GRANT APPLICATION
FOR THE

NATIVE AMERICAN AND ALASKA NATIVE CHILDREN IN SCHOOL PROGRAM

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ISLETA ELEMENTARY SCHOOL
1000 Moonlight Drive
Albuquerque, New Mexico 87105

ISLETA ELEMENTARY SCHOOL

PROJECT ABSTRACT

Originally established circa 1300's, the Isleta Pueblo is centrally located on about 13 square kilometers in the Rio Grande Valley, approximately twenty (20) miles from downtown Albuquerque, New Mexico. The native language that is spoken is Tiwa, however, most tribal members speak English. Although the English language is prevalent in the community, school age children enter school with great deficiencies in academic language. Isleta's current membership population is approximately 3,000, many of which live in the Pueblo.

Isleta Elementary School (IES) is located on the south end of the Pueblo. Although it primarily serves students from the Isleta Pueblo, Native American students from the surrounding communities are also enrolled. IES is a BIE operated K-6th grade school which serves 180 students. Of the those students, 100% are Native American, 100% qualify for Free & Reduced Lunch, 49% are identified as limited English proficient, and 12 % qualify for Special Education. This project is designed to serve 86 students who are identified as English Learners (EL).

IES is applying as a NOVICE APPLICANT and the proposed project would address PRIORITY 3 – "Enabling More Data-Based Decision Making. IES will not be addressing a Native Language priority. The Isleta Pueblo Tribe provides all the Native Language and Cultural training in the pueblo. IES does not have a Native Language component. In an effort to reduce any duplication of services, IES will concentrate its efforts in the improvement of English language acquisition and the increase of reading proficiency.

IES is currently in its second year of RESTRUCTURING and has been making significant changes within its instruction program. If awarded this project, a much need component would be integrated in the over schoolwide restructuring effort. The overriding goal of this project is to increase the English language proficiency and reading performance levels of students by providing high-quality reading instruction and English language development programs. IES proposes to **integrate the research-based Sheltered Instruction Observational Protocol to develop English language proficiency, increase teacher skills and knowledge to better address the academic and language needs of EL students (Professional Development) , increase the quality and frequency of parent involvement activities (Parent Involvement), and to implement a rigorous evaluation process that will ensure ongoing monitoring and measurement of project implementation and student language and academic performance (Evaluation).** The following GOALS and OBJECTIVES will guide this project.

GOAL A: To Increase the quality of core instruction by integrating a researched-based English language development program that will increase the **English language proficiency** levels of IES students, thus, enabling students to acquire the academic language needed for classroom & school success.

- **Measurable Objective 1:** By May 2012, the number of students scoring at the proficient level will increase by 10% from the current rate of 49% to 59% as measured by the NM ACCESS for ELLS Assessment; a 10% increase each year of the project.

GOAL B: To Increase the quality of instruction so that all students, including students with limited English proficiency perform at high levels of academic achievement in **reading**.

- **Measurable Objective 1:** The number of K-2 grade students scoring at the proficient level in **reading** will increase by 15% from the current rate of 43% as measured by the NWEA-MAPS, spring 2012; an annual increase of 15% for each year of the project.

- **Measurable Objective 2:** The number of 3-6 grade students scoring at the proficient level in **reading** will increase by 10% from the current rate of 54% as measured by the NM Standards – Based Assessment, spring 2012; an annual increase of 10% for each year of the project.

GOAL C: To provide high quality **professional development** opportunities to increase the knowledge base and skill level of teachers and instructional assistants to better address the academic and language needs of IES students; increase the number of teachers holding NM ESL endorsements.

- **Measurable Objective 1:** By October 2012, and annually thereafter, the number of teachers and instructional assistants demonstrating appropriate use and integration of the eight SIOP model elements into core will increase by 20% from the current level of 0% as measured by pre and post SIOP Observation Form.

- **Measurable Objective 2:** By October 2012, and annually thereafter, the number of teachers holding NM ESL endorsements will increase by 25% from the current 0% as measured by NM Certification.

GOAL D: Increase the quality and frequency of parent involvement activities, thus increasing the capacity of parents to better participate in the educational process and to better assist their children with academic endeavors.

- **Measurable Objective 1:** By May 2012, the frequency of meaningful parent involvement will increase 25 % from the current 0% as measured by anecdotal (identified in Restructuring Plan) and perception (parent surveys).

- **Measurable Objective 2:** By May 2012 and annually thereafter, the number of parents participating in monthly training activities will increase by 20% from the current level of 0% as measured by attendance records.

The proposed strategies and changes in current practice to improve the quality of the core instructional program will include:

- **Sheltered Instruction Observational Protocol**- SIOP Model – this model will be used to facilitate the acquisition of academic English language for all K-6 students.
- **Direct Instruction**- as a BIE Reads (Reading First) school, IES is using this approach for reading instruction, although students at the K-3 levels have made significant gains, the approach does not address the language proficiency needs of students. The SIOP model will be used to supplement and support this reading approach.
- **Response to Intervention (RTI) this approach is currently in use and facilitates the use of data to monitor and measure student progress**; teachers use this strategy to

guide their lesson planning and to make the necessary adjustments to addressing the changing needs of their students.

- **Use of Data to facilitate student groups and to guide instruction.** Teachers review performance data to group students and plan for intervention instruction.
- **Data Collection, Student Performance Monitoring and Teacher Collaboration.** The action of using data promotes both teacher collaboration and collective responsibility for student academic performance. The support structures that are in place allow for teachers to monitor student progress and to collect and use data as a daily practice.

The proposed Professional Development component of this project will use the following models of professional learning and will conduct the following activities.

- **Professional Learning Communities** The PLC framework will be used to organize teachers to work more focused and collaboratively to improve learning opportunities for all students. This model will provide the support structures and the protocols for team make-up and operation. IES will contract with Solution Tree for these training services.
- **Sheltered Instruction Observation Protocols** – The SIOP Model will be the core of the professional development component. On-line coursework will be the primary strategy for the implementation of this model. Two courses will be completed each year. Teacher learning -wrap around" activities will be conducted before and after the on-line work. A local on-site facilitator will work with teachers prior to the on-line course work and follow up training session will also be conducted. Coaching and Modeling will be provided by the facilitator (Project Coordinator). Each teacher in collaboration with the Project Coordinator will develop an Individual Learning Plan. IES will contract with Pearson Publishing for these services.
- **University of New Mexico-** ESL Summer Institute- Teachers will be provided the opportunity to enroll in a six week- 5 days a week summer session that will provide them with the necessary coursework to secure a NM ESL endorsement. IES will partner with the University of New Mexico to provide this coursework at a local site.
- **As part of this project, a Teachers' Professional Development Resource Center would be established;** center would provide teachers a specific plan for their learning. Materials and supplies to support training and individual work would be made available.

As part of this project, the Parent Involvement component will be guided by the Joyce Epstein Parent Involvement framework. It will provide a variety of activities, with the training of parents in the educational process as being the primary focus.

- Conduct monthly training activities relative to reading instruction, family literacy, language development and effective child rearing strategies; other areas as needs arise.
- Establishment of a Parent Resource Center will serve as training center, information and dissemination center. Parent Involvement Liaison will operate the center.

