

*Project Elicarvik, the Chupik Word for A Center of Learning*

Overview: As a strategy for improving Literacy rates and Academic Achievement, Chevak School will implement a 2-Year comprehensive, culturally appropriate literacy program which will expand student (K-12) access to, and interest in, print and digital media; focus on early literacy for students PK-3; provide teachers with ongoing support through targeted literacy professional development as well as expanded access to cross-curricular print and digital media resources; and involve parents in early learning initiatives, both in school as well as in the home. This project addresses **Competitive Priorities (2) Technology, (3) Improving Early Learning Outcomes, (4) and Serving Rural LEAs**. This project reflects a universal design with flexibility for learning, strategies that promote differentiated instruction, and technology with applications that promote and enhance literacy building activities and literacy instruction. The **Absolute Priority** is based on a summary of research of teacher training and instructional practices for literacy funded by the William Penn Foundation.(2010) Eric Jensen's *Teaching with Poverty in Mind* (2009) provided the administration with a way of identifying the effects of rurality and poverty on Chevak students and what actions and strategies should be incorporated in the design of the project. Teaching Indigenous Languages, a study by Rayner and Tennant is another major study that guided the design of the project. (1997) A seminal study developed by Pennsylvania School Librarians Association which summarized the landmark body of research known as the "School Library Impact Studies" guided plans for developing a LMC program.(2011) A study which supports our plan to integrate technology throughout the curriculum was The Impact of Education Technology on Student Achievement by John Schacter. (1999) Finally, a study entitled The Children's Literacy Initiative: Lessons for Success and

Preparation for Challenges compared the reading ability of kindergarten and first grade students in schools with CLI Model Classrooms to students in similar schools without Model Classrooms. To analyze teacher effects, CLI looked at the difference in teaching practice in a CLI classroom before and after instructional intervention, using the CLI-created Teachers' Effective Literacy Practices (TELP) rubric. Teachers are evaluated on these rubrics, which highlight more than thirty effective instructional practices, before their involvement with CLI and then afterwards. OMG's study found that students in schools with CLI Model Classrooms consistently outperform their peers in the district's literacy skill development assessments. (2010)The presence of one kindergarten or first grade Model Classroom in a school helps all students on each respective grade level improve their reading skills. Maltzman, & Taylor,(2010). The inability of our children to be able to compete at home or in a global economy is a threat to our economic and national security. It is imperative that the children catch up with more advanced districts in Alaska and nationally. A landmark report by the National Commission on Teaching and America's Future (1996) shows that teacher quality accounts for 90% of disparities in student reading. The report called for quality teachers for all children, recognizing that most reading difficulties can be prevented when teachers address difficulties in the early grades (National Reading Panel, 2000). Poor readers in first grade rarely are on grade level by end of third grade (Shawitz, 1999). The good news is that when a district has expert teachers in the early years almost all children will learn to read well

***(i) Significance: (5 points) (i) Extent to which the project builds local capacity to provide, improve, or expand services that address the needs of the target population. (5 points)***

**The significance of this project reaches far beyond Chevak. Historically underserved and under-educated native students have failed to make satisfactory academic achievement.**

**Drop-out rates among Alaska Natives are some of the highest in the nation. "Shot-gun" approaches have been tried repeatedly. *This comprehensive, intensive and focused effort will train teachers to use specific instructional literacy strategies. The project will change the face of native education in Alaska.*** The Kashunamiut School District has 32 teachers serving 302 K through 12<sup>th</sup> grade students in the village of Chevak and collaborates with the local Head Start which has two teachers and 45 children ages three and four. The community speaks Cup'ik as their native language, and is one of only two villages in the world speaking the language. The district has failed to make Average Yearly Progress for the last four years. The village has no library, doctor, movie theatre, stores or after-school recreation for students. English is a second language in most homes, and children enter school at a disadvantage. With an astounding poverty rate of 42.40%, the district and the community lack the necessary resources to adequately support students in their efforts to develop the literacy skills needed for a successful life in the 21<sup>st</sup> century. The high rate of poverty which limits travel has resulted in native children lacking those experiences that are common to children in less rural areas. Few children ever see a museum, attend a science event, or visit a zoo. Sights, sounds, concepts and language/literacy building opportunities most children take for granted are not accessible to children in Chevak. Project Elicarvik will increase the number of highly skilled teachers who can improve instruction and help their students reach the important milestone of being on or above grade level by the end of grade three. The project will show that teachers can develop exemplary teaching skills that are observable, measurable, and can be replicated and scalable. Resources provided by the IAL grant will provide 72 hours of focused, sustained and content specific professional development that builds and sustains local capacity through the development of master teachers. It will develop a modern, well equipped and properly staffed Library Media Center (LMC) with

outreach to the entire community. It will utilize state of the art technology to enhance literacy instruction and support the efforts of the Head Start program to increase literacy.

