

Project Status:

Chronology of Program Activities:

| August, 2008 | September, 2008 | October, 2008 |
|--|--|--|
| <ul style="list-style-type: none"> ▪ Created STRIVE Overview handbook for STRIVE districts, delivered to each consortium superintendent. ▪ Created STRIVE Referral Process. ▪ Designed the “Descriptive Diagnostic Matrix” (Sample Included) ▪ Hired Klawock STRIVE teacher and tutor. ▪ Hired Annette Island STRIVE teacher. ▪ Dyslexia expert in Craig to provide training. ▪ Hired 3 tutors for Craig. ▪ Supplies and materials for all four districts purchased. | <ul style="list-style-type: none"> ▪ DIBELS completed in Craig and Metlakatla. ▪ Trained Craig, Klawock, Annette Island staff in referral processes. ▪ Supplies and materials delivered to districts. ▪ Traveled to Annette Island (Director and Diagnostician) ▪ Set up program offices at each site (Craig, Klawock, Annette Island). ▪ Purchased learning materials at Craig in order to “beta” test in classrooms for the 2008-2009 school year. ▪ DIAGNOSED and entered program: 7 ▪ Transferred the Craig pilot dyslexia program students into STRIVE program (27 students). | <ul style="list-style-type: none"> ▪ Hired Craig STRIVE Teacher and Tutor. ▪ Hired Annette Island Tutor. ▪ Director and Diagnostician traveled to Seattle for International Dyslexia Conference. ▪ STRIVE Inservice in Klawock. ▪ STRIVE staff training. ▪ DIAGNOSED and entered program: 19 |
| November, 2008 | December, 2008 | January, 2008 |
| <ul style="list-style-type: none"> ▪ Traveled to Annette Island (Director and Diagnostician) ▪ Teacher and student surveys, first deployment. ▪ DIAGNOSED and entered program: 9 | <ul style="list-style-type: none"> ▪ Hired Hydaburg program coordinator. ▪ Hydaburg program coordinator prepares supplies and materials. ▪ Ordered fluency training materials. ▪ Ordered CD-Rom versions of HS textbooks for STRIVE qualified students. ▪ DIAGNOSED and entered program: 12 | <ul style="list-style-type: none"> ▪ DIBELS (mid-year) completed in Craig and Metlakatla. ▪ Hydaburg program officially begins with first day of the second semester. ▪ Traveled to Annette Island (Director and Diagnostician) ▪ DIAGNOSED and entered program: 13 |
| February, 2008 | March, 2008 | April, 2008 |
| <ul style="list-style-type: none"> ▪ Created and posted online surveys for community, administrators, and parents. ▪ Student notebook audit and tutor monitoring. ▪ Convened Craig Student Focus Group to gather feedback from high school level dyslexic students. ▪ Set up parent meetings to review student results. ▪ DIAGNOSED and entered program: 8 | <ul style="list-style-type: none"> ▪ Teacher and diagnostician convened individual teacher meetings to discuss testing results. ▪ Ordered, gift wrapped, and distributed STRIVE sweatshirts for students who successfully passed the Level 3 post test. ▪ DIAGNOSED and entered program: 11 | <ul style="list-style-type: none"> ▪ ALL students in program in grades 3-10 take Standards-Based Assessment (SBA), results will be available May 20. ▪ Student who entered the program prior to October 31st were re-administered the GORT-4. ▪ Grant APR completed, submitted electronically using eGrants. ▪ STRIVE website published. ▪ DIAGNOSED and entered program: 3 |
| May, 2008 | June, 2008 | July, 2008 |
| <ul style="list-style-type: none"> ▪ DIBELS completed for end of year in Craig and Metlakatla. ▪ STRIVE celebration picnic. | <ul style="list-style-type: none"> ▪ STRIVE Summer School (June 22 – July 3) | |