Ongoing monitoring and monthly site visits by the Evaluator will ensure the project implementation; all required reporting and measures will be completed.

The proposed project would support two half time (.5FTE) staff, the Project Coordinator and the Parent Involvement Liaison. Other funding resources would also be used support these positions.

Project Narrative File(s)

*** Mandatory Project Narrative File Filename:**

Add Mandatory Project Narrative File | Delete Mandatory Project Narrative File | View Mandatory Project Narrative File

To add more Project Narrative File attachments, please use the attachment buttons below.

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ISLETA ELEMENTARY SCHOOL

NEED FOR PROJECT

Originally established circa 1300's, the Isleta Pueblo is centrally located on about 13 square kilometers in the Rio Grande Valley, approximately twenty (20) miles from downtown Albuquerque, New Mexico. Tiwa is the native language spoken is in the Pueblo; however, most tribal members speak English. Although the English language is prevalent in the community, school age children enter school with great deficiencies in academic language. Isleta's current membership population is approximately 3000, many of which still live in the Pueblo.

ISLETA ELEMENTARY SCHOOL (IES) is located on the south end of the Pueblo. Although it primarily serves students from the Isleta Pueblo, Native American students from the surrounding communities, which include Los Lunas and Albuquerque, are also enrolled. IES is a Bureau of Indian Education (BIE) operated K-6th grade school, which serves 180 students. Of the those students, 100% are Native American, 100% qualify for Free & Reduced Lunch , 49% are identified as limited English proficient, and 12% qualify for Special Education. IES is currently identified as a school in its second year in RESTRUCTURING status.

IES is applying as a NOVICE APPLICANT and the proposed project would address PRIORITY 3 – "Enabling More Data-Based Decision Making. IES will not be addressing a Native Language priority. The Isleta Pueblo Tribe provides all the Native Language and Cultural training in the pueblo. IES does not have a Native Language component. In an effort to reduce any duplication of services, IES will concentrate its efforts in the improvement of English language acquisition and the increase of reading proficiency. Bilingual, Tiwa/English staff is available at the school to assist any family or community member that needs assistance while at the school. Although most if not all the children are English speaking, bilingual staff is still available when the need arises.

Like many other reservation schools, IES is faced with a myriad of challenges associated with poverty, high rates of unemployment, and low rates of literacy, substance abuse, domestic violence, gang activity, and crime. As a school, IES is not immune to any of these factors. IES students are a reflection of the community and IES deals with these issues on a daily basis. However, IES has not always been able to address the needs of its students or the community, especially in ensuring the academic success of all its students. Academic performance at IES has lagged for years. Our current statewide assessment data, clearly demonstrates that over the past five years a significant drop in academic performance has occurred. This significant decline can be attributed to several factors: the lack of and frequent changes in leadership (seven principals in three years), little to no direction on the need for school improvement, veteran staff with limited capability to address the diverse learning needs of students, little to no attention has been given to the English language needs of students, lack of a well defined and comprehensive instructional program that addresses the language abilities of students, lack of staff knowledge/skills relative to the federal requirements to address the limited English proficiency- no EL program has ever existed at IES; lack of knowledge of effective instructional practices to develop English language proficiency, none of the instructional staff has completed any coursework or has secured a NM ESL endorsement; infrequent and ill focused professional development, school improvement efforts have been sporadic and have lacked focus on the improvement of instruction, specifically in addressing the language needs of students, current school improvement efforts fail to recognize the language needs of students and are void of any specific strategies to address this need and finally, parent involvement has been inconsistent and provides parents/families with few opportunities to develop their skills to assist their children. Although significant changes have been made over the past two years, improvement efforts to

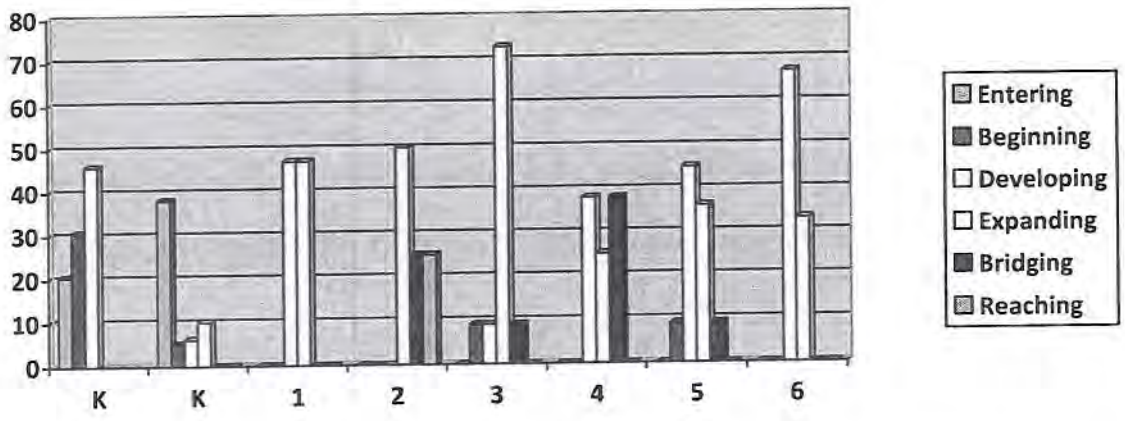
address the language needs of students continue to be absent and students continue to demonstrate little improvements in learning. Because of this lack of academic progress and the second year in Restructuring status, IES has been forced to implement a series of major restructuring strategies to improve its core instructional program, strengthen accountability, establish support structures to facilitate improvement efforts, increase staff capabilities to better address the academic needs of students and improve the quality of parent engagement. Basically, IES had to improve the operation of the school. However, even with all these changes, addressing the language proficiency needs of students is still lacking! The continued low academic achievement of IES students cannot be overstated and if significant changes to address the language needs of students are not instituted, IES is at high risk of not ever reaching the established Adequate Yearly Progress (AYP) targets.

As a primary improvement strategy to increase reading proficiency, IES competed for and was successful in obtaining a BIE Reading grant (Reading First). Over the last three years, BIE READS provided resources to improve reading instruction at the K-3 level. Although reading instructional practice improved and students demonstrated great gains in their ability to read at benchmark levels, the recommended reading strategies did not necessarily address the English language proficiency needs of students. Instruction focused on the reading process and failed to integrate English language development strategies to assist students in acquiring the necessary academic language. Since the BIE Reads Program was specific to the K-3 level, the 4^{th}-6^{th} grade levels have not had the benefit of additional support or resources to improve reading instruction. Reading proficiency levels in the upper grades have shown little improvement. It appears that as students progress to the upper grades, their reading proficiency level decreases. It is evident that

significant changes must be instituted at this level if reading instruction is to improve. It is also apparent that although students are more "proficient" in English, the need for academic English language is still present and staff fails to recognize that without the appropriate level of English proficiency students will continue to struggle with their reading abilities and their comprehension. In conclusion, although the implementation of the BIE Reads program yielded positive results in the reading ability of K-3 students, upper grade students have not demonstrated the same gains. It is also premature to assume that the K-3 level students will maintain their higher-level proficiency reading rates as they progress up to the upper levels. We firmly believe the lack of academic language greatly hinders the students' ability to perform at higher levels. The preceding section and data charts will describe the academic needs and the English proficiency rates of IES students.

