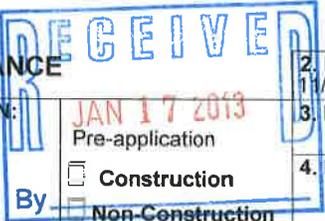


APPLICATION FOR FEDERAL ASSISTANCE

Version 7/03



2. DATE SUBMITTED 11/21/2013	Applicant Identifier
3. DATE RECEIVED BY STATE NOV 26 2012	State Application Identifier
4. DATE RECEIVED BY FEDERAL AGENCY	Federal Identifier

1. TYPE OF SUBMISSION:
Application

Construction

Non-Construction

JAN 17 2013
Pre-application

Construction

Non-Construction

5. APPLICANT INFORMATION

Legal Name: CHEYENNE - EAGLE BUTTE SCHOOLS	Organizational Unit: Department: BUREAU OF INTERIOR
Organizational DUNS: 06-048-2353	Division: BUREAU OF INDIAN EDUCATION D01A12
Address: Street: 2004 MAIN STREET	Name and telephone number of person to be contacted on matters involving this application (give area code) Prefix: MR First Name: JESSE
City: EAGLE BUTTE	Middle Name JOE
County: DEWEY	Last Name MENDOZA
State: SOUTH DAKOTA	Suffix: SR.
Zip Code 57625 - 0672	Email: Jesse.Mendoza@bie.edu
Country: UNITED STATES OF AMERICA	

6. EMPLOYER IDENTIFICATION NUMBER (EIN):
8 5 - 0 1 9 7 4 1 3

7. TYPE OF APPLICANT: (See back of form for Application Types)
N
Other (specify)
BUREAU OPERATED SCHOOL

8. TYPE OF APPLICATION:
 New Continuation Revision
If Revision, enter appropriate letter(s) in box(es)
(See back of form for description of letters.)
Other (specify)

9. NAME OF FEDERAL AGENCY:
BIE - DIVISION OF PERFORMANCE AND ACCOUNTABILITY

10. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER:
8 4 - 2 8 7

TITLE (Name of Program):
21st CENTURY COMMUNITY OF LEARNING CENTERS PROGRAM

12. AREAS AFFECTED BY PROJECT (Cities, Counties, States, etc.):
EAGLE BUTTE/DEWEY/SOUTH DAKOTA

11. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT:

13. PROPOSED PROJECT
Start Date: 01/14/2013 Ending Date: 12/11/2017

14. CONGRESSIONAL DISTRICTS OF:
a. Applicant SOUTH DAKOTA - 00 b. Project \$200,00.00

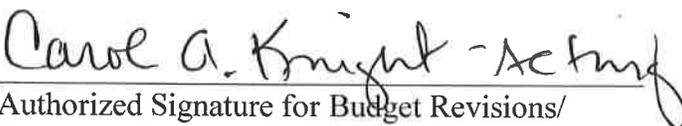
15. ESTIMATED FUNDING:	16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?
a. Federal \$ 200,000.00	a. Yes. <input type="checkbox"/> THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON DATE:
b. Applicant \$.00	b. No. <input checked="" type="checkbox"/> PROGRAM IS NOT COVERED BY E. O. 12372
c. State \$.00	<input type="checkbox"/> OR PROGRAM HAS NOT BEEN SELECTED BY STATE FOR REVIEW
d. Local \$.00	17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT?
e. Other \$.00	<input type="checkbox"/> Yes If "Yes" attach an explanation. <input checked="" type="checkbox"/> No
f. Program Income \$.00	
g. TOTAL \$ 200,000.00	

18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT. THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.

a. Authorized Representative

Prefix MR.	First Name JESSE	Middle Name JOE
Last Name MENDOZA	Suffix SR.	
b. Title ACTING SCHOOL SUPERVISOR	c. Telephone Number (give area code) 605-964-8777	
d. Signature of Authorized Representative	e. Date Signed 11-23-12	

**APPENDIX VIII: Cover Page BIE 21st CCLC
COVER PAGE
EED FORM # 05-07-039**

Bureau of Indian Education Cheyenne Eagle Butte School	
<u>Organization</u>	
Jesse Mendoza Name of Contact Person	<u>605-964-7841</u> Telephone
<u>Jesse.mendoza@bie.edu</u> E-mail Address	<u>605-964-8776</u> Fax Number
 Authorized Signature for Budget Revisions/ Record and Report of Local Expenditures	<u>11/23/2012</u> Date
<i>■ Note: The general certifications and assurances that are signed and submitted by the district each spring (or provided by the applicant to EED) will apply to this federally funded program.</i>	
 Signature of Organizational Representative	<u>11/23/2012</u> Date
<u>School Supervisor, Acting</u> Title	

<u>\$200,000.00</u> Total Funding Requested Per Year
<u>\$600,000</u> Total Funding Requested for Three Years

BIE Use Only Project Number: _____	Date Received: _____
Project Approval: _____	Amount Awarded: \$ _____

**21st CENTURY COMMUNITY LEARNING CENTERS PROGRAM
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Appendix:

- I. Job Descriptions
- II. Partnership Agreement Letters
- III. Assessment of objective data
- IV. Letter of support from BIE Line Officer

A. Program Summary and Abstract

<p><i>Oyate Kin Wounspe un Igluwitayapi</i> – The People are Gathering to Learn 95-561 Cheyenne Eagle Butte Schools 21st Century Community Learning Center</p>		
<p>Student Populations Served (check all that apply)</p> <p><input checked="" type="checkbox"/> Elementary School <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School</p>		
<p>Program Summary</p> <p><input checked="" type="checkbox"/> Reading or Literacy <input checked="" type="checkbox"/> Art, Music, Dance, Theater <input checked="" type="checkbox"/> Sports/Recreation</p> <p><input checked="" type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Science <input checked="" type="checkbox"/> Technology, Video or Media</p> <p><input type="checkbox"/> Community Service <input checked="" type="checkbox"/> Cultural Activities, Social Studies <input checked="" type="checkbox"/> Student Development</p> <p><input checked="" type="checkbox"/> Services for Parents <input checked="" type="checkbox"/> Other (specify) Life Skills, Drug and Alcohol Prevention, Homework Help, Individualized Instruction</p>		
<p>Operating Hours (check all that apply)</p> <p>After-school program: How many weeks? <u>32</u> How many days per week? <u>4</u> Hours each day? <u>1.5</u></p> <p>Summer program (Summer Enrichment/Discovery Learning Camps): How many weeks? <u>4</u> How many days per week? <u>4</u> What hours each day? <u>8am to 12:30pm</u></p> <p>How many students do you anticipate serving daily? Afterschool <u> </u> Summer <u> </u></p>		
<p>Are you currently receiving a 21st Century Community Learning Centers grant from the SD Department of Education or any other governmental agency? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>		

Oyate Kiŋ Wouŋspe Uŋ Igluwitayapi
The People are Gathering to Learn

The 95-561 Cheyenne Eagle Butte Schools 21st Century Community Learning Center, “Oyate Kiŋ Wouŋspe Uŋ Igluwitayapi -The People are Gathering to Learn”, seeks funding to serve students within a K-12 elementary, middle and secondary school and dormitory system by providing educational, recreational, health, and social service programs for students and their families on the Cheyenne River Sioux Reservation in central South Dakota.

Oyate Kiŋ Wouŋspe Uŋ Igluwitayapi -The People are Gathering to Learn seeks to plan, implement, or expand projects that address needs of the students and community as evidenced by needs surveys, demographics, and assessment data. First by providing a center intended to keep children safe after school, providing reading and math academic enrichment, homework centers and tutors, summer learning programs and a broad array of cultural, developmental, and recreational opportunities.