STRIVE Project Status Activities

| Activity | Accomplished | | | Comment |
|--|---------------|-----------|---------|---|
| | Substantially | Partially | Not Yet | |
| 100% of referred students will be assessed for dyslexia using the assessment protocol outlined. | X | | | All referred students are tested and placed on the Diagnostic Descriptive Matrix (see matrix). The initial identification and referral process is strong so, as yet, only 7% of students tested have not qualified. Those who have not qualified are typically mildly dyslexic and the STRIVE program does not serve mild dyslexics. We intend to maintain this level of success for both timely and effective diagnostic processes through training two more individuals who are qualified to diagnose dyslexia. 81 students have been diagnosed during the 2008-2009 school year. |
| 100% of students identified will receive 1:1 (tutor: student ratio) Orton-Gillingham based services to remediate their dyslexia. | X | | | All qualified students who are moderate, severe, or profound dyslexics are matched with a tutor and begin STRIVE treatment services. Depending on severity, dyslexia may take 2-4 years to remediate. Craig employs 5 FTE tutors, Klawock employs 3 FTE tutors, Annette Island employs 3 FTE tutors and Hydaburg employs 1 FTE tutor. The number of tutors in each consortium district is dependent on the number of students identified and served. The expected ratio of tutors hired to identified students is 1:10. The STRIVE Program currently serves 112 students. |
| 100% of identified students will have access to a range of accommodations specific to dyslexia in the classroom. | X | | | Severe or profound dyslexic students are placed on 504 plans to help support accommodations in the classroom. Accommodation expectations are made clear to the student, parents, and teachers through the 504 process. A list of suggested accommodations is provided to all parent and teachers of the identified students. Students grades and/or school success is monitored by the STRIVE teachers to ensure that accommodations are appropriate and supporting the students' success. We are planning to increase communication with the special education staff to ensure that individual education plans include STRIVE goals and that STRIVE staff may be included in education planning processes. We are particularly interested in training special education staff about issues surrounding dyslexia. |