**(ii) The extent to which the proposed project includes the development or demonstration of promising new practices that build on or are alternatives to existing strategies. (5 points)**

The program will incorporate research recommendations for literacy improvement which are summarized in the following points. The International Reading Association (2005) advocated approaches to literacy development that include 1) the importance of preschool and the whole educational system in literacy, 2) for full development of literacy students need oral language development, phonological/phonemic awareness, print knowledge and invented spelling education (Strickland & Stranahand, 2004), and 3) researchers have found that experiences with storybook reading, discussions about books, listening comprehension, and writing are crucial in early literacy development (Bus, Van Lizendoorn, & Pellegrini, 1995, Wells, 1985) This grant proposal incorporates teachers professional development based on research that shows that teachers will provide quality literacy education when they understand the continuum of reading and writing development (IRA, 1998). Students, teachers and parents will be incorporated into the education program for literacy that will have a center in the school library. The district will:

- Embark on a two year program to provide evidence-based, literacy instructional practices and establish shared standards of practice among K-12 teachers. **(Strategy #1)**
- Provide K-12 teachers intensive and extensive literacy training, coaching and cross-curricular high –quality resources. Their professional development will sharpen the focus on strategies to build literacy, assessment and the capacity to model “best practices.” The teachers will participate in 72 hours of intensive, sustained professional development that addresses good teaching practices for developing literacy, embrace the newly established

role of the librarian as a Library Media Specialist and participate in the use of state of the art technology to enhance literacy instruction. (LMS) The participating teachers will observe in classrooms of master teachers throughout Alaska. **(Strategy # 2)**

- Transform the Chevak library into a modern Multimedia Center, build on, expand and improve our existing library program for the students and the community, adding a Library Media Specialist who has the skills and the knowledge to support good teaching practices. Both print and digital media collections will be updated with emphasis on Early Learning materials, and the LMC environment redesigned with a high level of appeal to Early Learners. The role of parents as teachers will increase through designing literacy activities that appeal to all ages and involve the community in a comprehensive effort to improve teaching and learning. Technology will be added for all ages and access to digital media content to teachers, students and family members expanded. **Strategy #3)**
- Help teachers and the parents of our students' establish a literacy-rich environment based on research that shows that exposure to literacy-rich environments promotes rapid growth in literacy skills using such approaches as community wide literacy events, a lending library, and library books provided free to children in Head Start and K-3<sup>rd</sup> grade. Children in grades K-3 will be given a laptop designed by the One Laptop per Child Foundation which will provide access to content in both English and Cup'ik (their native language). Access to materials in Cup'ik builds upon a body of research which documents that children who learn in their native language have significant advantages over those with a single language, and have been shown to have higher academic achievement. Reyhner , Jon and Tennant, Edward, Teaching Indigenous Languages, Spring issue, Bilingual Research Journal, Vol. 19, no. 2, pp. 279-304.1995) **(Strategy #4)**

**(b) Quality of Project Design: (i) The extent to which the goals, objectives and outcomes to be achieved by the proposed project are clearly specified and measurable.**

**Goal 1:** As a strategy for improving Literacy rates and Academic Achievement, Chevak School will implement a 2-Year comprehensive and culturally appropriate literacy program which will expand student (K-12) access to, and interest in, print and digital media.

**Objective 1.1-** During the first year of this project, access to culturally appropriate print and digital media content in the Chevak Multi-Media Center will be provided to 100% of students grades K-12, with baseline Literacy data collected at the onset of this project in order to accurately measure an increase in literacy and academic performance. Corresponding activities include:

1. A comprehensive Needs Assessment will be undertaken to determine the gaps in culturally appropriate digital and print media collections.
2. Collections will be updated and provided in both English and Chupik, in print as well as in a digital format.
3. All Chevak students grades K-12 will participate in a Literacy assessment. Data will be used to measure ongoing student progress throughout this 2 year project.

