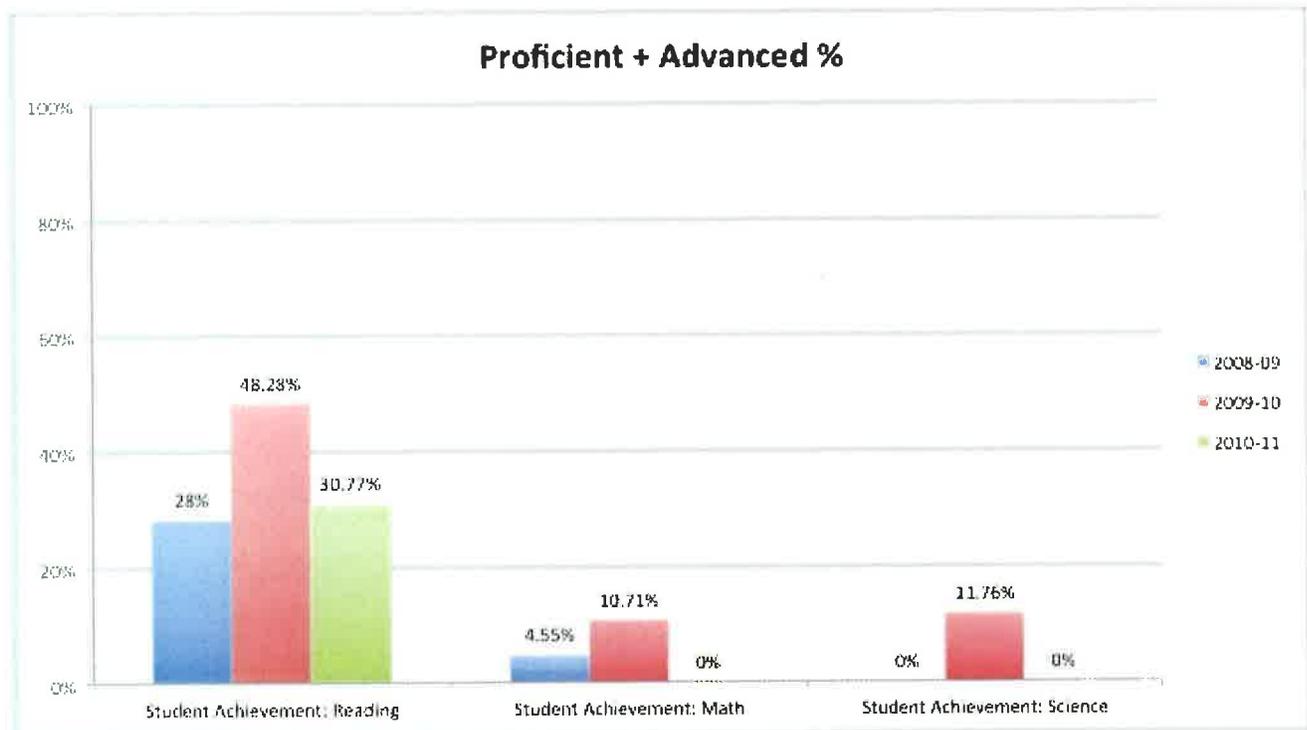
	Number of Students	Participation Rate	Basic %	Proficient %	Advanced %	Proficient + Advanced %
2010-2011	27	100.00%	100.00%	0.00%	0.00%	0.00%
2009-2010	29	96.55%	89.29%	10.71%	0.00%	10.71%

## Student Achievement

Science						
	Number of Students	Participation Rate	Basic %	Proficient %	Advanced %	Proficient + Advanced %
All Students	27	88.89%	100.00%	0.00%	0.00%	0.00%
Males	12	91.67%	100.00%	0.00%	0.00%	0.00%
Females	15	86.67%	100.00%	0.00%	0.00%	0.00%
<b>Race and Ethnicity</b>						
Native American	27	88.89%	100.00%	0.00%	0.00%	0.00%
<b>Other Groups</b>						
IEP	< 10	***	***	***	***	***
Limited English Proficient	< 10	***	***	***	***	***

### Two Year Trend in Science:

	Number of Students	Participation Rate	Basic %	Proficient %	Advanced %	Proficient + Advanced %
2010-2011	27	88.89%	100.00%	0.00%	0.00%	0.00%
2009-2010	17	100.00%	88.24%	11.76%	0.00%	11.76%