ENGLISH LANGUAGE PROFICIENCY RATES

Chart A



Upon review of the most current available New Mexico- WIDA Consortium, ACCESS for ELLs (2010) data, half of IES students do not reach the "proficient level" of English language use. New Mexico guidelines require that students who do not reach the "proficient' level on the statewide assessment be

tested on a yearly basis. Eighty-six (86) students meet this requirement and, only these 86 students were tested. Of those students, many have been at IES since Kindergarten and some are new enrollees. Regardless of their enrollment status, approximately 50% of IES students are not proficient in the English language. As Chart A demonstrates, most of those students are performing at the "developing" and 'expanding" levels. Of the 86 students that were tested, only two students, one at the 1st and one at the 2nd grades achieved a "reaching" (proficient) as an overall score! Not one of the students tested in grades K, 3rd, 4th, 5th, and 6th scored an overall "reaching' or proficient level score. Our data clearly demonstrates that the greatest number of EL students is at the K-3 levels. Of the 86 students that were tested, 64 of these students are in the beginning grades. Although the number of EL students significantly decreases as the student's progress to the upper levels, the academic performance of these students does not indicate that they are learning at the appropriate rate. Since there is no established mechanism to monitor and track students after they have "tested" out, there is no real evidence that students have maintained their English language proficiency. Often times, receiving public schools report back that IES students are at a minimum of two years below grade level! Although it is difficult to accept, our existing students are not are not proficient readers and lack to necessary abilities to be successful at their grade level. Regardless of the designation or label a student may be given, the fact remains IES upper grade students are not acquiring the necessary skills to master state standards and fail to reach the established proficiency rates for Reading or Math. For the purpose of this proposal, only state wide Standards-Based Assessment (SBA) data for reading will be demonstrated. However, the performance level of IES students in Math is much lower than their performance in Reading.

New Mexico Standards Based Assessment

Chart B

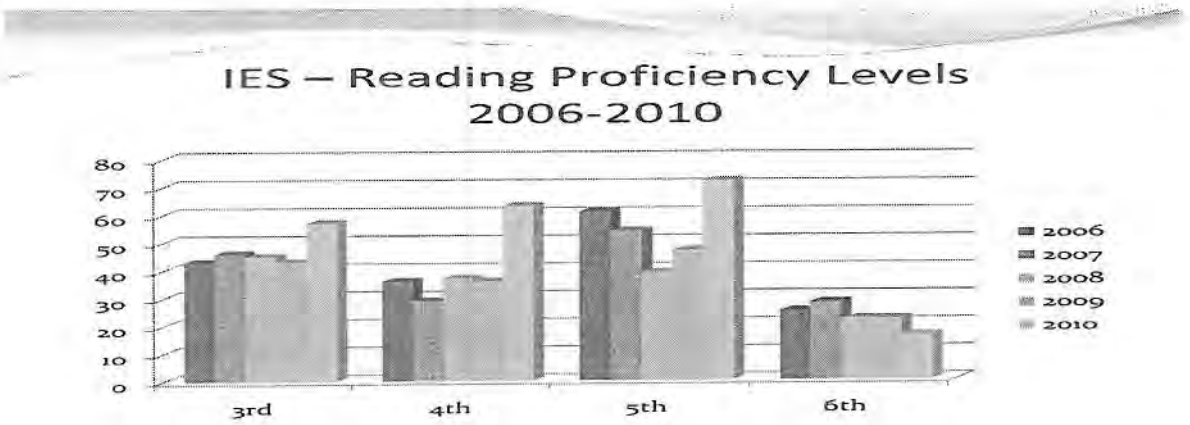


Chart B details the academic performance of IES students in the area of reading over the last five years. It is evident that a steady decline in performance has been occurring. Although a significant increase in Reading is noted during the 2006 SY, an equally significant drop is noted during the 2008 SY. Regardless of these changes, it can be said that students at IES have not been making the appropriate and needed gains for a number of years. As the established performance targets, NM Annual Measurable Objective (AMO) continue to increase, the academic achievement gap widens. Although IES students have made some gain during some years, the achievement gap is great. The preceding chart demonstrates the achievement gap that exists at each of the 3-6th grades. No statewide reading data is available for K-2nd grades.

CLOSING THE ACHIEVEMENT GAP- READING

Grade	Actual % 2010 Proficiency Rate	2011 NM AMO Reading	Existing GAP-% Points
3	57%	74%	17%
4	63%	74%	11%
5	72%	74%	2%
6	16%	74%	58%

Chart C

Chart C demonstrates the current achievement gap that exists between the actual student performance in reading and the established 2011 AMO. With the exception of the 5th grade, IES students would have to make incredible gains to reach the established 2011 AMO of 74% proficiency rate. This will be next to impossible for the 6th grade! With a 58% point gap, 6th grade students show the greatest need for improvement in reading. With such reading proficiency levels, the academic performance in all other content areas is greatly impacted. Although the 6th grade is of greatest concern, all grade levels must make significant gains if they are to reach the established AMO. We firmly believe that the lack of academic English language abilities of our students is hindering their ability to read at a proficient level. After careful examination of our instructional practice, it is evident that the strategies that are currently in use do not address the need for the development of English language. Observations of classroom instruction by our technical assistance provider confirmed that there is little evidence that English language development strategies are used during daily instruction. There is no question that our students face great academic challenges. Therefore, it is imperative that significant instructional changes are made; teachers must integrate strategies that will facilitate the acquisition of academic

language. With our current teacher knowledge base, it is difficult to expect these changes quickly. Intensive, focused and ongoing professional development must occur. Although great efforts have been made to improve instructional practice, especially in reading instruction, significant changes have not be realized at all levels. Therefore, we firmly believe that a direct approach, such as the implementation of this project, to address the language needs of our students will be the best strategy. Until this critical need is addressed, all improvement efforts and the ability of our students to learn to high academic levels will be hindered. Furthermore, we believe that addressing this academic need must be an integral aspect of the restructuring process. Addressing the language needs of our students must be a priority. The proposed project is designed to address this need. A proven research-based strategy has been identified and selected to complement our current instructional core program. Sheltered English Instruction. Well-defined professional development will be implemented to ensure all staff acquires the needed knowledge and skills. If we are successful in our bid for this project, all resources would be leveraged and coordinated to support the overall improvement/restructuring effort. Our budget narrative will provide a detailed description of how these resources would contribute to the overall improvement effort. It is our intent to make long-term systemic changes in an effort to improve the overall quality of instruction, improve learning opportunities for all students and increase the capacity of our staff.

QUALITY OF THE PROJECT DESIGN

The overriding goal of this project is to increase the English language proficiency levels of IES students by providing a high-quality academic and English language development instructional program. To do so, IES proposes to **integrate a schoolwide research-based instructional**

strategy to develop English language proficiency- Sheltered English Instruction, increase teacher skills and knowledge to better address the academic and language needs of students (Professional Development) , increase the quality and frequency of parent involvement activities (Parent Involvement), and to implement a rigorous evaluation process that will ensure ongoing monitoring and measurement of project implementation efforts and student language and academic performance (Evaluation). At the core of this project is the need to improve and increase the reading and English language proficiency of our students. The following GOALS and OBJECTIVES will guide this project.

