

BUREAU OF INDIAN EDUCATION

# *Chief Leschi Schools School Improvement Grant Application Packet*

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*Tier One: 1003 (g) Funds*

*Division of Performance and Accountability  
2011 – 2012 Program Year*

*Updated 5-9-12*

Application packet for sub-grant for Section 1003(g) Funds for 2011-2012 school year.

APPLICATION COVER SHEET  
SCHOOL IMPROVEMENT GRANTS

<b>Legal Name of Applicant:</b>  CHIEF LESCHI SCHOOLS, INC.	<b>Applicant's Mailing Address:</b>  5625 52 <sup>ND</sup> St. E., Puyallup, WA, 98371
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<b>Chief School Officer (Printed Name):</b> Ray Lorton, Superintendent of Schools	<b>Telephone:</b> (253) 445-6000 ext. 3118
<b>Signature of the Chief School Officer:</b>  X _____	<b>Date:</b>
The LEA/School, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State/LEA/School receives through this application.	

## PROJECT ABSTRACT

This School Improvement Grant (SIG) opportunity will provide for restructured and reconfigured Chief Leschi Middle and High Schools. Our secondary school SIG design is based on the P-12 restructuring plan that was developed in the 11-12 School Year. This *TRANSFORMATION* SIG model will be highly visible in our school and in our community. CLS stakeholders, including the school board, envision a new CLS school structure that is responsive to profound cultural and economic changes including: 1) a shift in student demographics within our urban Native community, e.g., increased teen pregnancy and family dissolution, 2) increased student risk factors such as mental health concerns, and 3) pervasive academic risk factors such as increased truancy and transiency that lead to drop-out.

The over-arching purpose of this SIG proposal is to reduce dropout rates and increase students' post-secondary success and viability as CLS graduates in our tribal community. We have built a transformation model that is responsive to academic concerns and also the strengths and needs of the “whole child” in relation to the community. This is reflected in the CLS Mission Statement which states that CLS students will: *“achieve personal growth and cultural pride, value lifelong learning, and become a responsible contributing citizen of their community (and) the Puyallup Nation....in a complex and ever changing world”*. Put simply: our tribal elders, parents, and leaders want our students to achieve academically, but also to become well-rounded tribal members fully capable of participating in the resurgence of the tribe. We have built a secondary school transformation SIG model that is based on our Native Star needs analysis and a research base including John Hattie’s meta-analysis (2009), “Transformation Tool Kit” and “What Works Clearinghouse”.

## PROJECT NARRATIVE

### A. School Profile

Chief Leschi School is located on the Puyallup reservation along the Puyallup River and is situated in the metropolitan areas along Puget Sound (over 3.4 million residents). The school was created by tribal elders and leaders to respond to the abrogation of treaty rights, creeping dissolution of culture and language, and tribal community disintegration. The existence and nature Chief Leschi School is deeply rooted in the post-contact history of the Puyallup Tribe.

In 1854, representatives of the Puyallups signed the Medicine Creek Treaty which included land and educational provisions. The reservation remained generally intact until Tacoma began to grow in the 1860s and 1870s. The completion of the transcontinental railroad was a key point, and railroad operations in the port of Tacoma resulted in the reservation being prime real estate. By the late 1970's, primarily due to the allotment program, fraud, and loss of tidelands, the Puyallups held just a few of the original 18,600 acres, including the tribal cemetery, in a depressed area at the edge of Tacoma. The educational programs promised in the treaty were not operating, and Puyallup children had been disbursed into public schools in depressed and violent areas of East Tacoma and Hilltop neighborhoods. Graduation rates for Native Americans in public school on the reservation were abysmal and continue to be the lowest of any ethnicity in the area at over 50%. Every comprehensive high school in Tacoma was labeled a "dropout factory" in a recent Johns Hopkins review of education statistics (2007).

One of the promises made by the Federal Government at the Treaty of Medicine Creek of 1854, was that a free school would be provided. The Puyallup Tribal elders state "One of the most important issues for our people was the education of their children. Many of the early

boarding schools were failures, the one at Puyallup was no exception...of all the boarding schools, Puyallup was the largest". The boarding school was closed in 1919. It was not until the late 70's that the Puyallup Tribe secured funds from the federal government and established Chief Leschi school, and the response of Native families was very positive. A number of mobile classrooms and trailers were set to supplement increasing enrollments. Space limitations resulted in older children attending school in a condemned building. A new school was built in 1996 to meet the demand. From the early 1980s to present the school increased from less than 90 students to over 1,000 children currently attending.

Chief Leschi School (CLS) was established by tribal leaders over 35 years ago to respond to the fact that Puyallup children were being "pushed out, dropped out, and ignored" in local public schools in the increasingly violent urban core of Tacoma Washington. At that time, there was no program addressing the unique cultural and educational needs of Native Children on and near the reservation. The reservation extends to several municipalities including 5 local public school districts. Dropout rates for urban Native Americans on and near the reservation are still over 60%.

Chief Leschi School cohort graduation rates are improving. However, factors such as transiency to and from public schools and delayed graduations reduce the overall on time graduation rate for all students at CLS, including those that have transferred in as high school students. The retention of students at CLSA from preschool through graduation is impacted by transiency in the urban area, relocations to and from reservations throughout the Northwest, Canada, and Alaska, and chronic absenteeism for some families impacted by increasing risk factors and a failing social "safety net".

Our SIG strategies, and related initiatives at CLS, including Puyallup tribal initiatives such as preschool programming, are designed to increase graduate cohort rates at CLS by providing supports and high quality instruction that leads to success at critical transition points:

- Early Childhood and Elementary [NON-SIG FUNDS] (birth to K and K to 5): Identify and support struggling students - preschool to kindergarten, kindergarten through grade three, and grades four – five. Improve comprehensive universal design for all students.
- Middle School, 6-8: Establish a new discrete Middle School campus that increases responsiveness to students' developmental needs and skill deficits. Currently the CLS middle school (11-12 SY) is grades 7 & 8 and is often "lost" in the culture of the 7-12 secondary school.
- High School: ninth to post-secondary – Focus on individual student needs and increase contextual learning for success in H.S. and beyond.

Data driven decisions, horizontal alignment to common core standards, and vertical alignment across grades and programs will be highly visible “cross cutting” features of this initiative.

Tribal affiliation at CLS includes over 70 tribes and bands from all over the United States, with the Puyallup student population the largest. Programs are operated from preschool through grade 12. A preschool serving 3 and 4 year olds operates up to four days per week with AM and PM sessions. A “Family and Children Education program” (FACE) also operates on the campus which includes a center-based adult education component. The K-12 program is currently configured as elementary (K-6) and secondary (7-12) buildings on a single campus.

Our P-12 system is located on a single campus built around our “Sacred Circle”. We will build on natural community supports through purposeful parent outreach, and connection with tribal transition and employment agencies; community and technical colleges; union apprenticeship programs; military services and four year universities. Over 600 parents, families, and community members currently participate in P-12 “family nights” at our school. Opportunities to connect with parents will lead to intentional family and parental supports and communication of the goals of Chief Leschi Schools SIG project.

Meaningful reform at Chief Leschi School began 12 years ago. CLS obtained a beautiful new school building, but did not have a clear mission and stable administration to undertake reform. The CLS school board brought in our current superintendent (Ray Lorton, Quinault) to establish intentional academic reforms within a cultural context. Staff was reconstituted, and a long range comprehensive reform plan was put in place. Mr. Lorton, NISBA Superintendent of the Year 2009, continues to lead that reform. However, gaps and weaknesses in services still exist at critical transition points to kindergarten, middle school, and post secondary education and training.

As we continue our core K-12 academic instructional reforms we need to also broaden the scope of our efforts to assure our students have opportunities to connect effort and purpose with a future vision. As a result of *No Child Left Behind*, our focus shifted almost exclusively to increasing math and reading scores and enhancing instruction in reading, math and writing in order to meet *Annual Yearly Progress* standards. While these were, and continue to be, essential reforms, “real world” opportunities for our students took a back seat. This project will strive to maintain and support previous initiatives and gains while increasing the probability

that all students graduate on time and transition to post high school education and training. As a school of choice, our K-12 tribal school students often come to us from settings where they felt invisible or “pushed out”. Indian Education programs in the many public school districts that surround us are stretched quite thin. H.S. students that transfer to us from area public schools most often arrive with credit or performance deficits that put them at risk of not graduating. Many of our students that have come up through our K-12 system show similar deficits due to the relatively short term of our reform and the on-going issues inherent in Indian education.

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

**A. Assessment Summary**

Summarize in a narrative the results of the data analysis, including the data sources, used to identify the selected intervention. Use as many pages as necessary to clearly articulate the root causes of the school's deficiencies (problem finding), the school's improvement needs (problem-solving), and the justification for the selection of the selected intervention. The analysis should include a description of the school's current capacity (i.e., leadership, staffing, availability of providers, etc.) to implement the selected intervention and the plan of action should identify how the school will build capacity throughout the term of the award to successfully implement the model (Tier I) and the school improvement strategies (Targeted Tier III). . This portion can refer the appendices that include the needs assessment/data analysis and draft policies.

Our Native Star restructuring process forms the basis for our Needs Assessment. A review of school and community demographic changes, risk factor determinations, and SIG team data review process is included in this assessment summary. Problem Solutions are linked to Native Star needs assessment and recent data analysis, both formative and summative.

**Problem Finding:**

Transformation Indicators (Native Star) provided a foundation for the identification of SIG related needs. Results for those are as follows:

**1D07 - A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting). (42)**

The following shared decision making teams meet on the following schedules:

- Weekly/regular Leadership teams (restructured): focuses on instructional leadership, e.g., curriculum development and professional development....standards revision. We will create leadership teams for the revised grade band structure including preschool and middle school.
- Grade band teams: Weekly building level teaming on student instructional decisions

All teams have an array of members from the following: Administration, Curriculum Instruction, and Assessment Director, instructional Coaches, Teachers, Para Professionals, Special services, Counselors.

**1D09 - The leadership Team shares in decisions of real substance pertaining to curriculum, instruction, and professional development. (44)**

Limited Development.... Evidence:

- Professional development is tied to classroom observations/data/needs assessment. And the BLT is involved in shaping professional development activities. (I.e. Safe and Civil Schools) (NWEA Maps Training)
- Leadership is shared with several team and members are used as a conduit for communicating information. The teams are included in decision making, operates with specific focused goals.
- Building leadership team
- Grade band teams

All teams have an array of members from the following: Administration, Curriculum Instruction, and Assessment Director, instructional Coaches, Teachers, Para Professionals, Special services, Counselors, Parent Involvement Specialists.

**1D11- Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams. (46)**

Full Implementation....Evidence:

- 7-12 staff are organized around traditional curriculum departments but also so some specialized groupings for special projects.
- At the Elementary School, Strong Instructional teams are in place for each grade band. Formal meetings occur every other week for 45. Informal meetings occur daily as teachers work together in their grade bands. In formal meetings data, is presented on continuous assessment, student concerns, curriculum and instructional issues.
- Grade bands have approximately 9hrs a week of meeting times, but not in a set block. Monthly 1/2 days
- 2 full in-service days before school starts, and 1 1/2 days after school ends, and regular meeting and week of professional development in the summer

**1D13 - Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data. (48)**

- The departments meet on regularly scheduled meet during half days throughout the year.
- The calendar shows that PO takes place before school for whole days during the CLS institute.
- Strong Instructional teams are in place for each grade band and/or departments. Formal meetings occur every other week for 45. Informal meeting occur daily as teachers work together in their grade bands. In formal meetings data is presented on continuous assessment, student concerns, curriculum and instructional issues.
- K-6 Grade bands have approximately 9hrs a week of meeting times, but not in a set block. Monthly 1 1/2 days.
- 2 full in-service days before school starts, and 1 1/2 days after school ends, and regular meeting and
- a week of professional development in the summer.

**School Leadership and Decision Making**

**Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction.**

**Indicator IE01 - The principal makes sure everyone understands the school's mission, clear goals (short term and long term), and their roles in meeting the goals. (52)**

Limited Development: (requires changes in current policy and budget conditions)

There is a clearly defined mission statement and goals for Chief Leschi Schools. However, it is not communicated to stakeholders on a regular basis to ensure understanding and the capability to share to others.

**Indicator IE04 - The principal models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of sound practices. (55)**

- Limited Development: The principal sets the positive learning climate for the school and keeps staff focused on long and short term goals for student achievement.
- Strong communication with staff through many venues
- The principal is honest, optimistic, and shows consideration. The principal sets high expectation for staff and students and is highly visible. Many incentive and celebrations for staff and students.
- At the 7-12 level, sometimes the expectations seem to be
- more focused on behavior then instruction.

**Indicator IE08 - The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations. (59)**

Limited Development: Principals/designee strives to spend at least 50% through the following:

- observation and evaluations
- providing materials and opportunities for professional growth
- (Classes, conferences, trainings)
- focusing conversations on instruction and student outcomes
- time on weekends and after school attending events with the staff, students and community
- visible in the hallways
- meetings with staff and students throughout the day.

**Indicator IG02- Parents receive regular communication (absent jargon) about learning standards, their children's progress, and the parents' role in their children's school success. (76)**

Limited Development:

- We notify parents of many activities and keep them informed about student progress
- Information is provided from many different offices including teachers, counselors and main office
- Information comes in a variety of formats (letters, grade Checks, website, news articles)
- Family nights Pastries for parents Teacher newsletter School newsletter Web site
- Cultural events
- Assemblies Circle Culture Day Science Fair

- Math Madness
- K and 6 Promotion G.R.E.A.T. Assemblies
- Mail homes
- Wellness fair

## **Curriculum, Assessment, and Instructional Planning**

**Engaging teachers in aligning instruction with standards and benchmarks.**

**Indicator IIAO1 - Instructional Teams develop standards aligned units of instruction for each subject and grade level. (88)**

### **Limited Development:**

- Curriculum is aligned to the state standards in all applicable cases
- Teachers are aware of the OSPI resources, CBAs, standard documents
- When something does not exist at the OSPI levels, teachers search out the national or industry standards and align to that. Research Based curriculum's have been adopted and aligned with state standards in the areas of Math and Reading. Each instructional team works together on adding in supplemental material where needed.
- All staff have ongoing professional development in each curriculum.

## **Classroom Instruction**

**Expecting and monitoring sound instruction in a variety of modes**

**Indicator IIIAO1- All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. (110)**

### **Limited Development:**

Vast majority of staff are guided by documents that align curriculum, instruction and assessment.

Reading and Math teams have the following covered:

1. Determines the concepts, principles, and skills that will be covered within the unit.
2. Identifies the standards/benchmarks that apply to the grade level and unit topic.
3. Develops all objectives that clearly align to the selected standards/benchmarks.
4. Arranges the objectives in sequential order.

5. Determines the best objective descriptors.
6. Considers the most appropriate elements for mastery and constructs criteria for mastery.
7. Develops pre/post-test items that are clear and specific

**Indicator IIIA02 -All teachers develop weekly lesson plans based on aligned units of instruction. (111)**

**Limited Development:**

- The majority of staff develop weekly lesson plans that are based on aligned units of instruction.
- Lesson Plans are turned in weekly.
- Theses show which standard need to have supplemental materials.
- The curriculum and the LPC forms and the curriculum guides show the standards that are being addressed in the lessons.

*Formal review of former school improvement plans and outcomes (climate, culture, and academic performance results of Corrective Actions):*

The CLS Corrective Action Plan was written by a team of key stakeholders utilizing comprehensive data collection and data review. Ten guiding questions (*CORRECTIVE ACTION STATUS – Guiding Questions*) facilitated the collection and analysis of data concerning specific academic issues which may have caused CLS to struggle with school improvement and result in identification for corrective action.