Student participants have a snack afterschool while teachers prepare materials to address the student needs as evidenced by NWEA MAP data. After 45 minutes of instruction that is both targeted and differentiated, students participate in health, wellness and cultural activities offered by community partners at the school. Parents pick-up children and escort them to a cultural activity that provides promotes positive parent child interaction while teaching Lakota cultural activities. School staff will also participate in the health, wellness and cultural activities to promote positive school and family relationships. These activities are an extension of the health and wellness initiatives already in place but will add the Lakota cultural component. The cultural component is key to the Oyate Kiŋ Wouŋspe Uŋ Igluwitayapi because it offers students the opportunity to learn about traditional Lakota culture that integrates health and wellness by providing a safe environment for students, parents and staff to learn Lakota dances (traditional, grass, chicken, fancy, shawl, jingle). This initiative reflects both stakeholder and community survey data and the need to provide staff with an opportunity to engage with students and parents outside the classroom. It also provides staff to learn relevant and crucial information about the student and community culture.

The After-school component will operate for 32 weeks, 4 days per week for 1.5 hours each day serving 350 students. The Summer component will operate for 4 weeks, 4 days per week for 4 hours each day serving 150 students.

B. Program Narrative

1) Need for Project

Cheyenne – Eagle Butte School student population has grown annually for two consecutive years with a current K-12 enrollment of 1160 (10/15/2012-11/15/2012). SY 2011-2012: 1116

Participants Served Chart

Name of Each After School Site	Designation – School Status	% Free or Reduced Lunch	Estimated # of Students to be Served	Percentage of Day School population Served	# of Family Members to be Served, if Appropriate	Grade Levels to be Served
<i>Cheyenne – Eagle Butte Primary School</i>	<i>Level 2: Math Level 3: Reading</i>	82%	<i>147 students</i>	50%	100	<i>Primary Level: K – 2</i>
<i>Cheyenne – Eagle Butte Upper Elementary</i>	<i>Level 3: Math Level 3: Reading</i>	82%	<i>169 students</i>	50%	100	<i>Upper Elementary Level: 3 – 6</i>
<i>Cheyenne – Eagle Butte Junior High</i>	<i>Level 5: Math Level 5: Reading</i>	82%	<i>80 students</i>	50%	100	<i>Junior High Level: 7 – 8</i>
<i>Cheyenne – Eagle Butte High School</i>	<i>Alert: Math OK: Reading</i>	82%	<i>125 students</i>	50%	75	<i>High School Level: 9 – 12</i>
<i>Cheyenne – Eagle Butte EAGLE Center</i>	<i>Level 3: Math Level 3: Reading</i>	82%	<i>42 students</i>	50%	21	<i>EAGLE Center Level: 7 – 12</i>

The 95-561 Cheyenne-Eagle Butte School, operated by the Bureau of Indian Education, continues in its second year in restructuring. It is one of South Dakota's largest Native American K-12 schools serving students residing within two of the poorest counties both state and nationwide. There is significant need for an innovative 21st Century Community Learning Centers grant to improve student academic achievement as well as opportunities to participate in Lakota culture and traditional activities, recreational activities to promote health and wellness of families. Our learning program, Oyate Kiŋ Wounspe Uŋ Igluwitayapi -The People are Gathering to Learn, seeks to incorporate the Lakota language and culture. There is also an urgent need for career awareness as well as college readiness and vocational education opportunities so that each student can become a successful, productive citizen.

South Dakota's ESEA Flexibility Waiver modified accountability measures for the SY 2011-2012 from previous years. Listed below are the key indicators of school performance incorporated into the new accountability system. Some of the new accountability measures will

require additional resources to assist our students' achievement, academic growth, and college & career readiness.

Elementary/Middle School	High School
1) Student Achievement	1) Student Achievement
2) Academic Growth	2) High School Completion
3) Attendance	3) College & Career Readiness
4) Effective Teachers and Principals	4) Effective Teachers and Principals
5) School Climate	5) School Climate

The 95-561 Cheyenne-Eagle Butte Community Learning Center will identify students utilizing a multitude of information to provide a comprehensive dataset for the entire K-12 population that identifies students in need of enrichment as well as those in need of remediation and intervention. The Dakota State Test of Educational Progress (Dakota STEP, DSTEP) administered to grades 3-8 and 11 will assist in targeting students requiring assistance in meeting national, state and Bureau of Indian Education standards for success. An additional standards based assessment, the Northwest Evaluation Association's Measure of Academic Progress (NWEA MAP) administered to grades 1-12 will also identify student strengths and needs in reading and math. Other data utilized to identify and target non-academic needs and behaviors include Positive Behavior Intervention Support, NASIS behavior data. Sub-populations of students and families in greatest need will be identified utilizing data from NASIS Infinite Campus student data management system. Progress monitoring will occur as follows: tri-annual NWEA MAP, AIMSWEB, Pre/Post Core/Common Area Assessments to track student progress and growth during the school year and from year to year; annually utilizing Dakota STEP.

The student population represents the highest enrollment of geographically isolated and academically underrepresented Native American students in the state of South Dakota. Behavior and risk surveys were administered in 2011 identifying the urgent need for a 21st Century Community Learning Center at the 95-561 Cheyenne-Eagle Butte School to address alarming increase in risky behaviors. Students experiencing the following risk factors: academic failure, exceed the state average in low-achieving students, juvenile crime, children living in poverty, violent teen crime, death and suicide, low foundational skill sets, teenage pregnancy, sexually transmitted infections, and increasing rates of substance abuse.

Risk Factor 1: GEOGRAPHIC ISOLATION

The Cheyenne-Eagle Butte School in Eagle Butte, South Dakota is located in north central South Dakota in the heart of the Cheyenne River Sioux Reservation. The Cheyenne River Sioux Tribe of the Cheyenne River Reservation is home to the four bands of Lakota Sioux "Tiospaye" of the "Titunwan" People of the Plains; The "Mnicoujou" Planters By The Water, "Oohennumpa" Two Kettle, "Itazipco" Without Bows, and "Siha Sapa" Black Foot. At present the reservation covers almost all of Dewey and Ziebach counties in South Dakota with some additional tracts of land in Haakon, Meade, and Stanley counties. Ziebach County is ranked number 1 in the nation as the County with the **HIGHEST NUMBER OF CHILDREN IN POVERTY** with a Child poverty rate of 70.1 %. The total land area is 2.8 million acres, making it the fourth-largest Indian reservation in land area in the United States. The reservation is home to approximately 15,000 people, over 45% of which are under 18 years of age. Eagle Butte, the location of Cheyenne-Eagle Butte School, has the largest community population at 2,163. The town has few natural

resources and no industry. The nearest major city and center for seasonal employment is Pierre, SD, which is 65 miles away. Unemployment on the reservation exceeds 75 percent.

Risk Factor 2: EXTREME POVERTY LEVELS

The Cheyenne-Eagle Butte School is located in Dewey and Ziebach counties which are both extreme high poverty counties. According to the latest statistics, Dewey County has 27.5% people in poverty and Ziebach County has 54.4% people in poverty. In addition, the statistics for children in poverty is even higher. Dewey County has 39.6% children in poverty and Ziebach County has 67.1% children in poverty. **Ziebach County has the highest rate for children in poverty in the whole United States.** Economic disadvantages present major obstacles to school success. Much research has shown a high correlation between low socio-economic status and low academic achievement. Students from poverty rarely have access to educational resources and tend to come from a higher rate of single-parent homes with lower participation in school and community activities. According to the National American Indian Housing Council, Unemployment on the Cheyenne River Reservation is 78% and the per capita income is only \$8,175. As a result, 95% of the residents of the Cheyenne River Reservation are living below the Federal poverty level. In addition, the number of children who qualify for free or reduced school lunches is a commonly used indicator of childhood poverty in a community and virtually all Cheyenne-Eagle Butte students receive free and reduced lunch. Thus, there is a strong **NEED TO OVERCOME POVERTY** at the Cheyenne-Eagle Butte School. Research has shown that students in poverty need additional or extended learning time to “catch up” or become even with those that have incomes above the median income level.