**STRIVE Project Status
Activities**

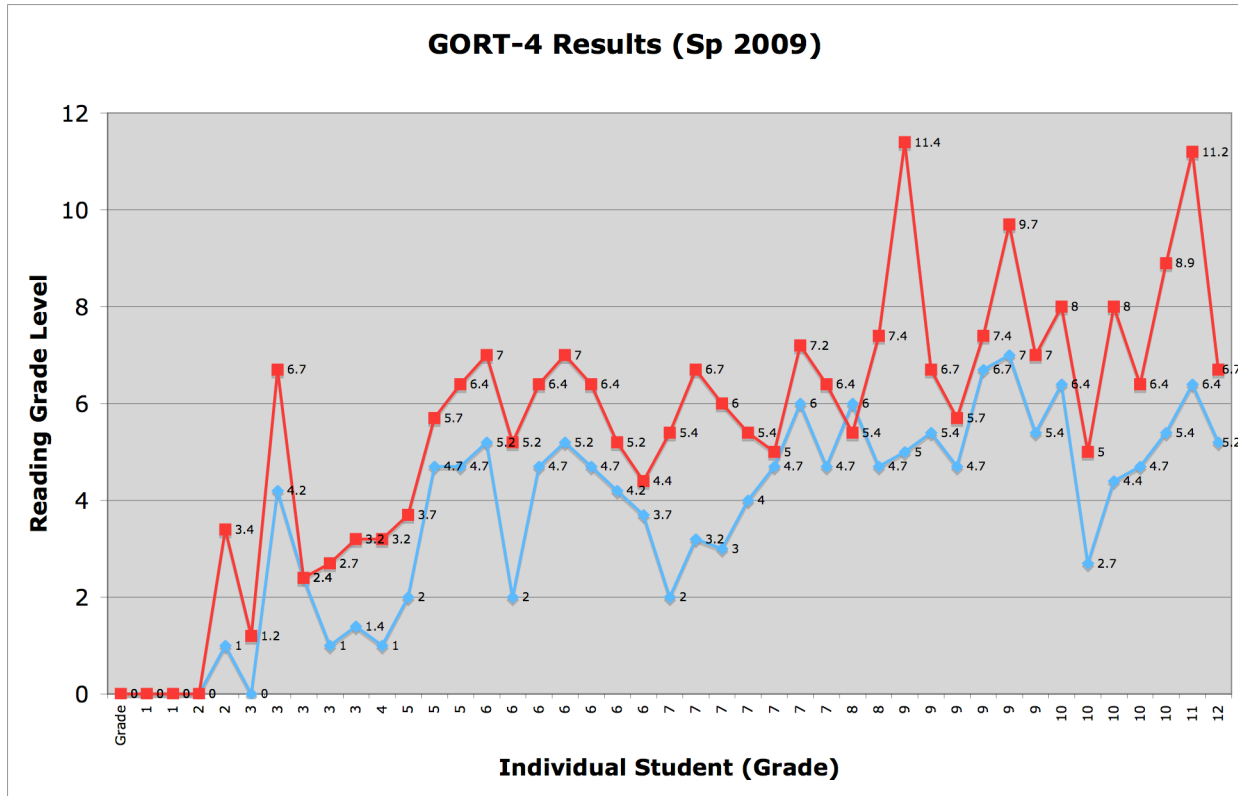
| Activity | Accomplished | | | Comment |
|--|---------------|-----------|---------|---|
| | Substantially | Partially | Not Yet | |
| 100% of teachers in consortium districts will receive training about the challenges of dyslexia and the accommodations needed to support these students in learning. | X | | | All consortium district teachers and staff received training and information in accommodations for dyslexic students. We provided all elementary teachers with Levels I, II, and III of the Barton Reading and Spelling System training DVDs so that they understand the work the students are doing in STRIVE. The program director provided training to the full staff of each district about accommodations. Annette and Hydaburg had one training session each, Craig and Klawock had two training sessions each. In addition, we purchased a DVD burner for each site so that copies could be made (with permission, of course) of training DVDs to share. This means that teachers may have "just in time" instruction in dyslexia information, accommodations, and STRIVE processes. |
| 100% of identified students will receive training in self-advocacy skills. | | X | | Students in the 8 th through 12 th grade received both individualized and small group supports in self-advocacy. Students are provided with tools to use in the classroom to help communicate with teachers and peers. Self-advocacy is an important element of a dyslexic student functioning successfully in the public school setting. In 2009-2010, we are planning to formalize self-advocacy training utilizing our "high functioning" dyslexic students to serve as role models and peer trainers for younger students. Additionally, we plan to involve the high school and middle school/elementary counselor in the efforts to provide training to students. We are also planning to establish a STRIVE student "club" where STRIVE students are safe to explore their gifts without fear of ridicule for their weaknesses. |
| 100% of the families of identified students will receive information about dyslexia and it's impact on learning. | | X | | Approximately half of identified students families received information and training about dyslexia. This is a key element of our plan for Year II of the grant is to improve our communication with families and increase training for parents. We plan to have family events, regular training, direct email updates, and a website with a strong parent resource section. We provided many of our parents with copies of the DVD, "Dyslexia: Signs and Symptoms". |

STRIVE Project Status Activities

| Activity | Accomplished | | | Comment |
|--|---------------|-----------|----------|---|
| | Substantially | Partially | Not Yet | |
| The program will create and maintain a public awareness campaign to assist the community in understanding the scope of dyslexia in the community. Public awareness activities will be held at least four times annually. | | X | | The STRIVE website was designed and posted. The STRIVE logo was created by an Alaska Native Artist and is becoming a familiar symbol in the communities. STRIVE posters are throughout the communities. Every student who completes Level 3 in the Barton Reading and Spelling System receive a hoodie sweatshirt with the STRIVE logo and their name on the back. We are making plans to produce a quarterly newsletter and create a variety of podcasts about STRIVE and dyslexia to publish on the website. Public awareness is also an area that did not receive the attention we would have liked. Of the four planned public awareness activities, we hosted two. |
| 100% of Alaska Native adults who formally request a full evaluation will be evaluated for dyslexia. | | | X | The adult program will begin in the Fall of 2009. |
| 100% of identified Alaska Native adults who commit to tutoring will receive the services of a tutor. | | | X | The adult program will begin in the Fall of 2009. |

Spring 2009, GORT-4 Results

The following results are from the scheduled administration of the GORT-4 assessment. The GORT-4 (Grey Oral Reading Test, Version 4) is typically administered when students are initially diagnosed for dyslexia, prior to entering the program. Once the diagnostician notes that there are obvious indications of dyslexia, she makes the determination if the GORT is going to be administered. ALL students are given the GORT prior to treatment.