GOAL A (GPRA) : To Increase the quality of core instruction by integrating a researched-based English language development program that will increase the **English language proficiency** levels of IES students, thus, enabling students to acquire the academic language needed for classroom & school success.

- **Measurable Objective 1:** By May 2012, the number of students scoring at the proficient level will increase by 10% from the current rate of 49% to 59% as measured by the NM ACCESS for ELLS Assessment; a 10% increase each year of the project.

GOAL B (GPRA) : To improve the quality of instruction so that all students, including students with limited English proficiency perform at or above the proficient level ins READING.

- **Measurable Objective 1:** The number of K-2 students scoring at the proficient level in **reading** will increase by 15% from the current rate of 43% as measured by the NWEA-MAPS, spring 2012; an annual increase of 15% each project year.

- **Measurable Objective 2:** The number of students scoring at the proficient level in **reading** will increase by 10% from the current rate of 54% as measured by the NM Standards –Based Assessment, spring 2012; an annual increase of 10% for each year of the project.

GOAL C: To provide high quality **professional development** opportunities to increase the knowledge base and skill level of teachers and instructional assistants to better address the academic and language needs of IES students; increase the number of teachers holding NM ESL endorsements.

- **Measurable Objective** 1: By October 2012, and annually thereafter, the number of teachers and instructional assistants demonstrating appropriate use and integration of the eight SIOP model elements into core will increase by 20% from the current level of 0% as measured by pre and post SIOP Observation Form.

- **Measurable Objective 2:** By October 2012, and annually thereafter, the number of teachers holding NM ESL endorsements will increase by 25% from the current 0% as measured by NM Certification.

GOAL D: Increase the quality and frequency of parent involvement activities, thus increasing the capacity of parents to better participate in the educational process and to better assist their children with academic endeavors.

- **Measurable Objective 1:** By May 2012, the frequency of meaningful parent involvement will increase 25 % from the current 0% as measured by anecdotal (identified in Restructuring Plan) and perception data (parent surveys).

- **Measurable Objective 2:** By May 2012, and annually thereafter, the number of parents participating in monthly training activities will increase by 20% from the current level of 0% as measured by attendance records.

INSTRUCTIONAL PROGRAM

To assist in the design of this project an extensive review of research was conducted and based on our finding, it was determined that **The Center for Research or Education Diversity, and Excellence's (CREDE)** Five Standards of Effective Teaching and Learning better addressed the needs of our students . These Five Standards were then used to guide the development of this project, specifically the instructional component. These elements include:

- Joint Productive Activity: Teacher and Student Producing Together
- Language Development: Developing Language Across the Curriculum
- Making Meaning: Connecting School to Students' Lives
- Cognitive Challenge: Teaching Complex Thinking
- Instructional Conversations: Teaching Through Conversation

Based on the latest analysis of the 2010 New Mexico Standards-Based Assessment (SBA) and the Winter 2011 Northwest Education Association- Measurement of Academic Progress (NWEA-MAPS), the proposed project was designed to specifically target the Reading and English language needs of EL students. New Mexico state standards provide the foundation for the school's academic component. The current instructional program offers a uniform and cohesive curriculum consisting of a core instructional program and a supplemental intervention component. **Direct Instruction** is the uniform schoolwide strategy that is in use. The proposed instructional component would be integrated into the existing and

would assist EL students in acquiring the academic language that is needed for school success. Although the current core program has a rigorous design and is needs- driven it fails to specifically target the reading deficiencies as they relate to limited English language proficiency. Such a design builds on current effort and optimizes available resources. It also ensures alignment, coordination and congruency of instructional practice, curriculum, and assessment strategies. **The project will target READING instruction and the development of English Language proficiency throughout the content areas.** As part of this project, IES will implement the following components:

- **Sheltered English Instruction (SEI):** SEI is an instructional approach that engages ELs in developing grade level content area knowledge, academic skills, and increased English proficiency. The **Sheltered Instruction Observational Protocol (SIOP)** model provides strong, ongoing professional development that prepares teachers with the knowledge and skills necessary to combine standards-based education with strategies to address the language needs of students needing English academic language in content areas. The SIOP model is based on research literature of best practices and experiences of teachers and researchers who collaborated in developing the observational tool. The protocol is composed of 30 items divided into 3 sections: Preparation, Instruction, and Review/Evaluation. In addition, instruction includes the following subsections: Building Background; Comprehensible Input; Strategies; Interventions; Practice/Application, and Lesson Delivery. In SIOP classes, teachers use clear, direct, simple English as wide range of scaffolding strategies to communicate meaningful input in the content areas to students. Learning activities that connect new content to students' prior knowledge, that required collaboration among students, and spiral through curriculum materials, offer ELs the grade level content instruction of their English-speaking peers, while adapting lessons to suit their English proficiency level. The SIOP model includes a variety of assessment strategies to determine if the student is learning what is being taught. Through ongoing assessment, including work samples, a student's knowledge of the content can be determined and changes made in

subsequent lessons to ensure that each concept is learned. A key component of the SIOP model is extensive, ongoing professional development.

- **Direct Instruction-** As a BIE Reads school, IES uses the DIRECT INSTRUCTION strategy for reading instruction. Over the past two years, significant improvements in reading instruction and student performance have been noted. The Direct Instruction approach is the prescribed approach that is well instituted at the K-3 level but it is not as defined in the upper grades. Direct Instruction includes explicit teaching of a skill-set using lectures or demonstration of the material rather than exploratory models. It involves some explication of the skill or subject matter to be taught and may or may not include an opportunity for student participation or individual practice. This approach will be continued and will be supported by other funding sources; however, SIOP strategies will be integrated into this practice as a pre-lesson and post lesson. This will ensure that students have an opportunity to learn the vocabulary and content prior to the DIRECT INSTRUCTION lesson. Professional Development and consultant services are a key component of this model. These services will be supported by other funding sources.
- **Response to Intervention:** A **three-tier intervention model** will be used to provide direct student services. Student academic performance data will be used to identify those students in greatest risk of academic failure. Students will be grouped at three different levels, ***intensive, strategic***, and ***benchmark.*** Intervention strategies- direct instruction- will be used at each level. Individual Learning Plans (ILPs) will be specifically designed for each student. Students will receive instruction in the core program, and the after school program will provide a second, or in some cases a third, dose of "intervention". Ongoing teacher collaboration and coordination will facilitate the tracking and monitoring of student performance, enabling staff to intervene in a timely manner if it becomes necessary. The use of data to monitor and track student performance will be ongoing; teacher teams will meet on a weekly basis.
- **Use of data to facilitate flexible grouping for large and small group instruction; guide instruction:** The use of data is fundamental to all the work that is conducted at IES. This

established process offers teachers' student performance data on an ongoing basis. This data is then used to guide instruction and to develop flexible grouping to facilitate both large and small group instruction. The use of this strategy is proving to be effective in the development of interventions and overall guidance in the design of instruction. To facilitate this process IES has established structures that support this strategy; systematic assessment structure which allows for both measuring and tracking/monitoring student learning; assessments at specific intervals; daily schedule that allows for teacher collaboration and joint planning; data use drives teachers' discussion regarding student learning and to plan intervention.