Risk Factor 3: NUMBER OF LOW PERFORMING AND/OR SPECIAL EDUCATION STUDENTS

Of the 1,160 students currently enrolled in Cheyenne-Eagle Butte, 209 or 21% of students are receiving Special Education services for a disability. In addition, there are a greater proportion of students performing below grade level as seen by the following table:

Table: Percent Proficient on Dakota Step Test

	Reading	Math
3 rd	39%	28%
4 th	43%	52%
5 th	54%	51%
6 th	39%	51%
7 th	45%	42%
8 th	41%	35%
11 th	65%	26%

Risk Factor 4: ATTENDANCE RATES / GRADUATION RATES

Our K-12 attendance rates for the current school year range from 85% to 95% with a K-12 rate of 90% which is well below the median attendance rate and markedly below the required No Child Left Behind South Dakota State Accountability Plan rate of 94%. Research has long evidenced a high correlation between attendance and academic achievement. Attendance remains a major component school improvement for the K-12 student population. The graduation rate for all students in the current school year surpassed the 81.5% target by 3.28% but the female and Native American subgroups did not meet or exceed the target

established by the state accountability plan.

Risk Factor 5: UNHEALTHY/RISK BEHAVIORS

The students of Cheyenne-Eagle Butte School have high rates of unhealthy risky behaviors as evidenced by the Adolescent Behavior Risk Survey Results. In addition, Cheyenne River Reservation has a suicide rate for adults and teens that is well above the national average even for Native American communities. In the past two years, we've lost two students to suicide and several adult members of the community. In 2002-03 there were 17 youth suicides on the reservation. According to the 2011-2012 South Dakota School Height and Weight Report, 43.6% of students in our region are overweight and/or obese. A 5.3% increase during the last two years demonstrates health and wellness is another critical factor. Teenage pregnancy rates for this area are also much higher than the median rate. It is not uncommon to have several students in the high school and alternative school each year that have babies or are pregnant.

<i>ADOLESCENT BEHAVIOR RISK SURVEY RESULTS</i>	Middle School 2008	High School 2011
<i>Been in physical fight past year.</i>	65%	64%
<i>Use any tobacco during past month.</i>	22%	67%
<i>Ever had sexual intercourse.</i>	18%	47%
<i>Seriously considered attempting suicide in past year.</i>	22%	35%
<i>Drank alcohol during past month.</i>	47%	65%

Nearly each targeted risk behaviors have increased by the time students reach high school. In addition, the violence in the school and surrounding community is of great concern. The number of violent incidences including – assault, bullying, fighting, gang activity, harassment, instigating, pushing/shoving, threat/intimidation, weapons violations for the past two school years are shown below:

<i># Violent Incidents</i>	2010-2011	2011-2012
<i>K-5</i>	17	15
<i>6-8</i>	11	11
<i>9-12</i>	14	28
<i>Total K-12</i>	42	54

Risk Factor 6: NCLB CATEGORY BASED ON AYP DETERMINATIONS

The Cheyenne-Eagle Butte School is in its second year of **RESTRUCTURING** under the **Bureau of Indian Education (BIE)** determination. Under the state of South Dakota, the following is the determination for the school system:

<i>South Dakota AYP Levels</i>	Math	Reading
<i>School-wide K-12</i>	Level 3	Ok
<i>Elementary 3-4</i>	Level 1	Level 1
<i>Upper Elementary 5-6</i>	Level 1	Level 1
<i>Junior High 7-8</i>	Level 5	Level 5
<i>High School 9-12</i>	Alert	Ok
<i>EAGLE Center 7-12 (Alternative School)</i>	Level 1	Level 1

The BIE 95-561 Cheyenne-Eagle Butte School did not receive a 21st CLCC grant in SY 2011-

2012. The last 21st CLCC grant awarded to the 95-561 BIE Cheyenne-Eagle Butte School was in Fiscal Year 2009. However, it is significant to note that the 20-1 Eagle Butte Public School was awarded a 21st CLCC grant in 2011 without the partnership agreement of the 95-561 BIE School.

The *Oyate kiŋ wouŋspe uŋ igluwitayapi* – The People are Gathering to Learn to Learn program goals for academic achievement are directly linked to needs as documented by DakotaSTEP assessment data in addition to NWEA MAP data. (Appendix IV)

The U.S. Bureau of Indian Education Annual Report 2011 identified a considerable decrease in the number of students demonstrating knowledge of Tribal language/culture over the past three years. Our student enrollment remains at a steady 98% Native American with a lack of opportunity in the communities for students and parents to learn and practice the Lakota language and culture. We believe this additional area of consideration is vital to our population and will increase parent involvement by facilitating cultural activities for whole family participation. Research on historical and generational trauma from the boarding school era of Indian Education highlights factors limiting parent involvement including lack of cultural integration. This proposal seeks to incorporate the Lakota language and culture into as many facets as possible to increase school community involvement and partnerships as well as decrease student risk factors.

2) Quality of Project Design

Performance Measures Template

Measurable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/Evaluation	Native Star Alignment
Increase student achievement by identifying the target skills for intervention.	Assessment data, prompts, redirection, thorough explanation, review and question, summarize, reteach, verbally praise, comprehension check, variety of instructional methods	Project Coordinator/ Certified Staff	Fall: Sept. 5-Sept. 14 Winter: Jan. 7-Jan. 18 Spring: May 1-May 14	Evidenced through assessment data	IIA01, IIA02 IIA03, IIB01 IIB03, IIB05 IIC01, IIC02 IIC03, IID02 IID04, IID07 IID08, IID09 IID09, IID10 IID11, ID13
Increase opportunities for participating in recreational, social, health and wellness activities	Canvas community, peer referral, recruit at community event, staff members go out into community and sibling referral	Project Coordinator/ Certified Staff/Parents/ Community Members	15 th of each month	Number of participating students	IIIA33, IIIA40, IVB04 IVC02
Increase cultural activities that encourage whole family participation	Teleconference, parent input, invitation, surveys for community needs, send information to community resources	Project Coordinator/ Staff/Parents/ Community Members/Students	15 th of each month	Number of Parental/Community members involved (sign in sheets)	IIIA33, IIIA40, IVB04 IVC02
Increase school community collaboration	Engage whole family (provide a variety of opportunities), community service activities, opportunity for leadership, volunteer opportunities, opportunity for older students to design and lead activities for youth	Project Coordinator/ Staff/Parents/ Community Members	15 th of each month	Number of collaborated activities	IIIA33, IIIA40, IVB04 IVC02

Appendix III lists Native STAR Indicators linked to the the 95-561 Cheyenne Eagle Butte's School Improvement Plan and Goals. Wise Ways/Center on Innovation & Improvement provides current reviews supported by scientifically based research and evidence based practices so that educators can spend their time using the indicators in their planning and teaching. Educators plan and collaborate on how each indicator will be implemented in their school. The

21st CLCC grant provides an opportunity to strengthen the instruction of the regular school program and benefits students by providing time to analyze data and reflect upon whole student needs.

Oyate kiŋ wouŋspe uŋ igluwitayapi – The People are Gathering to Learn will monitor academic progress of participating students through detailed analysis of multiple assessments to ensure both state and Bureau of Indian Education annual growth targets. DakotaSTEP is a standards based assessment given only to grades 3-8 and 11. This provides an introductory snapshot of South Dakota state content knowledge. AIMSWEB and NWEA MAP assessments measure a student’s general knowledge in reading, language use, and mathematics. The tests measure a student’s progress or growth in school. Scores depend on two things: how many questions are answered correctly and the difficulty of each question. These two tests are administered tri-annually and have a progress monitoring piece administered for weekly progress checks.

The Cheyenne Eagle Butte School utilizes NASIS behavior data daily to enter incidents. The data is utilized to track at-risk behaviors including incidents of violence and alcohol/drug abuse by 2-5%. Oyate kiŋ wouŋspe uŋ igluwitayapi – The People are Gathering to Learn will utilize the NASIS data to identify types of prevention, health and wellness, and interventions to incorporate into the Enrichment component.