The blue line on the chart above shows student results on Form A of the GORT between July 30, 2008 and October 1, 2008. Each data point refers to a student. The grade level is indicated on the X-axis and the student's reading level is indicated on the Y-axis. The grade level year is indicated by the whole number and the month of that year is indicated by the decimal point, for example, 2.7 represents second grade, seventh month. The red line indicates student results on Form B of the GORT, which was administered in April, 2009. All students assessed have been treated for dyslexia by a STRIVE tutor for at least six to seven months. The average growth for these 42 students is 2 years.

In the early years of school, during first or second grade, students are making progress but as they are pre-readers and have been assessed with less than Kindergarten reading ability, they still do not show on the GORT as being at first grade level. We've also noted that some of the strongest gains have been in the 5th through 8th grade. In examining the optimal time for treatment due to maturity, motivation, performance plasticity, and cognitive skill, we're realizing that the middle school years are perhaps a key focus time for the program. Our high school students made wonderful progress but we've realized that many of their coping strategies and academic habits are difficult to overcome. All this means is that their gains are not as rapid, but they have made substantial gains.

Professional Development Log – 2008-2009

| Date | District | Topic | Audience | Presenter | % Positive Feedback |
|---------------|--------------------------|--|----------------------------------|--------------------------------|---------------------|
| August, 08 | ALL Consortium | Dyslexia Overview | Community Members, Parents | Susan Barton | 90% |
| August, 08 | Craig | Dyslexia Accommodations | Teachers & Staff | Susan Barton | 65% |
| August, 08 | Craig, Klawock | Barton Reading and Spelling System Techniques | STRIVE Tutors | Susan Barton | 93% |
| September, 08 | Klawock | STRIVE Overview | Teachers & Staff | Dina Merchant | 80% |
| October, 08 | Klawock | Dyslexia: Teaching and Learning | Teachers & Staff | Camille Booth | 75% |
| October, 08 | Craig, Klawock | Reporting Requirements and Documentation | STRIVE Tutors | Camille Booth, Dina Merchant | 80% |
| October, 08 | STRIVE Program | International Dyslexia Association Conference, Seattle, Washington | STRIVE Administration | VARIOUS | |
| November, 08 | Annette Island | Dyslexia: Teaching and Learning | Teachers & Staff | Camille Booth | 90% |
| November, 08 | Annette Island | Dyslexia in the Community | Community Members, Parents | Camille Booth | 100% |
| January, 09 | Hydaburg | STRIVE Overview | Teachers, Staff & Students | Dina Merchant | 100% |
| January, 09 | Craig | Accommodations and 504 Explanation | High School Teachers and Admin | Kim Brand | 100% |
| January, 09 | Craig, Klawock, Hydaburg | Student Binder Auditing, Cultural Sensitivity | STRIVE Tutors | Camille Booth, Dina Merchant | 100% |
| February, 09 | Hydaburg | Dyslexia: Teaching and Learning | Teachers, Administration & Staff | Camille Booth | 90% |
| February, 09 | Annette Island | Structure and Scheduling Supportive of LD Students | Administration | Camille Booth | 100% |
| February, 09 | Craig | Individual Training | Parents | Dina Merchant, Kim Brand | 100% |
| March, 09 | Craig | Accommodations Using Technology | Teachers & Staff | Camille Booth | 100% |
| April, 09 | Klawock | Accommodations: The Challenge and the Promise | Teachers & Staff | Camille Booth | 95% |
| May, 09 | All Consortium | Planning for 2009-2010 | STRIVE Staff Retreat | Camille Booth Dina Merchant | |