- **Data Collection, Student Performance Monitoring and Teacher Collaboration**

  As a school that is undergoing restructuring, the review of data is an integral aspect of school improvement. Data review and analysis to monitor student performance is an ongoing process; monitoring is conducted on a weekly basis and on a quarterly basis. To ensure that all students are gaining the necessary skills and knowledge (meet short- term objectives); teachers meet on a weekly basis to discuss student performance (unit test results are used to initiate conversations). As a school-wide strategy, teacher collaboration is also used to ensure that school-wide improvement efforts are on target and that students are making the necessary gains. Ongoing assessment is also an essential component of school improvement. The project design has integrated this practice. All students will be assessed to determine appropriate placement, interval assessments will be conducted to measure progress (benchmarks) and final assessments will be conducted to determine student progress and gains. Assessments and timelines include:

  - Pre and Post testing (September/ May-after school program); (May/August - summer school)
  - Benchmark assessment at specific intervals (quarterly); NWEA Reading assessments and DIBELS.
  - Weekly teacher meetings to discuss student performance and to plan intervention strategies.

Teachers and the project coordinator will be responsible for collecting and maintaining all data, student folders and assessment records. Staff will use the BIE NASIS system to maintain the following: student attendance, grades, behavior referrals, lesson plans, transcripts and test data. Teachers and the coordinator will also use the DIBELS and the NWEA- MAPS technology based assessment systems to generate a variety of reports and maintain longitudinal assessment data.

PROFESSIONAL DEVELOPMENT

Traditional models of staff development often involved one-time, short-term attendance to workshops or conferences which have shown to be ineffective (**National Commission on Teaching and America's Future, 1997**). To ensure professional development is effective and impacts instructional practice, builds staff capacity and has long-term impact on the school's instructional program, IES has developed a three-prong approach to the capacity building of its instructional staff. The proposed component provides for increases accountability of teachers, ongoing, job-embedded and needs driven learning opportunities. The three prong approach is designed to: (1) change current instructional practice and to integrate effective instructional strategies to develop academic language into core and supplemental instruction, (2) increase teacher knowledge and skills relative to English language development and working with EL students; their language and academic needs; and (3) to increase the number of teachers/instructional assistance holding ESL endorsements or EL certification. The proposed strategy will build upon the current professional development school-wide strategy. An onsite Reading Coach is available and works with all classroom teachers and instructional assistants on a daily basis. She provides coaching and modeling assistance in the area of reading. In addition to the in-house resource, external Reading and Math consultants are also providing ongoing (monthly site visits) training, modeling and coaching opportunities to all instructional staff. These resources are targeting the improvement of reading and math instruction and building staff capacity in those two areas. The proposed professional development associated with this project would target capacity building for all instructional staff to work more effectively with EL

students. The proposed training would allow teachers to integrate the SIOP strategies into their current practice. The preceding section describes the proposed professional development component.

- **Professional Learning Communities (PLC)** framework will be used to facilitate the learning process for teachers and instructional assistants. IES will contract with **SOLUTION TREE** to provide the necessary technical assistance and training to implement this schoolwide strategy. We firmly believe that given the nature of our school and the need to strengthen teacher collaboration, coordination and focus on teaching and learning, this PLC model is the most appropriate strategy. The PLC model will provide IES teachers/staff the appropriate support structures and protocols to work collaboratively on an ongoing basis and to seriously examine their teaching practice, conduct teacher-learning activities such as collective inquiry and action research. Such activities would improve learning opportunities for their student and yield better academic results. This professional development approach targets the improvement of learning of all students by organizing adults/teachers into learning communities whose goals are aligned with those of the school. It focuses teachers on established goals of high level learning for all students and allows them to do their own learning. The most powerful aspect of this approach is that staff development occurs in ongoing teams that meet on a regular basis for the purposes of learning, joint lesson planning, and problem solving. These teams use the following questions to guide their discussions:
    - What is it we want each student to learn?
    - How will we know when each student has learned it?
    - How will we respond when a student experiences difficulty in learning?
    - How will we enrich and extend the learning for students who are proficient?

  Because some of the team members also serve on the school improvement team and other committees that focus on schoolwide improvement, coordination and communication is

improved. Because of this common focus and clear direction, problems of fragmentation and incoherence that typically hinder school improvement efforts are eliminated.

SOLUTION TREE services will be provided on a cost share basis, other funding sources in addition to the use of resources from this project will be used. As part of this project, SOLUTION TREE would conduct the initial overview and set up training. This would be conducted on site and would involve all the instructional staff. Subsequent visits and other technical assistance services would be supported by other funding sources. It is anticipated that three or four other visits would be made during the year to support the effort.

- **Sheltered Instruction Observation Protocol (SIOP)** The SIOP model will be the primary strategy to assist teachers and instructional assistants in acquiring the needed knowledge and skills relative to teaching the EL Native American student. Because IES students 'speak' English but lack the necessary academic language in content areas, the SIOP model is the best approach. Training for all instructional staff will target the use and implementation of the SIOP model in daily instruction. Because of the comprehensive nature of this approach and the need for intensive ongoing support for teachers to change instructional practice, IES has selected the On-Line coursework-web based approach to professional development. This approach promises to be more cost effective and will enable IES to build in-house capacity. We firmly believe that we have to be responsible for our own community and children. We also want to optimize available resources and begin to change how we work with teachers. This approach will also allow more flexibility and accommodate teacher schedules and can easily build on other teacher learning/training opportunities provided at the school. IES will contract with **PEARSON PUBLISHING** for the on-line coursework and associated training materials. This on-line coursework is designed to give teachers a fundamental understanding of the SIOP Model. Through video, readings, discussion board activities, and action research-focused assignments, teachers will investigate each of the eight components of the SIOP Model, be introduced to the

features of each component and begin to examine how to apply their new learning in their classrooms. To assist teachers in the application process, the Project Coordinator will provide individualized coaching and technical support. This added component will increase the potential of integrating the new strategies into core instruction and will increase the accountability for teachers to implement changes into their practice.

All instructional staff will be given the opportunity to enroll in two web-based classes per year. A specific component will be selected for the month, teachers and their facilitator will meet and will participate in a series of pre-lesson preparation activities (wrap around lessons); teachers will be given specific instructions/guiding question to guide their on-line lesson completion. Teachers will be given a specific timeframe to complete the web-based course work during the month, after which all teachers and their facilitator will meet again for a post face- to-face classroom work. This on-site class will be conducted by the project Coordinator. She will plan the lesson and will lead the work activities and discussions. Work projects, model lessons, video- taping of practice lessons, and product development will be key elements of the coursework. To support teachers in their use of the new strategies, the Coordinator, who is also the Reading Coach will provide in class model lesson, one-to –one assistance to individual teachers and arrange for teacher classroom visits for model lessons. Two courses will be conducted, one each semester for each year of the project. This project would support the tuition for each of the teachers participating in this component, supplemental texts and training materials as well as tuition/registration costs and training materials for the Facilitator Training that would be required for the Coordinator. She would have to attend two different training sessions. The cost of this portion of the training will be detailed in the Budget Narrative.