**Objective 1.2-** By the end of Year Two, when compared with baseline data, students grades K-12 will demonstrate a significant increase in 1) student digital literacy skills and 2) literacy skills & academic improvement. The use of technology tools will be instrumental in helping students develop literacy skills, access content, practice guided reading, and participate in literacy building activities and personalized learning opportunities. Corresponding activities include:

1. In addition to the aforementioned baseline *Literacy* Assessment, students grades K-12 will also participate in a baseline *Digital Literacy* assessment. Data will be used to measure student personal technology skills throughout this 2 year project.
2. Technology tools, to include hand-held tablets and PCs, reading software and a streaming and archiving system will be purchased and made available for use by students and teachers grades K-12, providing expanded access to literacy building content, programming and activities and enhancing student interest and enthusiasm. These devices can be taken home and used by the student, as well as their siblings and other family members, expanding opportunities for learning into the home.

**Goal 2:** As a strategy for improving literacy rates and positively impacting long-term academic outcomes, this 2-year project will focus on early literacy development opportunities for students PK-3.

**Objective 2.1:** When compared to the baseline literacy data, there will be a statistically significant increase in early literacy rates as measured by the Test of Preschool Early Literacy (TOPEL), with performance increasing by 5% by the end of the first project year, and an additional 5% at the end of the 2 year project period. Corresponding activities are

1. Through the use of the materials and technologies provided through this project, Head Start PK students as well as Chevak students K-3 will participate in individualized learning and literacy building activities both in and outside of the classroom.
2. Early learning materials provided in both Chupik and English will be sent home with PK-3 students, with recommended corresponding parent activities designed by the LMS and supported by classroom teachers, encouraging literacy development in the home as well as school.

**Goal 3:** As a strategy for improving Literacy rates through excellence in teaching/instruction, this project will provide teachers with ongoing support through targeted literacy professional development as well as expanded access to cross-curricular print and digital media resources.

**Objective 3.1-** Within 6 months of the project onset, 25% of Chevak teachers grades K-12 will regularly incorporate literacy enhancing, culturally appropriate, digital and print media into their daily instruction, with regular and ongoing guidance from a highly qualified Library Media Specialist. Teacher participation and engagement will increase by 25% each 6 months, with 100% of teacher participation by the end of the 2-Yr project period. Activities include:

1. A Library Media Specialist (LMS) will be hired at the onset of the project period, with the role of providing teacher support and encouraging the development of cross-curricular literacy practices in the classroom.
2. All Chevak teachers grades K-12, as well as the LMS, will receive extensive literacy and language arts techniques and strategies training over the two year grant period. Teachers will work directly with the LMS who will identify culturally appropriate print and digital literacy materials that correspond directly with the teachers' curriculum. The LMS will help teachers design and incorporate literacy building activities into their daily lessons.

**Goal 4:** As a strategy for improving literacy rates through extended outreach and involvement, Chevak School will develop a learning community of teachers, students and parents.

**Objective 4.1:** Parent participation will increase by 20% every 6 months, with 80% of parents participating in at least 1 literacy activity per quarter by the end of the 2 year project period.

Corresponding activities include:

1. Family Literacy Days will be offered bi-monthly, providing opportunities for family members to come to the school and participate in fun, interesting and culturally appropriate family literacy building activities in the Chevak Multimedia Center.
2. Teachers, with the support of the LMS, will establish a literacy-rich and culturally appropriate environment, designing and promoting classroom-to-family literacy events, and creating a classroom lending library with materials printed in Chupik, encouraging native parents to be more engaged in their child's education.

**(ii) The extent to which the project will be coordinated with similar or related efforts, and with other appropriate community, State and Federal Resources.**

The Title I and Title II program will be enhanced by the resources provided through IAL Funds. Other grant-related programs that support the initiatives of the IAL program include the Quality School Improvement grant, Migrant Education, IDEA and Johnson O'Malley. The National School Lunch Program helps to assure that the children have the proper nutrition and are physically ready and able to learn.