The review process included performance data from the prior school year (s), demographic data of student population, NAAS Accreditation Self-Study Evaluation data with school/community profile, NASIS data, comprehensive assessment data (state testing, NWEA MAP, Aimsweb, DIBELS), data retreat input, CIA department data, Title III/Title VII/21<sup>st</sup> Century grant external evaluator reports and review of several specific program improvement action plans (Math Counts K – 6 and 7 – 8, secondary literacy action plan) including their results. Input for the review process was taken at school board meetings, community dinners, forums and informally during fall parent/student conferencing.

Academic Performance Improvement Goals

- 1) Corrective Action Plan for Reading, K – 6  
"Decrease the number of students who score "BASIC" on the Spring 2011, Washington State *Measurement of Student Progress* in Grades 3 – 6 by TEN (10) PERCENT."
- 2) Corrective Action Plan for Reading, 7 – 12  
"Decrease the number of students who score "BASIC" on the spring 2011,

Washington State, *Measurement of Student Progress* in Grades 7 – 8 and on the Washington State, *High School Proficiency Exams* in Grade 10 by TEN (10) PERCENT."

3) Corrective Action Plan for Mathematics, K – 6

"Decrease the number of students who score "BASIC" on the Spring 2011, Washington State *Measurement of Student Progress* in Grades 3 – 6 by TEN (10) PERCENT."

4) Corrective Action Plan for Mathematics, 7 – 12

"Decrease the number of students who score "BASIC" on the spring 2011, Washington State, *Measurement of Student Progress* in Grades 7 – 8 and on the Washington State, *End-of-Course Exams* (Algebra, Geometry) in Grade 10 by TEN (10) PERCENT."

Additional Corrective Action/School Improvement Targets for 2010 – 2011

- 5) Increase in student attendance for grades K – 8 and 9 – 12
- 6) Increase graduation rates in 2011 versus 2010
- 7) Decrease dropout rates in 2011 versus 2010
- 8) Decrease incidents of drugs/alcohol and weapons in 2011 versus 2010
- 9) Decrease incidents of fights in 2011 versus 2010
- 10) Increase number of college readiness courses in math, science, foreign language, language arts for high school students
- 11) Increase number of kindergarten ready students in 2011 versus 2010 (DIBELS, Aimsweb, universal kindergarten readiness screening-fall)

Academic Performance Improvement Goals 1 – 4

There were mixed performance reviews for reading and math as 2010 test scores were compared to 2011 test scores for the MSP Reading in grades 3 – 8, 10 and MSP Math in grades 3 – 8, 10. Overall, reading proficiency, percent scores were down although there was a significant increase in grade six. In mathematics, proficiency, percent scores went down in three grades but went up in four grades with tenth grade scores increasing in proficiency by 25%.

CLS did not make AYP based upon the "Uniform Bar" for proficiency for 2011, NCLB requirements. There was not enough improvement in either reading or math to meet "Safe Harbor" requirements for both regular education and special education.

**2010 & 2011 AYP Calculations – Washington State Testing  
READING  
(Percent of Students Meeting/Exceeding Standard)**

<b>Grade</b>	<b>2010</b>	<b>2011</b>	<b>&lt; &gt;</b>
Three (3 <sup>rd</sup> )	58	55	<
Four (4 <sup>th</sup> )	44	35	<
Five (5 <sup>th</sup> )	47	33	<
Six (6 <sup>th</sup> )	32	50	>
Seven (7 <sup>th</sup> )	25	15	<
Eight (8 <sup>th</sup> )	37	22	<
Ten (10 <sup>th</sup> )	58	62	>

**MATH (MSP/HSPE/EOC EXAMS 2011)  
(Percent of Students Meeting/Exceeding Standard)**

<b>Grade</b>	<b>2010</b>	<b>2011</b>	<b>&lt; &gt;</b>
Three (3 <sup>rd</sup> )	35	23	<
Four (4 <sup>th</sup> )	7	24	>
Five (5 <sup>th</sup> )	17	11	<
Six (6 <sup>th</sup> )	25	30	>
Seven (7 <sup>th</sup> )	13	7	<
Eight (8 <sup>th</sup> )	5	9	>
Ten (10 <sup>th</sup> )	9	34	>

Additional Corrective Action/School Improvement Targets for 2010 – 2011

- 5) Attendance for K – 8 in 2010 – 11, improved by 1% over 2009 – 10 (NASIS data, Annual Report)
- 6) Graduation rates increased from 53.25% in 2010 to 90% in 2011 (36.75%>) (cohort and BIE calculations, Annual Report)

- 7) Dropout rates decreased from 15.79% in 2009 – 10 to 6.67% in 2010 – 11 (<9.12%) (NASIS data, Annual Report)
- 8) Decrease in incidents of drugs/alcohols from 9 in 2009 – 10 to 6 in 2010 – 11 (<3 incidents) and no change in weapons with 2 knife incidents/0 firearms violations in both 2009 – 10 and 2010 – 11 (NASIS data, Washington State Weapons Report)
- 9) Decrease in fighting from 44 fights in 2009 – 10 to 14 fights in 2010 – 2011 (<30 fights) (NASIS data, Annual Report, PIAP quarterly reports)
- 10) Number of college readiness courses increased in 2010 – 11 over 2009 – 10 in mathematics (one "senior math," one "algebra II" class increase), in language arts (one senior English class increase) and in science (one period of chemistry-none taught in 2009 – 10) (comparisons of 2009-10 vs. 2010-11 master schedules for secondary school)
- 11) Number of kindergarten ready students increased in 2010 – 11 over 2009 – 10, with fewer students in "intensive" and "strategic groups versus "benchmark" groups based upon early screening tests administered in the fall of 2009 and 2010 (DIBELS, Aimsweb, universal kindergarten readiness screening – fall)

While academic performance was not positive in comparisons of 2009 – 10 and 2010 – 11, there was some room for good news as the secondary school focused upon improving high school math performance which saw a bump of 25% of tenth graders passing the state test (EOC exam).

There were also positive trends in the "Additional Corrective Action/School Improvement Targets" from in 2010 – 11 over 2009 – 10. Attendance rates were up, graduation rates were up, kindergarten readiness was up, and college readiness classes attended by students were up. There were decreases in the number of dropouts (9.12% decreases), decrease in drug/alcohol incidents, decrease in fights at school and there were no firearms violations.

Best practices and research on the effectiveness of the various restructuring efforts was reviewed. The Center for Comprehensive School Reform and Improvement, Center on Educational Policy, Center for Comprehensive School Reform & Improvement, Great Lakes Center for Educational Research and Practice, and a other ERIC search bulletins provided additional information on the five options.

School board, community and school level presentations were made on the NCLB restructuring options and their potential impact. Questions & answers focused upon which options were best suited for CLS and which options were not viable such as "Charter Schools."

***Specific areas of concern were identified through the needs assessment / Native Star process:***

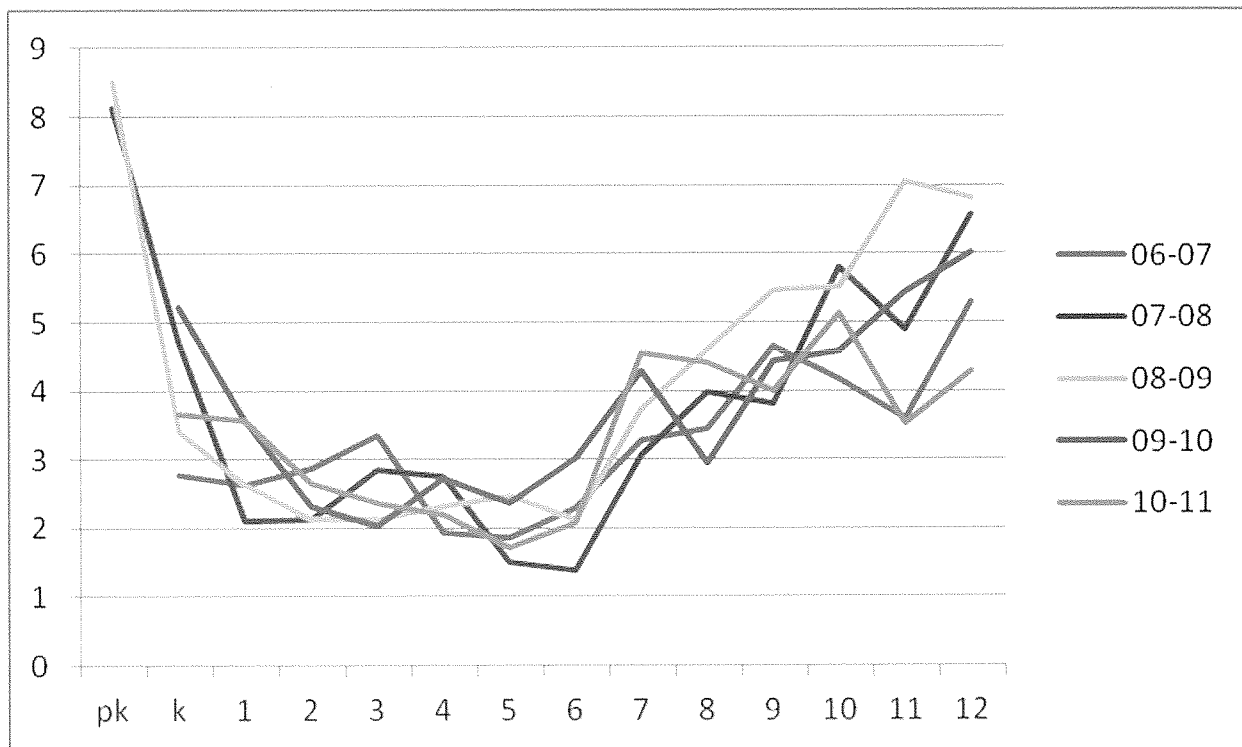
- 1) High levels of chronic truancy and the preschool level. Few preschoolers experience continuous student and teacher directed activities consistently through the week.***
- 2) A leveling of attendance and truancy starting the fourth grade then a precipitous drop in regular attendance and achievement from 6<sup>th</sup> to 9<sup>th</sup> grade.***

- 3) *High School student follow-up of graduates shows that few students moving into a college setting are prepared to compete at that 100 or above entry level.*

Problem Identification: Chronic Truancy and high rates of absenteeism

We have conducted internal data analysis for factors that impact achievement. One of these is chronic absenteeism. The graph below presents longitudinal data from 2006 – 2012. It shows how chronic absenteeism begins in preschool, then is mitigated by intermediate grades, but jumps up between 6<sup>th</sup> and 7<sup>th</sup> grade. We believe that a nurturing and challenging 6<sup>th</sup> grade that is incorporated into a Middle School will correct this highly impactful deficit.

CLS Average Daily Unexcused Absence Rates by Grade 2006 - 2012

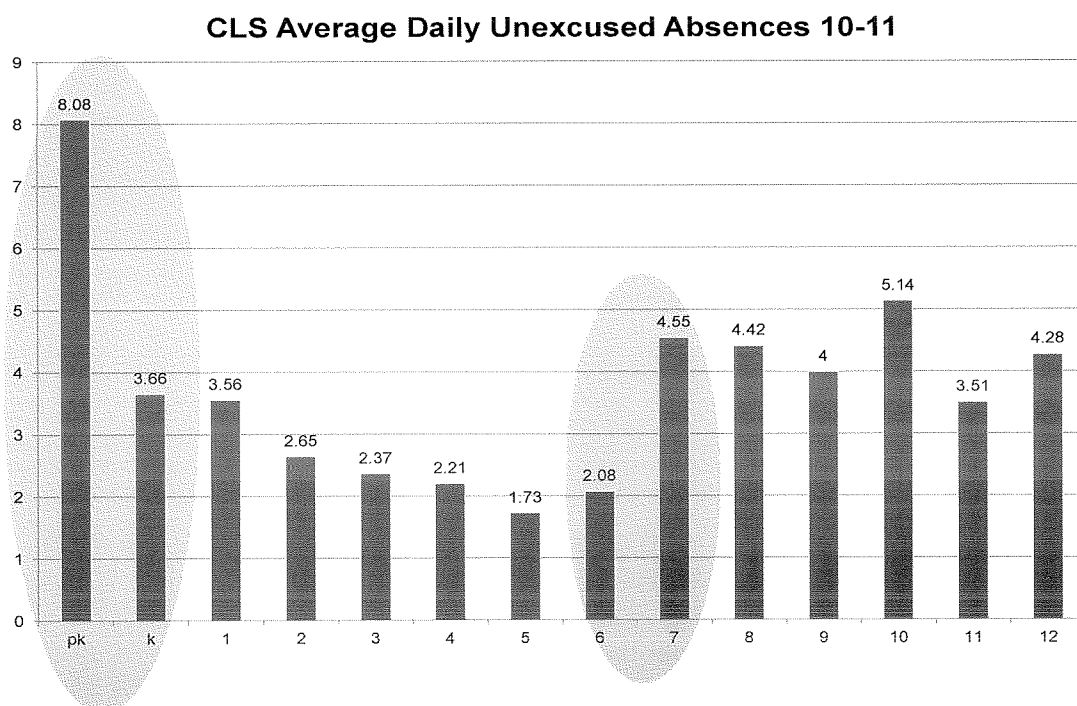


**Chief Leschi Unexcused Absence Data Analysis:** Supports needs for restructured preschool vertically aligned with primary grades, and establishment of separate Middle School that focus on the developmental needs of students 6-8

1. The transition points of Preschool to Kindergarten and Elementary to Middle School are of concern.

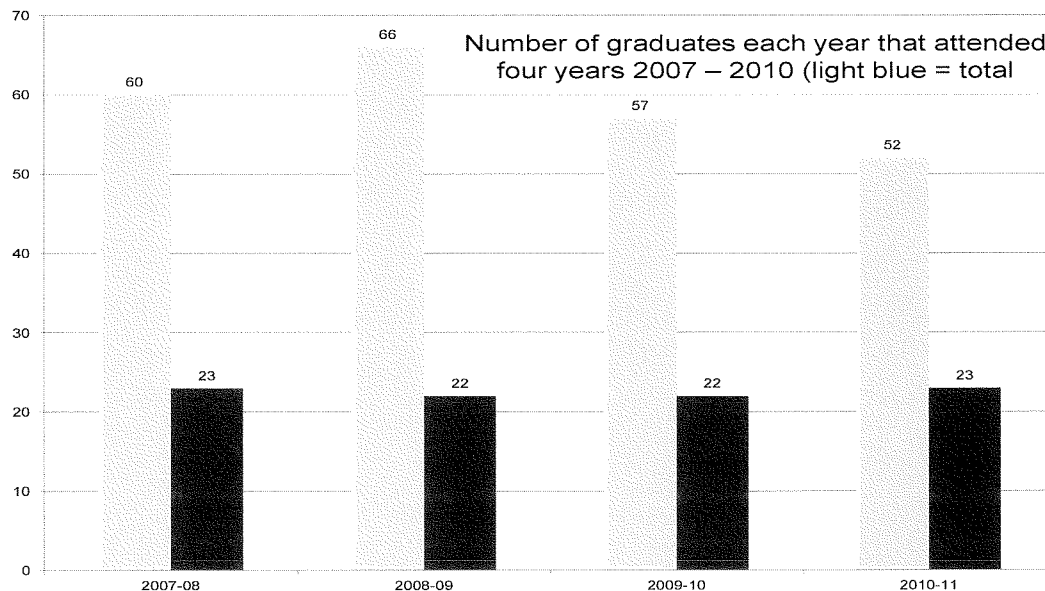
2. **Preschool unexcused absence rates are about twice the rates of elementary rates. Rates improve in kindergarten, but remain high until about the third grade.**
3. **Cohort rates of CLS preschool to CLS Kindergarten are about 90%. Largely, we are looking at the same students across CLS preschool and kindergarten classrooms**
4. **Usually elementary chronic absenteeism is lower in the primary grades and higher in the intermediate grades (source: Coalition for Community Schools). This trend is reversed at CLS Elementary.**
5. **Intermediate unexcused absence rates are the lowest of all grade bands, but increase sharply in 7<sup>th</sup> grade.**
6. **The above trends are generally consistent over the six years of data.**