- **Increasing Teacher Qualifications – ESL Endorsement IES** will partner with the University **of New Mexico** to offer its teachers the opportunity to obtain an ESL Endorsement from the state of New Mexico. To ensure that teachers/ instructional assistants acquire the necessary knowledge

and skills to better address the needs of the EL Native American student, two options will be offered: (1) offer summer coursework that upon completion will secure an ESL endorsement and (2) for those that have completed most or all of their required coursework will be offered technical assistance and support in their effort to pass the required Content Knowledge Assessment (CKA).

- **University of New Mexico ESL Endorsement Summer Institute- UNM** will sponsor an ESL Summer Institute designed to help in-service and pre-service teachers of all grade levels secure ESL endorsements. The annual six-week summer session will be held at a local site, which will be convenient for IES staff. The Institute would run Monday thru Friday from 8:00am to 1:00 pm. Hands on, experiential, and real experiences with students will be a cornerstone of this coursework. The following courses would be offered: Foundations of Bilingual Education; Teaching English as a Second Language and Second Language Literacy. The coursework and schedule would be integrated. Therefore, teacher/students would have to take all three courses. All courses are graduate credit bearing but can also be taken on a non-degree status. Prior to enrolling in this Summer Institute, teachers may have to take a prerequisite course, First and Second Language Development. Teachers' transcripts and field experience will be assessed to determine the actual needs. UNM is flexible and will accommodate staff and school needs. Staff will be given the opportunity to participate in these ESL Summer Institutes for the duration of the project, beginning Summer 2012. If staff needs to take the prerequisite coursework, they could take that class during the spring session. If awarded this project, coursework would commence Spring and Summer 2012. Currently there are 20 teachers and instructional assistants that could participate in this activity.
- **Teachers' Professional Resource Center-** Establish a Teachers' Professional Resource Training Room to facilitate training, research and study group activities, IES proposes to establish a Teacher Resource Training Room. The room has been identified and the school will provide the

necessary technology, internet access, phone, furniture and some of the library resources (reading, math, general training materials). Currently other funding sources are being used to establish this center, however, this project could provide additional resources to purchase and establish an EL section. Materials, videos, CD's and other training materials would be purchased to plan and conduct additional training sessions for staff. Materials will also be made available for staff use in preparation for their coursework.

PARENT INVOLVEMENT

When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more." That is the conclusion of a recent report from the Southwest Educational Development Laboratory. The report, a synthesis of research on parent involvement over the past decade, goes on to find that, regardless of family income or background, "students with involved parents are more likely to:

- Earn higher grades and test scores, and enroll in higher-level programs;
- Be promoted, pass their classes, and earn credits;
- Attend school regularly;
- Have better social skills, show improved behavior, and adapt well to school; and
- Graduate and go on to postsecondary education" (Henderson & Mapp, 2002).

However, if parents have a central role in influencing their children's progress in school, research has shown that schools in turn have an important part to play in determining levels of parent involvement (Epstein, 2001).

The proposed parent involvement component was designed to complement and is directly linked to the schoolwide parent involvement strategy. Upon review of the available research, IES staff was convinced that the use and implementation of the Joyce **Epstein framework for parent**

involvement was the best approach to improving the school's effort. At the center of this framework are the six levels of parent involvement which target home-school communication, parent capacity building, involvement of parents in the decision making process, family literacy, volunteerism, and establishing partnerships to better serve parents. If funded, all proposed project activities will be coordinated with schoolwide efforts and will ensure compliance with all other federal programs (Title I, 21CCLC). Key elements of this component include: (1) monthly parent training activities, (2) hire a Parent Involvement Liaison, and (3) establish a Parent Resource Center. The proposed training activities will be conducted at different times of day and will be conducted on a monthly basis during the regular school year and summer. All training activities will target the three of the Joyce Epstein framework areas: building parent capacity to better assist their children in the areas of Reading, English language development, family literacy, and improving home-school communication.

The Parent Liaison will be responsible for coordinating all parent training activities with the project Coordinators of each of the programs. This position, although newly established will be multi-funded and will be essential to the overall schoolwide effort to increase and improve the involvement of parents and families at the school. As part of this project, IES is proposing to establish a Parent Resource Center. This center would be available to parents to access technology-internet, obtain assistance from the Parent Liaison for community service organizations and resources, participate in training activities and obtain specific assistance and training in a variety of other content areas essential to child rearing and learning. The room, furniture and technology would be provided by the school, this project would provide the needed resources to obtain training materials, supplies and the development and printing of brochures, flyers and other dissemination materials.

QUALITY OF PROJECT PERSONNEL

It is the policy of the BIA to fill vacancies within the scope of Indian preference, with the best qualified available persons and without discrimination. It will also be important for the project to hire individuals from within the community, if possible. The BIA declares and reaffirms a policy of equal employment opportunity, equal educational opportunity, and non-discrimination in the provision of educational and other services to the public. All decisions regarding recruitment, hiring, promotions, and all other terms and conditions of employment will be made without regard to race, color, creed or religion, gender, national origin, age, physical or mental disability, or other factors with cannot be lawfully the basis for an employment decision. Isleta Elementary school, as a BIE operated school, complies with Section 427 of the General Education Provisions Act, the Civil Rights Act of 1964 related to the Executive Orders 11246 and 11375, Title IX of the Education Amendments Act of 1973, and Section 402 of the Vietnam Era Veterans' Readjustment Act of 1974.

- **PROJECT DIRECTOR - Ms** Kristina Trent-Jaramillo will be appointed project director. This will be a half time position, with the remainder of her time being spent as the school's Reading Coach. Ms Trent-Jaramillo, (Choctaw) is married to an Isleta Pueblo tribal member and is an integral part of the Isleta Pueblo. She holds a Bachelor's degree in elementary education from the University of New Mexico and a Master's degree in Bilingual Special Education from the University of Texas at El Paso. She has been at Isleta Elementary School for the past twenty-four (24) years, 21 of which she was a core classroom teacher. Over the past three years, she has held the position of the school's Reading Coach. As the Reading Coach, she is responsible for the coordination of the BIE READS (Reading First) Project. Her primary responsibilities include, oversight of the implementation of the program, provide ongoing support to all instructional staff in the use of the prescribe reading strategies, oversight of the professional development associated

with the project, develops yearly plan, and completes and submits all required reports. She provides coaching and modeling of effective instructional practices to individual teachers; develops and conducts training activities. In her Reading Coach position, Ms Trent-Jaramillo has extensive experience with the use of data to guide instruction, data collection strategies, effective ELL instructional practices; program management, federal program requirements and regulations, and federal/state report development. In addition, Ms Trent-Jaramillo is a member of the school' Leadership Team and plays a key role in the design and implementation effort of the schoolwide improvement strategy and restructuring plan. She possesses excellent communication (written/oral), organizational and time management skills. Her extensive experience and knowledge of both effective instructional practices and the academic needs of the Pueblo children makes Ms Trent-Jaramillo an invaluable resource for the school and an excellent choice for the implementation of this project.