**(iii) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students. (5 Points)**

A review of the goals, objectives/outcomes and activities fully demonstrate the comprehensive nature of this project. All K-12 faculty and administrators are involved in on-going literacy training during each of the two years of the project. Teachers will receive training on Common Core Standards and Alaska literacy standards and Common Core text exemplars will be purchased to support these standards. Teachers will meet Instructional Standards for Technology Education (T). Benchmark testing with Imagine Learning (K-3) Achieve 3000 (4-8) and Read 180 (9-

12) will provide regular evidence of progress for 3<sup>rd</sup> grade students while Head Start children will be tested using a locally developed and culturally appropriate test in Cup'ik.

**(iv) The extent to which performance feedback and continuous improvement are integral to the design of the proposed project.**

Base line data will be collected on student literacy and academic achievement, as well as digital literacy. Additionally, data on LMC materials circulation rates, LMC usage by parents and community members and technology standards for teachers will be gathered at the onset of this project. Data will be gathered and examined at the end of each quarter and a report made to all stakeholders by the Project Director and the Literacy Team. The quarterly data will determine the degree of success of the project and identify "next steps" in developing highly literate children. Changes indicated by the data will be made jointly by the Project Director, LMS, and the administration. At the end of each school year, a comprehensive review of data will be conducted by an outside, independent evaluator and changes made as needed.

**( c ) Quality of Project Services: (25 points)**

**(i) Quality and sufficiency of strategies for ensuring equal access and treatment for eligible participants who are members of groups who have traditionally been under-represented based on race, color, national origin, gender, age, or disability. (10 pts)**

The quality of services to the children of Chevak who have been under-represented based on Ethnicity has been negatively impacted by a lack of resources to support a comprehensive school improvement program such as described in this proposal. The district will use IAL funds to collaborate with a experienced consulting team which has had extensive experience with indigenous children to provide high quality professional development. The literacy consultant holds a doctoral degree from Vanderbilt University and completed post-doctoral work at the

University of Alaska, Anchorage. The consultant has lived and worked with native children in Alaska for ten years and has an understanding of the challenges inherent in educating Alaska's children. The technology consultant served as an LMS in a large school district where the majority of students were indigenous children and successfully implemented a district-wide initiative to add electronic resources to the libraries in the district, providing tools for teachers striving to improve literacy. The evaluator completed post-doctoral studies at Oxford, England. He has worked both nationally and internationally to evaluate large projects carried out with indigenous children. The evaluator for the project has participated in the development of the project, assuring that all objectives are measurable. The evaluator will conduct two sessions on data collection and will work with teaches each quarter, guiding data collection, monitoring the project and identifying needed changes. The professional development will meet key criteria which requires professional development to be research-based, intensive and ongoing, with at least 30hours per year of training. (Yoon, Duncan, Lee, Scarloss, and Shapley, 2007) and content- focused and classroom based (Birman, Desimone, Porter and Garet, 2000). The professional development will include reading workshops, writing workshops, guided observations, lesson planning analysis and review, regular meetings among the LMS, administration and project teachers. Continuous monitoring will provide a clear picture of what works and allow for improvement in instructional approaches. New faculty will be given multiple orientations to the culture and the learning styles of the children to help them understand the most effective techniques for the population. The Library Media Specialist will help to ensure that services are age appropriate, challenging and motivating for the students. State of the art technology will be provided to each K through 3<sup>rd</sup> grade student and will provide access to content in both Cup'ik and English, enabling students and their families to increase

fluency in both languages. Opening the Library Media Center in the evenings, on weekends, and over holidays is critical in this village no public library exists, and where few homes have computers. Providing access to print and digital media, and access to computers located in the LMC will help to lessen the impact of isolation, and provide greater access to information, and learning opportunities. A linguist from the University of Alaska, Anchorage will work with teachers to provide expert advice on teaching reading to students whose language has a very unique phonetic structure.

**(ii) The extent to which the services to be provided by the proposed project are appropriate to the needs of the intended recipients or beneficiaries of those services (10 points)**

Chevak students have repeatedly failed to make Average Yearly Progress. The availability of an LMs that will work with Head Start, with parents and with the K-12 program will give children a more positive start in school and help in correcting any deficiencies. The availability of the full time LMS who can support and guide instructional initiatives with teachers will help to ensure literacy building content and materials are infused into the daily curriculum in the classroom. Materials provided in both English and Chupik will help deliver a more culturally appropriate education, and enhance student learning. It will also further parent involvement. Focused literacy professional development will ensure our teachers are supported and armed with the latest in literacy building strategies. Technologies will expand access to a variety of content, and provide opportunities for individualized learning and guided reading for students. The project will provide a vital focus on the development of literacy for students, assist and support our teachers, and provide outreach to our families and community members in this rural native village with limited resources.