Patterns of absenteeism are consistent with truancy data reported above and support the re-alignment of preschool and middle school grades as well as the need for additional student supports including counseling and establishing learning labs:

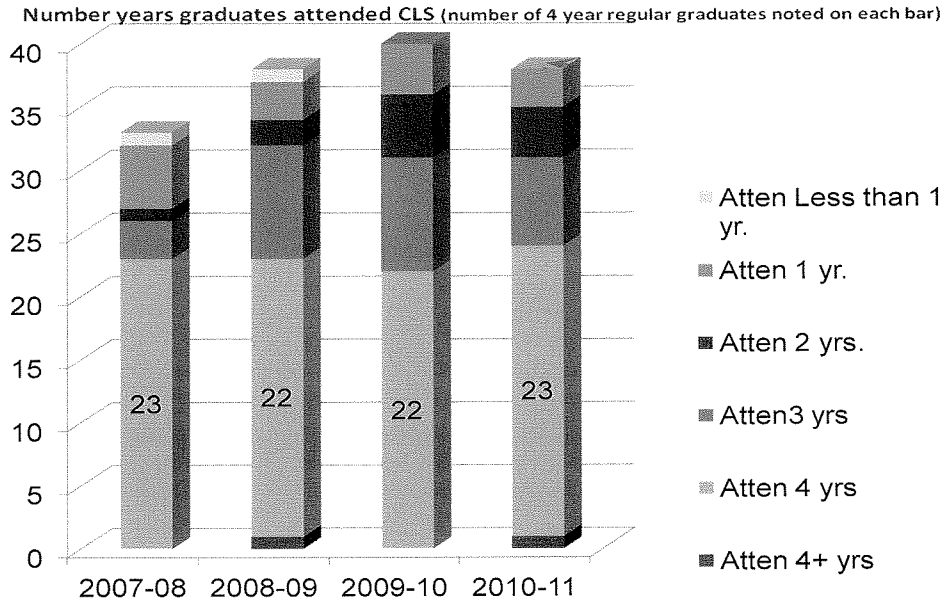


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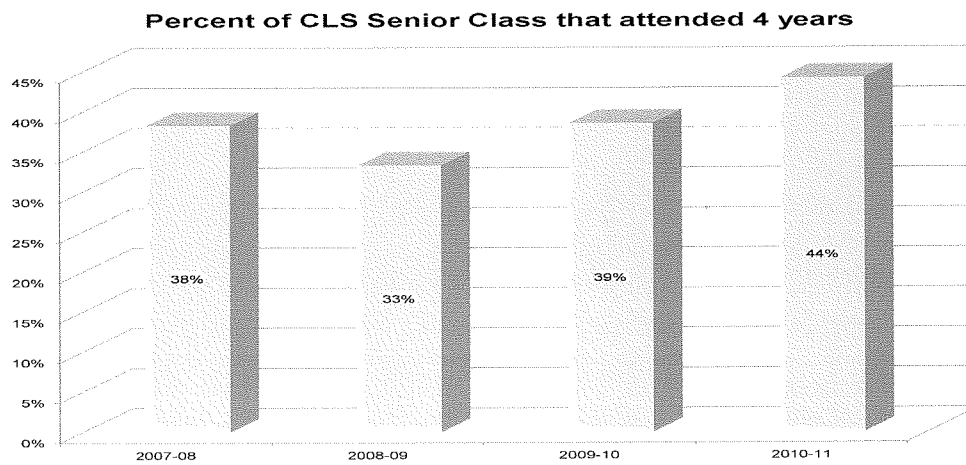
Data analysis shows that our students often show high degree of student mobility. Many at-risk students transfer in to our secondary program because they have not experienced success at local public schools. These data, as well as low cohort graduation rates, support the need for High School learning labs, differentiated instruction driven by job-embedded professional development, and individualized student supports:



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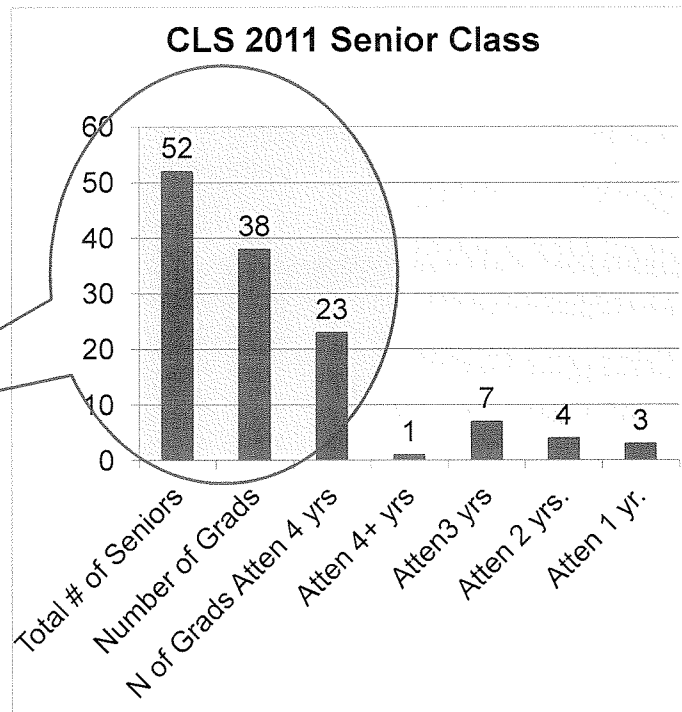


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About half of last year's seniors were with us for four years of HS

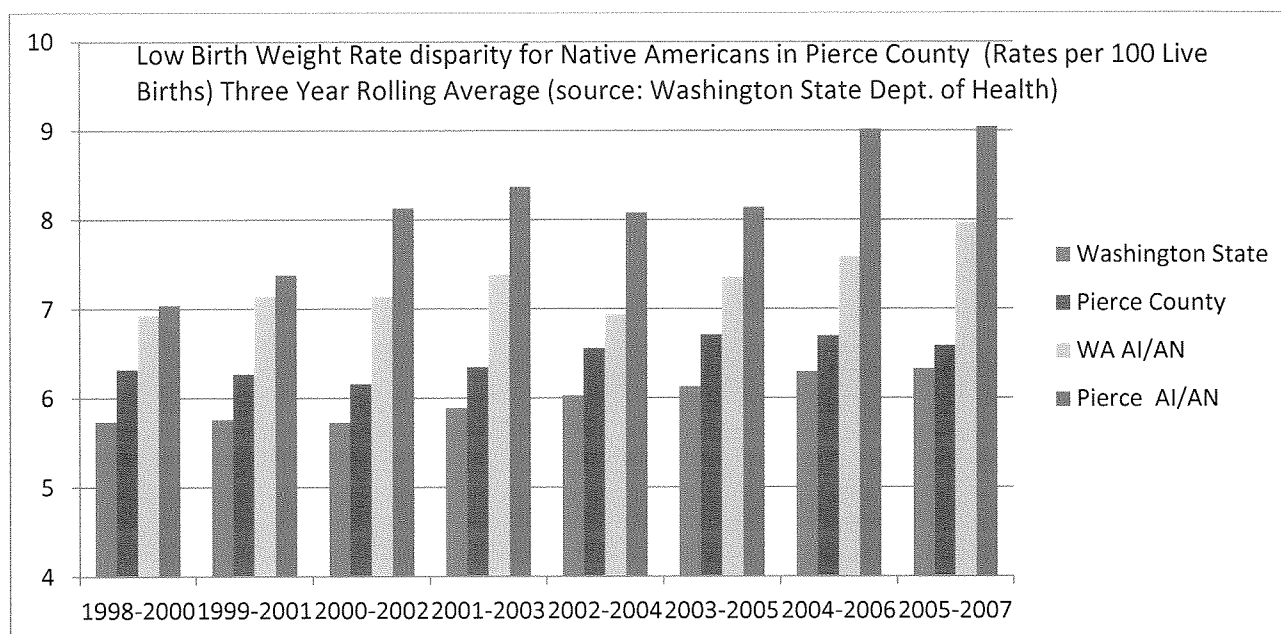


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Community risk factor and demographic data appear to be contributing to the above trends. Student transiency is high; note that an average of about 60% of each senior class over the past four years had transferred in during the High School years. That trend begins in Middle School. Enrollment projection / impact analysis is included in our SIG plan needs identification. Key findings of that analysis are:

1. Sharply increased live birth rates in recent years for families that enroll at CLS
2. Younger median age of new incoming enrollments in our preschool
3. Increased cohort rates from PreK to K
4. Increased risk factors including low birth weights and associated peri and post natal concerns (see following table)
5. High rates of absenteeism and truancy particularly at key transitions of PK to K and Elementary to Secondary.

We will continue to review summative and formative data to make additional SIG refinements and “mid-course corrections” to respond to our community and student needs.



### Problem Solving:

The problems of academic underachievement, truancy, transiency in and out of school or from one school to another, absenteeism, and poor attachment to school and community are indicators for possible drop-out. A recent report by the civil rights project at UCLA (Faircloth and Tippeconnonic (2011), used a new method to calculate dropout rates. They found that Native American student dropout rates are about 60%. Faircloth states that “in the state of Washington data shows that the graduation rate for American Indian students has actually gown down”. The researchers have used a new four year cohort methodology that will be utilized in our SIG project as a truer measure of graduation rates. We will also follow-along students to measure post-secondary success.

The Washington state Indian Education Director, Denny Hurtado, states that even those 60 % rates are misleading, “we lose a lot of our students in 6<sup>th</sup> grade.” He states further that “one of the reasons Native students start dropping out in middle school is that they aren’t taught about their history and culture. Our students feel that they’re not seen in the curriculum...that they are not valued, they’re kind of invisible, they don’t see relevancy to them”

Our solutions under SIG Transformation model are designed specifically with these issues in mind with a major focus on entry in to middle school, gaining skills and attachment in middle school, and transitioning to H.S. with confidence, capability, and connections to school and community. Our model builds on the Martin Brokenleg et. al (1999) “Circle of Courage” research. We intend to build on strengths while addressing areas of developmental concerns.

### Selection of Transformation Model:

SIG models include common themes of governance; leadership and environment greatly affect the success or failure of restructuring efforts. Thus, they were carefully considered as decisions were made. Governance was considered from the perspective of compatibility within the system's organization (grant school – school board, tribal council, Seattle ELO, BIE structures). Leadership was given great consideration regarding selection and support of the "right transformational leader." Environment – time, additional support and clear expectations for all stake holders – were considered as factors that would impede or support progress towards school improvement.

The "Transformation Model" has been selected for SIG by CLS stakeholders for the following reasons:

Public Charter School: Reopening Chief Leschi Schools (CLS) as a public charter school was not an option for CLS as it is not legal in Washington State (non-charter school state).

Replace all or most of the school staff: This option was not selected because research shows that it is not effective unless a "highly successful restructuring principal is selected—the key factor in successful change—and there is minimal replacement of staff.

Additionally, CLS utilized this restructuring option once before, replacing the superintendent and all administrators, teachers and Para-professionals. The results were mixed over a period of five years, there were three principals during that time and the impact was one of disruption to the educational program and the community. CLS is now conducting a search for a new "Transformation Principal".

Contracting with an external entity/agency: As a BIE grant school, the CLS School Board, administration, educational staff and Puyallup Tribe of Indians did not support the implementation of this option.

SEA/state takeover of school: The CLS School Board and the Puyallup Tribe of Indians were opposed to a request for retrocession of the school to the BIE. It was not a viable option for any long-term consideration as a BIE grant school.

The Transformational Model (SIG Plan) was chosen to develop major restructuring to schools' governance, structure, and student/family supports P-12 from 2011 to 2014 and beyond. New leadership (HS principal and Assistant Principal) will support the Transformation Model:

- Fundamental reforms in school staffing and governance including opening a new middle school, new building leadership, and renewed revitalized shared governance:
- Restructuring of school grade bands/grade levels

- Reopening school with skilled staff and emphasis in focused areas of improvement, including restructured middle school .
- Redesign of instructional programs utilizing "Power Standards" with new aligned curriculum, scope/sequence guidelines, summative-formative assessments, continuous data review and applied analysis.
- Focus on High School graduation and post-secondary successes.

#### Transformational Model/other major restructuring to schools governance:

The status of Native Star transformation indicators was reviewed by our SIG team (see above). Most of the eleven transformation indicators were determined to still be in “limited development” status. Action steps to assign responsibilities for “transforming” these indicators have been identified in the appendix. These are core SIG activities that are designed to make a positive impact upon academic performance by students, increase effectiveness of instructional staff, strengthen educational program goals, refocus learning targets PK – 12, strengthen program unity, empower building principals as instructional leaders and move forward with a strong instructional staff capable of engaging students in genuine learning.

#### Restructuring as the foundation for SIG plans and expected expenditures:

A large number of transformational restructuring efforts were implemented in the late spring and summer of 2011 in preparation for the 2011 - 2012 school years. Currently, CLS continues to monitor those restructuring efforts with Native Star Building Leadership Teams, Superintendent's Cabinet, and CLS School Board review. CLS also continues to strengthen established practices that have proven effective such as the Safe & Civil Schools efforts.

The CLS educational community began the journey of educational restructuring last spring, having already launched significant efforts with the selection of a new secondary principal, replacement of 25% of the staff, restructuring of upper level administrators, curriculum review and redesign.

During the summer, successful efforts to improve school safety and create an orderly learning environment where students' most fundamental needs are met through staff training, professional development for transportation personnel and food services personnel.

All of the new administrative responsibilities began with the start of the new fiscal year, July 1, 2011. A great deal of administrative planning took place over the summer given the new management structure that was put into place. Administrators assigned new responsibilities and secondary building principal met with staff prior to the start of the school year to review expectations and goals for 2011 - 2012.

In the fall, technical assistance providers were in place to assist with efforts towards school performance improvement. CLS has been partnering with ECE feeder programs to build a solid foundation for all children entering our school kindergarten ready. And, when they are not, we are implementing RTI programs to meet the identified needs of those students. As more and more of our Native American children enter school prepared for success, efforts in the primary grades will reap strong academic gains for kids.

The instructional coaches and building level mentors have been working with the new teachers long before the start of the school year to ensure that they are as prepared as possible to be successful with our students. They have the opportunity to learn from existing, strong & successful teachers in various grade levels and content areas. New teachers have been involved in targeted professional development so that they know our learning targets, our curriculum, pacing guides and assessments to support instructional decisions.

CLS instructional coaches and administrative staff have been and will continue to work with BIE technical assistance staff from the Division of Performance & Accountability. CLS has been and will continue to work with the Math Counts Initiative at DPA.

CLS has strengthened its assessment strategies to better utilize NWEA MAP data, Aimsweb data, DIBELS data and Washington State assessment data. Technology staff has supported better data management and CLS has established a consulting relationship with NWEA to provide ongoing technical assistance.

CLS staff participated in a full summer of professional development (CLS Summer Professional Development Plan) and continues with PDP activities during the school year.

Staff evaluation process has already started with the beginning of the school year. All staff understands the performance expectations and the need to maintain high performance standards. New staff members have been assigned mentors (summer, 2011) and work with them during the school year. New staff members are being evaluated as 90 day probationary employees (11/27/11) with those results generating appropriate courses of action.

The building level leadership teams, administrators and school board monitor activities as they occur and review performance data. Curriculum, Instruction and Assessment staff regularly review K - 12 instructional programs.

Building curriculum teams worked in August to develop "power standards" for K - 12 literature and math programs. Scope and sequence plans are in place and assessment tools have been/are being designed to help guide instructional decisions. Curriculum teams continue to work on the development of power standards for science, social studies, fitness/health, Career & Technical Education and Culture programs at CLS.