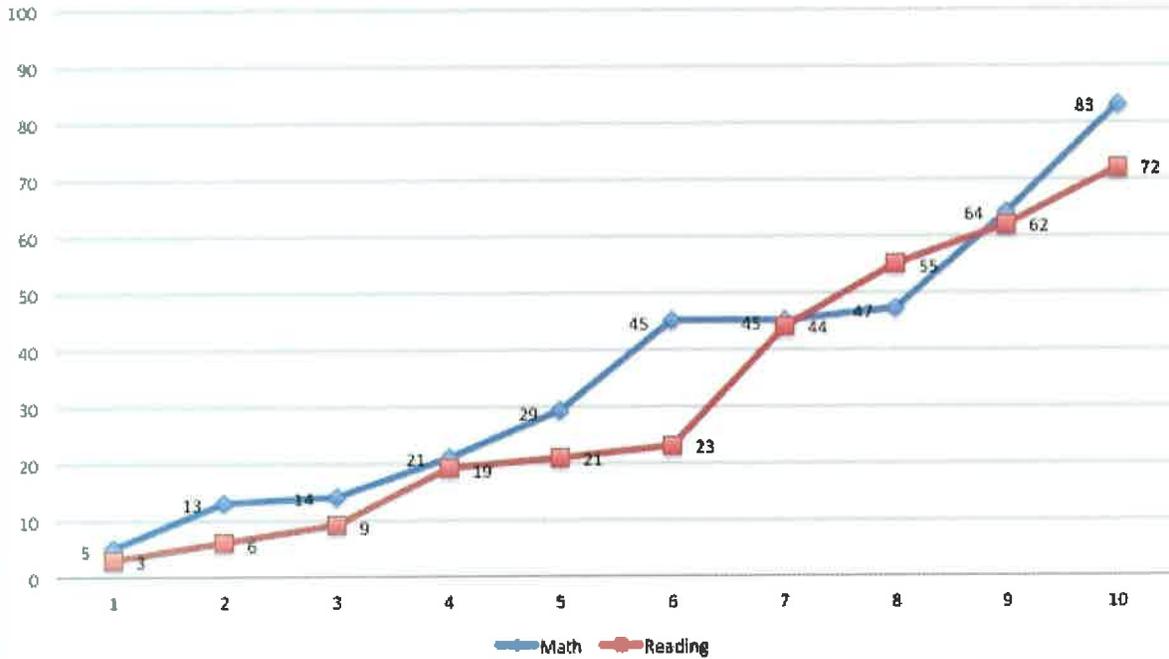
## High Quality Teachers

<b>A1.</b>	<b>Full-time teaching positions available in the current school year:</b>	10
	<b>Full-time teachers new to the school:</b>	2
	<b>Unfilled vacancies for full-time teachers:</b>	1
	<b>Total Number of Teachers:</b>	9
<b>A2.</b>	Teachers at the end of last SY:	8
	Not offered contracts: 0 Teachers retired: 0	
	Teachers returning:	8 (100.00%)
<b>B.</b>	<b>Number of Core Area teachers:</b>	10
	<b>Highly Qualified Core Area teachers:</b>	8 (80.00%)
<b>C.</b>	Current school principal tenure (years):	5
<b>D.</b>	<b>Number of core area classes taught:</b>	42
	<b>Core area classes taught by highly qualified teachers:</b>	42 (100.00%)
	<b>Teachers receiving high-quality professional development:</b>	10
	<b>Core area teachers' qualifications in the use of technology for instruction:</b>	
	<b>Basic:</b>	0 (0.00%)
	<b>Proficient:</b>	6 (60.00%)
	<b>Advanced:</b>	4 (40.00%)
<b>E.</b>	Full-time paraprofessionals employed:	1
	Fully qualified paraprofessionals employed:	1

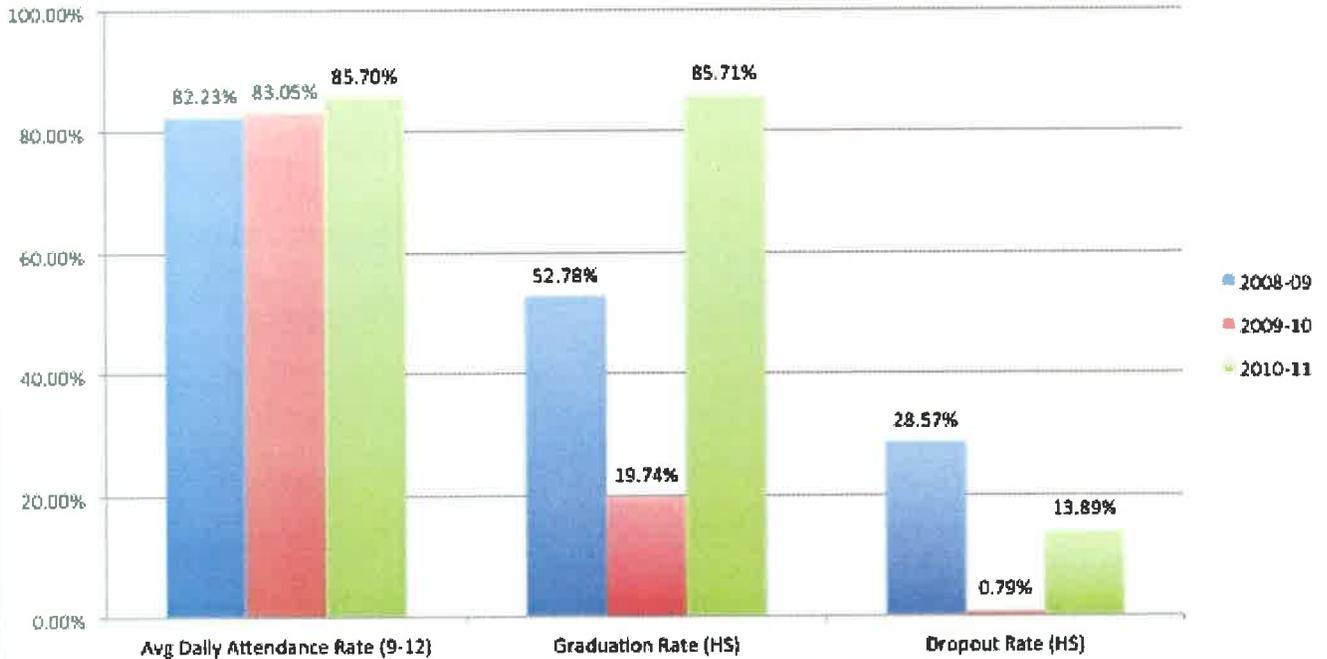
\* AYP Status Key:

<b>TBD</b>	To Be Determined
<b>AYP</b>	Made Adequate Yearly Progress
<b>ALERT</b>	Alert Status - Warned
<b>SI-1</b>	School Improvement Yr 1
<b>SI-2</b>	School Improvement Yr 2
<b>CA-1</b>	Corrective Action Yr 1
<b>CA-2</b>	Planning for Restructure (CA Yr 2)
<b>RESTR</b>	Restructuring
<b>N/A</b>	Not Applicable