**(iii) The extent to which the training or professional development services to be provided**

**are of sufficient quality, intensity, and duration lead to improvements in practice among the recipients of those services.** (5 points) IAL funds will assist in providing high quality 72 hours of professional development each year of the two year project. The professional development will meet the research-based criteria for effective professional development which calls for professional development to be intense, ongoing, content-focused and classroom-based. Teacher feedback, teacher satisfaction surveys and focus groups will provide immediate evidence of the efficacy of the training and allow for continuous improvement. Assistance from a linguist from the University of Alaska, Anchorage will provide assistance to teachers as they develop instructional strategies for building literacy among children whose native tongue is Cup'ik. Native teachers and paraprofessionals will work with teachers to help them understand the learning styles of the children and their language.

**(d) Adequacy of Resources:**

**(i) The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project. The combination of IAL and district funds provides adequate resources to carry out all activities as described in this proposal.**

The cost of a fully qualified Library Media Specialist to serve as Project Director/ Library Media Specialist is [REDACTED] a year. Fringe benefits add an additional [REDACTED] per year. Those costs are based on the negotiated contractual agreement for salary and benefits for the district including salary and benefits each year for two years. The presence of a highly skilled LMS will have a positive impact on teachers at every grade level. The LMS will help to assure that teachers have access to appropriate materials to infuse into their curriculum, keeping learning fun and challenging. New books at a cost of [REDACTED] will include books about Native Americans and by Alaska authors, in both English and as well as in the native language (Chupik) will

capture the interest of a greater number of students and encourage parent participation. A computerized reading program, Achieve 3000, will be purchased at a cost of [REDACTED].

I Pads for all K through third grade students and their teachers will cost approximately [REDACTED].

The I Pads will provide student access to content and literacy building programs and will help to support teachers as they individualize instruction. **Capture:** (Content Streaming and Archiving Server) – The TCS allows you to capture live video, and make it available for replay via broadcast or on-demand. This product will allow us to capture virtual field trips, student collaborations and a variety of literacy activities. Teacher professional development can be created and capture, making it available for live viewing or review, enabling teachers to repeat and achieve mastery. **Transform:** (Media Experience Engine or MXE) – the MXE takes the capture video and allows for editing, such as watermarking, adding graphics and annotations, cutting, etc. Pulse analytics mark key words and phrases, enabling viewers to move directly to key points within video streams, rather than having to scroll or fast forward through to find relevant information. **Share:** (Show & Share) – Show and Share is an educational and secure version of You Tube. We will make both created and purchased content available in a virtual video library. Permission levels will enable us to set security so that students will see only age/grade appropriate material. Teachers will have access to PD on demand, and parents will have access to their students captured work, as well as literacy building instructions for them to use at home. This package takes resources traditionally available only in the library and brings them into the classroom. The LMS will work with teachers to create and identify digital resources that can be infused into the classroom curriculum. Students will have access to individualized learning opportunities using these tools to view 4-8 minutes streams of information that will help them prepare for self-guided work. The cost of this

technology tool is [REDACTED]. Students in grades K-3 will receive Laptops pre-loaded with content in Cup'ik at a cost of [REDACTED]. E books will be purchased for [REDACTED]. Playaways will be purchased at the cost of [REDACTED]. Tumble Books and PebbleGo Data Bases will be purchased at the cost of [REDACTED]. Interactive games, finger plays and puppets for Early Learners will add [REDACTED] in cost. Early Learning materials will be instrumental in introducing young children to new words and encouraging them to read. Virtual field trips will be scheduled with 3 per quarter, building background information and introducing new ideas, new concepts and new vocabulary to students for a total cost of [REDACTED] per year. In addition, the LMS and the Director of Technology will work with the consulting team to introduce the teachers to the thousands of content sources available without charge, utilizing links to resources such as the Smithsonian Museums, NASA, the American History Website and others. These types of experiences are doubly valuable because they can be shared with the Head Start children where appropriate, and can be streamed and archived to use again and again. Parents of the students and interested members of the community will be invited to participate in the virtual field trips, reinforcing district efforts to increase parent and community involvement. The cost of bringing an Alaska author and illustrator to the village is approximately [REDACTED] for fees and travel expenses. The district plans to make these Author chats a quarterly event for the entire village and will budget [REDACTED] per year for the occasions. This is an important step toward increasing parent engagement and is reasonable in terms of the benefit they bring to the children. Miscellaneous supplies for the library require an appropriation of [REDACTED] per year. The supplies are needed to supplement the budget for the daily operation of the LMC. The cost of the team of consultants to conduct the two three day workshops and 72 hours of professional development is [REDACTED] per year including travel from the lower forty-eight states. The observation of

