

Section A: Need For Project

Project LEARN (Literacy Enables Achievement Results Now) is a joint project of the Galena City School District and Louden Tribal Council, Galena is a small, remote Athabaskan community (population 650) that is the hub of the Yukon-Koyukuk region. Project LEARN's focus is on accelerating literacy achievement in our 250 Alaska Native high school students attending the Galena Interior Learning Academy (GILA), a public boarding serving students from across Alaska and Sidney Huntington Jr/Sr High School that shares high school programs with GILA. GILA's enrollment is 93% Alaska Native who represent all the indigenous cultural groups in the State. The majority of GILA students lack the literacy skills that would allow them success in post-secondary education and modern work environments. This research-based project will use proven techniques and programs to accelerate literacy skills in preparation our students' lives after high school.

Needs of Students At Risk of School Failure

Addressing the educational needs of Alaska Native youth is one of the most pressing issues for our state. Per capita, Alaska Native students have the highest dropout rate of any ethnic groups. According to the Alaska Department of Education 2010-2011 data, the annual dropout rate among Alaska Natives was 8.5% as compared to 4.7% for all 7-12 students and 3.1% for White students. Alaska Native students also accounted for 41.2% of dropouts even though they comprise only 22.5% of the secondary school enrollment, and only 50.7% of Alaska Natives who entered high school in 2007-08 graduated in 2011 as compared to 68% of all students and 74.2% of White students. Alaskan Native students typically score 20%-30% below the state averages on state assessments. Alaska's Native student population continues to be at extreme educational risk.

Students enrolling in GILA are among those most at-risk for school failure. GILA students come to us from many communities and schools across the state. The majority of students (57%) are eligible for the Free and Reduced Price Lunch program. More are actually in poverty, however many parents do not fill out the FRPL eligibility forms. Poverty is linked to many issues that negatively impact academic achievement including social and emotional challenges, chronic stress, cognitive lags, and health and safety issues. Not only are GILA students impoverished, many also come from some of the lowest performing schools. This year, 11% are from schools at AYP Level 2 or 3 (School Improvement status) and 39% are from schools at AYP Level 5 (Restructuring status). An analysis of the schools in home communities of our students showed that dropout rates for Alaska Native students are as high as 26%, and that graduation rates were as low as 11.76%. The average was an 8.72% dropout rate and a 57.95% graduation rate. We cannot change our students' socio-economic circumstances or the schools that they attended in the past, but we can work to increase their skills while attending our school.

Low literacy: In 2011, 47.4% of GILA Alaska Native students scored below proficiency in reading and 51.7% were below proficiency in writing on state standards based tests. Alaska Native students accounted for 97.6% of non-proficient students in reading, and 95.2% of non-proficient students in writing. A review of the scaled scores on the Reading and Writing Standards Based Assessment show that our youngest Alaska Native students scored about 50 points lower than students in the state, and up to 70 points lower than the district averages.

<i>State Standards-based Assessment Reading Average Scaled Score</i>						
Test Area	Grade 9			Grade 10		
	GILA	District	State	GILA	District	State
Overall	321	391	369	305	376	349
Word Identification	332	399	378	295	382	356
Forming a General Understanding	325	398	374	309	381	352
Analysis of Content and Structure	311	385	365	304	372	350

<i>State Standards-based Assessment Writing Average Scaled Score</i>						
Overall	304	391	352	303	357	347
Write Using a Variety of Forms	304	399	354	312	348	346
Structures and Conventions	307	398	354	297	374	356
Revise	305	385	358	292	377	353

Our students' reading skills are assessed twice a year using the adaptive Diagnostic Online Reading Assessment (DORA). This assessment provides teachers with a reading profile for each student with information on areas in need of improvement, and his/her reading comprehension level. A fall DORA report showed that 48.8% of the 176 students tested were classified as students who have good phonics/word analysis skills but limited language skills and/or background knowledge, or who regard reading as a decoding process and do not attend to the meaning of text. A review of all the DORA scores showed that 73.3% of students tested were low in vocabulary and 60.2% were low in comprehension. Only 17% scored in the medium to high range in all three areas: decoding, vocabulary and comprehension.

Student writing skills were assessed using the 6 Trait Writing Assessment Rubric whose scores range from 1 (beginning) to 6 (exceptional). The class averages in the writing assessment show that students struggle most with organization, sentence fluency and conventions. A score under 4 is not proficient; to be ready for post-secondary work, students should score at level 5 or above.

GILA Writing Assessment Class Averages 2011-12						
<i>Grade</i>	Trait Areas					
	<i>Ideas</i>	<i>Organization</i>	<i>Voice</i>	<i>Word Choice</i>	<i>Sentence Fluency</i>	<i>Conventions</i>
9 th	4.2	3.7	4.2	4.0	3.9	3.9
10 th	4.0	3.7	4.0	3.7	3.6	3.6
11 th	4.5	3.5	4.5	4.1	4.1	4.1
12 th	5.0	4.4	4.9	4.6	4.3	4.3

The State of Alaska is in the process of adopting new state standards in English and language arts that align with the National Standards. These more rigorous standards require that students read increasingly complex texts to be ready for the demands of college and career-level reading.