During the summer of 2011, CLS implemented strong partnerships with feeder ECE programs to begin to target at-risk 3 and 4 year olds for early intervening services. CLS successfully held a two week, kindergarten readiness camp for incoming students during the second and third week in August.

#### Chronological Timeline of Events

January - March, 2011 Comprehensive Native Star "key indicators" completed  
Spring, 2011 Restructuring forums held to review options for key community stakeholders  
May, 2011 Staff notifications for rehire  
June, 2011 New position openings posted (principal, teacher, teacher aide)  
June - July, 2011 New staff hired (secondary principal, teachers, teacher aides)  
July 1, 2011 New administrative restructuring implemented with duties assigned accordingly  
June - August, 2011 Professional development plans implemented (currently in-progress)  
August, 2011 Power Standards development implemented (currently in-progress)  
August, 2011 Kindergarten Camp (2 week/8 day kindergarten camp for targeted 5 year olds)  
August, 2011 All CLS two day training, staff meetings, preparation for school  
Fall, 2011 Status of various restructuring action plans is in-progress

#### Alignment of SIG current year activities (11-12 SY):

With the start of the 2011 - 2012 school year, CLS had already implemented several key restructuring efforts including the recruitment and hiring of a new secondary principal, twenty-five percent new instructional staff, realignment of administrative functions and major professional development activities. That principal has assisted in initial restructuring, but will not be returning for the 11-12 school year. A new HS/MS principal and assistant principal will be recruited and hired in the Spring of 2012 to specifically support our SIG priorities for transformation.

CLS has demonstrated successful implementation of major grant activities including Reading First grant, Math Counts grant, and a Title III English Language Acquisition grant over the past few years. September, 2011 marked the beginning of two, new grant activities this school year.

CLS has strong school board support and backing from the Puyallup Tribe of Indians in its restructuring efforts.

While CLS has not made AYP over the past few years, we have created a safe environment for students with strong support services providing for quality programs in food services, student transportation, technology and student facilities and grounds. We also provide an equally strong educational program with competent HQT staff, instructional coaches and administrators.

CLS administrative personnel worked closely with the superintendent and human resources to implement all restructuring efforts within the guidelines of established school board policy and procedure.

No existing policy or procedure was encountered that restricted the implementation of restructuring efforts beyond the legal requirements of some NCLB restructuring options (charter school). However, CLS administrators were careful to work with all key stakeholders to minimize the impact of changes and to communicate rationale for decisions that were appropriate. Administrators also advised staff as to limitations on providing information where HR policy restricted it.

During the spring of 2011, Superintendent's Cabinet developed the 2011 - 2012 operations budget. The budget was reviewed during June and approved by the CLS School Board as the guiding document for program operations (attachment).

All restructuring efforts were planned for as well as contingency funding to account for unanticipated needs during the school year.

CLS Human Resources worked closely with all department administrators, cabinet members, the superintendent and staff to implement restructuring efforts and plan for financial impact of decisions made on hiring of new personnel in spring and summer of 2011.

Last winter-spring, CLS was aggressive in efforts to secure additional funding beyond established funding from BIE (ISEP, Title Monies) and Washington State (apportionment funding - Puyallup School District) by applying for grants from agencies such as the Department of Education (DOE) and the Bureau of Indian Education. CLS grant writers were successful in receiving a DOE, Title III, English Language Learning grant, a DOE Title VII, Discretionary grant and a BIE Math Counts grant.

CLS is establishing increased planning and development capacity to ensure the successes seen through the SIG transformation process will be sustained beyond the termination of SIG funds in 2014.

## II. SIG Plan of Operation Worksheet for Title I School Improvement Transformation Model

### SIG Conditions and Assurances:

The Assurances and Conditions were extensively reviewed by the Chief Leschi SIG team both in person and via email and phone consultation with DPA personnel. They are incorporated into our scope of work as follows:

1. The school will agree to implement and analyze the data from the state assessment, NWEA, formative assessments, and ACT test scores to assess the gap between where the school currently is to where the school should be by end of year.
2. Using 2011 NWEA Fall assessment data, establish challenging annual goals for student achievement that will strive for a 30% - 40% growth in both reading/language arts and mathematics and measure progress to these goals winter and spring.  
***Clarification: While striving for a 30%- 40% growth, a documented increase of 10% of students that achieve the next higher NWEA Spring “cut score” toward “Advanced” in reading and in math is an acceptable level of growth.***
3. Assure the school has an aligned and rigorous curriculum and that staff has adequate instructional resources to implement prescribed instructional strategies.
4. The school must collaborate with the Education Line Office, tribe, and other sectors of the community in exploring ways to prevent students from dropping out of school by providing resources, opportunities and outreach that will ultimately help students stay in school and earn a high school diploma, indicating their readiness for college, career and life.

5. A comprehensive school level data management system is in place and the school reports their progress as measured by the state assessment, NWEA, formative assessments, and quarterly student academic reports.
6. Student progress is a criterion for further funding through the ELO or DPA and this data will be reviewed quarterly by all key stakeholders.

***Clarification: Progress should be made in the number of students moving toward proficiency.***

7. The principal **must** be the instructional leader of the school who has the skill to turn around a low-performing school and also facilitate the Native STAR team (School Improvement Team) weekly, monitor instruction and conduct classroom walkthroughs with feedback to teachers on a frequent basis and be able to recruit and develop the human capital necessary to create a quality school.
8. The school principal will be accountable for academic growth and reaching school goals and will be evaluated by the School Board (tribally operated) to determine whether instructional leadership is adequate or not. Principals not up to the task will be removed or replaced.

***Clarification: CLS will hire a new MS/HS "Transformation" principal and assistant principal in the Spring of 2012 to lead SIG reforms (CLS is a tier I SIG school due to past HS grad rates).***

9. Implement with fidelity a three-tier system of instruction that includes one-on-one and small group interventions for struggling students.
10. Create an extended school day and extended school year concentrating on rigorous instruction in math, reading, and language arts.
11. Literacy (Reading/Language Arts) time is a minimum of 60 minutes (tier 1) at the elementary school, and at least one full period of 50+ minutes at the secondary school with additional instructional time added for tiers II and tiers III.

***Clarification: Due to our 7 period day, CLS blocks time for literacy for nonproficient students at approximately 108 minutes per day with 50 or more additional minutes available (including after school).***

12. Math time is a minimum of 60 minutes (tier 1) at the elementary school, and at least one full period of 50+ minutes at the secondary school **with additional instructional time added for tiers II and tiers III.**
13. Create and implement an extensive professional development program involving consultants approved through consultation with DPA staff or, in the case of BIE-operated schools, BIE will select the consultants for the schools.
14. Using the Native STAR tool, form professional learning communities that meet two times per month, make use of student data, and work with school based coaches to improve curriculum and instruction.
15. Include as part of the school's professional development plan an intensive summer staff development initiative for teachers, instructional support staff, and principals that will allow staff to gain new knowledge.
16. Teachers will be rigorously evaluated to determine if they are capable of producing major academic gains and if not are replaced.
17. The school will engage parents in supporting their child in school success and are invited to participate in school improvement planning.
18. All schools receiving SIG grants will agree to meet **at least monthly** with a stakeholder team including the Education Line Office, tribal representatives, DPA staff, and consultants
19. The school will follow all fiscal reporting and auditing standards required by the BIE.
20. The school will comply with mandated reporting requirements, if receiving ARRA funds ([FederalReporting.gov](http://FederalReporting.gov)), and submit any required reports by the due dates specified.
21. The school will participate in a DPA evaluation and monitoring process and will provide all required information on a timely basis.
22. The school will use SIG funds only for allowable costs during the grant period.
23. The school will include all required forms signed by the LEA Superintendent/Principal or designee.

24. The school hereby expresses its full understanding that not meeting SIG requirements may result in the termination of SIG funding.

**Clarification: The BIE will provide advance notification if CLS school is considered to not be meeting a certain requirement, and a reasonable length of time and assistance will be provided for correction.**

25. The school will ensure that funds are spent as indicated in the grant proposal and agree that funds will be used only as stipulated for school improvement.

26. The school agrees that the DPA has the right to intervene, renegotiate and/or cancel the grant if the school fails to comply with grant requirements.

27. The school will cooperate with site visitations conducted by representatives of the BIE or external consultants for the purpose of monitoring grant implementation and expenditures, and will provide all requested documentation to the DPA personnel in a timely manner.

28. The school will repay any funds which have been determined through a BIE monitoring or federal audit process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal government.

29. The school will administer the activities funded by this grant in such a manner so as to be consistent with the school-board adopted academic standards.

30. The school will be funded on a quarterly basis contingent that all conditions and assurances and progress are adequate as determined by the above assurances.

**Clarification: The BIE will provide advance notification if CLS school is considered to not be meeting a certain requirement, and a reasonable length of time and assistance will be provided for correction.**

Name of School: <b>Chief Leschi Schools</b>
Intervention Model to be Implemented: <u>Transformation Model</u>
<u>Long Range Goal Statements: (1-3 Years):</u>
Three year plan for SIG phased approach and sustainability:

- 1) Year one (11-12): Build capacity, staff up for full implementation Fall of 2012, identify and plan for critical operational changes, e.g., later start time for MS grades and impact on transportation and food services; conduct professional development (include CLS SIG summer institute).
- 2) Year two (12-13): Fully implement instructional, operational, and re-alignment changes as identified in the following goal statements.
- 3) Year three (13-14): Continue implementation of reform goals, focus on long-term financial sustainability and institutionalization of successful reforms.

**Goal One:** Integrate the following additional reforms and SIG required activities into the existing restructuring plan (big ideas):

- 1) Align CLS performance expectations and learning standards with the Washington State Common Core standards three year adoption plan\*.
- 2) Emphasize a student growth model assessment practices that drive instructional decisions, job-embedded professional development, and key personnel evaluation procedures.
- 3) Promote continuous use of data in individual student instructional decisions. Differentiate instruction in heterogeneous classrooms and provide additional instructional supports, including learning labs, for struggling students.
- 4) Revise instructional leadership to include full time early childhood directorship and principal / assistant principal leadership. A principal will guide instruction grades P-5 and a new principal will guide instruction at 6-12. Three assistant principals will focus instructional leadership at elementary, middle and high school levels. Therefore there will be a principal and two assistant principals providing coordinated leadership in Middle and High Schools (6-12), and a principal, early childhood director, and assistant principal in grades Preschool through 5.
- 5) Consult closely with BIE linked technical assistance providers: NWREL and CORE
- 6) Restructure / realign instructional coaching, including RTI coaching support
- 7) Strengthen site based decision making (Building Leadership Teams).
- 8) Focus reform efforts at three key transition points: preschool to K, elementary to middle school, and high school to post-secondary (see "structural changes, below). Include an emphasis on a restructured preschool and 6-8 middle school. A grades K-9 dean of students will provide student-focused supports across transition points (elem to MS and MS to HS) [insert organizational graph, include advisory functions, blocked scheduling, and coaching supports].

**\*Note: Washington's Transition and Implementation of Common Core**

**Standards:** Phase one begins in 2011-12 with developing awareness of what the standards are and how they differ from existing standards. By 2014-15 these standards will be fully implemented and student achievement will be measured by a new assessment system.

**Goal Two:**

Develop and implement the following fundamental changes in PK-12 program structures and operations:

1. Grades Preschool - Five: Vertically and horizontally align to the Washington state Early Learning Guidelines and K-5 Common Core Standards. Adopt assessment practices that measure student growth and preparation for Middle School.
  - a. Preschool: Re-structure existing preschool to create a unified, consistent Puyallup Tribal experience for early learners.
    - i. *Present Preschool Structure*: Four different preschool structures exist for 3 and four year olds (Grandview, PTP, ECEAP, and FACE center based) that “feed” the CLS Kindergarten. Students attend from two to five days depending on program eligibility, not developmental need or age (see needs statement re: chronic truancy).
    - ii. *Reformed Preschool Structure*: Establish a single Puyallup Tribal Preschool (PTP) that serves four year olds that are expected to enter the CLS kindergarten in the following Fall. Collaborate with Grandview Early Learning Center to primarily serve three year olds that are expected to enter PTP as four year olds. Refine a three tier model for both programs that is sensitive to developmental needs. Align instruction with the state early learning standards. Vertically align to prepare four year olds for Kindergarten in developmentally and culturally relevant ways.
  - b. Grades K-3: Adopt a student growth assessment model that is aligned with Washington common core standards. Continue curriculum, instructional, and operational restructuring, based on Native Star. Unify P-3 instructional and developmental activities to prepare students for grades 4-5 content delivery and rigor.
  - c. Grades 4-5: Adopt a student growth assessment model that is aligned with Washington common core standards. Continue curriculum, instructional, and operational restructuring, based on Native Star. Increase students’ confidence and preparation for Middle School
2. Grades 6-8: restructure middle school program: Establish a distinct Middle School Program and student support system that reduces student transiency, improves attendance, and results in measureable increases in academic preparation for High School. Vertically and horizontally align to the Washington state 6-8 Common Core Standards. Adopt assessment practices that measure student growth and provide curriculum and instructional support based on *individual* student growth needs:
  - a. Re-structure existing grades to create a unified, discrete Chief Leschi

Middle School as part of a P-12 system.

- i. *Present Structure*: CLS is currently established as a K-6 elementary school. Current Research and Needs Assessment (Native Star) data indicates a need for a Middle School Structure (see loss of long-term cohort data, truancy rate increase in 7<sup>th</sup> grade, etc.)
- ii. *Reformed Middle School Structure*: Establish a distinct Middle School on the Chief Leschi campus. Include a gradual “release of responsibility” as students transition from heterogeneous 6<sup>th</sup> grade classrooms to 8<sup>th</sup> grade classrooms that provide for movement and groupings more similar to what they will experience in CLS High School. Collaborate closely with tribal services and families to provide student supports and community linkages, e.g., in extended school day and summer programs.

3. Develop and Implement “High School and beyond” reform with a clear focus on “college and career ready” with the following fundamental changes in program structures:

- a. Grades 9-12, High School: Vertically and horizontally align to the Washington state 9-12 Common Core Standards. Adopt assessment practices that measure individual student growth and provide curriculum and instructional support based on *individual* student needs and individual post-secondary plans. Align applied instruction (such as Career and Tech Ed and School to Work) based on student post-secondary goals:

- i. Support students’ awareness and competence along Career Pathways that are reflective of Puyallup Tribal economic development and career opportunities. Improve student and family support systems that reduce dropout rates, student transiency, improve attendance, and result in measureable increases in academic preparation for successful transition to post-secondary plans:

1. Direct transition to post-secondary employment / apprenticeship, technical or community college certificate or associate of technical arts program, or military
2. Develop exploratory classes, e.g., “exploring technology”
3. Increase CTE offerings and articulate for dual credit
4. Provide summer and AM/PM session enrollment at Pierce County Skills Center
5. Intentionally connect students with tribal employment

- opportunities and post-secondary learning opportunities, e.g., port development project.
- ii. Transition to two-year college transfer degree program or direct enrollment in four-year institution.
  - 1. Provide increased precollege instruction such as pre-A.P. and A.P. options and other pre-college experiences including running start and tribal college linkages.
- b. Drop-out Prevention programming: (see education northwest /NWREL recommendations)
  - i. Data systems identify students at-risk of dropping out
  - ii. Adult advocates, e.g., paraeducators, provide ongoing mentorship, linkages to supports, and communication
  - iii. Provide intentional targeted interventions, e.g., instructional lab supports for skill gaps, study skills, test taking skills, afterschool and summer tutorial and enrichment activities
  - iv. Extend programs for behavioral response to intervention
  - v. Personalize learning environments, e.g., school to work learning communities
  - vi. Increased rigorous contextual learning activities such as (seek additional start-up funds, e.g., Perkins funding):
    - 1. Foundational skills instruction, e.g., teamwork, problem solving, reliability, attendance, etc.
    - 2. Organized work based learning opportunities including job shadow, practicums, supported employment.
    - 3. Diversified Occupations
    - 4. Tech-prep and dual credit
    - 5. Student clubs and entrepreneurial, e.g., DECA
- c. Post-secondary supports: Provide one year of *follow-along* services as may be identified in individual post-secondary plans (above). Track and utilize CLS graduate success rate data:
  - i. Direct to employment or apprenticeship graduates: % of students with 90 days retention in job.
  - ii. Military: 90 day basic training and specialty school retention
  - iii. Technical or community college technical program: % of students successful completion of at least one term of 101 or above level coursework
  - iv. Community College transfer program (AAS) or four-year program: % of students successful completion of at least one

term of 101 or above level coursework

- d. Enhance the secondary library, including community and post-secondary access and services.