master teachers at work are an essential part of this project. Teachers will use the same rubric of effective 30 instructional strategies when observing the teachers K-12 teachers will visit classrooms following participation in an off-site professional development activity which is paid for by the district. The cost of a hotel and per diem for one additional day for K-12 teachers will be [REDACTED] per year. The evaluation of the project includes the development of all data collection instruments, the analysis of quarterly data and the analysis of data at year's end. In addition, the evaluation team will provide the Superintendent with a detailed report on the progress of the project and indicate areas where changes might be indicated. The evaluation team will also assist with end of year reports. The yearly cost of the evaluation and travel to Chevak is [REDACTED]. A library aide will keep the library open for community use an additional 574 hours a year at a cost of [REDACTED]. This is an important expenditure considering that the school is the only source of print materials and technology for several hundred miles.

**(ii) The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project:** A study conducted by the National Association of State Boards of Education, 2002, suggest that diverse learning styles are not always addressed in many schools and not all students learn in the same way. If their particular style of learning is accommodated it can result in improved attitudes toward learning, increased productivity, academic achievement, and creativity. Furthermore, some elements of learning styles are affected by cultural values and practices. While progress is being made, schools with traditional organizational structures and the limits of standard teaching practice are unprepared to meet an inherently diverse and changing set of students needs. ! A report in Alliance for Excellent Education, November 2011, highlights the importance of students who do well in school and graduate on time. The report provides sobering statistics. The impact on Alaska's economy is

staggering. On average, a high school graduate in Alaska earns [REDACTED] more each year than a high school dropout does. Roughly 3,600 students in Alaska did not graduate from high school in 2011; the lost lifetime earnings for that class of dropouts alone total [REDACTED]. ***If the CAT project were to result in 100% of the 302 students completing high school, the economic impact to the state over the span of 30 years of work life would be [REDACTED]. By investing [REDACTED] in the children of Chevak, the federal government has a return of as much as a 63% return on its investment, an untold benefit to the state and the nation.*** Students who do well in school are

- *Less likely to be teen parents*
- *More likely to raise healthier, better-educated children*
- *Less likely to commit crimes, rely upon government health care, or use public services such as food stamps or housing assistance.*
- *More likely to engage in civic activity, voting and volunteering in their community*

The cost per student of [REDACTED] is far less than the cost of negative consequences that occur when children can't read. The structure of this project allows the district to create strategies designed to increase student literacy through updating and improving technology, support Common Core Standards while allowing the district to infuse the media centers with technology, using cutting-edge tools to enhance literacy building strategies and provide access to online research resources. When students repeatedly fail to make AYP the cost of offering students the opportunity to read well and to succeed, developing those skills required to hold a job, earning a wage sufficient to feed a family is more than reasonable, it is critical! Over time, well educated students will leave the welfare rolls that virtually all the families in Chevak exist on. This represents a huge savings in federal dollars! It is clearly the best investment the federal

government could ever make.

**Quality of the Management Plan:**

**(i) The adequacy of the management plan to achieve objectives on time and within budget, with defined responsibilities, timelines, and milestones for project tasks. (10 Points)**

Primary responsibility will rest with the Project Director, who is a certified Library Media Specialist and will manage the LMC. The Project Director is supported by a Literacy Team made up of the Project Director, Director of Technology, the Title I teacher, and one teacher from Pre-K-3, 4-8 and 9-12. All members of the team will collaborate with the Project Director to monitor the project. The will communicate with the Project Evaluator and will review the results of the quarterly data and make recommendations for change as needed. The team will provide opportunities for feedback from stakeholders and members will communicate monthly via technology and will meet once per quarter or as needed. Objectives with corresponding activities, stakeholders and timelines follow:

**(Goal 1: Obj. 1)** During the first year of this project, access to culturally appropriate print and digital media content in the Chevak Multi-Media Center will be provided to 100% of students grades K-12, with baseline Literacy data collected at the onset of this project in order to accurately measure an increase in literacy and academic performance.