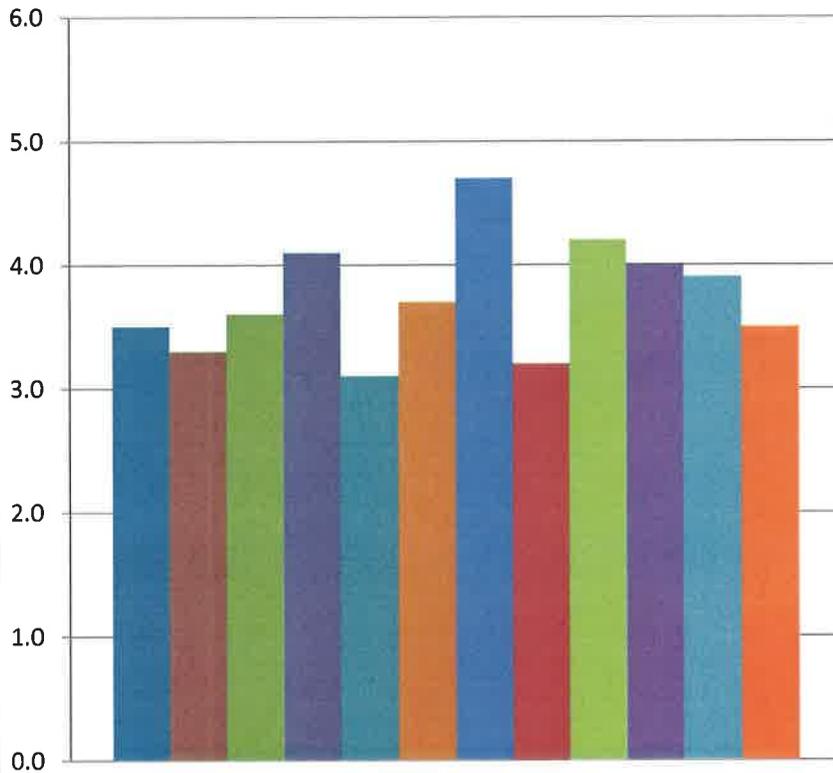
### NWEA Grade Report – Fall 2101



### Yakama Tribal School Statistics

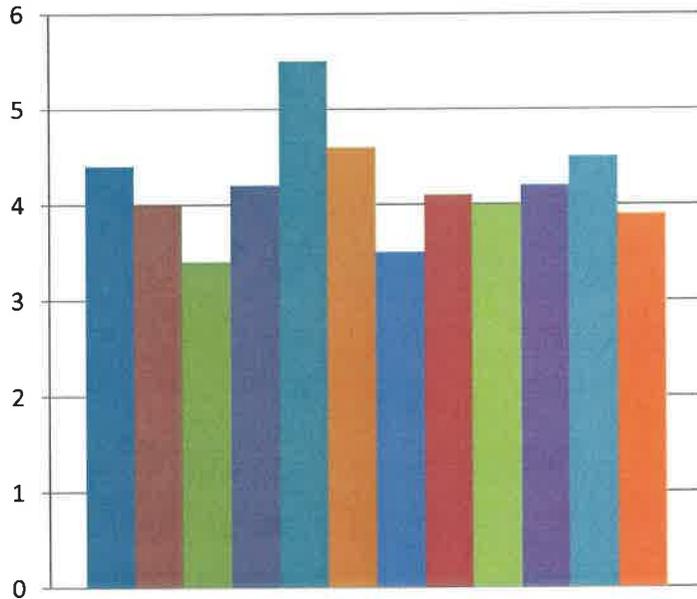


## Safe and Orderly Environment for Learning Survey Statements



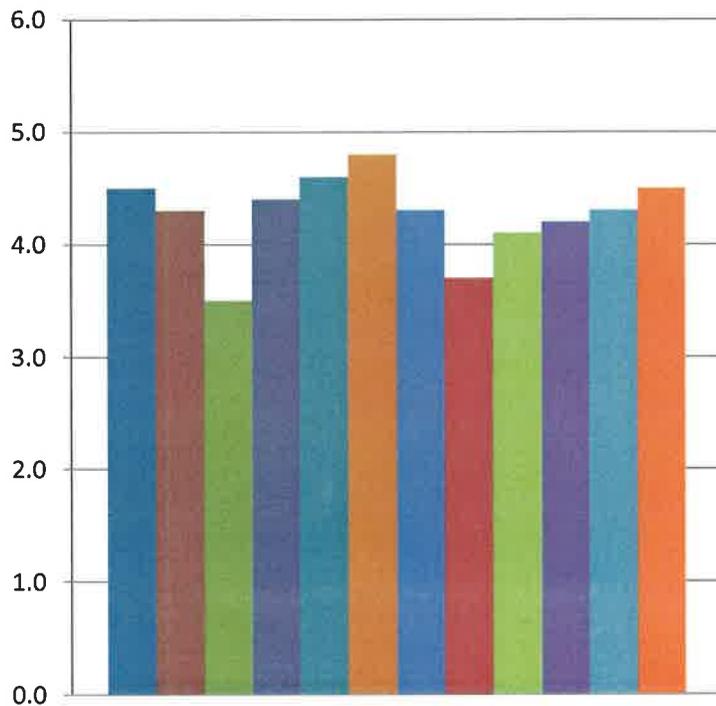
- Physical facilities are kept clean.
- Prompt attention is given to needed repairs.
- Site has environment free from threat of physical harm.
- Expectations for desirable student behaviors are clear.
- Students demonstrate respect for each other.
- Students can earn recognition and rewards for appropriate behavior.
- There are clearly stated rules defining expectations of student behavior.
- Consistent discipline is applied equitably to all students by all staff members.
- Students understand that the consequences of their misbehaviors are justified.
- Resolution of discipline issues involves administrators, teachers, students and parents.
- Site has environment free from threat of psychological harm.
- The staff works with parents to build a respectful climate where all can feel ownership.

## Clearly Stated and Focused Mission Survey Statements



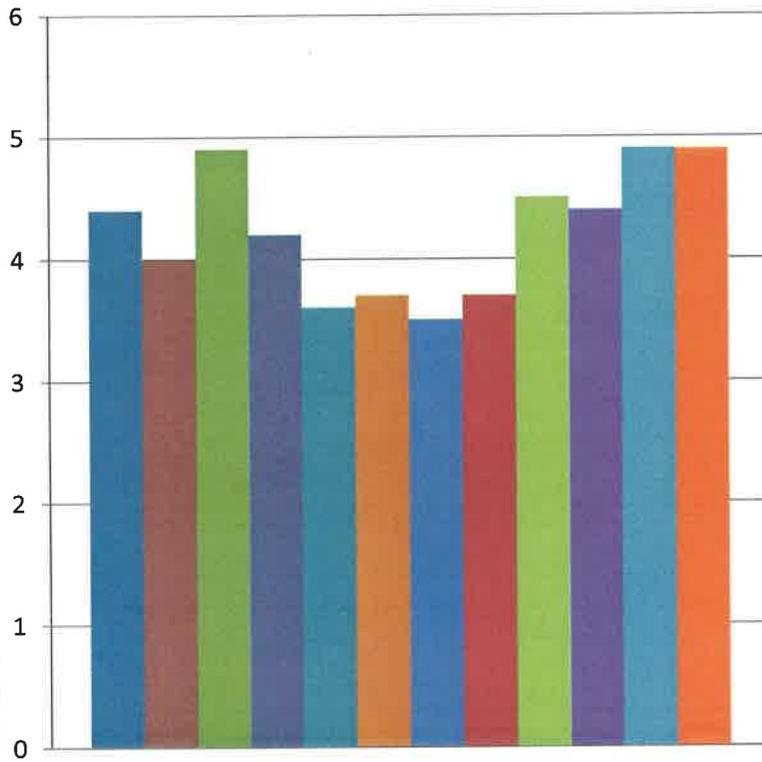
- The focus of the school is learning by all.
- Both students and staff respect individual differences.
- Staff, students and the community know the scope of the curriculum and the priorities within it.
- Appropriate time schedules to meet learning objectives are determined by the staff.
- This school 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