2012-2013 C-EB K-12 Assessment Plan

	Windows
<i>AimsWeb Reading K-8</i>	Fall: Sept. 5-Sept. 14 Winter: Jan. 7-Jan. 18 Spring: May 1-May 14
<i>AimsWeb Math K-8</i>	Fall: Sept. 5-Sept. 14 Winter: Jan. 7-Jan. 18 Spring: May 1-May 14
<i>Engage Learning Math K-8</i>	Fall: Aug. 30-Sept. 14 Winter: Dec. 10-Dec. 19 Spring: April 22-April 30
<i>Engage Learning Reading K-8</i>	Fall: Aug. 30-Sept. 14 Winter: Dec. 10-Dec. 19 Spring: April 22-April 30
<i>Engage Learning Phonics K-2</i>	Fall: Aug. 30-Sept. 14 Winter: Dec. 10-Dec. 19 Spring: April 22-April 30
<i>NWEA/MAPS K-12</i>	Fall: Sept. 10-Sept. 28 Winter: Dec. 31-Jan. 18 Spring: May 6-May 14
<i>SDAP Test 3-8 and 11</i>	Spring: April 1-April 19
<i>PPICS</i>	Grant Modules, APR dates as determined

Schedule of Operations

SCHOOL(S) SERVED: K-2, 3-6, 7-8, 9-12

SCHOOL YEAR (Dates- 01-14-2013 to 05-06-2013; 09/02/13-12/09/2013):

Number of Weeks during the school year: 32

Activity	Time of Day	Where? By Whom?	M	T	W	TH	F	S	SU
After-School Intervention		C-EB Schools Certified/ Non-certified staff	X	X	X	X			
Cultural Enrichment		Community Collaborators; Elders;			X				
Recreational, Health & Wellness		BIE Gymnasium; Track & Field; Fitness Facilities Lifeguard/Health/Wellness Instructor; Community Partnerships		X	X	X			

SUMMER (Dates - 06-03-2013 to 08-12-2013):

Number of Weeks during the summer: 4

Activity	Time of Day	Where? By Whom?	M	T	W	TH	F	S	SU
Summer Enrichment Program	8:00 - 12:00	C-EB Schools Certified/ Non-certified staff	X	X	X	X			
Swimming Pool	12:30- 5:30	BIE Swimming Pool Lifeguard/Health/Wellness Instructor	X	X	X	X	X		
Recreational, Health and Wellness	12:30- 8:00	BIE Gymnasium; Track & Field; Fitness Facilities Lifeguard/Health/Wellness Instructor; Community Partnerships	X	X	X	X			

The 95-561 Cheyenne-Eagle Butte School, directed by the Bureau of Indian Affairs, is operated cooperatively with Eagle Butte Public School 20-1 independent school district. The 95-561 BIE houses all but the 3-6 attendance center. A unique cooperative agreement distinctly highlights the “separate but cooperative” nature of our school system. Previous 21st CLCC grants have been awarded separately to each entity (BIE 95-561 in 2005 and Eagle Butte 20-1 in 2011) that did not require a permission or partnership agreement between the institutions. These separate awards by the State of South Dakota established a legal precedent allowing the 95-561 BIE School to seek 21st CLCC grant funding with or without the signature of the 20-1 school as a partner (identical to last year’s 20-1 school 21st CLCC grant application submitted devoid of the 95-561 BIE Partner Form Signature). It is significant that despite separate 21st CLCC applications and program initiatives, our cooperative agreement provides services to the entire K-12 population with support from the 20-1 school district.

The Mission of the Cheyenne-Eagle Butte School is to prepare students with the academic, spiritual, cultural, and social skills needed to be productive world citizens and lifelong learners in a technological world. The Focus of the 21st Century Community Learning Center is of connect the Extended Learning Time provided through the program to the regular school day program instruction and curriculum without duplicating the services provided, instead enhancing, reinforcing, and enriching learning through multiple opportunities to achieve and excel. This extended program would provide interactive activities that focus on building foundation and skills, problem solving, and exposure to multiple learning experiences. This program would connect at-risk students with caring adults who are highly qualified. The research on resiliency shows that students that have a respectful relationship with an adult have a profoundly increased chance of success in school. Specific goals of the 21st Century Community Learning Center at Cheyenne-Eagle Butte are written to guide the implementation of the program.

Comprehensive Learning Components: Multiple community learning activities will be implemented to reach the overall project outcome and specific goals and objectives including Homework Help and Tutoring, Reading and Math Clinics, Computer Learning Labs, Jump Start Summer School, Summer Enrichment Program, Cultural-Based Curriculum, Health and Wellness, and Creativity. These components will provide opportunities for each student and their families to develop new skills and gather additional resources thus enhancing their personal knowledge base to facilitate more success in their daily lives.

Homework Help and Tutoring:

Homework Assistance and Tutoring will be available in the morning for a half-hour, after-school for two hours, and in the evening for two hours in the dormitories. Tutoring and homework assistance will be provided at six areas (Primary, Elementary, Upper Elementary, Junior High, High School, and Dormitories). Students will be assisted by certified teachers, qualified para-professionals, and by peer tutors. The goal is to help students finish incomplete assignments or class work missed due to absences. Homework help can directly student achievement and also provide opportunities for students to feel academic success which leads to more success and an indirect positive impact on self-esteem and self-confidence. Staff would have access to students’ grade electronic files on Campus to identify any missing work and work collaboratively with students’ teachers.

Reading and Math Clinics:

Reading and Math Clinics will be implemented on a quarterly rotation with a focus on students that score in intensive and strategic on NWEA MAP and Engage Learning assessments. Clinics will be taught by a certified teacher that utilizes a small group approach with intervention activities designed to focus on deficit skills. Students will be able to learn at a faster pace through small group instruction using hands-on manipulatives.

Computer Learning Labs:

The Computer Labs will be utilized to accelerate (remediate) students targeted in reading and math. Online and server-based educational software will be utilized to assess each student's current levels of performance, create a customized learning path, and provide individualized instruction. Imagination Station will be utilized by students in the primary grades K-2 who have low reading scores. Kid's College will be utilized for students in K-9th grade who are less than proficient in Reading or Math. Study Island will be utilized for test prep for students in grades 3 – 8th. A+ LS and Orchard curriculum will be utilized for HS students that are working at lower levels in Reading or Math. The Odyssey program will be added for curriculum in all major content areas for grades K-12th when the technology band-width is increased enough to support the program. In addition, we will provide technology-based, fun activities as incentives such as Rock Band/Guitar Hero tournaments, Madden Football Tournaments, and Wii Sports for students who make a commitment to the 21st Century Community Learner program through regular attendance and effort while in attendance.

Summer Enrichment Program:

Research shows that students have an extensive learning loss over the summer and the loss is more remarked for at-risk or students who are academically behind their peers, thus students in high poverty areas have a greater need for an extended learning time during the summer to bridge the loss. The Cheyenne-Eagle Butte School operates an extensive summer program that has historically been funded by multiple entities including the 21st Century Grant, Cheyenne River Sioux Tribe Title I program, 20-1 School District, and Bureau of Indian Education. The summer school program consists of an 8am – noon academic program utilizing purchased curriculum developed for summer bridge programs. The program has a heavy emphasis on Reading and Mathematics, the two gatekeeper areas that prevent individual student success in all other content areas and the entire school program at-large. The culminating activity of the Summer Enrichment program is an academic field trip. The program also includes three weeks of Discovery Learning Camps. The camp themes change each year. This past year, the camps were Lakota Culture (bowmaking, archery), Outdoor, Health and Wellness (Swimming Pool), another financial literacy camp in collaboration with Four Bands Community, a Lakota Culture immersion camp, and another health/wellness camp at the pool in collaboration with the Juvenile Diabetes program. The students are provided breakfast and lunch in collaboration with the South Dakota School Nutrition Summer Food program. In the afternoons, the students have the opportunity to participate in a summer recreation program that includes multiple athletics and activities.

Cultural-Based Curriculum:

The Native American Lakota culture is rich with tradition, dance, story-telling, and song. To preserve this heritage, the Learning Centers will incorporate Lakota language, song and dance,

story-telling, and arts and crafts. A family Lakota Language class will be available weekly for adults and students to help preserve the Lakota Language which is in danger of disappearing. An additional component will provide a whole family approach by teaching students traditional dances and providing parents an opportunity to design and create traditional dance attire for their student.