Activity	Responsible	Timeline	Milestone
(1:1:1) A comprehensive Needs Assessment will be undertaken to determine the gaps in culturally appropriate digital and print media collections.	LMS, LT, evaluator	30 days following funding	100% students assessed, providing base line data to monitor student progress and inform

			the project
(1:1:2) Collections will be updated and provided in both English and Chupik, in print as well as in a digital format.	LMS, Director of Technology	Orders completed w/in 30 days	The LMC is updated with new collections and resources in two languages
(1:1:3) All Chevok students grades K-12 will participate in a Literacy assessment. Data will be used to measure ongoing student progress throughout this 2 year project.	LMS, LT, evaluator, teachers	Each quarter and as needed throughout the project	Extensive data collection guides project, provides evidence of what works, student progress

**(Goal 1: Obj 2)** By the end of Year Two, when compared with baseline data, students grades K-12 will demonstrate a significant increase in 1) student digital literacy skills and 2) literacy skills & academic improvement. The use of technology tools will be instrumental in helping students develop literacy skills, access content, practice guided reading, and participate in literacy building activities and personalized learning opportunities.

Activity	Responsible	Timeline	Milestone
(1:2:1) Students grades K-12 will participate in a baseline Digital Literacy assessment. Data will be used to measure student personal technology	Teachers, evaluator, LMS, LT	Quarterly, end of year, end of project	80% of students show minimum of 5% growth in Language Arts.

skills throughout this 2 year project.			
(1:2:2) Technology tools, to include hand-held tablets and PCs, reading software and a streaming and archiving system will be purchased and made available for use by students and teachers grades K-12, providing expanded access to literacy building content, programming and activities and enhancing student interest and enthusiasm.	Director of Technology, LT, LMS, teachers	Purchases completed within 60 days of funding	100% of students grades 3-12 meet ISTE-S standards, 100% of students use technology to build literacy, 100% of teachers meet ISTE-T standards for technology use

**(Goal 2: Obj 1)** When compared to the baseline literacy data, there will be a statistically significant increase in early literacy rates as measured by the Test of Early Literacy Proficiency (TELP), with performance increasing by 5% by the end of the first project year, and an additional 5% at the end of the 2 year project period.

Activity	Responsible	Timeline	Milestone
(2:1:1) Through the use of the materials and technologies provided through this project, Head Start PK students as well as Chevak students K-3 will participate in individualized learning and literacy building activities	LMS, LT, teachers, Director of Technology	Begins within 30 days, on-going	Student achievement increases 5% or more per year, LMC usage and circulation rates increase 50%, 50% of community

both in and outside of the classroom.			& students use the LMC during non-school hours
(2:1:2) Early learning materials provided in both Chupik and English will be sent home with PK-3 students, with recommended corresponding parent activities designed by the LMS and supported by classroom teachers, encouraging literacy development in the home as well as school.	LMS, LT, teachers,	Within 60 days of funding	75% of PreK-3 children and parents complete home activities readership increases 50%, 80% of parents have attended one or more literacy activities

**(Goal 3: Objective 1)** Within 6 months of the project onset, 25% of Chevak teachers grades K-12 will regularly incorporate literacy enhancing, culturally appropriate, digital and print media into their daily instruction, with regular and ongoing guidance from a highly qualified Library Media Specialist. Teacher participation and engagement will increase by 25% each 6 months, with 100% of teacher participation by the end of the 2-Yr project period

Activity	Responsible	Timeline	Milestone
(3:1:1) A Library Media Specialist (LMS) will be hired at the onset of the project period, with the role of providing teacher support and encouraging the development of	Superintendent	Within 30 days of funding	The LMS is on payroll and working with teachers

cross-curricular literacy practices in the classroom.			
(3:1:2) 2. All Chevak teachers grades K-12, as well as the LMS, will receive extensive literacy and language arts techniques and strategies training over the two year grant period. Teachers will work directly with the LMS who will identify culturally appropriate print and digital literacy materials that correspond directly with the teachers' curriculum.LMS helps teachers design and incorporate literacy building activities into their daily lessons.	Consulting team, Evaluator, Director of Technology	1st workshop begins June, 2013,On-going throughout the project	Teachers complete over 72 hours of professional development on literacy, 90% of teachers use effective Instructional Practices as measured by TELP, Teacher-LMS collaboration increases 80%

**(Goal 4: Objective 1)** Parent participation will increase by 20% every 6 months, with 80% of parents participating in at least 1 literacy activity per quarter by the end of the 2 year project period.