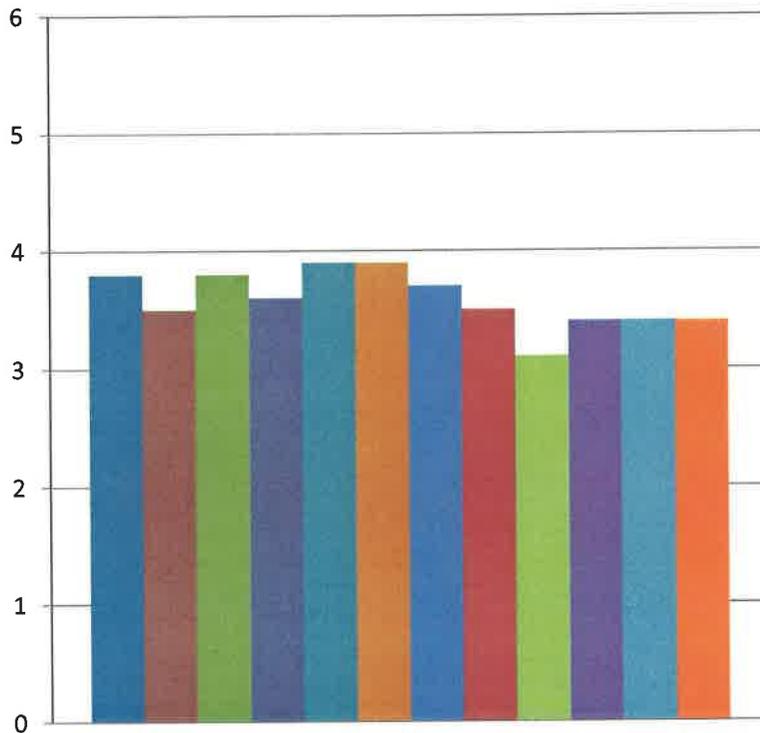
- Staff members are encouraged to share ideas and to work together to improve the instructional program.
- Leadership is distributed among many staff members.
- Successful school practices which have been evaluated are presented to the staff for their consideration.
- Teachers are involved in decisions 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



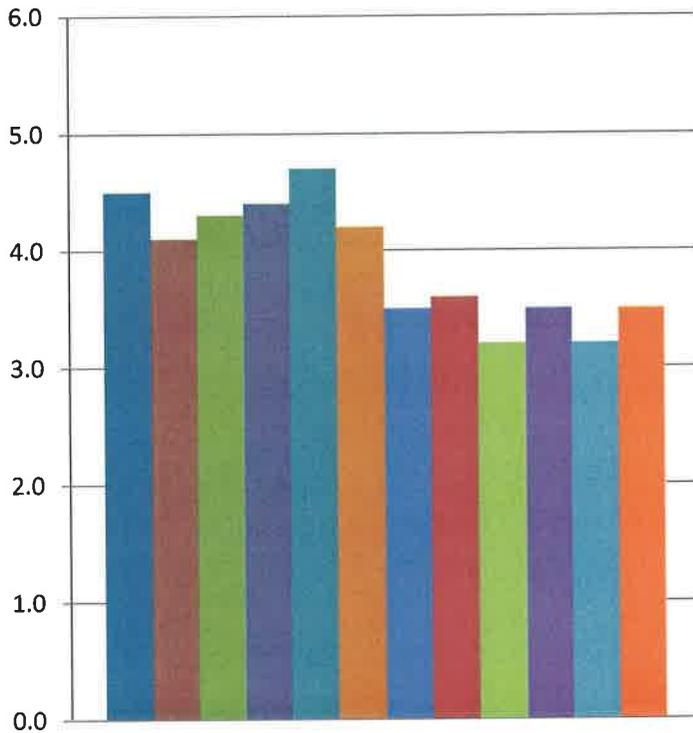
- Each year all students are expected to learn what is needed in order to be successful at the next level of education.
- Emphasis is placed on learning as a result of instruction.
- All students have the same access to all resources.
- Teachers make certain that high expectations are communicated to 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



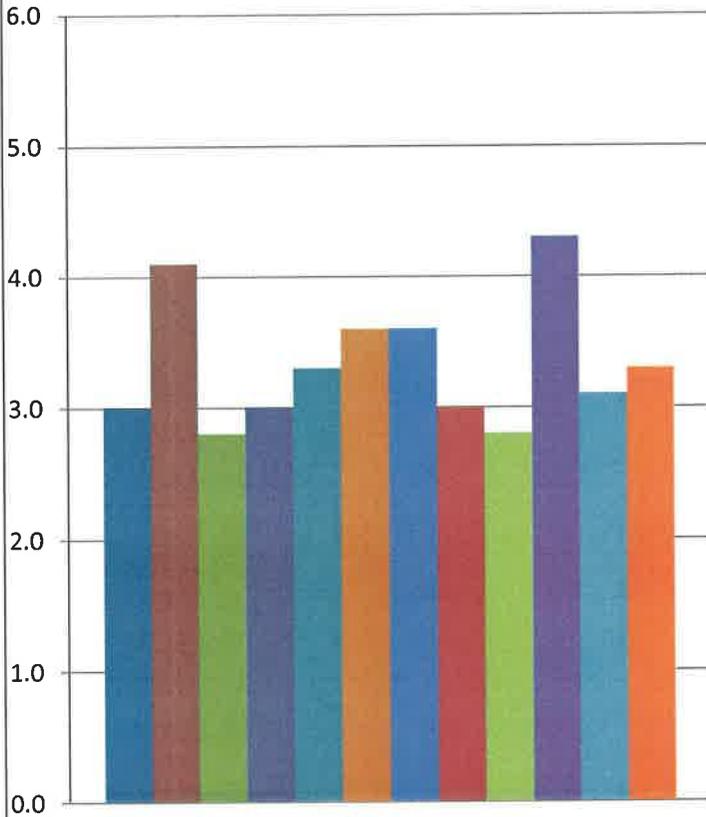
- Student assessment and evaluation are based on mastery of defined objectives of the curriculum.
- Students are taught how to evaluate their own performance.
- Teachers place emphasis on learning content.
- The school conducts school wide benchmark assessments throughout the year.
- Conferences with 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