Students will be expected to conduct research and write logically to present their findings. They will be expected to develop vocabulary throughout their studies to increase their communication skills, and to be able to use speaking and listening skills to participate in high-level discussions and collaborations to build understanding and solve problems. Without a focused, accelerated and comprehensive approach to literacy, our Alaska Native students will fall further and further behind and will not meet these new standards.

Alaska Native students who do graduate from high school struggle in college or other post-secondary training and most continue to live in poverty. According to the University of Alaska's Institute of Social and Economic Research (ISER), the percent of Alaska Native Adults not in the labor force has decreased dramatically since 1970, but the unemployment rate among Alaska Natives is higher than in 1970. Alaska Natives are much more likely to attend college than before, but they still comprise only 9% of students at the University of Alaska Anchorage (UAA), and less than 5% of those earning degrees in 2007 were Alaska Natives. Only 1 in 10 who started attending UAA in 2000 had earned a degree six years later. ISER's study of recent Alaska Native graduates named inadequate preparation for college level courses among the challenges to their college success. ISER reports that unless more Alaska Native students are successful in post-secondary education, they will continue to be underrepresented in teaching, health care, business and most other professions.

Reading to understand and writing to convey meaning are at the core of academic achievement. In order to do well in college, students must be able to read fluently with comprehension, analyze information, and convey knowledge and opinions. Alaska Natives have for many years underperformed academically, and are over represented among dropouts, those in poverty and those in prison. They are underrepresented in post-secondary institutions, and higher-level jobs. Our

assessment data shows that only a small percentage of GILA's students are prepared for post-secondary work. This project focuses on improving the literacy skills of our Alaska Native students in order to prepare them for post-secondary and career success.

Gaps and Weaknesses in Services, Infrastructure or Opportunities

We have identified the following gaps in our services that hinder our abilities to adequately improve literacy of our high school students:

1. Lack of skills in high school teachers to teach and support literacy in all content areas.
2. Lack of systemic ways to use literacy assessments to screen students and provide appropriate interventions.
3. Lack of a qualified reading/literacy specialist to provide targeted interventions for struggling readers and coaching to staff.
4. Lack of a system for continuous monitoring the progress of struggling readers and determining whether interventions need to be modified or changed.
5. Lack of resources to provide training and support to teachers as they implement new literacy strategies.
6. Lack of resources for a wide range of texts and other materials to support students at a variety of reading levels.

GILA is in a unique position to address the literacy needs of Alaska Native students. Few high schools of this size have over 90% Alaska Native enrollment, enabling us to identify interventions and techniques that work with this population. Because GILA is a boarding school, the after-school environment provides additional practice and activities that support literacy skill development. The lessons we learn in this environment can help other schools develop literacy programs for their Alaska Native students.

Section B: Project Design

Goals, objectives and outcomes are clearly specified and measurable

The goal for Project LEARN is: To increase the literacy skills of Alaska Native students attending the Galena Interior Learning Academy so that they will be prepared for post-secondary education and careers.

Objective 1: The percentage of Alaska Native high school students meeting standards in reading will increase by 10% over baseline.

The performance targets for this goal are:

- 1.1: Increase of 3% yearly in year one and two and 4% in year three the percentage of students who score at the proficient or higher level on the state reading SBA or HSQE assessments
- 1.2: 80% of students targeted for reading intervention services will show progress in meeting their individual goals as measured by DORA assessments
- 1.3: 80% of students will show progress in reading comprehension skills yearly as measured by Achieve 3000 web-based differentiated instruction data.

Objective 2: The percentage of Alaska Native high school students meeting standards in writing will increase by 10% over baseline.

The performance targets for this goal are:

- 2.1: Increase of 3% yearly in year one and two and 4% in year three the percentage of students scoring at the proficient or higher level on the state Writing SBA or HSQE assessments
- 2.2: 75% of students will increase their scores in one or more writing traits as measured by local 6 + 1 Writing Trait pre and post writing assessment scores.

Objective 3: By January 2015, 90% of GILA teachers will appropriately use reading and writing strategies effectively in their content instruction regularly.

The performance targets for this goal are:

- 3.1: 90% of teachers will participate in reading and writing staff development courses.
- 3.2: 90% of teachers will rate the professional development activities as useful to their classroom as measured by professional development evaluation surveys.
- 3.3: 90% of teachers will make progress in using new targeted reading and writing strategies as measured by self-assessments, leadership team assessments, teacher portfolios and annual teacher evaluation documents.

These GPRA Performance Measures will be addressed through this project:

- (1) The percentage of Alaska Native students in schools served by the program who meet or exceed proficiency standards in reading, mathematics and science on the Alaska State assessments;
- (3) The percentage of Alaska Native students in schools served by the program who graduate from high school with a high school diploma in four years.