Goal Three: Develop and Implement additional tribal and community connections including establishment of Memorandums of Agreement with key tribal entities. Include a focus on improved student “wrap-around” services, cultural connections, and post-secondary opportunities. Seek expanded intentional agreements with:

- 1) Grandview Early Learning Center
- 2) Puyallup Tribal Health Authority
- 3) Puyallup International Inc.
- 4) Puyallup Administrative Offices
  - a. Tribal Economic Rights Office
  - b. Higher Education Office
- 5) Tribal and/or post-secondary Indian Education programs such as Northwest Indian College and or Muckleshoot Tribal College
- 6) FACE and PTHA home-based program supports for current teen parents and pregnant students
  - a. Continued enrollment with a minimum of five hours per week contact time
  - b. Additional supports from FACE Parents as Teachers home-based program
  - c. Social services supports for linkages to tribal and community supports
  - d. Collaboration with day care and preschool providers including Grandview

Goal Four: Provide continued support for community, cultural and Twel-shoot-seed language instruction and development, including:

- 1) Canoe club development for CLS traditional canoe and journey activities
- 2) Language lab development and collaboration with tribal language program
- 3) After-school and summer programming, esp., students at risk
- 4) Community liaison outreach for preschool students and families

### **Annual Measurable Goal for Reading/Language Arts:**

While striving for 30%- 40% growth, a documented increase of 10% of students that achieve the next higher MAPs / NWEA Spring “cut score” toward “Advanced” in reading is an acceptable level of growth. A rolling average of percent of improvement will be used beginning with the first implementation year of 2012-2013.

The following objectives are updated from our current (year one) approved restructuring plan, and are consistent with the above goal:

**Objective 1:** "Decrease the number of students who score "BASIC" on the Spring 2013, Washington State *Measurement of Student Progress reading test* in Grades 3 – 5 by TEN (10) PERCENT."

**Objective 2:** "Decrease the number of students who score "BASIC" on the Spring 2013, Washington State, *Measurement of Student Progress reading test* in Grades 6 – 8

**Objective 3:** "Decrease the number of students who score "BASIC" on the Washington State, *High School Proficiency Reading Exam* in Grade 10 by TEN (10) PERCENT in 2013"

**Objective 4:** "Increase the number of students who attempt and pass a post-secondary reading/L.A. related assessment by grade 12, including the ASSET, COMPASS, ACCUPLACER, ASVAB, ACT, SAT.

**Objective 5:** “Achieve an on-time cohort graduation rate of at least 85% at CLS in each project year”. Conduct ongoing follow-along for graduates to determine and support their level of post-secondary success.

**Annual Measurable Goal for Mathematics:**

While striving for a 30%- 40% growth, a documented increase of 10% of students that achieve the next higher Maps / NWEA Spring “cut score” toward “Advanced” in math is an acceptable level of growth. A rolling average of percent of improvement will be used beginning with the first implementation year of 2012-2013.

**Objective 1:** "Decrease the number of students who score "BASIC" on the Spring 2013, Washington State *Measurement of Student Progress* in Grades 3 – 5 by TEN (10) PERCENT."

**Objective 2:** "Decrease the number of students who score "BASIC" on the Spring 2013, Washington State, *Measurement of Student Progress* in Grades 6 – 8 and on the Washington State, *End-of-Course Exams* (Algebra, Geometry) in Grade 10 by TEN (10) PERCENT."

**Objective 3:** "Decrease the number of students who score "BASIC" on the Washington State, *High School Proficiency Math Exam* in Grade 10 by TEN (10) PERCENT by 2013."

**Objective 4:** "Increase the number of students who attempt and pass a post-secondary math related assessment by grade 12, including the ASSET, COMPASS, ACCUPLACER, ASVAB, ACT, SAT"

**Objective 5:** "Achieve an on-time cohort graduation rate of at least 85% at CLS in each project year". Conduct ongoing follow-along for graduates to determine and support their level of post-secondary success.

We have aligned this plan of operation and goals/objectives with the principles in the current Washington State NCLB waiver request. Project goals and objectives above will be reconsidered when the waiver is approved:

- 1) Emphasize college and career ready components, e.g., mastery of foundational skills, WBL/DO improvements at secondary,
- 2) Common Core standards adoption (re: power standards) and growth based assessment processes
- 3) Establish new accountability system, including recognition/incentives for high-performing instructional staff and leaders
- 4) Differentiate instruction in more heterogeneous classrooms and supplement instruction for struggling students, such as in new learning labs with targeted skill based supports for students diagnosed with specific skill gaps.

The Washington State Superintendent of Public Education office describes key waiver principles:

“Washington has met all four principles. In 2011, the state adopted the Common Core State Standards in English language arts and math, and it is a lead state in the SMARTER Balanced Assessment Consortium. The state is adopting a new accountability system. It also passed historical legislation in 2010 that will change the way teachers and principals are evaluated. Finally, reducing duplication is an ongoing task in all states.”

The SIG Plan of Operation will be aligned with state initiatives to move toward a growth model of school assessment, and to provide an emphasis on depth rather than breadth of curriculum (power standards / common core). SIG project assessment and reporting will align with those changes. Assessments will be supported by an RTI coach who will collect and analyze data that is utilized in assisting teachers to differentiate instruction and identify and refer students for additional supports, including learning lab support. Project outcomes and progress will be reviewed frequently by the superintendent and cabinet. SIG required annual outcome and progress reports (lagging and leading indicators) and internal monitoring data will be used for ongoing analysis and “mid-course corrections”. Quarterly summaries will be reported to the CLS stakeholders including the school board. Summative, e.g., annual reporting, and formative, e.g., universal screening and benchmark outcomes, will be utilized.

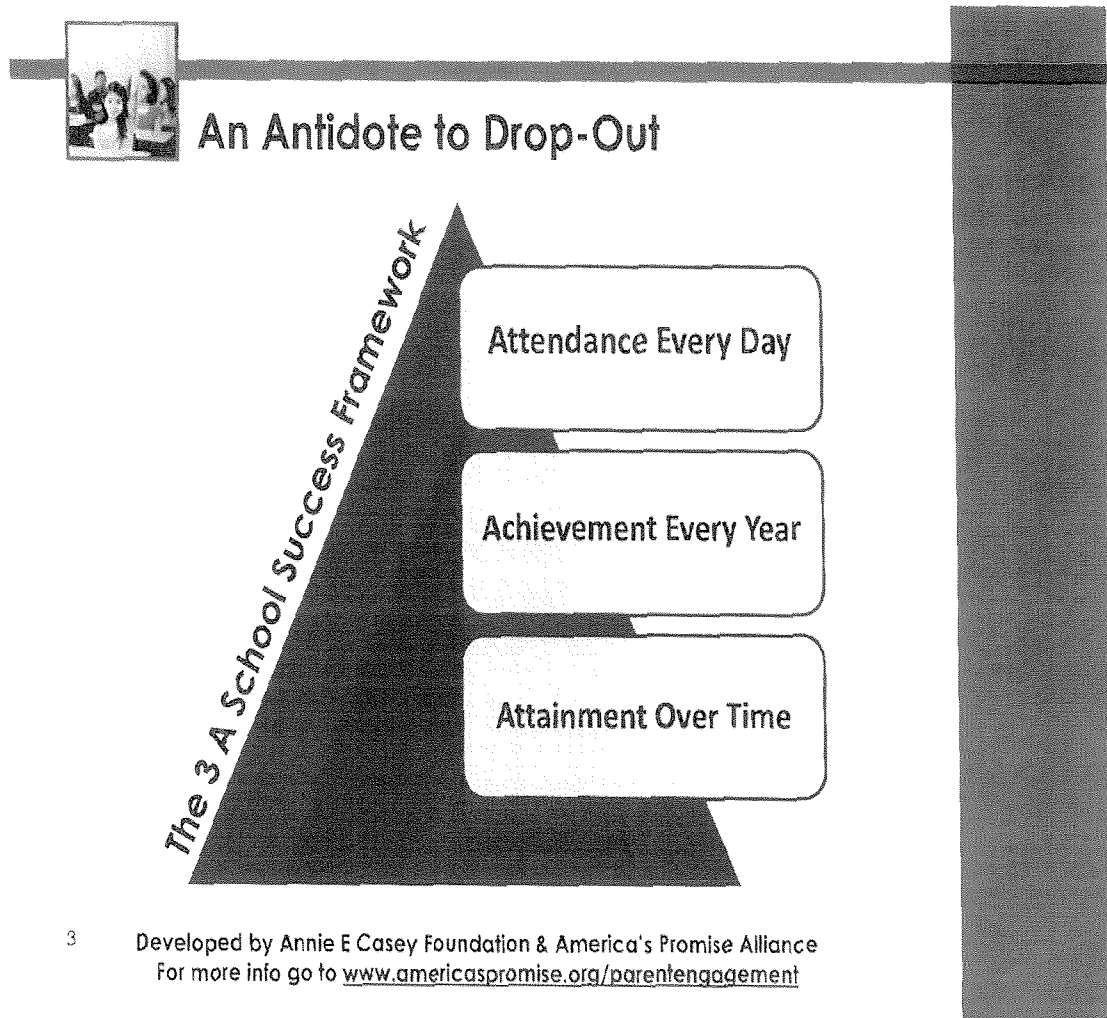
Accomplishment of goals and objectives will be phased in according to the following three year plan:

2012-13: First year of three year plan: Start-up costs: planning, materials and equipment acquisition, facility renovation, professional development, technical assistance support established

2013-2014: Second year of three years: implement in-depth restructuring goals, particularly for early childhood structure, establishment of a true middle school, focus on H.S. graduates' post-secondary success

2014-2015: Final SIG year: continue in-depth restructuring, institutionalize changes, and implement intentional efforts to sustain improvements, build partnerships for long term success

Project Purpose: Our SIG project overarching goal is to keep our students enrolled in school and increase their attainment and attendance of by showing individual growth over time. The graph below illustrates this purpose:



The following table describes strategies that support operational goals and objectives and respond to SIG tier one project requirements (note that SIG activities are secondary only (grades 6-12), other grades activities are also presented to provide context for total P-12 restructuring at CLS:

U.S. DOE Required Action(s)	Strategies/ Actions	Person(s) Responsible	Time- lines	Evidence of Completion/ Evaluation
<p>1. Replace the principal</p> <p>Other administrative restructuring, SIG YEAR ONE:</p>	<p>This SIG project is designed largely around the creation of a reconfigured secondary school with separate middle school and high schools targeted to the developmental, social, and educational needs of our 6-8 and 9-12 students. Our new secondary school will be led by a new principal and assistant principals for the 12-13 school years. The 6<sup>th</sup> grade will move from the elementary school to the middle schools as part of a separate MS campus area. We will expand our middle school student and family supports to identify and support young adolescents that are at risk of failure and drop-out. New instructional leadership will be focused on this new Middle School Initiative with addition of a SIG funded assistant principal that has a proven ability to establish new middle schools, and ensure that the needs of the “whole student” are being met. Other administrative leadership changes are being made to support this and other reforms:</p> <ul style="list-style-type: none"> <li>• CIA (Curriculum, Instruction, and Assessment) Director has oversight responsibilities for SPED programs &amp; staff to encourage uniformity of supports across all grades. Learning Resource Centers are being established to complement differentiated instruction in mainstream classes include Early Intervening Services and RTI in all grade levels.</li> <li>• Streamline CIA Department with elimination of K – 12 Assistant CIA Director: Administrative team and academic coaches’ work with BLT shared governance teams for a unified approach. SLG Funds have been identified for an RTI coach to focus early intervening service services for struggling students that don’t otherwise have direct support plans, e.g.,</li> </ul>	<p>1. Superintendent and school board</p>	<p>1. 11-12 SY</p>	<p>1. Personnel Records</p>

<ul style="list-style-type: none"> <li>Other administrative supports, SIG YEAR 2 &amp; Beyond:</li> </ul>	<p>504 or IEP plans.</p> <ul style="list-style-type: none"> <li>Elementary Vice-Principal responsible for ECE program &amp; coordination of kindergarten readiness efforts: Early Childhood horizontal (with standards) and vertical alignment (P-3) are a priority.</li> <li>Elementary Principal responsible for Food Services with emphasis upon better nutrition for students</li> <li>Elementary Principal responsible for Transportation with emphasis upon safe ridership utilizing <i>Safe &amp; Civil Schools</i> (U of Oregon/Randy Sprick) student management system. <u>Later start time with alignment of pre-8 bus runs will improve child readiness for the school day at middle school levels in SIG year two and beyond.</u></li> <li>System-wide Administrative Restructuring Pre-K – 12</li> </ul> <p>Restructure Secondary Schools (6 – 8 and 9-12) program and remodel secondary facilities to establish a smaller, autonomous learning community sensitive to the developmental needs of middle schoolers</p> <ul style="list-style-type: none"> <li>Restructure secondary school to allow movement of 6<sup>th</sup> graders into middle school for 2012-2013 SY to bring focus to mid-level program improvement and provide developmentally appropriate social / emotional /educational programs. <u>Utilize SIG funds to establish an assistant principal position to lead a distinct middle school. Hiring criteria will include having established a middle school successfully in the past. This individual will work under the leadership of the new secondary school "Transformation Principal" to lead and guide the new Middle School beginning with the 12-13 SY</u></li> </ul>		
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<p>2. Use rigorous, transparent evaluation systems for teachers and principals that:</p> <p>a) Take into account data on student growth (as defined) as a significant factor as well as other factors such as multiple observation-based assessments of</p>	<ul style="list-style-type: none"> <li>• Replacement of Instructional Staff – 25% of K – 12 classroom teachers replaced for 2011 – 2012 school year, continue to provide embedded PD and teacher / administrative accountability for results as secondary school restructuring occurs.</li> <li>• Conduct strategic reassignment of targeted staff for program improvements</li> <li>• Technology Director responsible for Operations &amp; Maintenance with focus upon improvement of physical setting for student learning, e.g., establishment of discrete MS and HS programs.</li> <li>• Technology Director responsible for enrollment /NASIS /attendance/ testing data collection and reporting to support restructuring efforts through ongoing data analysis</li> </ul> <p>2a) Both summative and formative evaluation systems will be used to determine teacher and principal effectiveness. These systems will be developed in cooperation with the building leadership teams and will take into account data on individual student growth.</p> <p>The level of support and oversight will be increased for staff members that are not fully effective in implementing SIG reforms. This may include establishing individualized professional development plans as supports for these staff, and Personnel Improvement plans as possible sanctions and due</p>	<p>2. Superintendent and school board</p>	
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<p>performance and ongoing collections of profession practice reflective of student achievement and increased high school graduation rates</p>	<p>process leading to dismissal for those that do not show needed improvements. These activities will be closely monitored in cooperation with Human Resources and all available supports will be included, such as Employee Assistance Programs, targeted coaching and modeling, data performance reviews, classroom observation, peer supports, and Building Leadership Team supports. If intensive assistance is not successful, the staff member may be terminated. SIG priorities are built around student success, which is based to a large extend on teacher effectiveness. Incentives will also be established, e.g., professional travel and training (see item 3, below).</p> <p>The above PD, coaching, and effectiveness practices will be extended to support staff including general education and special education support staff, including counselors (with SIG funded MS counseling support), social workers, transition specialists, etc. Individualized transition plans will be supported through an expanded advisory process and student follow-along data will measure effectiveness of support staff.</p>			
<p>2b) Are designed and developed with teacher and principal involvement.</p>	<p>2b) Ongoing participation of effectiveness based incentives, rewards, and sanctions will be developed with teacher and principal involvement as directed by the superintendent, cabinet, and school board. Quarterly monitoring of our SIG project will be utilized for reporting out and adjusting teacher and principal effectiveness supports and accountability.</p>			
<p>3. Identify and reward school leaders, teachers, and</p>	<p>3) Initial procedures to support and hold accountable teachers and school leaders are already in place. These will be utilized as SIG activities and be carefully and intentionally applied based on student outcome and growth data. Existing and expanded rewards and</p>			