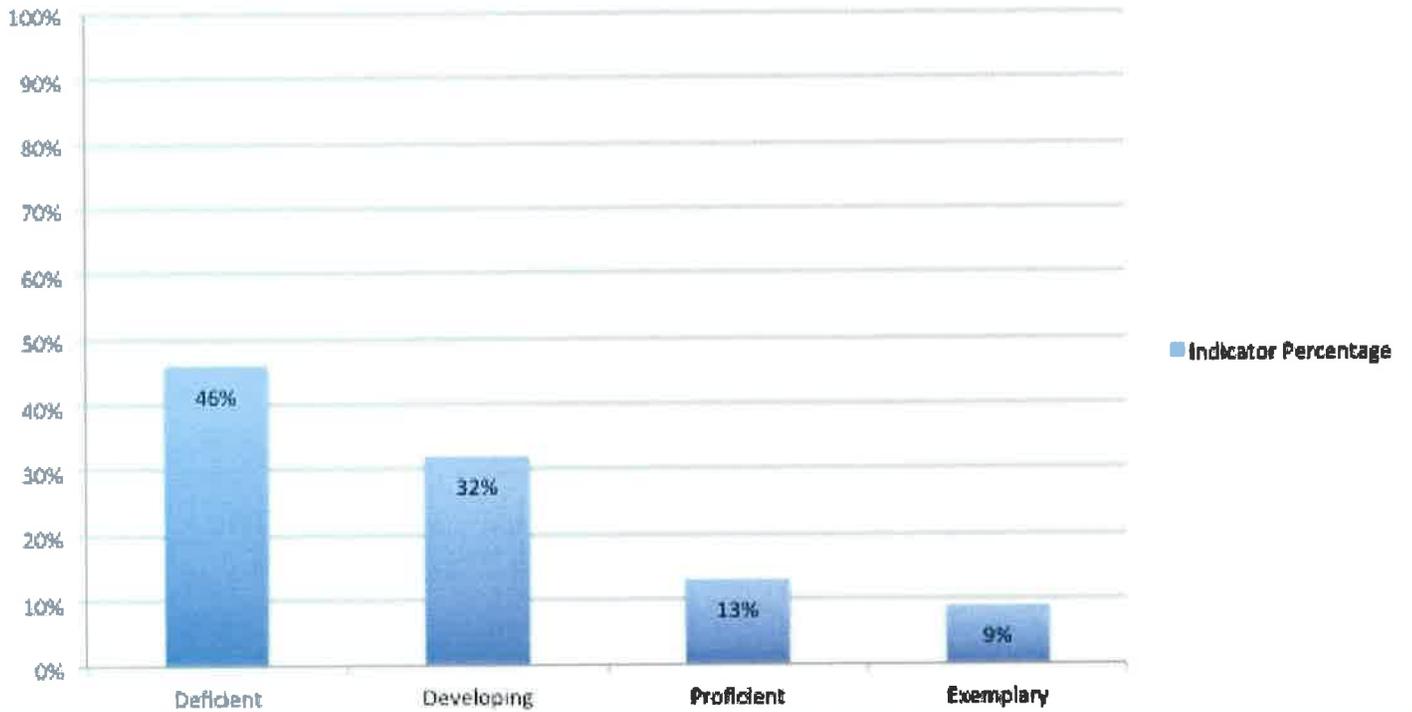
- Teachers are trained to work with parents to help children learn.
- The accomplishments of students, staff and the school as a whole are communicated to the parents.
- The school's building-wide homework policy is communicated effectively to parents.
- Communication feedback is immediate.
- Parents 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.

## Yakama-Critical Need/Technical Assistance

- Student state assessment training (2)
- Highly Effective School training
- Professional development for curriculum resource alternatives
- Discipline issues
- Classroom management (3)
- Communication between admin & teachers (2)
- Strategies for motivating students (2)
- Bullying issues/gangs
- Drug/alcohol prevention for students
- Curriculum alignment in grades 8-12 including scope & sequence (4)
- Self-linguistic training-Univ of Oregon/NILI program **Northwest Indian Languages Institute**
- Merit based pay **increases?**
- Moral resonance therapy training "**a systematic treatment system designed to foster social and moral growth.**" **DOC**
- Staff retreats to encourage cohesiveness among staff
- Lesson planning formats & rubrics, aligning plans to GLE (2)  
**Global Leadership Exchange (GLE)** GLE's focus is the field of biotechnology and global leadership. It was initially designed to give its students the state high school requirements in two years, with International Baccalaureate courses being later added to the program. Much of its focus and goals are now being integrated into the Academy for Medical Science Technology.
- technology training for staff (2)
- Dealing with full inclusion issues-grading, behavior, assessments
- Adequate training for staff on newly adopted programs
- New computers for student use
- Training for staff on how to utilize computers in student learning
- Improving teacher leadership-communicating with others, attendance at meetings, understanding roles & responsibilities, following school procedures (5)
- Improving parental involvement & communication (3)
- Increased teacher input in the administrative decision making process
- Science labs/workstations
- New programs for effective reading, reading enrichment (2)
- More NASIS training (**NASIS - Native American Student Information System**)

# The Effective Schools Observation Rubric

## 41 Indicator Results within the Seven Correlates of Effectiveness Four Performance Levels



**APPENDIX B**  
**ASSURANCES**

## VII. 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:

- Use its school improvement grant to implement fully and effectively an intervention (Tier I) consistent with the final requirements.
- 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.
- Include in the contract or agreement a provision that the education management organization will be held accountable for complying with the final requirements if implementing a restart model in a Tier I or Tier II school.
- Report to the BIE the school-level data required under Section III of the final requirements.

**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.

"Starting over" in the school improvement timeline for Tier I school implementing a turnaround or restart model.

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 B

The Transformation Model – Assurances

The school replaces the principal (although the school may retain a recently hired principal where a turnaround, restart, or transformation was instituted in the past two(2) years); implements a rigorous self evaluation and development system; rewards staff who increase student achievement and/or graduation rates and removes staff who have not improved after ample opportunity; institutes comprehensive instructional reform; increases learning time and applies community-oriented school strategies; and provides greater operational flexibility and support.

1. The school assures that it will select a new leader and that it has identified the experience, training, and skills they expect the new leader to possess.
2. The school assures that it has a procedure in place to allow the principal to make strategic staff replacements.
3. The school assures that it has the capacity to support transformation, including the implementation of required, recommended, and diagnostically determined strategies, and where lack of capacity is determined; the school assures that it will work closely with the BIE Turnaround Office.
4. The school assures that changes in decision making policies, mechanisms, and operational practice (including greater school-level flexibility in budgeting, staffing, and scheduling) will be made in order to effectively implement the transformation model.
5. The school assures that it will utilize the expertise of the BIE vetted external providers.

Signatures of School Team	Signatures of School Team	Signatures of School Team
Auriga S. Grady	Ida Skock	
Rick Lambert		
Margaret Merk		
Mary Looney		
Brian Wells		
Carol Smith		

# APPENDICES

# Yakama Nation Tribal Council



April 2, 2012

Dear Bureau of Indian Education,

The Yakama Nation is in full support of the T3 School Improvement Grant for Yakama Nation Tribal School. The Yakama community has been concerned about the declining enrollment at the school for several years. We have also been extremely concerned with the lack of skills our students have to successfully graduate. This grant would allow the school to purchase much needed resources as well as high quality professional development for the teachers at the school. We have high expectations for our Yakama children and this opportunity would allow them to improve their reading and math skills and become better prepared for any post-secondary education.

Thank you for offering this funding opportunity to the Native Americans at Yakama Nation.

Sincerely yours,

Virgil Lewis  
Tribal Representative  
Yakama Nation

*The University of Oklahoma*



**CENTER FOR EFFECTIVE SCHOOLS**

2639 Cross Center Drive • Norman, Oklahoma 73072 • (405) 325-7080 • (405) 325-1981 FAX

April 5, 2012

Marilyn Goudy  
Yakama Tribal School  
601 Linden Lane  
P.O. Box 151  
Toppenish, WA 98948

Dear Ms. Goudy,

The University of Oklahoma Center for Effective Schools is proud to fully support the Yakama Tribal School's proposal for the School Improvement Grant 1003(g). We have enjoyed our collaborative partnership with Yakama Tribal School for the past year providing professional development and implementing the Effective School's process.

We commit to providing monthly on-site professional development for the teachers at Yakama Tribal School. Providing teachers with current research-based teaching strategies and increasing the rigor of the core courses will help the students with the necessary skills in raising their achievement and graduating from high school.