The Project Design is appropriate to and meets the needs of target population.

The design of this project is specific to the targeted population of low achieving Alaska Native high school students. As detailed in Section A, our students are particularly in need of direct literacy instruction and practice that is based on research on how best to engage adolescent struggling readers and assist them in increasing their skills. Engagement and motivation in our struggling Alaska Native student population is especially challenging since many of these students come to our school with limited background knowledge and few literacy and study skills that help them achieve. A majority of our students live in poverty, a factor consistently tied

to low academic achievement. Many do not demonstrate the resiliency factors tied to overcoming living in poverty: caring and supportive relationships, high expectations, and opportunities for meaningful participation. Many have not developed the traits of perseverance, a sense of competence, and striving to reach personal goals, which are key to success. Academically, most of our students have not learned the reading strategies needed to advance their skills. While our students can decode words, understanding meaning and moving towards analysis is difficult, and their limited vocabulary hinders their ability to express their thoughts in writing. This project is designed to help our students become more confident and competent readers and writers.

Teachers will increase their understanding of how to teach and support reading and writing in all content areas. This project will address the needs of our target population through:

- Providing high quality academic reading and writing instruction to all high school students.
- Identifying individual student literacy needs and providing appropriate interventions for struggling readers that include intensive instruction, and additional practice to accelerate their skills
- Providing professional development and ongoing support for all teachers in teaching the reading and writing skills in their content area.
- Providing resources and strategies to teachers to better enable them to differentiate instruction to students with varying reading levels texts.
- Expanding our after-school program to include reading and writing tutoring and enrichment activities.
- Monitoring student improvement in multiple was and using data to make adjustments to interventions and program components.

Project LEARN's design is research based. Robert Marzano's *Building Background Knowledge for Academic Achievement* reinforces the importance of addressing literacy in our students.

Background knowledge is what students already know about content. This knowledge is built through previous experiences and knowledge and allows students to relate to and learn new information. Young children build background knowledge through many and varied experiences such as trips to museums, concerts, zoos or other rich introduction to experiences. These activities are virtually non-existent for rural Alaska Native children, so most come to school without rich background knowledge on which to scaffold conceptualization about new experiences and knowledge, and they continue to lag behind others. Background knowledge manifests itself as rich vocabulary, the foundation for literacy and comprehension. Explicit instruction is needed to increase these skills and overcome their lack of background knowledge. Multiple research reports (See Appendices for Bibliography) indicate that reading instruction for adolescents is not only desirable, but also imperative if we are to decrease achievement gaps. Teaching reading skills to adolescents is very different than teaching reading to younger students. Student interests and motivations must be taken into account and they must learn skills specific to different academic content. *Academic Literacy Instruction for Adolescents, A Guidance Document from the Center on Instruction* indicates that six areas should be the focus in adolescent academic literacy instruction: fluency; vocabulary knowledge; content knowledge reading; higher level reasoning and thinking skills; reading comprehension strategies; and motivation and engagement. The reports reviewed recommend these strategies that we will employ: literacy instruction imbedded in content; appropriate interventions; professional development for all teachers; differentiated instruction and resources; and monitoring students' progress.

This project is also guided by research on what works with Alaska Native students. The late Dr. William G Demmert, Jr. in *Improving Academic Performance among Native American Students: A Review of the Research Literature* organized his review around themes that include instruction and curriculum; student characteristics; and factors leading to college success in. He found that successful Native students at all levels exhibit both academic skills and resiliency including high attendance rates, language competence, motivation, sense of purpose and identity, early goal setting, and knowledge of basic skills. Project LEARN focuses on these areas and expects to have success with the strategies, programs and resources we have selected.

Project Services:

1. ***Providing high quality academic reading instruction to all students*** through the *Reading Apprenticeship* approach to teaching academic literacy in: (1) English Fundamentals class; (2) embedded in all content areas to reinforce literacy skills; (3) in after school credit recovery services; and (4) in academic support pull-out services. The Reading Apprenticeship model is an approach to reading instruction that helps young people develop the knowledge, strategies, and dispositions they need to become more powerful readers. It engages students in more reading, making discipline-based reading process and knowledge visible to students, and the students' processes, motivations, strategies, knowledge and understandings visible to the teacher. Students gain insight into their own reading processes and develop a range of problem-solving strategies for overcoming obstacles and deepening their comprehension of texts from various academic disciplines.

2. ***Identifying individual student needs and designing appropriate interventions for struggling readers*** that include intensive instruction, and additional practice in mixed ways (tutoring, group instruction and computer assisted practice) to accelerate their skills. Students who need extra

time and attention related to specific skills will have targeted interventions that will include the use of one-on-one tutoring, group work and Achieve 3000 tutorials.

3. ***Providing professional development and ongoing support for all teachers in teaching the reading and writing skills that are essential to their content area.*** Inclusion of reading and

writing in the content areas is intrinsic to increasing the literacy skills of students. As student skills increase, teachers will also be able increase the academic rigor of our courses. To do that, all teachers will be trained in the use of the 6 + 1 Writing process and the *Reading*

Apprenticeship academic reading strategies. Teachers will help students learn the literacy skills necessary to their content area and teach and reinforce literacy relevant to their classroom.