<p>other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.</p>	<p>sanctions include:</p> <ul style="list-style-type: none"> <li>a. identification and reward of leaders and staff that clearly result in improved achievement and graduation rates, as well as removal of those that are not highly capable based on student results:             <ul style="list-style-type: none"> <li>i. Establish incentives, e.g., awarding of minigrants and additional student support budgets for staff that go the “extra mile”, e.g., teachers and paraeducators that take initiative as adult advocates and mentors for struggling students.</li> <li>ii. Provide opportunities for travel to PD opportunities that directly link to SIG goals and positive student outcomes. Staff that attend such events will be expected to share-out with peers and provide guided modeling for other staff when they return.</li> <li>iii. Require struggling teachers to engage in close support, e.g., co-teaching, coaching, observation and response, and engagement in PD plans. Refer those that do not improve to H.R. for additional assistance or removal.</li> </ul> </li> </ul>	<p>4. Provide staff ongoing, high quality, job-embedded professional development that is aligned with the</p> <ul style="list-style-type: none"> <li>4) CORE, NWEA and on-site resources will be used to create seamless, job-embedded PD opportunities that are continuous and are developed with long term sustainability of reforms and staff retention in mind:             <ul style="list-style-type: none"> <li>• Focused professional development utilizing consultant/contracted technical assistance experts to support administrators’ teachers</li> </ul> </li> </ul>
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<p>school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.</p> <p>5. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place and retain staff with the skills necessary to meet</p>	<p>and/or instructional coaches in math and/or literacy.</p> <ul style="list-style-type: none"> <li>• Include on-site technical assistance from C.O.R.E. for curriculum and instruction improvements</li> <li>• Include on-site technical assistance from NWEA and Education Northwest as part of intertribal efforts for improvement and improved use of MAPs testing.</li> </ul> <p>5) Provide additional incentive programming:</p> <ul style="list-style-type: none"> <li>• Seek additional funding for "Grow your own for HQ preschool instructors and P-12 paraeducators" to promote credentialing and increased skills of existing highly capable instructional staff.</li> <li>• Provide classroom budget increases based on creative solutions to student attendance and engagement</li> <li>• Establish funded opportunities for individual teacher development for struggling staff and closely track outcomes. Identify those that do not respond for formal Human Resources dismissal process.</li> </ul>			
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<p>the needs of students in a transformation school.</p> <p>6. Adopt new governance structure (e.g., site-based shared leadership, building leadership)</p> <p>7. Use data to identify and implement an instructional program that is research-based and vertically aligned</p>	<p>6. Incorporate and expand on additional activities, utilizing <i>Native Star restructuring plans developed by shared governance Building Leadership Teams</i> and completed at elementary campus and secondary campus:</p> <ol style="list-style-type: none"> <li>Maintain, strengthen and/or revitalize site based decision making process with <i>building leadership teams (BLTs)</i> with building principal as the instructional leader of the BLT, <u>including the establishment of a discrete Middle School BLT as part of SIG restructuring (see above). At all levels, collaborate with the BLTs to provide critically needed embedded job development and support that compliments administrative revolve to build and retain the highest quality instructional staff, and release those staff that do not respond to professional development opportunities, feedback, improvement plans, sanctions, and incentives. This priority will focus particularly at the preschool and middle school levels.</u></li> </ol> <p>7) Transformational Restructuring Activities to promote vertical alignment and adopt curriculum that is aligned to state standards:</p> <ul style="list-style-type: none"> <li>Math Curriculum was replaced recently – continue full implementation of new math curriculum (Math Connects, K-6, Holt Mathematics, 7 – 12) with full access to supplemental and</li> </ul>		
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<p>from one grade to the next as well as aligned with State academic standards.</p>	<p>intervention materials to support heterogeneous classrooms.</p> <ul style="list-style-type: none"> <li>• K – 5 and/or 6-8 Literacy Curriculum Review/Adoption in 2012-2013 with additional implementation during 2013-5 school years under a P-5, M.S. and H.S. restructuring</li> <li>• Gifted &amp; Talented Program refocus in grades K – 8 with emphasis upon STEM activities</li> <li>• Instructional Program realigned to focus greater emphasis upon enrichment activities as well as remediation activities</li> <li>• Utilize MAPs assessments and other formative assessments to monitor progress from kindergarten through 12: Early Childhood Education (ECE) program improvement emphasis with kindergarten readiness as primary driver (Title VII, Discretionary Grant funded activities). Vertically align across grades into kindergarten and beyond and horizontally align to E.C. standards and common core standards and emerging grown assessments in primary grades.</li> <li>• Improve cohort rates starting in preschool: Improve partnerships with all CLS feeder ECE programs for purpose of targeted screening and early intervention with 3 &amp; 4 year olds (OT, PT, SLP, behavior intervention support services) <ul style="list-style-type: none"> <li>○ Summer kindergarten readiness camps for targeted intervention and child find activities</li> <li>○ Implementation of RTI with three and four year olds (DIAL 3)</li> <li>○ Early community-wide universal screening/child find services</li> <li>○ Additional technical support for partnership schools (feeder programs) in professional development, instructional delivery, assessment</li> <li>○ Cross-age tutoring utilizing selected/trained CLS high school</li> </ul> </li> </ul>
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<p>8. Promote the continuous use of data</p>	<p>students matched with targeted ECE students on weekly basis</p> <p>8) Data collection, analysis, and reporting have been a strong part of the CLS structure since we began reform efforts many years ago. This has not always led to changes in practices that reach the classroom level. In an effort to focus the data to make immediate interventional instructional decisions for Reading and Math, we have at times lost sight of the “whole student’s” needs and strengths for school behavior, community engagement, study skills, attendance, content knowledge proficiency, post-secondary planning, and making successful transitions into adulthood. Under SIG we will use data to make decisions about the formative development of each student toward self-sufficiency and being an effective tribal member of our urban Indian community, as reflected in our mission statement.</p> <ul style="list-style-type: none"> <li>• Data decisions will be based in the following reforms: <ul style="list-style-type: none"> <li>○ Restructure / Realign Instructional Coaches to support RTI efforts. <u>Utilize SIG funds</u> to hire an “RTI coach” that will utilize formative and summative team based data analysis to identify and cooperatively plan interventions for struggling students, particularly at the middle school level.</li> <li>▪ Additional restructuring of Math and Literacy Coaching positions includes: <ul style="list-style-type: none"> <li>• Elementary Literacy Coaching staff assigned responsibility for Pre-K through 5<sup>th</sup> grades (PK – 5) to ensure focus upon successful transitions across grade bands and improved cohort rates.</li> <li>• Building Principals assigned direct supervision for instructional</li> </ul> </li> </ul> </li> </ul>		
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<p>9. Establish schedules and implement strategies that increase learning time</p>	<p>coaches with support by Director of CIA (elementary &amp; secondary)</p> <ul style="list-style-type: none"> <li>• Conduct intentional RTI at preschool through 12 levels for both behavioral and academic needs, e.g., Early Intervening Services, targeted remediation, learning lab supports, and active child find.</li> <li>• Additional career preparatory options for students will be offered under SIG, including job shadows, internships, supported employment, test prep for post-secondary entrance requirements, and follow-along for those needed ongoing support as they move toward post-secondary goals.</li> </ul> <p>9) We have carefully reviewed our school start times, transportation program, and daily schedules in relation to student needs. Student chronic truancy rates, ADM/ADA data, participation in after school programs, and tardy data have led to the following reforms:</p> <ul style="list-style-type: none"> <li>• School Calendar Restructured to increase student learning time – fifty percent reduction in one-half day, early release of students</li> <li>• Elementary and secondary master schedules driven by RTI model, 60 to 100 minutes of reading and/or math instruction (Tier I) with after-school double &amp; triple dosing (Tier II, III)</li> <li>• Restructure our preschool to increase student time in school in developmentally appropriate programs from as little as 2 days per week to a full five days per week.</li> <li>• Utilize SIG and supplemental funding (such as 21<sup>st</sup> Century) to further enhance extended school day / extended school year academic, cultural, and credit retrieval programming, e.g., provide a H.S. "8<sup>th</sup> period" to extend school day: target to credit deficient and skill</li> </ul>			
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<p>10. Provide ongoing mechanisms for family and community engagement.</p>	<p>deficient students, tiers one and two. Provide additional learning lab support and shift summer learning to focused lab supports in August to intentionally prepare students for the start of the next school year.</p> <p>10) Goals three and four of our SIG Operational Plan are designed to guide increased engagement of families and community in helping potential and current CLS Native students be ready for school, fully engage in exciting and productive school experiences throughout their school years, and successfully transition to employment, post-secondary training, or college. Family and community engagement will be actively supported by building tribal and community partnerships, increase transparency, and make CLS programs fully accessible, for example:</p> <ul style="list-style-type: none"> <li>• Establish MOA/MOU agreements with : <ul style="list-style-type: none"> <li>○ Early childhood programs</li> <li>○ Wrap-around services including health, mental health, and tribal support service</li> <li>○ Economic development entities, such as PII, TERO and Pierce County Development</li> </ul> </li> <li>• Build Chief Leschi development capacity to work more formally with the tribal planning entities and community agencies that can support family and community involvement and capacity building</li> <li>• Develop community and parent outreach capacity, e.g., H.S. Library enhancements that provide physical and digital access to the community.</li> </ul>		
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<p>11. Develop sufficient operational flexibility to implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.</p>	<p>11) Take the “next step” of utilizing grant school operational flexibility to build partnerships and the tribal and community levels to promote student achievement and success in graduation career paths that are aligned with tribal economic and family development goals:</p> <p><u>Establish or improve tribal and community relationships to coordinate and improve “safety net” and “wrap around” services such as:</u></p> <ul style="list-style-type: none"> <li>• Grandview Early Learning Center</li> <li>• Puyallup Tribal Health Authority</li> <li>• Puyallup International Inc.</li> <li>• Puyallup Administrative Offices</li> <li>• Tribal Economic Rights Office</li> <li>• Higher Education Office</li> <li>• Northwest Indian College and Muckleshoot Tribal College</li> <li>• FACE and PTHA home-based program supports for current teen parents and pregnant students</li> <li>• Continued enrollment with a minimum of five hours per week contact time</li> <li>• Additional supports from FACE Parents as Teachers home-based program</li> <li>• Social services supports for linkages to tribal and community supports</li> <li>• Collaboration with day care and preschool providers including Grandview</li> <li>• Canoe club development for CLS traditional canoe and journey activities</li> <li>• Language lab development and collaboration with tribal language program</li> <li>• After-school and summer programming, esp., students at risk</li> <li>• Community liaison outreach for preschool students and families</li> </ul>			
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<p>12. Develop a plan for the school to work closely with the SEA Turnaround office in order to receive intensive technical assistance and related support.</p>	<p>12: Chief Leschi School has carefully considered the SIG assurances relating to technical assistance and related support. CLS has a substantial history of committing to and successfully delivering discretionary scopes of work to improve student outcomes. Our leadership is cautious to commit only to programs and grant opportunities that are determined to be closely aligned with current improvement plans, and preserve our status as a grant school that is accountable to the articles of incorporation established by the Puyallup Tribe of Indians, and the mission and vision statements that have been developed with tribal sovereignty and self-determination as guiding principles.</p> <p>Although the BIE is not fully an SEA with respect to grant schools, we look forward to working closely with the BIE DPA office and Washington State SEA office to receive and apply intensive technical assistance and related support including CORE and NWEA sources.</p>			
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## **I. BUDGET SPREADSHEET & NARRATIVE (Revised 5-9-12)**

BRIEF INTRODUCTION NARRATIVE TO THE BUDGET SECTION APPROX. 1 PAGE:

The attached budget describes costs allocated to MS/HS reforms under SIG. Year one costs are aligned with the 11-12 restructuring plan as approved through the Native Star process. The funding requested for SIG years two and three is designed to institutionalize reforms in a way that post-SIG activities (2015-2016) will sustain the reforms and restructuring for the long term. For example our three year SIG budget includes "fade out" of teacher positions from SIG to non-SIG sources. Our forward looking consolidated budget is designed to support SIG implementation and sustainability. Consolidated budget allocations and other discretionary funding have been a key part of the overall Chief Leschi Schools reform budgets prior to SIG and will continue to be focused on ongoing reform after SIG funds are ended.

SIG costs are allocated specifically to reform the secondary school with the overarching goal of reducing drop-out rate and achieving successful student transitions from entering MS to post-secondary success. SIG funds will be used to reconfigure the CLS secondary school program by establishing discrete Middle and High schools. Non-SIG funds, such as discretionary Title VII, will be utilized to align these reforms with a restructured P-5 system at CLS elementary school. New instructional supports under SIG include learning lab, extended school day/year, and technology based learning, learning lab, extended school day/year, curriculum development, teacher accountability and incentives, technology and assisted learning. Research based core, supplemental, and intervention curricula will be obtained to support heterogeneous classrooms and laboratory learning environments. Parent outreach and involvement in student learning activities, e.g., community library will be directly supported.

See budget spreadsheet 5-9-12

## Budget Narrative and Line Item descriptions

This budget narrative describes a transformation model that will result in a major shift in how Chief Leschi School responds to the changing needs of students. Based in Native Star restructuring design, this SIG effort will be tied to total P-12 reform. However, specific activities under SIG funding will be implemented at the secondary level only. Language in the narrative that refers to reform at the P-5 level will be funded from non-SIG resources, including discretionary funds targeted to reforms in early childhood and elementary. P-5 activities are not formally a part of SIG deliverables, but that information is presented as context for total P-12 reform.

SIG will provide for critically needed reforms, including physical and organizational changes at critical student transition points. These include transitions into and out of Middle School and at graduation to post-secondary opportunities. To support this emphasis, a distinct Middle School (reconfigured to grades 6-8) and a High School (grades 9-12) will be created to respond to the unique needs of our students at those key developmental levels. These re-envisioned programs will respond to the needs to two groups of students in our secondary programs: 1) students who have been dropped out or pushed out of local school districts and who are often credit deficient, and 2) student cohorts that have come up through the Chief Leschi "feeder" programs, sometimes going back to their earliest preschool years. We have created a SIG design that will utilize both formative and summative data to inform individual learning plans for each student that is at risk for dropping out, whether they are part of our cohort or have

transferred in to our MS or HS. The SIG budget and program design is oriented to providing intensive supports for these at-risk students.

Changes will include: (1) establish heterogeneous classrooms with strong support for differentiated learning; (2) provide learning lab instruction designed to address individual skill deficits that are become barriers to success; (3) Improved counseling and student services, particularly at the critical middle school level, (4) increased high school authentic learning experiences and transition support to post-secondary, and 5) enhance learning and student services, such as counseling and RTI opportunities for "atypical learners" that may require creative responses to their learning needs, particularly competency based learning, including technology supported extended school day at the HS level.