Health/Wellness:

To address the multiple risk behaviors in the area of health and wellness we would provide curriculum focused on a balanced, healthy lifestyle. We would have daily exercise by providing a Walking Club as the transition from school to the 21st Century Community Learning Program. We would provide pedometers as part of a goal to reach a cumulative walking total. We will also provide exercise through Dance, Dance Revolution and Wii Sports and Wii Fit. We would provide healthy snacks through the South Dakota School Nutrition Program. In addition, we would have a monthly healthy cooking activity to show students how to prepare quick, nutritious, delicious meals. We would also provide Extended Athletic Camps for students in the elementary and upper elementary grades. We would provide quarterly sessions on being drug and alcohol free facilitated by local staff and by consultants provided by the Four Bands Community program. In addition, we would utilize our school curriculum of Positive Behavior Support and Olweus (Bullying Prevention) that is implemented in the regular school day as part of the 21st Century Extended day program to reduce the number of violence incidents. For students in the residential dorms, we would provide additional instruction and information on Sexually Transmitted Diseases (STDs) and teenage pregnancy including education on abstinence and contraceptives.

Creativity/Arts:

Native American students have often excelled at creative and performing arts. Thus, we would like to facilitate the exploration in this area by a rotating focus on differing areas including dance, art, drama, photography, pottery, or other. In addition, we would like to facilitate the critical thinking of students by teaching Chess and by providing friendly Chess competitions.

The Cheyenne Eagle Butte Schools Restructuring Plan is composed of the following elements: Data Driven Instruction, Targeted Intervention, Increased Teacher Effectiveness, Curriculum Analysis and Adjustments, Technology Integration, and School-wide Positive Behavior System. The role of the after school program will provide targeted intervention, data driven instructions, and technology integration.

3) Adequacy of Resources

Cooperatively, the Cheyenne-Eagle Butte School system employs a comprehensive staff (listed below) providing ample capacity for staffing the proposed academic, enrichment and recreational portions of the program. Additional staffing support comes from partnerships with community groups providing a wealth and variety of knowledge, skill sets, and abilities to fulfill the comprehensive goals of the proposal. The abundance of staff ensures our programs ability to maintain the ratio guidelines of the grant.

Cheyenne-Eagle Butte School Cooperative Staffing Pattern:

	BIE	Title I	20-1
<i>Administrators</i>	4	1	7
<i>Teachers</i>	52	1	43
<i>Other Certified Staff</i>	5	1	3
<i>Para-Professionals</i>	22	16	30
<i>Custodial</i>	8	0	6.5
<i>Transportation</i>	7	0	1.5
<i>Cafeteria Staff</i>	10	0	3
<i>Other Support Staff</i>	17	4	8
<i>Technology</i>	1	1	2
<i>Residential</i>	7	0	0
<i>Sub-Total</i>	133	24	104
	128		104
<i>Total</i>	261		

The safety of students is promoted through the establishment of in-building Oyate Kin Waunspe Un Igluwitayapi -The People are Gathering to Learn Centers. Students attend a Learning Center that is located within their attendance center reducing external risk factors. Additionally, two liaison officers provide security services, 75+ cameras monitor all areas of the campus, and outside door access is limited when students are in the building. When departing the Oyate Kin Waunspe Un Igluwitayapi -The People are Gathering to Learn centers, parents must enter the building to pick-up their student while those students requiring bus transportation are loaded at the nearest exit. The 95-561BIE School created and annually updates the comprehensive Continuity of Operations Plan/Emergency Preparedness Plan. The plan establishes a procedure to ensure that essential functions and activities of the Cheyenne-Eagle Butte School are able to continue or be reactivated as quickly as possible during the full range of human-caused, natural, technological, or national security emergencies that have some reasonable likelihood of occurring at this facility. This plan meets the Department of Interior requirements for Continuity of Government planning. Additionally, each attendance center has a student/parent handbook outlining building specific safety policies and procedures. Both facilities are subject to safety inspections and compliance checks in accordance with local, state and federal regulations. Custodial staff shifts canvass 17 hours each school day ensuring facility cleanliness.

The “Oyate Kin Waunspe Un Igluwitayapi -The People are Gathering to Learn” Learning Center includes six learning centers located at both the 95-561 BIE and 20-1 District buildings. Regular classroom space is reserved for 21st CLCC students in each area. The combined Cheyenne-Eagle Butte campuses provide access to six computer labs and three mobile computer labs allowing students to access computer based intervention programs; three gyms, multiple playgrounds, fitness facilities, and swimming pool, track and field, basketball courts for student/parent/staff cultural, recreational, health and wellness activities; three student libraries for additional reading intervention materials and an 977 person capacity auditorium for large group gatherings, performances, meetings and other recreation type activities.

The 21st Century Program will coordinate funding with the aforementioned entities by in-kind services, donations of supplies or any kind of materials they can provide. Furthermore, the 21st Century program will utilize all and any of the services, material and supplies the Cheyenne River Sioux Tribe is willing to provide as in kind to support the efforts of the 21st Century program.

During the grant proposal, school administrators were sought out to determine needs, requests for information and data, initial broad program planning, revision, and establishment of procedures specific to the Learning Center Activities. The Learning Center program will be required to follow the established Cheyenne-Eagle Butte adopted School Policies. During development of the proposal, both the Cheyenne River Sioux Tribal Chairman and the Bureau of Indian Affairs Superintendent were consulted to explain the overarching goals of the “Oyate Kin Waunspe Un Igluwitayapi -The People are Gathering to Learn” program, collaboratively plan identify partnerships within each entity, discuss opportunities to expand existing partnerships and increase student and parent involvement.

4) Quality of the Management Plan

21 st CLCC SMART GOALS			
RESPONSIBILITIES	MILESTONES	ALIGNMENT	NATIVE STAR SMART GOALS
Certified Instructors	Students receiving intervention through Oyate Kin up Igluwitayapi – The People Gathering to Learn will increase their academic growth by 10% per academic school year.	Certified staff will utilize progress monitoring to determine academic student growth. Certified staff will use the following progress monitoring schedule: high risk – weekly; moderate risk – bi-weekly; low risk; one time a month. This data will be collected using a Coordinator approved assessment tool.	Reading Goal in subgroups (3- 4, 5 – 6, 7 – 8, Special Needs; 7-8, 7 – 12 EC, 9 – 12 HS). Math Goal in subgroups (3- 4, 5 – 6, Special Needs; 7 – 8, 7 – 12 EC, 9 – 12 HS).

TIMELINE/COST	PROGRAM IMPLEMENTATION	CONTINUED PLANNING (FIRST YEAR)
01/14/2013 – 05/06/2013	01/15/2013: The after school program, Oyate	01/14/2013: Coordinators will conduct and orientations with Oyate Kin up Igluwitayapi – The

<p>Cost: \$68,948.00</p>	<p>Kin un Igluwitayapi – The People Gathering to Learn will start providing academic and cultural services to students grades K – 12. This program will invite family and community members to participate with their child. Coordinators will implement a three month pre-implementation plan at this time and determine what adjustments need to be made for quality services that are provided. Decisions will be data driven.</p>	<p>People Gathering to Learn staff letting them know expectations and providing assessment tool/schedule for progress monitoring. 03/25/2013: Coordinators will meet with the certified K – 12 after school program providers and discuss/adjust programming per student growth or lack thereof. Additionally, the coordinators will meet with the enrichment support providers to determine growth or lack thereof per cultural/traditional project. The activities being offered will be adjusted if there is little student/parent/community member involvement. 04/01/2013: After school program providers will implement newly adjusted programming to best meet student needs (adjustments will be data driven). 05/06/2013: The after school program will complete this week by administering assessments to gather the most current functional data to provide to parents/guardians and offer K – 12 building Principals the option to include in the student cumulative file.</p>
<p>06/03/2013 – 06/24/2013 Cost: \$37,696.00</p>	<p>06/03/2013: The Summer School Program will start providing academic services to students K – 12. Additionally, family and community members will be invited to participate.</p>	<p>06/03/2013: The K – 6 and 7 – 8 Coordinators will meet with the summer school staff. This meeting will include discussion regarding expectations and programming (data decision making/driven program). 06/03/2012: Student will begin attending the summer school program and will be provided services according to end of the school year data.</p>
<p>06/17/2013 – 08/12/2013 Cost: \$13,275.00</p>	<p>06/17/2013: Health/Wellness/Recreation will begin at the local swimming pool. Students attending will be allowed to have unstructured swim time with lifeguards present to ensure safety.</p>	<p>06/17/2013: Coordinators will meet with the swimming pool supervisor providing health/wellness/recreation expectations. The swimming pool coordinator will relay the information to the lifeguards and hold them accountable and for ensure the safety of the students utilizing the swimming pool.</p>
<p>09/02/2013 – 12/09/2013 Cost: \$59,711.00</p>	<p>09/02/2013: The after school program, Oyate Kin un Igluwitayapi – The People Gathering to Learn will start providing academic and cultural services to students grades K – 12. This program will invite family and community members to participate with their child. Coordinators will determine what adjustments need to be</p>	<p>09/02/2013: Coordinators will conduct and orientations with Oyate Kin un Igluwitayapi – The People Gathering to Learn staff letting them know expectations and providing assessment tool/schedule for progress monitoring. 10/07/2013: Coordinators will meet with the certified K – 12 after school program providers and discuss/adjust programming per student growth or lack thereof. Additionally, the coordinators will meet with the enrichment support providers to determine growth or lack thereof per cultural/traditional project. The activities being offered will be adjusted if there is little student/parent/community member</p>