Ongoing support from the Reading Specialist and consultants will model, reinforce and motivate teachers to make literacy strategies an everyday part of their pedagogy.

4. ***Providing resources and strategies to teachers that will enable them to differentiate***

instruction with varying reading level texts and other resources. GILA Students have widely varying instructional reading levels and to increase their reading comprehension, they need to be reading texts slightly above their instructional reading level. Each teacher needs to have access to instructional materials that vary in difficulty. Teachers' knowledge and skills must increase on how to identify and access appropriate reading materials and use the Achieve 3000 system for content reading assignments. Teachers also need to increase their skills in differentiating instruction. PEAK training and support and Reading Apprenticeship and Achieve 3000 contractors will help with the differentiation of instruction in all content areas.

5. ***Provide after-school programs that include reading and writing tutoring and enrichment activities.*** Our existing after school academic program funded by Loudon Tribal Council will expand through this grant to provide for six teachers to support literacy after school. The after

school academic program currently provides tutoring and group tutoring and homework assistance to students who are struggling in class. This year, on any given week up to 70% of students are required to participate in the after-school academic program. Students are required to attend the program because of insufficient progress towards mastery of Alaska Grade Level Expectations that are aligned to specific content standards, as measured by multiple indicators. In addition to those required to attend, many more students are attending the program; 80-90% of students attend at least once per week, making the demand for after-school help more than the staff can support. After school tutoring and support will be coordinated with the individual student interventions designed by the reading specialist and will include student access to the Achieve 3000 program for reading assignments and practice.

6. *Monitoring student improvement and making adjustments as necessary to interventions and program components.* The project will include regular assessments that allow for continuous monitoring as well as benchmark monitoring. The Achieve 3000 system continuously adapts to student responses and collects ongoing data on individual student use of the system, their responses and the improvements they are making. This would allow for continuous review of individual student progress. In addition, the DORA assessment and a local Writing Assessment will be administered twice a year to determine pre and post year growth. Student SBA and HSQE state exams will be reviewed yearly to determine progress towards meeting standards in reading, writing, and math. The student monitoring systems will provide the reading specialist and content area teachers information on individual student progress allowing them to make adjustments in interventions or instructional reading levels. Other data collected will allow the district to monitor project success or challenges and will provide useful information for project revisions.

Upon review of assessments and research, we selected the strategies and programs that have the highest potential of increasing literacy levels among our Alaska Native students. Those are:

- PEAK Learning Systems' Teaching for Excellence model is based on extensive research on multiple components that support teaching for mastery with ALL students. PEAK components are based in best practices in schools that increase achievement. PEAK training will focus on helping teachers differentiate instruction in all content areas.
- Reading Apprenticeship developed by WestEd was awarded a top rating and funded through the US Department of Education's i3 grant competition. Three studies of Reading Apprenticeship showed that students with exposure to the program in a single course made significant literacy and content knowledge gains as well as gains related to motivation.
- 6 + 1 Trait Writing model has been shown to improve student writing by facilitating the following practices proven to improve student writing: writing strategies, collaborative writing, specific product goals, sentence combining, inquiry activities, process writing approach, study of models, and writing for content learning.
- Achieve 3000 supports both tutorial and classroom support of reading by providing tutorials, assignments and practice of reading skills using a web-based system that tailors reading to individual Lexile level. Ongoing formative assessment built into the daily instructional lesson monitors student progress so teachers can differentiate instruction to meet individual needs. Students using Achieve 3000 have scored higher on state assessments.

Project LEARN's focus is to improve the achievement of the Alaska Native students whose literacy levels hold them back from being successful in school. It is based on prevailing research; and supported by proven strategies, processes and programs, increasing the likelihood of success.

Section C: Management Plan

(i) Adequacy of the management plan to achieve the objectives of the proposal on time and within budget.

Responsibilities: Management of this project includes the fiscal and administrative management necessary to ensure that the project meets its goals and objectives, develops the interagency collaboration needed to complete the project, and is sustainable beyond the grant period.

Management of this project will include multiple systems to ensure that the project is being implemented with fidelity allowing for review and change in strategies and design as necessary.

A LEARN Leadership Team will include the Superintendent, the Principal of Curriculum and Instruction, the Principal of Operations, the Reading Specialist, and representatives of Loudon Tribal Council, teachers and counselors will convene monthly to review progress of the grant and develop plans to sustain the project. Collaborative teaching groups will work together and with the Reading Specialist and contractors to implement literacy projects within related disciplines. This tiered approach will allow for feedback to the Leadership Team on a regular basis regarding challenges, successes and needed changes to the project. The following table shows the personnel and their responsibilities.