- **PARENT LIAISON - The** project has been designed to be an integral component of the overall restructuring strategy and that all other project activities will be conducted by existing staff that are knowledgeable of the school's needs and the community. We recognize that involving the community in this effort is critical to the success of this project and we have conducted a search of our current staff to find the most qualified and dynamic individual for this role. Ms Shalene Jaramillo has been identified as this key person and has been selected as the project's PARENT LIAISON. She holds an Associate Degree from New Mexico Community College, a Bachelor of Science degree in Health Education from the University of New Mexico and is currently working on her Master's Degree from the University of New Mexico in Health Education. In addition to the completion of her Master's degree, Ms Jaramillo is pursuing an alternative teacher licensure in both, elementary and special education at Central New Mexico Community College. Ms Jaramillo is currently working as a substitute teacher and is a mother of a second grade student at Isleta Elementary. She is an enrolled member of the Mescalero Apache tribe and is married to an Isleta Pueblo tribal member. She has been part of the Isleta Pueblo for over twelve years. She is

well known in the community and has first -hand knowledge and experience working with families. As a health educator, she has had extensive experience in organizing parent groups, presentation and has the cultural sensitivity to reach families. Her experience would be a valuable asset to this project. Her knowledge of parent outreach, experience with training and high organizational skills would promote and facilitate the implementation of this component of the project.

- **CONSULTANT- Simms and Associates Educational Consultants**, a minority owned company, has been identified as the entity to provide the needed technical assistance and to conduct the project evaluation. The primary consultant to this project will be **Nilda Garcia Simms.** She is the owner, founder and lead consultant of the company. With over 30 years experience in the field of education, Ms Garcia Simms has been instrumental in providing technical assistance in the design of and monitoring of instructional programs for EL's throughout the western states. Over the past 32 years, she has exclusively worked with high needs schools and a multitude of language groups; she has concentrated experience and a proven record with schools on Native American reservations and BIA schools throughout the United States. She has first- hand knowledge of the academic needs of ELs in reservation schools, challenges faced by the staff at these schools to provide a quality instruction for these students and most importantly, has a clear understanding of what systemic changes must occur in order to establish effective and efficient projects within the Bureau of Indian Education (BIE) system. In addition to her extensive technical assistance and evaluation experience, Ms Garcia Simms has been working with Isleta Elementary School for over three years. She has in-depth knowledge of the student population, their academic needs and the changes that are needed to the instructional program to better address the language needs of these students. She has a good working relationship with staff and has the confidence in her ability to guide the staff in the implementation of this project. Her extensive experience as a technical assistance provider and program developer provides her insights into what an effective program should be and has a keen eye in determining when a

program is not producing the expected results. Her technical assistance ability and in-depth knowledge of schools and their operational procedures makes her a valuable asset to any project. Ms Garcia Simms would conduct ongoing monitoring, quarterly project reviews and the yearly evaluation. She would also provide assistance to the project coordination in the preparation and submission of all required reports.

- **University & National Consultants- University of New Mexico/ Solution Tree, Pearson Publishing** - IES will contract a local university and two national consulting organizations to provide on-site training, technical support, On-line Coursework and university credit bearing coursework. IES will contract with **Solution Tree** to provide the training and technical assistance to initiate and implement the Professional Learning Communities. IES will also contract with **Pearson Publishing** for all the SIOP on-line coursework that the staff will complete as a major part of the professional development component. The On-line facilitator training will also be provided by Pearson Publishing. The third entity that IES will engage to assist in providing training opportunities to its staff is the **University of New Mexico**. UNM will be providing the coursework- Summer ESL Institute that will provide all teachers the necessary coursework to secure a NM ESL endorsement.

QUALITY TO MANAGEMENT PLAN

IES has established a solid management plan that ensures strict monitoring of project efforts towards the stated goals, objectives and the desired outcomes. The project Coordinator will have the sole responsibility of: managing the day-to-day operation of the project and ensuring all prescribed activities are implemented, coordinated, and evaluated; overseeing the data collection process; monitoring technical assistance provider to ensure services are congruent and target identified areas of need. She will oversee and coordinate with the Parent Liaison in planning monthly activities and other day-to-day activities relative to the Parent Involvement component.

She will provide monthly updates on project progress and will coordinate with the principal and the Leadership Team to ensure alignment of project with restructuring strategies. Although no funding is being used for the principal, the principal will be responsible for ensuring the implementation and accountability of the overall project. Monitoring to ensure fidelity and accountability to the intent of the project will be conducted on a daily basis and on a monthly basis. The coordinator will be responsible for the day-to-day operation and the evaluator will monitor the project on a monthly basis.

PROJECT STAFFING

The proposed project would employ two staff. To ensure full integration of this project into the core program, both positions would be funded at a .5 FTE. Other funding sources- Title I, II and ISEP, would be used to support these positions. Refer to the **Attachment A and B** for copies of Job Descriptions and the Budget Summary for a description of funding sources.

EVALUATION

The proposed Evaluation Plan is specifically aligned with the project goals, objectives and outcomes. The Coordinator and the external evaluator will use the school's Restructuring Plan schoolwide strategy that employs ongoing collection, analysis and summarizing of data at specific intervals. This ongoing monitoring of program implementation will enable the Coordinator, principal and Evaluator to make adjustments in a timely manner. The Coordinator will meet with the external evaluator, principal and key staff to review the previous month's activities, student performance and gains towards projected targets. At the end of each meeting, data will be organized and summarized to facilitate the development of the year-end evaluation. IES will contract with **Simms & Associates Educational Consultant** (S&A) as the external

evaluator. S&A is an established and well-known educational service organization that provided a variety of services, including evaluation services to schools, agencies, state departments of education throughout the southwest, specifically Native American reservations in New Mexico and Arizona. It is important to note, that S&A's lead consultant and founder, **NILDA GARCIA SIMMS** has over 32 years experience with language minority students and Bilingual and English Language Development programs. She has extensive experience with the design/development, implementation and evaluation of Title III projects. Over the past 5 ½ years she has worked exclusively with Native American reservation schools throughout the U.S. Her most recent evaluation experience with a project of this nature was with the NENAHNAZED COMMUNITY SCHOOL, Fruitland, NM. This school is in its last year of project implementation.

As an external technical assistance provider, S&A was integrally involved in the data analysis, design and development of similar projects. Their proposed scope of work will include: design of a data collection process, technical assistance in establishing and integrating this process into daily practice, identifying data sources to be collected, establishing timelines and schedules for specific data review intervals, conduct training for key staff on the basics of the evaluation process, and finally, the development of the final evaluation report. S&A, in collaboration with the Project Coordinator, Principal and other key staff will finalize the evaluation plan, develop data gathering and evaluation instruments provide training in a variety of areas: data analysis, monitoring procedures, project management, and the design of evaluation products and final report development. S&A will be responsible for facilitating the Fall Orientation Meeting to acquaint staff with the evaluation process, instruments, timelines and data collection strategies and data that will be collected. The evaluation plan was designed to ensure accountability and measure impact of the project and address the following areas:

- Compliance with federal regulations, including GPRA performance indicators;
- Progress towards full implementation and meeting proposed goals and objectives;
- Evidence of providing services according to the project design; and
- Impact on student performance; changes in language proficiency rates and changes in teacher practice.