Lines 9-14: Restructured Secondary Program: Leadership and Direct Instruction personnel:

We have created staff positions that are sustainable for the long term, or that are 'start-up' in nature only. The SIG budget, attached, is designed to explicitly address risk factors for Native Americans in our service area. Those risk factors have led to the high drop-out rates. That leading indicator is the basis for Chief Leschi School's eligibility for SIG. Personnel line items do not supplant existing positions with SIG funds, although an individual in a current position may be allocated to SIG if their new job emphasis directly supports the SIG driven reforms, and that person is capable and accountable to perform those revised duties.

Although CLS had hired a new HS principal within the last two years, we are currently undertaking a search for a new "Transformation Principal" who will specifically lead our secondary restructuring efforts under SIG. This "Transformation Principal" will be hired for the 12-13 school years and beyond to lead our SIG reforms for our reconfigured MS and HS

secondary programs. That individual will work closely with a new HS assistant principal (SIG funds) and a HS and MS assistant principal to accomplish SIG deliverables as part of broad restructuring efforts. The "transformation tool kit" and Native Star results have been used as guidelines for bringing on the new principal and aligning building level leadership to both Native Star and SIG reforms at the secondary level.

Teachers who have demonstrated that they can produce academic gains will staff our reconfigured secondary through the use of SIG funds. Costs for these positions will gradually be absorbed by non-SIG funds (see table below). These teachers will need to be highly qualified in the appropriate content area and be sensitive to developmental needs at the secondary school level, not just be content area teachers with a single specialty area, nor only "generalists". Our new secondary school staff will be high capable in critical areas, e.g., our updated math course sequence that will be based on common core standards and new literacy adoption.

The new SIG funded teachers will be focused at the critically needed reconfigured Middle School to build the new heterogeneous classrooms that support "whole child" needs at the key transition points into and out of middle school.

All secondary school improvements and staffing (including assistant principal) will be directly aligned to secondary school reforms to provide for secondary transformation led by our new transformation principal (see below).

The following table describes the building level leadership and other key personnel fte's by year to support transformation in our secondary school (SIG and non-SIG funds).

SIG funded fte levels	SY 11-12		SY 12-13		SY 13-14	
	SIG \$	non-SIG \$	SIG \$	non-SIG \$	SIG \$	non-SIG \$
New Principal fte	1		1		1	
Asst principal fte	1	1	1	1	1	1
Secondary counselor	1		1		1	
RTI coach/teacher	1		1		1	
MS/HS teachers	3		2	1	1	2
<b>TOTALS</b>	<b>7</b>	<b>1</b>	<b>6</b>	<b>2</b>	<b>5</b>	<b>3</b>

Lines 15-41: Restructured and enhanced student support systems (Counselor, RTI coach, etc):

Entry into kindergarten, secondary school, and exit to post secondary education and training often present radical changes from the traditional extended family and tribal learning settings our students have known. We recognize that successful transitions are built on a students' developing sense of belongingness, mastery, independence, and generosity (2002, Brendtro, Brokenleg, Van Bockern). Protective factors that can build resiliency include building connections with family and community and experiencing personal success in school (Hawkins Catalano and Miller, 1992). Intentional teaching practices lead to a sense of mastery. As our Native youth develop connections, confidence and independence to apply mastery learning, they will be more confident to make successful transitions to new settings and across critical developmental points.

High School students who fail to graduate or transition to post-secondary education and training are presented with diminished opportunities to develop a fulfilling life that includes opportunities to give back to their community. Given current patterns, approximately 45% of next year's ninth graders (2012-13) will not stay on track to complete high school in four years. These 9<sup>th</sup> graders are at risk of compounding their deficiencies as they progress through

the high school grades. More than one quarter of our HS students transfer from other schools and enter Chief Leschi behind in credits. Few currently attempt and pass higher level academic coursework essential for four year college entrance.

Many of our students transfer to CLS with behavioral and academic deficits that put them at risk of not graduating. If they reach high school, many still cannot achieve basic proficiency on ACT, PSAT, SAT, COMPASS and ASSET tests, whether or not they meet the minimum state assessment and credit requirements. Our project design will directly address these issues by providing targeted instruction, tutorial services, placement test prep support, guided experiences and opportunities and training to increase student interest and motivation to succeed. Additionally, challenging coursework will be offered to targeted students who are, or who could potentially be, college bound.

Line 15: Counselor:

At the middle school level in particular, we will identify and assist students who are at specific risk of not successfully transitioning to high school due to deficiencies in attendance, engagement, and school adjustment that place them at-risk for success in high school.

Although we have existing counseling at the secondary level, those supports generally do not reach down into the middle school level due to the high caseloads at the high school level. Behavioral Response to Intervention and counseling support services at the middle school level, aligned to SIG priorities, is a clear unmet need (see needs assessment section). A middle school counselor to provide services as described above is identified on line 15.

Focused related services will be a key part of these plans. To reduce dropout rates, and increase successful post-secondary outcomes for our increased graduation cohort, individualized RTI / tier 2 plans will be intentionally supported with services at critical transition points. As described elsewhere in the proposal, those transition points often occur at the transition in to and out of middle school. In these first SIG supported restructuring years (2012-2015), we will identify middle school students that require focused counseling services as part of their RTI plans. At this time tier-one Behavioral-RTI services are provided by existing counseling staff and Tier 3 BRTI services are provided through Special Education part three funding. This will continue. The SIG funded related services such as the counselor will primarily address at-risk (tier 2) student learning plans in cooperation with the advisory and student support systems, particularly at the middle school level. That position, and the RTI coach, will be specifically supported through other grant seeking, e.g.. Department of Education discretionary grant development. We intend that these tier two supports be institutionalized across all grades for long-term RTI supports.

Line 16, paraeducator support

Intentional RTI activities for Behavioral RTI and counseling support (per line 15, above) and Academic RTI and instructional support (see line 17, below) will be essential in supporting the new heterogeneously based programs with additional supplemental and intervention instruction to complement the differentiation occurring in the redesigned classrooms, particularly at the MS level. Part of the service model for this will be to establish a learning lab

that will be staffed in part by the RTI coach as described below. A paraeducator is identified to support those intentional intervention services.

#### Line 17: RTI Coach

Much of our SIG design will be enhance our existing three tier model of Academic Response to Intervention (ARTI) and Behavioral Response to Intervention (BRTI). We will incorporate strategic and intervening services into the learning plans for struggling secondary students. An "RTI Coach" will guide this process based on analysis of individual learning needs. The RTI Coach will provide data based direct instruction and consultation to coordinate additional supports for students that are non-proficient. This coach (and paraeducator, above) will provide these interventions through consultation/coaching in classrooms and also through direct instruction in a learning lab that will provide targeted interventions. Individual "RIT" learning plans will be built for the most deficient students to focus both SIG and non-SIG supports, and measure results through ongoing benchmark, progress, and curriculum based assessments. Other individual plans, e.g., IEP and 504 will be incorporated into this process.

Ongoing data analysis will be a hallmark of the implementation of our secondary school transformation. A thorough needs assessment, based on program and data analysis has guided our SIG planning and will guide SIG roll-out. Our ultimate restructuring goal is to improve our universal design concept to promote success, while providing an array of early interventions targeted to students at risk of failure. We will institutionalize change by establishing intentional, long term supports for students at critical developmental periods and transition points. Increases in graduation rates and post-secondary success will result. We see SIG funds

a catalyst for positive, transformational change and sustainability for the long term. For example the adoption of power standards and Common Core as well as increased use of assessment practices (such as NWEA MAPs) to track individual student growth will be a long term outcome.

The RTI coach will provide instructional leadership for the learning Lab as well as support for focused classroom based interventions for students that are struggling. The RTI coach will coordinate academic RTI and behavioral RTI through a team process. Services will include the close student supports for at-risk students provided by the new SIG counselor position (see below). The RTI coach will have a central role in coordinating a multidisciplinary interventions approach for students at-risk of dropping out. This focus will begin at the earliest level (6<sup>th</sup>) grade of our new secondary school, but will also be coordinated with RTI efforts in the earlier grades. Both SIG and non-SIG funding will be utilized to build individualized plans for these students, including Part B CEIS funding, Title I funds, and interagency (primarily tribal, e.g., mental health) services. Most students receiving RTI focused supports will be tier 2 students.

Students who are falling behind in course work will receive individualized learning plans that identify their skill deficits and instructional needs. Students will have opportunities for pre-instruction of upcoming content, re-teaching of past content, pre-assessment study sessions and “catch up” sessions for absences.

#### Lines 24-27: Curriculum and Instruction Supplies and Materials

SIG related equipment and supplies/materials costs provide long-term sustainability and increased capacity for reform, e.g., differentiated learning in heterogeneous classrooms,

exploring technology labs, the instructional learning labs described above, and technology based and non-technology curriculum materials. Curricula include content rich core curricula and intervention materials, non-core supplemental and intervention curricula, and culture/language development materials

Curriculum adoptions are currently being undertaken to support SIG, particularly in reference to the move toward Common Core standards. Science, Math, and Literacy adoptions that support SIG reforms such as an improved three tier model with increased differentiated instruction, particularly for supplemental and intervention instruction are currently underway. These adoptions will also be supported by our consolidated budget. One aspect of curriculum adoptions that will respond to the needs of the "whole child" under SIG is that of culturally relevant instruction at the secondary level, particularly for social studies and humanities (see line 24 in the SIG budget). Our SIG design is to retain students across critical transition points. Protective factors such as community and school attachment are based in a sense of identify and belongingness. The identified culturally relevant curricula, particularly for Coast Salish, will part of that effort. Much of this curriculum will build critical thinking skills, an understanding of the broader world in the context of the history of descendants of signatories to the Medicine Creek treaty (many of our students), improved language development, as well as cultural identity.

Compass Learning and other learning materials: We expect that Compass will be a vital piece of the technology driven intervention plans for our students, e.g., in the learning lab or for differentiated learning, that have not been successful in a standard comprehensive high school model. Compass ties directly to NWEA MAPs which will be a core part of our assessment

practices. The total cost for Compass will be dependent on the specific roll-out for each class. Therefore total cost will vary per student cost. If necessary, non-SIG funds will be utilized to supplement SIG funds for implementation of SIG.

Line 27, additional H.S. support for post-secondary success, e.g., exploratory labs

Our project will directly address service gaps in the area of high school completion and transition beyond. We will provide exploratory learning fixed or "mobile labs" to complement the previously described learning lab to address credit deficiencies and increase the ability of our staff to guide students along career pathways while maintaining high standards toward graduation. These labs will supplement the core and supplemental instruction provided to students who are deficient in Career and Technical education credit requirements (CTE). We expect to substantially increase our offerings to students as they are more prepared for High School to then prepare them for the growing opportunities within the Puyallup Tribal economy and surrounding community. Diversified Occupations and Work Based Learning will also play a role in career pathway development in future years under additional grant seeking to complement SIG. Through those resources, we will provide transition skill instruction, training and job experiences and follow up support for at least one year after graduation to monitor success and inform our continuing efforts at the high school level.

Lines 28 - 31: Professional Development / Travel

For curriculum adoptions to be effective Professional Development must be sustained and the effectiveness of ongoing P.D. based on measureable outcomes in the classroom and in student competency. The broader CLS P.D., plan, developed with the leadership of the

Curriculum, Instruction, and Assessment (CAI Director) department and building level leadership teams will support SIG professional development, not just for the curriculum adoptions mentioned above, but for the our entire school restructuring. The current CLS Professional Development plan has already been submitted. Line 44 provides for a modest amount of additional release time to conduct the professional development in relation to line 24 activities as described above. That release time may be through the use of substitutes and/or non-school hour supplemental contracted time.

Restructured heterogeneous classrooms, expanded CTE offerings, and will require extensive professional development for addressing the needs of struggling students particularly in the first years of this SIG initiative. Sustained P.D will build capacity for inclusive teaching for those that are disabled or who have been undereducated, so that ALL students achieve clear and rigorous growth targets. All secondary staff will be engaged in intentional RTI supports and professional development. Secondary staff will provide targeted interventions, skills remediation, in-class differentiated instruction, cooperative teaching, and expanded core content such as culturally relevant social studies and electives such as exploring technology labs. Students in our new secondary school will engage in experiential learning / college-career prep that prepares them for success as secondary school students.

Lines 33 and 75, extended Learning Time / learning labs:

Improved instructional opportunities will be incorporated into both day school and summer extended learning opportunities. The level of "dosage" for math and literacy is tied directly to

our three tier system and therefore is linked to student non-proficiency levels and growth towards proficiency. This issue is addressed in our SIG assurances, items 9 through 12:

9. Implement with fidelity a three-tier system of instruction that includes one-on-one and small group interventions for struggling students.
10. Create an extended school day and extended school year concentrating on rigorous instruction in math, reading, and language arts.
11. Literacy (Reading/Language Arts) time is a minimum of 60 minutes (tier 1) at the elementary school, and at least one full period of 50+ minutes at the secondary school with additional instructional time added for tiers II and tiers III.  
*Clarification:* Due to our 7 period day, CLS blocks time for literacy for non-proficient students at approximately 108 minutes per day with 50 or more additional minutes available (including after school).
12. Math time is a minimum of 60 minutes (tier 1) at the elementary school, and at least one full period of 50+ minutes at the secondary school with additional instructional time added for tiers II and tiers III.

Extended Learning Time: Our SIG design is to engage at-risk MS/HS students, particularly tier 2 and 3 in extended learning. Delivery methods include a high school "8th period", a "Friday school", and an afterschool / summer learning lab. We will focus these efforts on students in our secondary school who are most at risk for dropping out. Often, these are students that have high rates of truancy and transiency, who then become skills deficit, then credit deficient, and then drop out. Our leading and following data are clear on this, particularly the impacts at critical transition points, e.g., in and out of middle school. We discussed the fact that an extended day mandate does not really address this problem; these students are not consistently coming to school even for the presently required 6 hours a day and 180 days. We intend to provide these students and families with a high level of support (such as the SIG funded counselor and student service supports) to actively engage them in extended learning. We will include standards based and technology assisted learning labs to support this so it is

not just about seat time. When necessary, services may include truancy filings in tribal court or other means of accountability such as "Elders Panel". Individual learning plans may be utilized to include "mandates" in cooperation with probation officers as a result of those filings. The plans will provide for "release of responsibility" as students take accountability for their own learning needs and solutions. Engaging the "whole child" in cooperation with the family and community is our goal for improving our graduation rates. Partnerships with tribal agencies and supports will be critical, e.g., extended learning opportunities represented by the tribally funded Sylvan Learning component of our afterschool/summer services.

Teacher Incentives, Line 46:

We intend to provide stipends and/or incentives to teachers and support staff who show exemplary results and services, e.g., professional travel and training, mini-grants, etc. Criteria will include student performance data. Incentives are expected to increase over SIG years due to positive student outcomes resulting from effective reform. We will provide "mini-grants" for teachers as part of this program, particularly for year three that provide funds for classroom and community based initiatives that support SIG goals and outcomes.

Parent and Community involvement, Lines 66-67 and 79-80

Parent professional development (lines 66 and 67) will provide funds to support parent engagement activities identified in our Native Star restructuring plan. Per the SIG assurances the purpose of these activities is to engage parents in supporting their child in school success and invite parents and extended families to participate in school improvement planning. This

will be conducted as part of our parent outreach activities, including monthly family nights, information distributed at CLS athletic events and pow wows, and school board open meetings, and an enhanced "digital" and physical library that is opens the school secondary library to the community.

Many parents, guardians, family members, and community extended family members can provide strong "natural supports" for struggling students, particularly at the key transition points targeted in this SIG proposal. Educating this network of family members about the new directions of the CLS secondary school, and networking with secondary and post-secondary supports in our community will be vital to the success of our students. As the new MS and HS restructuring is "rolled out" to the community information nights, parent panels, information outreach, and community relations activities, such as networking with tribal entities will be as intentional as out school based activities. For example improved school to work opportunities including work based learning that is connected to school based learning.