Activity	Responsible	Timeline	Milestone
(4:1:1) Family Literacy Days will be offered bi-weekly, providing opportunities for family members to	LMS, LT, teachers, parents	Within 60 days of funding and on-going	50% of families with children in school take part in

<p>come to the school and participate in fun, interesting and culturally appropriate family literacy building activities in the Chevak Multimedia Center.</p>			<p>80% of literacy events</p>
<p>(4:1:2) Teachers, with the support of the LMS, will establish a literacy-rich and culturally appropriate environment, designing and promoting classroom-to-family literacy events, and creating a classroom lending library with materials printed in Chupik, encouraging native parents to be more engaged in their child’s education.</p>	<p>Superintendent, LMS, LT, teachers, parents</p>	<p>Within 30 days of funding, on-going</p>	<p>Records document 80% of parent participate in literacy activities</p>

**Quality of the Project Evaluation (15 points)**

This evaluation section demonstrates that the evaluation is linked to the stated objectives. It is designed to monitor student progress with pretest and posttests, teacher learning in professional development workshops. . The evaluation (1) addresses results attributed to the project, and (2) the degree to which the project has satisfied its desired objectives. Planned coordination with the program administrators and the evaluator will insure the user feedback originating with the evaluation. Evaluation data utilizes both quantitative and objective data (tests and surveys) as

qualitative data (focus groups and interviews) to provide comprehensive evaluation.

Performance measures and objectives are listed below: At the end of each school year the project will be reviewed by the Project Evaluator with the Project Director, teachers and other key staff to determine the achievements of the year, and the degree to which the project is making improvement leading to achieving the goals and objectives. This review will utilize the SWOT Guidelines (Strengths, Weaknesses, Opportunities, and Threat Analyses)

- Teacher improvement in knowledge of literacy skills will be measured by Teachers Effective Literacy Practices Survey to be completed by the program evaluator or the project director. This survey will provide information about knowledge, attitudes, beliefs and behaviors (KABB).
- TOPEL measures of student literacy achievement will be measured by the TOPEL Test of Preschool-Grade 3 Early Literacy (Print Knowledge, Definitional Vocabulary, and Phonological Awareness). This is a standardized, norm-referenced test with high validity and reliability.
- Engagement, Professional Development. This provides a test of high validity and reliability to assess student progress.
- Teacher Evaluation of Professional Development Workshops. This will be developed using T. Guskey (2002) stages of professional development. This will use Likert scales and open-ended verbal questions for qualitative responses.
- Teachers progress in learning literacy skills will be measured by the TELP and two focus group in the fall and the spring of each year to ascertain teacher's improvement in their knowledge.
  - a. Performance feedback will be provided to teachers and discussions will be held with the project director and the evaluator to provide improvement of the project for the following year. Improvement may be targeted at student learning, teacher learning about literacy, teachers' attitudes and knowledge, parent awareness and community participation.

b. Periodic assessment towards outcomes. Teachers and students will be assessed annually to provide information to determine progress towards the goals of the grant.

Table 1. Literacy Grant Objectives and Performance Measures.

Objectives	Performance Measures
1.1	Library Sign-in sheets, school records of library use, Teachers Effective Literacy Practices Survey
1.2	<u>Digital Literacy Assessment</u> . This assessment will address the digital nature of teaching, learning & assessment. essential so that students are able to engage effectively as a digitally literate individuals.
2.1	<u>Test of Preschool Early Literacy (TOPEL)</u> Published by PRO-ED (J. Lonigan, etc. (2007). Because of the great needs of the students of this grant, the TOPEL will be used in all grades of the school.
3.1	1) <u>Teacher Evaluation of Literacy Professional Development</u> , 2) <u>Teacher Effective Literacy Survey</u> . This assessment will be completed by the Project Director and it will comprise 1) using literacy principles in classrooms instruction, 2) use of literacy principles in curriculum design, and the 3) the use of literacy principles in technology.
4.1	<u>Parent Participation Survey</u> . This survey will assess parent 1) interest, 2) knowledge of literacy, and 3) evaluation of the school activity. Parent Sign-in Lists