	<p>made for quality services that are provided. Decisions will be data driven.</p>	<p>involvement. 10/08/2013: After school program providers will implement newly adjusted programming to best meet student needs (adjustments will be data driven). 12/09/2013: The after school program will complete this week by administering assessments to gather the most current functional data to provide to parents/guardians and offer K – 12 building Principals the option to include in the student cumulative file.</p>
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It is the goal of Cheyenne-Eagle Butte School Extended School Program to provide its employees with continuous training in multiple areas. Employees shall, as a condition of employment at the School, be required to participate in the Annual In-Service Workshop each year. In addition, we provide some specialized professional development just for the Extended Learning Program. Engage Learning is a company that is contracted on an annual basis to provide professional development and coaching to teachers in Math and Literacy which is mainly focused on the lower elementary grades. Engage Learning consultants are responsible for curriculum development and training for the Reading and Math Clinics. Our goal is to get 100% of staff that work directly with students certified in CPR/AED and First Aid. We have two certified trainers on staff that provides training sessions for a stipend of \$500 each plus the cost of training materials. In addition we have staff that train and provide certification for Life Guards.

A main pillar of collaboration will be the Cheyenne River Sioux Tribe. This organization encompasses a multitude of programs within itself. CRST plans to assist in implementing, planning and expanding existing projects that are culturally relevant for our enrolled tribal students. The partnership between the C-EB Bureau Operated School and CRST Cultural Preservation is to increase the number of students who are fluent and comprehend the Lakota language/culture. Parent/guardians will be encouraged to participate in all activities during the grant period. This will be documented through sign in sheets and number of student participants as recorded by the Oyate Kin Wounspe un Igluwitaypi staff. The local community college, Oglala Lakota Collage/Cheyenne River College center is collaborating in an effort to assist in decreasing the remedial enrollment by increasing the incoming freshman’s reading levels. CRST Youth Diabetes is going to provide services with nutrition classes/demonstrations and diabetes prevention education. CRST Youth Affairs believes their current program will easily align with their organization due to encouraging health/wellness and recreation. The CRST Fitness Center understands the need to maintain a healthy lifestyle. If the CRST Fitness center is able to intervene when children are young this would be most advantageous. A local organization, Young Marines wants to intertwine organizations for the betterment of today’s youth. It will encourage adults to become aware and fulfill the goals of their program.

The school communicates with its stakeholders through a student created school newspaper, local newspapers, radio, flyers sent home with students and in the mail, local television, and automated telephone notification. Oyate Kin Wounspe un Igluwitaypi – The People are Gathering to Learn will maintain constant communication with all stakeholders.

Data will be recorded, accumulated, and analyzed on the following:

- ✓ **Attendance in the 21st Century Program** (Attendance will be taken through the Infinite Campus program with a separate calendar designed for the program)
- ✓ **Achievement and growth of proficiency levels on Dakota Step, NWEA MAP, and Engage Learning Assessments** (Instruction in the extended learning time will be adapted and adjusted based on assessment data that is analyzed monthly by data teams and will be disaggregated by the 21st Century Community Coordinator)
- ✓ **Growth of students that participate in Reading and Math Clinics** (pre/post assessment data will be gathered to determine skill deficit and growth)
- ✓ **After-school and Summer School Student Survey** (a survey will be utilized to determine student perceptions of effectiveness of program)
- ✓ **Compilation of Parent, Family, Community Programs provided** (complete listing of each program provided with flyers, sign-in sheets, and program evaluation synopsis)

5) School Improvement Status

Currently the Cheyenne – Eagle Butte Bureau Operated School is in restructuring. The C-EB program is operated through “highly qualified” staff and administration. The 21st Century program is coordinated through by 2 certified teachers that hold advanced degrees familiar with the vision of the Oyate Kiŋ Wounspe Uŋ Igluwitayapi. The coordinators will directly supervise the program and be responsible for collecting daily, weekly, monthly, quarterly, and annual data. All data required for grant guideline submission will be the responsibility of the coordinators. The program will also receive secondary leadership under each area’s (primary, elementary, upper elementary, junior high, high school, and EAGLE center) principal as an in-kind donation. Every grade level is provided instruction and homework assistance with a certified teacher. The lower grades are also provided a para-professional to assist with instruction and supervision. Essential staff roles and responsibilities are provided in Appendix. The program is also directed through a committee consisting of the two superintendents (BIE and 20-1), four principals, CRST Title I Director, Finance Staff (BIE and 20-1), and 21st Century Coordinator. This team meets at least quarterly to review program progress and recommend program and staff changes or revisions.

Budget/Budget Narrative

6A. Personnel –

21 st Century Coordinator: K-6	\$650	12 months	\$6000
21 st Century Coordinator: 7-12	\$650	12 months	\$6000
Total Coordinator Cost:	-	-	\$12,000

PERSONNEL TOTAL: \$12,000

The 21st Century Coordinators will facilitate all/any program that is implemented. They will collaborate with each other, through review and alignment of MAP data and cultural/traditional needs in the school. The Coordinators will then collaborate with all staff letting them know expectations and the vision of the 21st Century Program. Additionally they will consistently monitor the 21st Century Program to ensure validity and progress of the programs. Furthermore, they will collect stake holder feedback on a regular basis.

Personnel – *Oyate kin wouŋspe uŋ igluwitayapi* – The People are Gathering to Learn

Title	Hourly Rate	# of Weeks	Hours/ wk	Total Hours	Total Earnings
K – 2 Certified Teacher	\$30	32	6	192	\$5760
K – 2 Certified Teacher	\$30	32	6	192	\$5760
K – 2 Certified Teacher	\$30	32	6	192	\$5760
K – 2 Enrichment Teacher	\$22	32	6	192	\$4224
K – 2 Enrichment Teacher	\$22	32	6	192	\$4224
5 – 6 Certified Teacher	\$30	32	6	192	\$5760
5 – 6 Certified Teacher	\$30	32	6	192	\$5760
5 – 6 Enrichment Support	\$22	32	6	192	\$4224
7 – 8 Certified Teacher	\$30	32	6	192	\$5760
7 – 8 Enrichment Support	\$22	32	6	192	\$4224
9 – 12 Certified Teacher	\$30	32	6	192	\$5760
9 – 12 Enrichment Support	\$22	32	6	192	\$4224
Total Instructional Support Teachers:	-	-	-	-	\$61,440.00

The teachers and enrichment staff will work with students on targeted areas. This will not be an extension of the school day but instead will address specific needs of the students. The targeted skills will derive from the review/alignment and meetings regarding NWEA MAP data. To make certain the data driven instruction is productive, we will conduct progress monitoring bi – weekly. The enrichment staff will utilize the after school program to incorporate the cultural and traditional activities, for example beading, sewing, cooking, dancing, quillwork, drum making, singing, hoop making/dancing, mini and large scale tipis and making regalia. The afterschool program will also attempt to increase the parent/guardian involvement by providing an opportunity for the parents/guardians to attend and participate in all activities.