Personnel	Responsibilities
Project Director (Superintendent)	Administrative oversight including working with both principals to ensure seamless implementation, budget of the project and providing information to the School Board, and public on the project's progress.
LEARN Leadership Team	Convene monthly to review progress including student data, make recommendations for changes.
Project Coordinator/ Principal of Curriculum and Instruction	Ensuring that the project is implemented in coordination with other school and district curriculum and instructional initiatives, head the Leadership Team, ensure that professional development and support is implemented as planned, oversight of contractors, and coordination of the Reading Specialist's duties with the Principal of Operations
Principal of Operations	Support the project in daily operations of school, participate in Leadership Team, and provide guidance and supervision of school staff in implementing literacy strategies. Coordinate project with other school initiatives

Personnel	Responsibilities
Louden Tribal Council staff	Participate in LEARN Leadership Team meetings. Assist Project Coordinator and Reading Specialist in identifying community and cultural activities for literacy enrichment; attend literacy training as appropriate for assignment. Coordinate existing after-school activities with new literacy activities.
Federal Programs Coordinator	Ensure that project meets all federal budget and federal reporting requirements.
Reading Specialist	Teach Academic Literacy classes, provide reading intervention services, act as literacy coach for content teachers and after school personnel, attend teacher collaborative meetings, and coordinate follow-up activities.
Counselors	Provide guidance to students needing intervention services, collect baseline and follow-up DORA and state assessment data, and coordinate literacy intervention services with other interventions to at-risk students. Participate on Literacy Team.
Teachers	Attend staff development trainings and follow-ups. Implement classroom based activities. Keep records of implementation. Participate in collaborative groups focused on literacy.
After School Staff	Attend staff development trainings and follow-ups appropriate to their assignment. Keep records of student participation in interventions
Evaluator	Develop evaluation instruments. Analyze data collected by program staff. Provide interim and annual reports. Assist with annual performance reports and any other federal reporting requirements
Contractors	Implement training in accordance with their yearly contracts. Keep data on the number of staff members attending each training event and participating in follow-up support. Make recommendations yearly on follow up support activities.

Timeline and Milestones: The following timeline shows the major project activities, those responsible and estimated dates for activities based on the projected start date of August 1, 2012. Key activities will be similar in Years 2-3, adding new Reading Apprenticeship strategies into the classrooms of additional teachers each year and providing them ample opportunities including providing five paid Saturdays to collaborate and work on the literacy project.

Timeline	Key Activities
July	Notification of grant award (Year 1). Contracts developed. Reading Specialist position recruited. New staff members attend PEAK summer institute with Administrators and other lead teachers. Train the trainer institute for Reading Specialist and 2 teachers; Achieve 3000 resources loaded into server and are accessible for teachers and students.
August	Leadership Team convened. Project timeline refined. Reading Specialist Hired. PEAK 4 days in-service for all staff. 6 + 1 Writing 2 days in-service with 6+1 trainer. Achieve 3000 6 hours in-service for all staff onsite. Reading Apprenticeship student training during student orientation. Collaborative teaching groups developed. After school program begins using ACHIEVE 3000. Finalize evaluation and data collection procedures and dates.
Monthly	Leadership Team meets. Collaborative group meetings (specific tasks for implementation based on content areas). Reading specialist checks in with and coaches individual teachers implementation efforts. Achieve 3000 data is reviewed. Monthly data collected provided to evaluator.

Timeline	Key Activities
September	All students assessed using DORA. PEAK accountability check-in for use of learning support systems to address literacy goals across curriculum. Language arts and social studies teachers begin using 6 + 1 Writing. Achieve 3000: Accountability for use of materials, collection of results, next steps. Reading Apprenticeship: teachers use books to identify strategies appropriate for specific content areas. Student interventions developed and implemented. Paid Saturday for teachers to collaborate and work independently on literacy goals using PEAK, 6 + 1 Writing, Achieve 3000 and Reading Apprenticeship
October	PEAK team on-site visit for one on one collaboration in differentiated instruction. 6 + 1 Writing in-service day on scoring and individual teacher coaching. Achieve 3000 in-service day: small group meetings to use Achieve 3000 data to check on individual student growth and design specific student strategies. Reading Apprentice collaboration meeting to focus on reading strategies in the program. First Writing Assessment completed.
November	PEAK accountability check-in for use of learning support systems to address literacy goals across curriculum. Language Arts and Social Studies use 6 + 1 Writing Traits in classroom. Achieve 3000: Accountability for use of materials, collection of results, next steps. Reading Apprentice collaboration meeting to focus on reading strategies appropriate to content areas. Paid Saturday for teachers to collaborate and work independently on literacy goals using PEAK, 6 + 1 Writing, Achieve 3000 and Reading Apprenticeship
December	Ongoing monthly activities
January	In-service addressing instruction and assessment of literacy growth in specific content areas. Data collected reviewed by evaluator and summarized for Leadership Team. Teacher lesson plans review for inclusion of literacy in content areas.
February	Paid Saturday for teachers to collaborate and work independently on literacy goals using PEAK, 6 + 1 Writing, Achieve 3000 and Reading Apprenticeship
March	PEAK team onsite visit for one-on-one collaboration with teachers on differentiated instruction. Paid Saturday for teachers to collaborate and work independently on literacy goals using PEAK, 6 + 1 Writing, Achieve 3000 and Reading Apprenticeship. Second DORA Assessment completed
April	In-service addressing instruction and assessment in specific content areas. Paid Saturday for teachers to collaborate and work independently on literacy goals using PEAK, 6 + 1 Writing, Achieve 3000 and Reading Apprenticeship. Second Writing Assessment. Student and Teacher surveys administered.
May	Collection of any other data needed for annual report including data on GPRA measures, post ACHIEVE 3000 data, grades and other data on student performance, teacher observations and sample lesson plans.
June	State test data provided to evaluator. Annual performance report written.
July	New staff members attend PEAK Colorado Institute with administrators and lead teachers. Review of calendar and contracts for subsequent years of the project.