The administration, faculty, and staff at Yakama have been totally committed to their profession and willing to support the endeavor to help all children succeed.

We look forward to our continued partnership with Yakama to work toward our common goal of raising student achievement.

We are proud to be a part of your commitment to excellence for your students! Sincerely,

Susan Kidd, M. Ed.  
Director  
Center for Effective Schools  
University of Oklahoma



**United States Department of the Interior**

**BUREAU OF INDIAN EDUCATION**

Seattle Education Line Office

909 1st Avenue, Suite 192

Seattle, Washington 98104

Phone (206)220-7975 Fax (206)220-7981

April 4, 2012

Dear Mrs. Goudy:

I fully support the contents of Yakama Nation Tribal's School proposal for the School Improvement Grant 1003(G). The T3 Project will play a significant role in supporting our students in raising their student achievement and improving Yakama's graduation rate. This grant opportunity would greatly assist your school with getting the much needed professional development, technology, resources, and extended learning time to tackle these challenges.

I will fully support you as the Project Director with fulfilling the objectives as outlined in this proposal.

Thank you and please contact me if you have any questions.

Sincerely,

A handwritten signature in blue ink, appearing to read "Jon Claymore".

Jon Claymore  
Bureau of Indian Education  
Education Line Officer - Seattle

**YAKAMA NATION  
YAKAMA TRIBAL SCHOOL**

*"Knowledge for Generations to come"*



April 4, 2012

As interim principal of Yakama Tribal School, I fully support this application for the School Improvement Grant 1003(g).

I am pleased that the Center for Effective Schools is willing to assist Yakama Nation Tribal School with the implementation for the T3 grant through the Transformation Model. The T3 grant will certainly assist our teachers in delivering instruction to move our students towards the benchmarks set by the state of WA.

This grant will allow our school to continue the professional development that our teacher most desperately needs as well as providing Summer School and after school tutoring to help our students raise their reading and math achievement. We are also excited at the prospect of purchasing books, resources, and technology to help us with our goals.

Yakama Nation Tribal School, CORE, NWEA, Gonzaga University and the University of Oklahoma will be a wonderful partnership to help us implement the Transformation Model and turn our school around.

As Project Director, I will do whatever it takes to meet the goals of this project to help our Indian students, teachers, and parents at Yakama Nation Tribal School.

Sincerely,

Marilyn S. Goudy  
Interim Principal

**YAKAMA NATION**  
**YAKAMA TRIBAL SCHOOL**  
*"Knowledge for Generations to come"*



April 5, 2012

To Whom it May Concern,

I am pleased to serve as Project Supervisor of the School Improvement Grant 1003(g) proposal for Yakama Nation Tribal School. The T3 Project will be instrumental in helping us turn around our school for the students of Yakama Nation. We are trying to help all of our students improve their academic skills and graduate from high school. With the help of the Center for Effective Schools at OU, we will adopt the Transformation Model to transition into a model school.

The staff and faculty of Yakama Nation Tribal School is committed to working hard and learning new strategies in all content areas to help our students succeed. As a technology coordinator at the school, I see the need for current technology for our students as a huge necessity to prepare our students for the 21<sup>st</sup> Century.

I look forward to working with the Effective Schools' team as we move forward toward securing this grant.

Sincerely,

A handwritten signature in blue ink that reads "Rick Lambert". The signature is written in a cursive style.

Rick Lambert  
Technology Coordinator Yakama Nation Tribal School.

## **T3 Project Timeline**

### **April, 2012**

- SIG grant award notification
- Interview principal applicants
- Plan summer school
- Identify students from NWEA and state assessments for summer school
- Contract with professional development providers

### **May, 2012**

- OU CES site visit to provide technical assistance for the T3 Project
- Plan Summer Teacher Institute
- Order technology and instructional materials
- Interview for Reading Coach
- Interview for Math/Science Teacher
- Contract with teachers for summer school

### **June – July , 2012**

- Hire principal, math/science teacher, and reading coach
- Conduct summer school program
- Teachers develop an aligned and rigorous curriculum
- Professional Development
  - Summer Teacher Institute
  - NWEA Annual Summer Conference
  - CORE Math Academy

### **August, 2012**

- YNTS conducts school wide in-service
- T3 Informational Parent/Community Meeting
- Begin on-site professional development
- School begins/students receive technology training to implement collaborative inquiry curriculum

## **September – December, 2012**

- Monthly meetings with ELO and DPA staff
- Monthly on-site professional development through OU CES
- Continuous data analysis/and on-site data carousel PD
- Administer Fall NWEA Maps test
- Continuous data analysis for Rtl implementation and after school tutoring
- Conduct Parent/Teacher Conferences
- Begin after school tutoring in September
- Submit required grant reports
- Implement curriculum
- Principal conducts weekly Walk-Throughs
- Teachers collaborate through monthly PLC's conducted by Gonzaga
- On-site PD with CORE Math Academy
- Five teachers will attend NIEA Annual Conference in October

## **January – June, 2013**

- Principal conducts teacher evaluations with extensive feedback
- Principal makes hiring decisions based on evaluation tool for the 2013-2014 school year
- Monthly meetings with ELO and DPA staff
- Conduct Parent/Teacher Conferences as needed
- Monthly on-site professional development through OU CES
- Continuous data analysis/and on-site data carousel PD
- Administer Spring NWEA Maps test
- Students take the state tests
- Continuous data analysis for Rtl implementation and after school tutoring
- Continue after school tutoring
- Submit required grant reports
- Adjust and continue curriculum implementation
- Principal conducts weekly Walk-Throughs
- Teachers collaborate through monthly PLC's conducted by Gonzaga
- On-site PD with CORE Math Academy

- Principal awards teacher incentives based on evaluation tool and student test results
- Technology and instructional materials are ordered for the Fall semester
- Identify students for summer school
- Plan Summer School
- Summer School begins in June
- Teachers attend CORE and NWEA conferences and Summer Teacher Institute

### **July – December, 2013**

- Teachers continue to collaborate to adjust curriculum according to data
- YNTS conducts school wide in-service
- T3 Informational Parent/Community Meeting
- Continue on-site professional development
- School begins/new students receive technology training to implement collaborative inquiry curriculum
- Continue monthly meetings with ELO and DPA staff
- Continue monthly on-site professional development through OU CES
- Continuous data analysis/and on-site data carousel PD
- Administer Fall NWEA Maps test
- Continuous data analysis for Rtl implementation and after school tutoring
- Conduct Parent/Teacher Conferences
- Begin after school tutoring in September
- Submit required grant reports
- Implement curriculum
- Principal conducts weekly Walk-Throughs
- Teachers collaborate through monthly PLC's conducted by Gonzaga
- On-site PD with CORE Math Academy
- Five teachers will attend NIEA Annual Conference in October