The evaluator will conduct monthly visits to monitor project implementation and in collaboration with the project coordinator and principal, will review student performance data, conduct classroom observations and monitor the data collection process. During these visits, the evaluator will also review project progress; potential difficulties will be identified, solutions will be proposed and next steps/actions will be determined and assigned. This ongoing monitoring will ensure timely intervention to areas that are not producing expected results. The following questions will be used to guide the review process:

- Have the required actions/tasks been completed according to the proposed schedule? If yes, to what degree? If not, what are the reasons? What actions are needed?
- What difficulties have been encountered? What steps are needed to remedy the problem?
- Have consultants and other external personnel performed their assigned tasks within required timelines? in a satisfactory manner?
- Has IES made progress towards proposed achievement objectives?
- Has the budget been sufficient and appropriately distributed among line items? Are expenditures appropriate and within project regulations?

- Are quantitative and qualitative data collection procedures appropriate? Are they meeting their purpose?

Project goals and objectives along with outcomes measures will provide a framework for the evaluation design. Evaluation activities will be supervised by the evaluation and project coordinator who will assess the impact of strategies on instructional practice, classroom environment, increases in teacher knowledge and skills, academic performance of students and increases in parent participation. Baseline data will be collected at the onset of the projects and performance targets will be confirmed within the first month of the projects. The preceding evaluation action plan outlines the proposed steps that will be taken, data sources to be collected, timelines and benchmarks and who and how data will be analyzed and used. Updated data will be available at a minimum of three times per year, fall, midyear and end of year. Statewide assessment results will be available during June/July of each year; data will be available for timely yearly-required project reporting. Evaluator will develop and submit monthly site visit reports, which will outline findings, strengths and areas in need of improvement; quarterly summary reports will be developed to detail progress in the implementation of the project. The preceding tables will outline the actions that will be taken to conduct the evaluation.

ISLETA ELEMENTARY SCHOOL

EVALUATION ACTION PLAN

Measurable Objectives	Data to be Collected	Method of Data Collection	Instruments to be used & developed	Timeline	Method of Analysis
Goal A: Objective 1 (GPRA): By May 2012, the number of students scoring at the proficient level will increase by 10% from the current rate of 49% to 59% as measured by the NM ACCESS for ELLS Assessment; a 10% increase each year of the project.	Annual NM ACCESS for ELLs Teacher input Student anecdotal data	Yearly review of state wide assessment results Teacher interview Review of student portfolio/ student work	Assessment data charts Teacher Questionnaire Student work Review Checklist	Beginning of year/ Fall-September/ confirm performance targets- establish baseline for year Midyear- January Monitor project towards establish target End of year- review of statewide ASSESS for ELLs results	Evaluator facilitated data review Process which will include project coordinator, principal, key staff (teachers) – Leadership Team. Grade Level Teams review of data Schoolwide Date Retreat Summary review of all data by evaluator – PRE/POST - develop final year-end report
Goal B: Objective 1 (GPRA): The number of K-2 students scoring at the	NM Standards-Based Assessment	Yearly assessment-Spring	Assessment data charts	Beginning of year/ Sept confirm performance	Evaluator facilitated data review Process which will include

Measurable Objectives	Data to be Collected	Method of Data Collection	Instruments to be used & developed	Timeline	Method of Analysis
proficient level in reading will increase by 15% from the current rate of 43% as measured by the pre-post NWEA-MAPS, spring 2012; an annual increase of 15% for each year of the project. **Goal B: Objective 2 (GPRA):** The number of 3-6 students scoring at the proficient level in reading will increase by 10% from the current rate of 54% as measured by the NM Standards –Based Assessment, spring 2012; an annual increase of 10% for each year of the project.	NWEA-Maps DIBELS Curriculum Based Assessments Teacher input Review of student work	NWEA & DIBELS Assessment administered 3 times per year; central data collection area Teacher/student portfolio	Teacher Questionnaire Student work Review Checklist Classroom Observation Form	targets- establish baseline for year Midyear- January Monitor project towards establish target End of year-final year measure to determine if targets were met; project objectives.	project coordinator, principal, key staff (teachers) – Leadership Team. Grade Level Teams Schoolwide Date Retreat Summary review of all data by evaluator – PRE/POST - develop final year end report
Goal C: Objective 1: By October 2012, and annually thereafter, the number of teachers and instructional assistants demonstrating appropriate	Sheltered English Observation Protocol (SIOP) Observation	Classroom Observations-Fall-establish baseline Develop individual	SIOP Observation Form	Beginning of year, observations-establish baseline Mid-year- teacher survey	Evaluator facilitated process – Project Coordinator, Principal

Measurable Objectives	Data to be Collected	Method of Data Collection	Instruments to be used & developed	Timeline	Method of Analysis
use and integration of the 8 SIOP model elements into core instruction will increase by 20% from the current level of 0% as measured by pre and post SIOP Observation Form.	Tool Lesson Plan-SIOP Review Checklist Teacher Interview	teacher profile and teacher learning targets; needed skills review of lesson plans- use checklist- fall- establish baseline; weekly by principal/coordinator; monthly by evaluator	Teacher Profiles and Learning Plan Teacher Interview Questionnaire Lesson Plan – SIOP Checklist	Principal /Project Coordinator- weekly review of lesson plans Evaluator- Monthly review of lesson plans Observations- Jan/May	Summary review of all data by evaluator Required GPRA/Project report
Goal C: Objective 2: By October 2012, and annually thereafter, the number of teachers holding NM ESL endorsements will increase by 25% from the current 0% as measured by NM Certification.	Enrollment documents Teacher completion reports Teacher work products Final Grades	Teacher interviews Review of documents	Teacher Survey Document Review Checklist	Fall of Each Project Year- Sept	Summary review of all data by evaluator and project coordinator Required GPRA/Project report
Goal D: Objective 1 : By May 2012, the frequency of meaningful	Attendance documents Parent survey	Parent Liaison Interview Parent Survey	Questionnaire Parent Survey Observation	Fall- Establish Time- September	Evaluator facilitated data review Process which will include

Measurable Objectives	Data to be Collected	Method of Data Collection	Instruments to be used & developed	Timeline	Method of Analysis
parent involvement will increase 25 % from the current 0% as measured by anecdotal (identified in Restructuring Plan) and perception (parent surveys). **Goal D: Objective 2:** By May 2012 and annually thereafter, the number of parents participating in monthly training activities will increase by 20% from the current level of 0% as measured by attendance records;	Observations Training materials	Observation Form Review of Training Materials	Form Training Materials Review Checklist	Mid & Year end Parent Survey Observations-Fall, Mid and Year End July- Summer School End of Year – review of documents	project coordinator, principal, key staff (teachers) – Leadership Team. Summary review of all data by evaluation GPRA/Project report