Milestones for Year One: Begin grant services. Establish collaborative literacy teams and expectations for implementation in content areas. Initial and follow-up assessment of student literacy levels. Development of interventions for individual students. Initial training of teachers in PEAK Learning Systems' Teaching for Excellence model, Achieve 3000, Reading Apprenticeship and 6 + 1 Writing Trait as appropriate for phasing in of content area implementation plan. Implementation of Reading Apprenticeship strategies in English

Fundamentals course. Implement 6 +1 Writing in Language Arts and Social Studies. Develop grant data collection calendar. Develop evaluation instruments. Implement use of Achieve 3000 in content areas and after-school program. Provide reports to school board and Loudon Tribal Council on implementation and results. Refine project as necessary.

Milestones for Years 2-3: Train new staff in literacy strategies. Implement Reading Apprenticeship and 6 + 1 Writing Models in content areas as planned during Year 1. Continue collaborative group meetings and Leadership Meetings. Collect data according to data collection calendar. Collect information on graduated students post-secondary success. Use data to refine project as necessary.

(ii) Procedures for feedback and continuous improvement in the operation of the project.

Multiple elements of the management plan provide for continuous feedback and improvement. During the first year, the primary feedback will be through the work of the Literacy Leadership Teams and Teacher Collaborative teams whose representation of the major participants in the project and activities will provide ongoing avenues for feedback. Feedback on the results of the project will be collected using the DORA assessment twice yearly, and the ongoing data collected from Achieve 3000 that includes continuously collected data on the progress of individual students using the tutorial program. In addition, the evaluation will include surveys of teachers designed to elicit their satisfaction with the professional development activities and their needs for further assistance. Student surveys will also be collected to determine how they perceive the literacy activities and its impact on their achievement.

Section D: Adequacy of Resources

The Galena School District and Louden Tribal Council are making significant commitments to ensure the success of this project, including facilities, personnel, equipment, materials, supplies and time to this project. This project utilizes a strong and extensive existing resource base in its design and implementation.

(v) Costs are reasonable to the number served and the anticipated results and benefits.

On a yearly basis we will be serving up to 250 high schools students resulting in an average yearly cost of [REDACTED] per student. We will also be providing staff development and support to 23 teachers, 2 counselors, and 2 principals. This project with its potential for long-term impact on the future of our students is incredibly cost effective. A report by the Alliance for Education, indicated that if half of Alaska's 2010 dropouts stayed in school and earned a diploma, there would be \$25 million in increased earnings, \$20 million in increased spending, 100 new jobs and \$1 million in increased tax revenue. Those numbers increase by 50% if 60% of those students went on to earn a post-secondary credential or degree. A 2003 College Board study showed that the average high school graduate earns 43% more than a high school dropout, and those with a Bachelor's degree earned 62% more than a high school graduate. Since a large percentage of dropouts each year are Alaska Native students and a very small percentage of Alaska Natives are college graduates, the potential of more Alaska Native students graduating high school and being successful in post-secondary education will reap far more benefits than the investment.

(ii) Relevance and Demonstrated Commitment of Partners

This project is a partnership between Galena City School District and Louden Tribal Council, a partnership with a strong tradition of interagency collaboration and years of active involvement with social service and other agencies in jointly addressing the needs of our students and the

community. Louden Tribal Council funds the existing academic after school program that provides tutoring and other activities for students. Existing after school staff will be included in literacy training events and will be augmented by additional staff to implement literacy tutorials and other activities. A Memorandum of Agreement and letters of commitment to this project by both the Galena City School District and Louden Tribal Council are in the appendices.

Facilities: The project will make use of existing facilities presently in place and operated by the Galena City School District. The Galena Interior Learning Academy uses former Air Force Base facilities remodeled to meet fire codes, and has added technology, housing and other changes to meet the needs of a modern boarding school. GILA facilities include classrooms, dormitories, student union and dining, and recreational facilities including a community pool. All utilities and maintenance is supplied by the school district. GILA supplies and equipment are numerous and include athletic equipment, activity supplies, library and classroom supplies. Supplies needed under this grant will include Achieve 3000 subscription, additional student literacy supplies, and staff development supplies.