## January – June, 2014

- Principal conducts teacher evaluations with extensive feedback
- Principal makes hiring decisions based on evaluation tool for the 2013-2014 school year
- Monthly meetings with ELO and DPA staff
- Conduct Parent/Teacher Conferences as needed
- Monthly on-site professional development through OU CES
- Continuous data analysis/and on-site data carousel PD
- Administer Spring NWEA Maps test
- Students take the state tests
- Continuous data analysis for RtI implementation and after school tutoring
- Continue after school tutoring
- Submit required grant reports
- Adjust and continue curriculum implementation
- Principal conducts weekly Walk-Throughs
- Teachers collaborate through monthly PLC's conducted by Gonzaga
- On-site PD with CORE Math Academy
- Principal awards teacher incentives based on evaluation tool and student test results
- Identify students for summer school
- Plan Summer School
- Summer School begins in June
- Teachers attend CORE and NWEA conferences and Summer Teacher Institute
- T3 Project Director, Instructional Supervisor, and Grant Assistant complete all required forms and evaluations for BIE

# Marilyn S. Goudy

P.O. Box 682 2510 Medicine Valley Road White Swan, WA, 98952, United States 509-865-4778  
msgoudy\_ynts@hotmail.com

## Professional Experience

Yakama Nation Tribal School Toppenish, WA, United States

*Interim Principal/Special Services Coordinator, February 1997-  
Present*

Maintain accurate and complete student records, and prepare reports on children and activities, as required by laws, district policies, and administrative regulations.

Plan and conduct activities for a balanced program of instruction, demonstration, and work time that provides students with opportunities to observe, question, and investigate.

Confer with parents, administrators, testing specialists, social workers, and professionals to develop individual educational plans designed to promote students' educational, physical, and social development.

Administer standardized ability and achievement tests and interpret results to determine students' strengths and areas of need.

Prepare materials and classrooms for class activities.

Meet with other professionals to discuss individual students' needs and progress.

Meet with parents and guardians to discuss their children's progress and to determine priorities for their children and their resource needs.

### **7/8 Grade Teacher, August 1997 - Present**

Instruct through lectures, discussions, and demonstrations in one or more subjects, such as English, mathematics, or social studies.

Prepare reports on students and activities as required by administration.

Confer with parents or guardians, other teachers, counselors, and administrators to resolve students' behavioral and academic problems.

Select, store, order, issue, and inventory classroom equipment, materials, and supplies. Attend staff meetings and serve on staff committees, as required.

Prepare materials and classrooms for class activities.

## Education

Heritage University, Toppenish, WA, United States- Masters Degree in Special Education

Heritage University, Toppenish, WA, United States- BA in Bilingual Ed- Emphasis Sahaptin

## Additional Skills

Ability to work with staff, students, parents and outside agencies

Ability to step up as needed, leadership skills

# Rick D. Lambert

721 Galloway ~ Yakima, Washington 98908 ~ (509) 965-9428

---

**Education:** Masters in Technology and Curriculum  
Phoenix University

Bachelor of Arts, History (broad area) (1993) Central  
Washington University, Ellensburg

Associate of Arts, General Studies (1989) Yakima Valley  
Community College

GIS University of New Mexico

**Certification:** Standard Washington State Teaching Certification with English  
and Language Arts endorsements

**Teaching Background: Teacher:**

Yakama Tribal School, Toppenish (September 1997 - Present)

Civics, History, P.E., Second Shot Reading and computers for grades 7-12.  
Technology Coordinator for the Wellpinit/Yakama Nation Tribal School Global  
Classroom. Close Up coordinator, and Geographic Information Technology instructor. CWP  
Teacher

**GED Instructor:**

Heritage College, Toppenish (1999 – 2009)

Provide instruction (6 years) and coordinate curriculum (2 years) for High School  
Equivalency Program (HEP)

**Teacher:**

OIC, Yakima (September 1995 - August 1997, Summer 1999)

YouthBuild Instructor, working with youth 16-21 who have dropped out of school and are  
candidates for GED programs. Teach GED classes, pre-employment and life skills.

Middle school instructor. Youthbuild Education Coordinator to include construction techniques  
and curriculum adoption. Computer Lab Instructor. Teaching pre-employment skills for School-  
to-Work program. Rewrote School-to- Work curriculum.

**Guidance Specialist / Liaison:**

Yakima School District (March - June 1995)

Served as an advocate for students involved in the Juvenile Justice System;  
facilitate optimum learning environments, promote consistent attendance.

**Other Experience:**

Competent in using technology in the classroom.

Some network experience, Experience upgrading and trouble shooting computers, completed  
many classes in using technology in the classroom, participated in two Data Workshops for  
YNTS and arranged a Data Workshop for YNTS, Presented at the Access Native America  
conference in Santa Fe on educational technology. Trained in BEST Behaviors (Stephen  
Smith University of Oregon.)

# Ida Shock

1016 3<sup>rd</sup> Avenue, Zillah WA 98953  
Home (509) 480-5685, Cell Phone (509) 480-5471  
Work Phone (509) 865-5121 ext. 4511, Work Cell Phone (509) 594-1512  
EMAIL: [idavs@yakama.com](mailto:idavs@yakama.com), [idashock33@hotmail.com](mailto:idashock33@hotmail.com)

## Objective

I am ready to take on higher responsibilities in the bookkeeping field.

## Functional summary

I have enjoyed the experience working at the Yakama Nation for 17 years. I have been in the bookkeeping practice. This is field that I have enjoyed and plan on pursuing a Bachelor Degree in Business/Accounting.

## Education

June 07, 1993 Graduated Diploma	Wapato Senior High School
1993-1994 Business Certificates'	Yakima Valley Community College Adult Vocational
January 1997-May 1997 Completed 06 credits toward degree	Heritage College
1998-2002 Associate Degree—Business Option (3 classes-15 credits needed)	Yakima Valley Community College

## Employment Experience

Yakama Nation Tribal School Bookkeeper I	Toppenish, WA 08/11/2003—Current
---	-------------------------------------

The employee occupying this key fiscal position provides highly responsible, complex and specialized bookkeeping, accounting, administration and technical assistance services to the YNTS in an effort to promote and ensure accountability and fiscal compliance with approved Yakama Tribal policies and procedures, funding sources', fiscal requirements and accepted accounting principles. This employee does the bookkeeping and accounting services for assigned accounts, grants, and contracts.

This employee has the authority and the responsibility to communicate with appropriate people on fiscal matters, to negotiate resolving fiscal problems and to gather needed fiscal data needed to make recommendations to the appropriate people, which include Bureau of Indian Affairs (B.I.A.) and U.S.D.A. The employee establishes and maintains line of communication with program managers and bookkeepers to promote and ensure necessary coordination for the completion of specific fiscal transaction, to collect fiscal data, to complete fiscal reports and/or do fiscal transactions necessary to solve an accounting or a compliance problem. This employee keeps abreast of the total fiscal resources of the department and is readily available to make recommendation for fiscal and fiscal related matters when needed.