Personnel – Summer Program

Title	Hourly Rate	# of Weeks	Hours/ wk	Total Hours	Total Earnings
K – 2 Certified Teacher	\$30	4	16	64	\$1920
K – 2 Certified Teacher	\$30	4	16	64	\$1920
K – 2 Certified Teacher	\$30	4	16	64	\$1920
K – 2 Enrichment Teacher	\$22	4	16	64	\$1408
K – 2 Enrichment Teacher	\$22	4	16	64	\$1408
3 – 6 Certified Teacher	\$30	4	16	64	\$1920
3 – 6 Certified Teacher	\$30	4	16	64	\$1920
3 – 6 Certified Teacher	\$30	4	16	64	\$1920
3 – 6 Enrichment Support	\$22	4	16	64	\$1408
3 – 6 Enrichment Support	\$22	4	16	64	\$1408
7 – 8 Certified Teacher	\$30	4	16	64	\$1920
7 – 8 Certified Teacher	\$30	4	16	64	\$1920

7 – 8 Enrichment Support	\$22	4	16	64	\$1408
9 – 12 Certified Teacher	\$30	4	16	64	\$1920
9 – 12 Certified Teacher	\$30	4	16	64	\$1920
9 – 12 Enrichment Support	\$22	4	16	64	\$1408
7 – 12 EC Certified Teacher	\$30	4	16	64	\$1920
7 – 12 EC Certified Teacher	\$30	4	16	64	\$1920
7 – 12 EC Enrichment Support	\$22	4	16	64	\$1408
Swimming Pool Coordinator	9 weeks x \$500 per week				\$4500
Lifeguard/Health/Wellness Instructor	\$13	9	40	360	\$4680
Lifeguard/Health/Wellness Instructor	\$13	9	40	360	\$4680
Lifeguard/Health/Wellness Instructor	\$13	9	40	360	\$4680
Total Staff Expense:	-	-	-	-	\$51,436

PERSONNEL TOTAL: \$112,876

The summer school program will provide targeted activities aligning with the NWEA MAP data. The cultural and traditional component will consist of many different activities that can only happen during warm weather. The Swimming Pool Coordinator and Lifeguards will provide health/wellness and recreation with students throughout the day.

6B. Professional/Technical

Professional Development	Instructional Teams/Data Analysis/Meetings/Progress Monitoring	\$6154
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Professional/Technical Total: \$6154

The 21st Century Coordinators will arrange meetings for staff to attend to review, align, and revamp the academic program according to NWEA MAP data. At the staff development meetings we will also discuss projects and the cultural/traditional purpose and how to it is flourishing or lack thereof and what we can do to make it a better program.

6C. Staff and Student Travel

Staff Travel	Conference	# of Staff	Airfare	Per Diem (Mileage/Lodging/Meals/Parking/Cab Fare)
Director/ Coordinator	Annual 21 st Century Conference	2	600 x 2	.37 per mile (175 miles) /\$200/\$107.50/\$120/\$100 = \$592.75 x 2 = \$1185.50
Director/ Coordinator	Annual Regional/National Conference	2	600 x 2	.37 per mile (175 miles) /\$200/\$107.50/\$120/\$100 = \$592.75 x 2 = \$1185.50
Total Travel:	-	-	\$2400	\$2370.00

Travel Cost: \$4770

The 21st Century Coordinators will attend required conferences. Additionally they will stay current with the 21st Century grant by maintaining contact with all necessary team members.

6D. Supplies/Materials/Curriculum/Testing:

C-EB Primary: K – 2	\$2400
C-EB Upper Elementary: 3 – 6	\$2600
C-EB Junior High: 7 – 8	\$1800
C-EB High School: 9 – 12	\$2600
Summer Session	\$4800
Total:	\$14,200

Supplies/Material/Curriculum/Testing Total: \$14,200

Supplies and materials will consist of manipulatives, interactive technology, worksheets, workbooks, reading books, math sheets, math book, copy paper, material for regalia, quills, beads, leather (all necessary items necessary to create a cultural/traditional project). We will also incorporate a progress monitoring piece. This will be prepared by reviewing the NWEA MAP data, defining a targeted skill, work on the targeted skill for a duration of two weeks. At the end of the two weeks an enrichment staff member will conduct a progress monitoring assessment to determine if the skill is concrete or if further instruction is needed.

6E. Coordinated Funding:

	BIE	CRST TITLE I	20 - 1
ISEP/GENERAL FUND	\$6,973,100	-	\$1,635,600
PROGRAM REVENUE	\$645,100	\$3,182,600	\$1,492,392
IMPACT AID	-	-	\$2,659,420
SP. EDUCATION FUND	\$1,259,202	-	\$948,750
CAPITAL OUTLAY	-	-	\$350,000
TOTAL	\$8,877,402	\$3,182,600	\$7,086,162

The 21st Century Program will coordinate funding with the aforementioned entities by in-kind services, donations of supplies or any kind of materials they can provide. Furthermore, the 21st Century program will utilize all and any of the services, material and supplies the Cheyenne River Sioux Tribe is willing to provide as in kind to support the efforts of the 21st Century program.

Appendix III – 21st CCLC Budget Worksheet
(complete one for each center site)

ADD	EAST		
ELO	DR. CHERIE FARLEE		
Name of School	CHEYENNE – EAGLE BUTTE PRIMARY SCHOOL; K – 2		
Grant Name	21 ST CENTURY COMMUNITY LEARNING CENTERS PROGRAM		
Award Number			
Project Start Date	FEBRUARY 4, 2013		
Project End Date	JANURARY 31, 2014		
PREVIOUS SCHOOL YEAR ALLOCATION			
			\$0.00
EXPENDED PREVIOUS SY ALLOCATION			
			\$0.00
TOTAL CARRYOVER AVAILABLE			
			\$0.00
CURRENT SCHOOL YEAR ALLOCATION			
			\$0.00
TOTAL AVAILABLE			
			\$0.00
LINE ITEMS	DESCRIPTION	AMOUNT	TOTAL
Direct Instruction			
Personnel Services			\$25,728.00
K – 2 CERTIFIED TEACHERS	\$30 x 6 hrs p/wk x 32 wks	\$5760 x 3	\$17,280.00
K – 2 ENRICHMENT	\$22 x 6 hrs p/wk x 32 wks	\$4224 x 2	\$8,448.00
Employee Benefits			\$
	25%	\$ -	
Professional Development			\$1,538.45
K – 2 STAFF	Instructional Teams/Data Analysis/Meetings/Progress Monitoring	\$1,538.45	\$1,538.45
Purchased Services			\$ -
Equipment			\$ -
Materials and Supplies			\$800.00
Instructional Materials	Manipulative/Interactive Technology/Worksheets/Workbooks/Reading Books/Math Sheets/Math Books/Copy Paper		\$800.00
Other Expenses:			\$ -
Instructional Support			
Personnel Services			\$ -

Employee Benefits			\$
	25%	\$	-
Professional Development			\$
			-
Purchased Services			\$
		\$	-
Equipment			\$
			-
Materials and Supplies			\$
			-
Other Expenses:			\$
			-
Non-Instructional Services			
Material and Supplies			\$1,600.00
Cultural/Traditional Activities	Beading/Sewing/Cooking/Dancing/Quillwork/ Drum/Singing/Hoop Making & Dancing/Mini & Large Scale Tipis	\$1,600.00	\$1,600.00
TOTAL BUDGET			\$29,666.45
Difference (Allocation less Budget)			\$0.00

Appendix III – 21st CCLC Budget Worksheet
(complete one for each center site)