Human Resources: The school district is providing extensive in-kind staff contributions to the project as detailed in the previous section. Contractors have agreed to provide 26 days of staff development and follow-up either onsite or through technology to teachers. This is a significant amount of time and attention that will be focused to train and support literacy in our school. Loudon Tribal Council continues to provide financial support to the after school study program and provides culturally enriching activities for GILA students. The following key personnel, project consultants and contractors have been identified. Each of these individuals possesses the qualifications necessary to ensure that the project is a success. Resumes of key individuals as well as job descriptions of grant-funded positions can be found in the Attachments.

Chris Reitan, Superintendent has 14 years of administrative experience in the Galena City School District. He has rural Alaska classroom teaching experience, and was named Alaska Region II Principal of the Year. The district is contributing 10% of his time to the project.

Project Coordinator Beth Buchanan, Principal of Curriculum and Instruction holds a MA in Curriculum and Instruction, a MA in Educational Leadership and has 18 years of classroom instruction and 3 years administrative experience. 50% of her time is an in-kind contribution to the project.

Principal of Boarding School Operations John Riddle has two Masters of Education—one in Reading and one in School Administration and has 15 years of experience in education with 8 years as principal. 10% of the Principal of Boarding School Operations time will be allocated to the project.

Tracy Culbert, Federal Programs Coordinator has a M.Ed. in school administration and has 19 years of educational experience. 5% of her time will be allocated as an in-kind contribution.

March Runner, Louden Tribal Administrator has a J.D. in Tribal and Environmental Law and has worked in various positions in Tribal government for the past 10 years.

Melissa Robbins, School Counselor holds a M.S. in Counselor Education and has 5 years of experience working with Alaska Native students in various capacities.

Maria Riedel, School Counselor holds a M.S. in Counseling and has 14 years of experience working with youth in various capacities.

Reading Specialist (to be hired) will hold a Masters Degree in Education and state certification as a reading specialist and have experience working as a literacy coach to other teachers. This position will be grant-funded.

After School Programming Staff: six teachers will provide additional after school tutoring and literacy skills development. All of the teachers in our school are deemed highly qualified in their content area and possess appropriate degrees and state certification.

PEAK Learning Systems Director and Lead Consultant Spence Rogers works with the district and selects PEAK trainers based on the district's needs. Mr. Rogers holds a Masters of Natural Science degree, has 18 years of teaching experience and spent 27 years providing custom-tailored consulting services raising achievement across the country, but mostly with native and poverty populations. PEAK has developed and provided high quality professional development to educational agencies and district in over 38 states.

6 + 1 Writing Consultant Sandra Porter will provide training and support for teachers in implementation of the 6+1 Writing Trait model. Ms. Porter is an instructor at Mat-Su College in English and Writing and holds a MA from Middlebury College, Oxford, UK. She has 26 years of high school language arts instruction, 13 years teaching at the college level, and 13 years working with the Alaska Writing Consortium providing training.

WestEd's Strategic Literacy Initiative Co-Director Cynthia Greenleaf will assist us by identifying certified trainers for Reading Apprenticeship to provide initial training and follow-up support for teachers to implement RA strategies in the English Fundamentals Class and all content areas. Ms Greenleaf holds both a PhD and MA in language and literacy education. She has been a leader in literacy education and is a leader in literacy research.

Achieve 3000 Staff (Michelle Robinson, Gloria Pearce, Ruhi Khan) will provide training and teacher support on use of the Achieve 3000 web-based tutorials for intervention, acceleration and progress monitoring in reading and writing.

Educational Technology Consulting, Inc., Lead Evaluator, Lois Stiegemeier has 15 years of experience as a grant writer and evaluator. She holds a BA in education and has 20 years of experience in education at various levels.

(iii) Adequacy of Budget

Because the success of this project relies heavily on ongoing professional development and support to institutionalize literacy as a part of everyday activities across all content, both academic and vocational, this project's budget is focused on the activities that will train and support our existing staff over time. Our intent is to make the literacy strategies that we have selected integral to daily classroom activities, requiring the bulk of the investment to be the ongoing training and support of teachers. This has worked for the district as we have implemented other PEAK Learning Systems' initiatives resulting in common language and practices among all teachers and staff.

All resources are detailed in the budget and budget narrative and are reasonable in relationship to the services that will be provided and the number of students we are serving. Costs are higher in rural Alaska where all equipment and supplies must be brought in by air and the cost of living makes salaries higher. The staff allocation is sufficient for the reading specialist to provide courses, supervise and monitor interventions, and provide coaching to other teachers. The budget allocates funds for substitutes to free teachers to attend trainings. Staff scheduling allows for collaborative groups of teachers to work on the implementation of strategies, and work with the reading specialist. The costs of consultants to provide training and ongoing support is reasonable given that they must travel to a rural and remote area and the total number of days for training and support is extensive. The costs are reasonable given the scope of the work and the extent of the local contributions and the potential impact of the grant for years after the grant is completed.