Yakama Nation Tribal School  
Bookkeeper I

Toppenish, WA  
04/2002—08/11/2003

JE Edwards knowledge to complete purchase orders for vendors, Travel authorizations form employees, which consist of hotel reservation, registrations, and travel advance checks, USDA school lunch/breakfast claims on-line; extensive and complex computer work; assist Bookkeeper IV in completing budgets for Tribal and B.I.A.; capable of complex and strenuous working conditions to finalize job; submission of timesheets and payroll actions for personnel records; recent budget set- up, compliance, forms for B.I.A.; complete various documents for Grants & Contracts (i.e. contracts, grant applications, reports), maintain various accounts for employees, vendors, and/or subdivision, extensive knowledge of various accounts, keep payroll quarterly reports, assist staff and office in any matter.

YN, Environment Restoration/Waste Management  
Assistant IV

Union Gap, WA Office  
04/1998—04/2002

Responsible for providing highly administrative support to Program Manager and/or staff members; transport mail/documents requiring approval by proper office protocol; responsible for Program Manager's calendar (i.e. schedule meetings, travel, and appointments); processed payroll actions, timesheets, leave audits, and maintenance of personnel files; open, date, and distribute daily mail; management of document filing; consistent with expedited retrieval system, keep files up to date by fiscal year, answered and directed all telephone calls using telephone etiquette; essential daily office duties (i.e. copying, faxing, routing); occasional processing of purchase orders & travel authorizations; newly performed on JDEdwards system for the Yakama Nation

YN, Tribal School  
Bookkeeper I

Toppenish, WA  
03/1995—04/1998

Maintained essential payments to vendors on timely basis; typing purchase orders (PO), completing Travel Authorization (TA) for employees on travel status; maintaining all records (back-up) of PO's and TA's in a chronological format; filing in an efficient manner, keep up to date fiscal year files for each account, various typing needed for employees; telephone etiquette, essential office duties (i.e. copying, faxing, errands); assisted Timekeeper by completing: bi-weekly timesheets, leave audits, payroll actions picking up mail from agency.

YN, Head Start  
Assistant III

Toppenish, WA Office  
12/1994—03/1995

Recorded timesheets for bi-weekly submission to Payroll, kept confidentially of personal files, maintained personal files (i.e. W-4, application, physicals, Personnel Payroll Actions, copies of Wash. State Driver's license; tribal license, vehicle license); leave audits for Head Start personal, typed Purchase Orders and Travel Authorizations, worked with Head Start Bookkeeper on various paper work (i.e. payroll posting on worksheet, .

YN, JTPA, WIC Program  
Clerk/Office Assistant I

Toppenish, WA WIC  
01/1994—06/1994

Filing, typing, making appointments, answering phones, knowledge of WIC Program, a lot of client contact, writing manual WIC vouchers

YN, JTPA, Tribal Council  
Assistant I

Toppenish, WA Office  
12/1993—01/1994

Filing, answering phones, welcome guests, typing, organizing files in fiscal year, errands throughout agency.

## VITAE

Susan E. Kidd  
Program Administrator III  
Center for Effective Schools  
University of Oklahoma Norman, OK 73072  
405-325-7073  
Fax: 405-325-1981 [skidd@ou.edu](mailto:skidd@ou.edu)

### Academic Background:

1990	University of Oklahoma	M. Ed. in Reading Education
1981	University of Central Oklahoma	B.S. Special Education

### Federal Grant Experience:

Provided professional development for:  
Comprehensive School Reform Grants  
School Improvement Grants  
Supplemental School Improvement Grants Carol M.  
White Physical Education Grant Teacher Incentive  
Fund Grant

### Professional Experience:

2002 – present	Program Administrator III	Center for Effective Schools University of Oklahoma
2001 - 2002	Director, Reading Excellence	Oklahoma State Department of Education
1999 - 2001	Special Education Teacher	Edmond Public Schools
1993 – 1999	Title 1 Reading Specialist/ Reading Specialist	Edmond Public Schools Piedmont Public Schools
1991 – 1993	Reading Specialist	Piedmont Public Schools
1989 – 1990	Basic Skills Instructor	Canadian Valley Vo-Tech Center
1981 – 1982	Special Education Teacher	Oklahoma City Public Schools
1979 – 1981	Assistant Director	Edmond Association for Retarded Citizens

**PROFESSIONAL PRESENTATIONS:** Oklahoma State  
Department Reading Institute Oklahoma State Department REA  
Principal's Institute Oklahoma City Title VII Indian Education  
Institute Center for Effective Schools National Conference  
University of Oklahoma School Wide Program Institute – Region VII Comprehensive Center  
Oklahoma State Department Encyclomedia Conference  
International Conference on Education (3 years)  
Chicago Alternative School's (YCCS) Annual Conferenc

**Scope of Work**  
**By**  
**The University of Oklahoma College of Continuing Education's**  
**Center for Effective Schools**  
**1639 Cross Center Drive, Room 210**  
**Norman, Oklahoma 73019-5050**  
**Wednesday, April 04, 2012**

**For Contract with**

**Yakama Tribal School**  
**601 Linden Lane**  
**P.O. Box 151**  
**Toppenish, WA 98948**

**SERVICE PROVIDER:** University of Oklahoma Center for Effective Schools

**PROJECT:** T3 Effective Schools Project for Yakama Tribal School

**AGREEMENT AMOUNT:** Pre-Implementation - \$ 50,000  
2012-2013 \$200,000  
2013-2014 \$200,000

**Background:** The University of Oklahoma Center for Effective Schools (OU CES) is part of the Public and Community Services division within the University of Oklahoma Outreach College of Continuing Education. OU CES founded in 1999, is one of only five nationally recognized Effective School Centers in the United States. The Effective Schools Model is accepted as one of the research-based School Reform Models recognized by the Northwest Regional Laboratory. OU CES has successfully worked with numerous school districts in Oklahoma and across the country in approving student achievement.

Yakama Tribal School has requested the services of the University of Oklahoma Center for Effective Schools to provide on-site professional development for the administration and staff for the duration of the T3 Project.

**Scope of Work:** The University of Oklahoma Center for Effective Schools (OU CES) is submitting this proposed scope of work to Yakama Tribal School to provide **three days monthly on-site** which may include the following:

- Facilitate the Transformation Model through the Te Project
- Effective Schools Survey
- Areas of Critical Needs/Needs Assessment
- Effective School Observation Rubric
- Analysis of all school data and needs assessments

- Curriculum Mapping
- Curriculum Alignment
- Curriculum Development (Collaborative Inquiry/Project-Based)
- Response to Intervention
- Differentiated Instruction
- Vertical Team Alignment
- Test Disaggregation
- Strategic Planning
- Test Preparation
- Specific Content Instruction
- Instructional Coaching
- Instructional Materials
- Facilitate the development of a school library
- Conduct monthly T3 planning meetings

Please contact Susan Kidd, Director at 405-325-7080 or 405-833-1481 for further information.