CTE/vocational options (line 80) will be communicated to parents and community. Parent/community access to and enhanced digital library design (line 79) will engage families in learning together and researching post-secondary opportunities including technical, community, tribal and four year colleges. Parents, community members, and tribal entities such as TERO, Puyallup Tribe Higher Education, and community services will be engaged in the above through establishment of interagency Memorandums of Agreement that set out mutually beneficial activities for tribal membership and urban Native Americans in our service area.

A		C	D	E	F
1	SIG 1003(g) Budget Spreadsheet 2011-2012 Application				
2					
3	Agency: SEATTLE LINE OFFICE				
4	Prepared By: CJS SIG/Re-structuring team				
5	School/Organization: CHIEF LESCHI SCHOOLS				
6	DIRECT INSTRUCTION	Year one 2012-2013	Year Two 2013-2014	Year Three 2014-15:	Total Budget
9	<p>The success of our transformed Secondary School (MS/HS) will depend on finding and developing highly capable new staff. This SIG initiative will provide for a transition period to bring on new staff in year one, then institutionalize those positions for the long term. A Transformation Principal and Assistant Principal will be hired. Teachers who have proven they can get produce academic gains will staff our reconfigured middle school through the use of SIG funds in year one. Costs for these positions will gradually absorbed by non-SIG funds (see below). These teachers will need to be highly qualified in the appropriate content area and be sensitive to developmental needs at the secondary school level, not just be content area teachers with a single specialty area, nor only "generalists". Our new secondary school staff will be high capable in critical areas, e.g., our updated math course sequence that will be based on common core standards and new literacy adoption. Restructured classrooms will require extensive support for struggling students particularly in the first years of this SIG initiative. We will build capacity for inclusive teaching for those that are disabled or who have been undereducated, so that ALL students achieve clear and rigorous growth targets. All secondary staff will be engaged in intentional RTI supports and professional development. Secondary staff will provide targeted interventions, skills remediation, in-class differentiated instruction, cooperative teaching, and expanded core content such as culturally relevant social studies and electives such as exploring technology labs. Students in our new secondary school will engage in experiential learning / college-career prep that prepares them for success as secondary school students. All secondary school improvements and staffing (including assistant principal) will be directly aligned to secondary school reforms to provide for secondary transformation led by our new transformation principal (see below).</p>				
10	Start-up year for restructured secondary school: three teacher fte's to provide differentiated instruction in new heterogeneously grouped classrooms	\$210,000			\$210,000
11	Second SIG year for restructured secondary school: phase out one SIG funded teacher fte (see above) to provide differentiated instruction in new heterogeneously grouped classrooms; move that fte to non-SIG funding to promote sustainability.		\$144,200		\$144,200
12	Third SIG year for restructured secondary school: phase an additional SIG funded teacher fte's to provide differentiated instruction in new heterogeneously grouped classrooms; move to non-SIG funding to promote maintenance of effort.			\$74,200	\$74,200

6	DIRE	INSTRUCTION	A	C		D		E		F
				Year one 2012-2013		Year Two 2013-2014		Year Three 2014-15:		Total Budget
13			SIG leadership: Hire a transformation secondary school principal: The new principal and leadership team will be capable of leading SIG transformation in the new Secondary School configuration. In year one, secondary school principal hire, classroom staffing and student support needs will be emphasized. We will sustain our SIG reforms through increased efficiencies as the new secondary program is fully developed. We also expect non-SIG funding increases in the "out years" due to improved student retention leading to increased student fee's. Expected step and COLA increases are included.							
14			Assistant Principal: add one asst principal for new secondary design; work under new secondary school principal to demonstrate student growth and improved cohort rates across critical student transition points to reduce dropout rates,e.g., into and out of Middle School.	\$100,000		\$104,000		\$108,160		\$312,160
15			Counselor : Secondary School - provide direct supports for secondary school students to improve graduation rates and post-secondary success. Work closely with new principal and assistant principal to focus efforts on middle school students at high risk for dropping out.	\$81,000		\$84,240		\$87,610		\$252,850
16			Other (Identify) : Full time paraeducator support for the new learning labs to target student skill gaps, working under the guidance of the new RTI coach	\$58,000		\$58,000		\$63,600		\$179,600
17			Instructional Coach : RTI coach to help guide differentiated instruction in new heterogeneous classrooms. Coach will assist with teaching load in the new secondary learning lab and in heterogeneous classrooms, and will model best practice differentiation. This key staff member will be hired through SIG plans initially to provide targeted behavioral and academic interventions. This position will then be prioritized for long-term funding through non-SIG planning activities.	\$0		\$0		\$14,500		\$14,500
18			Instructional Assistants – e.g., learning lab support for extended school day and extended school year (utilize existing funds)	\$55,000		\$57,200		\$58,000		\$170,200
19			<b>Total FTEs:</b> 7		6		5.5			
20			TOTAL PERSONNEL SALARY COSTS	\$504,000		\$447,640		\$406,070		\$1,357,710
21			Other (Identify) Benefits: [TOTAL FRINGE AT CLS AVERAGE RATE]	\$136,080		\$120,863		\$109,639		\$366,582
22			TOTAL PERSONNEL SALARY AND FRINGE	\$640,080		\$568,503		\$515,708		\$1,724,291
23										

	A	C	D	E	F
		Year one 2012-2013	Year Two 2013-2014	Year Three 2014-15:	Total Budget
6	DIRE INSTRUCTION				
24	SUPPLIES & MATERIALS (NOTE: As LEA, CLS has school board authorized curriculum review/adoption protocol. Any future use new curriculum materials and/or educational programs would need to be approved for use via this protocol.)				
25	<p>Instructional supplies (also utilize CLS non-SIG funds): year one costs, including costs for new and refreshed scientifically researched curricula (with an emphasis on supporting differentiated instruction) and culturally relevant curriculum, e.g., for social studies. Examples include:</p> <ul style="list-style-type: none"><li>• Social studies Native American Testimony stories – Farming and Futility, The New Indian Wars, Confronting Columbus Again; Makah Whaling; Walking On; The Many Lives of Sherman Alexie; Story of the Sacred Tree &amp; The Sacred Circle; Gifts of the Four Directions, Who Speaks for Wolf;</li></ul> <p>COST = \$1,720 for assorted novels, books with focus upon NW Coastal Native Americans</p> <ul style="list-style-type: none"><li>• Washington Stories – Washington History Online services from Washington State History Museum</li></ul> <p>COST = \$1,000 approximate cost of subscription with additional ebook download costs</p> <ul style="list-style-type: none"><li>• Electronic support – The History of Washington State Curriculum materials for middle school and high school, ebook writing support (supplemental materials)</li><li>• The Bitter Waters of Medicine Creek, Richard Kluger (Amazon.Com electronic version @ \$25.44 per copy): COST = 30 books @ \$26 = 4780</li></ul> <p>YEARS TWO AND THREE COSTS USED TO BUILD ADDITIONAL CURRICULA INCLUDING: My World Geography, Pearson – Prentice Hall (middle school geography) including electronic resources for online support: COST = 30 student text books @ \$100 per book (electronic learning support) = \$3,000, Teacher edition and materials = \$1,000</p>	\$7,500	\$15,000	\$15,000	\$37,500
26	<p>Instructional materials to address specific student skill gaps (Utilize SIG funds for \$20,000 Compass costs year one: Compass Learning online learning math &amp; reading curriculum (Tier 2 &amp; 3) that is aligned to CCSS and correlated to Northwest Evaluation Association (NWEA) Measurement of Student Progress (MAPS) for targeted interventions in lab/computer supported instruction. Fade out SIG funding and institutionalize yearly licensing through non-SIG funds in "out years" .... Utilize non-sig CLS funds and SIG years 2&amp;3 for other items, e.g. Agile Minds for H.S. supports as follows: Interactive supplemental and intervention materials and supplemental curriculum to support differentiated instruction in new heterogeneous classrooms in reconfigured MS/HS. Develop learning lab to provide interventions and supplemental targeted instruction through appropriate technology based intervention and strategic supports. Also provide support for common core standards and state assessments, e.g., preteach/reteach including computer based learning material. Include NWEA-MAPS as part of assessment practices to identify specific needs and growth targets. • Agile Mind online learning mathematics curriculum (Tier 1, 2 &amp; 3) that is research based and aligned to Common Core State Standards (CCSS) COST = \$21,900 per year for online license and support services (beginning SIG year two). • Renaissance Learning, Inc., STAR Math and Accelerated Math with PD; COST = \$10,100 total (\$2,900 for STAR Math, \$7,200 for Accelerated Math)</p>	\$20,000	\$26,900	\$26,900	\$73,800

		A			C	D	E	F
					Year one 2012-2013	Year Two 2013-2014	Year Three 2014-15:	Total Budget
6	<b>DIRE INSTRUCTION</b>							
27	Establish H.S. exploratory labs, e.g., exploring technology - Work Based Learning and Diversified Occupations - additional exploratory lab curricula (mobile labs for secondary school), e.g., exploring technology, exploring business/office, STEM lab, other. Establish lab in SIG year three (costs are primarily start-up one year costs).							\$35,000
28	<b>PROFESSIONAL DEVELOPMENT / TRAVEL</b>							
29	Employee Travel to professional development, e.g., educational technology conference and SIG related and/or required conference.							\$15,000
30	Additional (beyond off-site and summer institute) employee Professional Development, e.g. Secondary School conference, association dues, other PD costs							\$7,500
31	Other P.D./Travel							\$0
32	<b>EQUIPMENT</b>							
33	Other (Identify): new secondary computer learning lab (begin year one, finalize year two) 24 stations and refresh costs in out years.							\$46,000
34	Direct Instruction Equipment							\$0
35	Other Equipment: Wireless Solution to support educational technology throughout the new secondary school, e.g., student learning tablets and texts.							\$0
36	<b>PURCHASED SERVICES</b>							
37	Contracts: copier costs for new Middle-School program							\$0
38	Other Charges							\$0
39	Vehicle Rents /Leases							\$0
40	<b>TOTAL DIRECT INSTRUCTION, NON-PERSONNEL</b>							\$214,800
41	<b>TOTAL DIRECT INSTRUCTION</b>							\$603,608
42	<b>INSTRUCTIONAL SUPPORT</b>							
43	<b>PERSONNEL SERVICES</b>							
44	Additional professional development for teachers: Secondary School planning and PD activities including substitute teacher costs or supplemental contracts to provide release time for transition team / planning team...e.g., on line learning training: Since Time Immemorial: Tribal Sovereignty in Washington State (STI) curriculum (OSP) Online							\$15,000
45	Extended Contracts : Extended school year support: secondary school supplemental contracts for roll-out institutes for Summer, 2012 and a follow-up in year 13-14, year two These will be institutes on CLS campus for major restructuring efforts.. Technical assistance includes from e.g., CORE (off budget).							\$15,000

A					
		C	D	E	F
		Year one 2012-2013	Year Two 2013-2014	Year Three 2014-15:	Total Budget
6	<b>DIRE INSTRUCTION</b>				
	Stipends/Incentives: Identify and provide stipends (incentives and recognitions, e.g., professional travel and training) leaders, teachers, paraeducators), e.g., team leaders for specific secondary work and planning teams, est. 10 staff involved in planning and 1st year rollout. Also, provide incentives for highest quality teaching based on student performance data for years 1 - 3. Incentives expected to increase due to positive student outcomes through SIG. Also include "mini-grants" for teachers, particularly year three that provide funds for classroom based initiatives by high performing teachers that support SIG goals and outcomes.	\$2,500	\$5,000	\$25,000	\$32,500
46	Instructional Supervisor				\$0
47	Subject Matter Specialist				\$0
48	Social Worker				\$0
49	Parent-Community Liaison: outreach to new M.S. and H.S. parents to promote positive change (utilize existing resources, including CLS parent involvement specialist)				\$0
50	<b>EMPLOYEE BENEFITS</b>				
51	Other (Identify) Benefits: [TOTAL FRINGE, personnel items only]	\$4,050	\$15,000	\$15,000	\$45,000
52	<b>PURCHASED SERVICES (CONTRACTED SERVICES)</b>				
53	Facility renovations for new middle school facility; three classrooms updated for MS, including new carpet, new door, new MS-office, MS-staff space renovation, other (?) in [reformulate cubicles for increased use of space in MS/secondary school buildings]	\$0	\$0	\$0	\$0
54	Grant management and on-site development consultation, final year sustainability planning: build partnerships, other revenue sources	\$0	\$0	\$5,000	\$5,000
55	Start up On-Site Consultants: Secondary School startup: instructional program, CORE & Education Northwest T.A.	\$0	\$0	\$0	\$0
56	Other: one time Enrollment projection- impact study to plan for SIG years and beyond: revenue increases and impacts as student fee growth increases at preschool and upper grades due to increased birth rates and risk factors and related, facility and program requirements into the future, e.g., new P 3 school facility, auditorium costs, etc.... work with tribe directly to set up bid specifications.	\$0			\$0
57	<b>SUPPLIES &amp; MATERIALS</b>				
58	Assessments/Evaluations: additional NWEA Maps for vertical alignment (see line 30, above)				\$0
59	Assessment Software				\$0
60	Refresh in last year of SIG for curriculum and learning interventions: promote sustainability in following years.	\$0	\$0	\$0	\$0
61	Other (Identify)				\$0
62	<b>PROFESSIONAL DEVELOPMENT / TRAVEL</b>				
63	Employee Professional Development				\$0
64	Employee Travel				\$0
65	Parent Professional Development: response to emerging needs per new MS/HS	\$0	\$4,000	\$5,000	\$9,000
66	Parent Travel to support local travel / training activities	\$0	\$1,000	\$2,500	\$3,500
67					

A				C	D	E	F
	DIRE	INSTRUCTION		Year one 2012-2013	Year Two 2013-2014	Year Three 2014-15:	Total Budget
6							
68	Student Travel						\$0
69	Other (Identify)						\$0
70	<b>EQUIPMENT</b>						
71	Instructional Support Equipment: Technology refresh						
72	Startup for three new secondary classrooms, e.g., office, staff room: desks, classroom furniture, teacher presentation carts, science cart / lab equipment, student desks...						
73	<b>TOTAL INSTRUCTIONAL SUPPORT</b>			<b>\$16,550</b>	<b>\$35,000</b>	<b>\$62,500</b>	<b>\$125,000</b>
74	<b>OTHER INTERVENTION MODEL REQUIREMENTS/NEEDS</b>						
75	Extended Learning Time (additional paraeducator support for afterschool learning lab).						
76	Displacement Costs			\$3,000	\$3,000	\$3,000	\$9,000
77	School Closure Costs						\$0
78	Extended Professional Development (Career Growth)						\$0
79	Other (Identify) H.S. library enhancement, not personnel e.g., electronic collection and access, training: i.e., "seed money" for library enhancement, include parent & community outreach and involvement in technology based learning through community library approach.					\$25,500	\$25,500
80	Other: Culture, Language, community outreach and involvement, e.g., work based learning opportunity development, partnership building for post-secondary success, develop student wrap-around support connections through MOUs / MOAs, work with tribe on school restructuring facility needs, increase cultural community connections, e.g., canoe club (consultancy - extended contracts)			\$1,500	\$5,000	\$5,000	\$11,500
81	<b>TOTAL OTHER INTERVENTION MODEL REQUIREMENTS/NEEDS</b>			<b>\$4,500</b>	<b>\$8,000</b>	<b>\$33,500</b>	<b>\$46,000</b>
82	<b>GRAND TOTAL PROGRAMS</b>			<b>\$699,630</b>	<b>\$699,903</b>	<b>\$699,608</b>	<b>\$2,110,091</b>