Section H: Project Evaluation

Evaluation Plan: The evaluation plan is designed to provide data on the progress the project is making towards its goal and the objectives, including the required GPRA measures. The evaluation design includes data collection regarding the fidelity of implementation, process or formative evaluation and outcomes. The following evaluation design matrix details each objective, data to be collected, the schedule for that data, and the performance targets. This design will provide annual information on whether the activities are resulting in the expected performance targets.

Project LEARN Evaluation Matrix			
Measurable Objective	Data Collected	Data Schedule	Outcome Performance Targets
1. The percentage of Alaska Native high school students meeting standards in reading will increase by 10% over baseline.	SBA/HSQE scores DORA scores Achieve 3000 Lexiles Student surveys	Baseline—June 2012, June 2013-2016 Fall and Spring Yearly Fall, Winter and Spring Spring	Increase of 3% yearly in year one and two and 4% in year three the percentage of students meeting reading standards. 80% of students targeted for reading interventions will increase DORA scores. 80% of students increased Lexiles by more than national average 80% of students will indicate that their reading has improved.
2. The percentage of Alaska Native high school students meeting writing standards will increase by 10% over baseline	SBA/HSQE scores Local Writing Assessment Student surveys	Baseline—June 2012, June 2013-2016 Fall and Spring yearly Spring	Increase of 3% yearly in year one and two and 4% in year three the percentage of students meeting writing standards. 75% of students increased scores in one or more traits 80% of students will indicate that their writing has improved.
3. By January 2015, 90% of GILA Teachers will use reading and writing strategies in their content instruction regularly	Staff development attendance Collaborative group minutes Teacher surveys Self assessments Staff observations Lesson Plans Staff evaluations	As scheduled Monthly Yearly	By October 2015, 90% of teachers have attending reading and writing staff development courses. 90% of teachers found professional development activities useful to their classroom responsibilities. 90% of teachers are making progress in using reading and writing strategies in the classroom

Project LEARN Evaluation Matrix			
Measurable Objective	Data Collected	Data Schedule	Outcome Performance Targets
GPRA 1: The percentage of Alaska Native students in schools served by the program who meet or exceed proficiency standards in reading, mathematics, and science on the Alaska State assessments;	Results of Standards Based assessments and the High School Qualifying Exam.	Yearly	Increase the percentage of students who are proficient in reading and writing, mathematics and science.
GPRA 3: The percentage of Alaska Native students in schools served by the program who graduate from high school with a high school diploma in four years.	Annual graduation data	Yearly	Increase the numbers of on-time graduates

(i) Methods of design are thorough, feasible and appropriate.

As the evaluation design matrix shows, the objectives are clearly linked to the performance targets and the data being collected. The evaluation gathers quantitative data including assessment data (both local and state), grades and enrollment in courses, as well as qualitative data such as surveys of students and teachers to determine whether the project is having its intended impact and making progress towards meeting its goal. The effectiveness of the program is clearly a focus of the data collection effort that includes data related to both the project objectives and the required GPRA measures. The ultimate effectiveness will be judged by whether the project was able to increase the literacy skills of enrolled students and by whether those increased literacy skills result in students completing of rigorous courses with success, graduating on time, and meeting state standards. Data will be collected yearly on each student that includes enrollment and grades in challenging courses, and transfers in and out of the school. The Achieve 3000 system data will also show how students are progressing in improving their literacy skills and that data will be correlated to student achievement data. Because the first

cohort of students will be taking the Academic Literacy (Reading Apprenticeship) classes beginning in the fall of 2012, we will monitor whether that project element has a difference in achievement relative to student cohorts who did not take that course. Qualitative data including teacher and student surveys will be used to determine whether the recipients of the activities feel that the services have been helpful to them.

(iii) Methods of evaluation use objective performance measures.

The evaluation design matrix clearly shows how the data collection is related to project objectives and the expected outcomes of the project including GPRA measures. The data being collected includes quantitative data including state and local student assessments, numbers of teachers trained, specific information on student use of Achieve 3000 system and Lexile growth, teacher participation in collaborative groups, teacher evaluation and observation documentation, and other data such as lesson plans and other evidence of use of literacy across content areas. Data will be collected related to the GPRA measures including on-time graduation data and enrollment and success of students in core content courses.

Continuous Improvement: The evaluation matrix shows the data that collected regularly for the evaluator to analyze related to program outcomes. The project provides multiple ways that ongoing information related to the success of the project is collected. Professional development activities provide ongoing opportunities for teachers to evaluate the impact of strategies on their teaching and student learning. Collaborative groups allow teachers to support one another, identify areas of the project that may need to be revised, and share areas most successful. The LEARN Leadership Team will periodically review quantitative data as well as reports by contractors, minutes of meetings and reports by collaborative groups to determine efficacy of the project and make necessary changes to the design and implementation of the project.