ADD	EAST		
ELO	DR. CHERIE FARLEE		
Name of School	CHEYENNE – EAGLE BUTTE UPPER ELEMENTARY SCHOOL; 5 – 6		
Grant Name	21 ST CENTURY COMMUNITY LEARNING CENTERS PROGRAM		
Award Number			
Project Start Date	FEBRUARY 4, 2013		
Project End Date	JANURARY 31, 2014		
PREVIOUS SCHOOL YEAR ALLOCATION			
			\$0.00
EXPENDED PREVIOUS SY ALLOCATION			
			\$0.00
TOTAL CARRYOVER AVAILABLE			
			\$0.00
CURRENT SCHOOL YEAR ALLOCATION			
			\$0.00
TOTAL AVAILABLE			
			\$0.00
LINE ITEMS	DESCRIPTION	AMOUNT	TOTAL
Direct Instruction			
Personnel Services			\$15,744.00
5 – 6 CERTIFIED TEACHERS	\$30 x 6 hrs p/wk x 32 wks	\$5760 x 2	\$11,520.00
5 – 6 ENRICHMENT	\$22 x 6 hrs p/wk x 32 wks	\$4224 x 1	\$4224.00
Employee Benefits			\$
	25%	\$ -	
Professional Development			\$1,538.45
K – 2 STAFF	Instructional Teams/Data Analysis/Meetings/Progress Monitoring	\$1,538.45	\$1,538.45
Purchased Services			\$ -
Equipment			\$ -
Materials and Supplies			\$1000.00
Instructional Materials	Manipulative/Interactive Technology/Worksheets/Workbooks/Reading Books/Math Sheets/Math Books/Copy Paper		\$1000.00
Other Expenses:			\$ -
Instructional Support			
Personnel Services			\$ -

Employee Benefits			\$
	25%	\$	-
Professional Development			\$
			-
Purchased Services			\$
		\$	-
Equipment			\$
			-
Materials and Supplies			\$
			-
Other Expenses:			\$
			-
Non-Instructional Services			
Material and Supplies			\$1,600.00
Cultural/Traditional Activities	Beading/Sewing/Cooking/Dancing/Quillwork/ Drum/Singing/Hoop Making & Dancing/Mini & Large Scale Tipis	\$1,600.00	\$1,600.00
TOTAL BUDGET			\$19,882.45
Difference (Allocation less Budget)			\$0.00

Appendix III – 21st CCLC Budget Worksheet
(complete one for each center site)

ADD	EAST		
ELO	DR. CHERIE FARLEE		
Name of School	CHEYENNE – EAGLE BUTTE JUNIOR HIGH SCHOOL; 7 – 8		
Grant Name	21 ST CENTURY COMMUNITY LEARNING CENTERS PROGRAM		
Award Number			
Project Start Date	FEBRUARY 4, 2013		
Project End Date	JANURARY 31, 2014		
PREVIOUS SCHOOL YEAR ALLOCATION			
			\$0.00
EXPENDED PREVIOUS SY ALLOCATION			
			\$0.00
TOTAL CARRYOVER AVAILABLE			
			\$0.00
CURRENT SCHOOL YEAR ALLOCATION			
			\$0.00
TOTAL AVAILABLE			
			\$0.00
LINE ITEMS	DESCRIPTION	AMOUNT	TOTAL
Direct Instruction			
Personnel Services			\$9,984.00
5 – 6 CERTIFIED TEACHERS	\$30 x 6 hrs p/wk x 32 wks	\$5760 x 1	\$5760.00
5 – 6 ENRICHMENT	\$22 x 6 hrs p/wk x 32 wks	\$4224 x 1	\$4224.00
Employee Benefits			\$
	25%	\$ -	
Professional Development			\$1,538.45
K – 2 STAFF	Instructional Teams/Data Analysis/Meetings/Progress Monitoring	\$1,538.45	\$1,538.45
Purchased Services			\$ -
Equipment			\$ -
Materials and Supplies			\$400.00
Instructional Materials	Manipulative/Interactive Technology/Worksheets/Workbooks/Reading Books/Math Sheets/Math Books/Copy Paper		\$400.00
Other Expenses:			\$ -
Instructional Support			
Personnel Services			\$ -

Employee Benefits			\$
	25%	\$	-
Professional Development			\$
			-
Purchased Services			\$
		\$	-
Equipment			\$
			-
Materials and Supplies			\$
			-
Other Expenses:			\$
			-
Non-Instructional Services			
Material and Supplies			\$1,400.00
Cultural/Traditional Activities	Beading/Sewing/Cooking/Dancing/Quillwork/ Drum/Singing/Hoop Making & Dancing/Mini & Large Scale Tipis	\$1,400.00	\$1,400.00
TOTAL BUDGET			\$13,322.45
Difference (Allocation less Budget)			\$0.00

Appendix III – 21st CCLC Budget Worksheet
(complete one for each center site)

ADD	EAST		
ELO	DR. CHERIE FARLEE		
Name of School	CHEYENNE – EAGLE BUTTE HIGH SCHOOL; 9 – 12		
Grant Name	21 ST CENTURY COMMUNITY LEARNING CENTERS PROGRAM		
Award Number			
Project Start Date	FEBRUARY 4, 2013		
Project End Date	JANURARY 31, 2014		
PREVIOUS SCHOOL YEAR ALLOCATION			
			\$0.00
EXPENDED PREVIOUS SY ALLOCATION			
			\$0.00
TOTAL CARRYOVER AVAILABLE			
			\$0.00
CURRENT SCHOOL YEAR ALLOCATION			
			\$0.00
TOTAL AVAILABLE			
			\$0.00
LINE ITEMS	DESCRIPTION	AMOUNT	TOTAL
Direct Instruction			
Personnel Services			\$9,984.00
5 – 6 CERTIFIED TEACHERS	\$30 x 6 hrs p/wk x 32 wks	\$5760 x 1	\$5760.00
5 – 6 ENRICHMENT	\$22 x 6 hrs p/wk x 32 wks	\$4224 x 1	\$4224.00
Employee Benefits			\$
	25%	\$ -	
Professional Development			\$1,538.65
K – 2 STAFF	Instructional Teams/Data Analysis/Meetings/Progress Monitoring	\$1,538.65	\$1,538.65
Purchased Services			\$ -
Equipment			\$ -
Materials and Supplies			\$800.00
Instructional Materials	Manipulative/Interactive Technology/Worksheets/Workbooks/Reading Books/Math Sheets/Math Books/Copy Paper		\$800.00
Other Expenses:			\$ -
Instructional Support			
Personnel Services			\$ -

Employee Benefits			\$
	25%	\$	-
Professional Development			\$
			-
Purchased Services			\$
		\$	-
Equipment			\$
			-
Materials and Supplies			\$
			-
Other Expenses:			\$
			-
Non-Instructional Services			
Material and Supplies			\$1,800.00
Cultural/Traditional Activities	Beading/Sewing/Cooking/Dancing/Quillwork/ Drum/Singing/Hoop Making & Dancing/Mini & Large Scale Tipis	\$1,800.00	\$1,800.00
TOTAL BUDGET			\$14,122.65
Difference (Allocation less Budget)			\$0.00

Appendix III – 21st CCLC Budget Worksheet
(complete one for each center site)

ADD	EAST		
ELO	DR. CHERIE FARLEE		
Name of School	CHEYENNE – EAGLE BUTTE UPPER ELEMENTARY; SUMMER SCHOOL K – 8		
Grant Name	21 ST CENTURY COMMUNITY LEARNING CENTERS PROGRAM		
Award Number			
Project Start Date	JUNE 2013/JUNE 2015/JUNE 2017/JUNE 2019/JUNE 2021		
Project End Date	JULY 2013/JULY 2015/JULY 2017/JULY 2019/JULY 2021		
PREVIOUS SCHOOL YEAR ALLOCATION			
			0
EXPENDED PREVIOUS SY ALLOCATION			
			0
TOTAL CARRYOVER AVAILABLE			
			\$0.00
CURRENT SCHOOL YEAR ALLOCATION			
			0
TOTAL AVAILABLE			
			\$0.00
LINE ITEMS	DESCRIPTION	AMOUNT	TOTAL
			0
Direct Instruction			
Personnel Services			\$ 22,400.00
K – 8 CERTIFIED TEACHERS	\$30 x 16 hrs p/wk x 4 wks	\$1920 x 8	\$ 15,360.00
K – 8 ENRICHMENT TEACHERS	\$22 X 16 hrs p/wk x 4 wks	\$1408 x 5	\$ 7,040.00
Employee Benefits			\$ 0
	25%		
Professional Development			\$ 0
Purchased Services			\$ 0
Equipment			\$ 0
Materials and Supplies			\$ 3,200.00
Instructional	Worksheets, manipulatives, workbooks, reading books, math books, clocks, calculators	\$ 3,200.00	\$ 3,200.00
Other Expenses:			\$ 0

Instructional Support			
Personnel Services			\$ 0
Employee Benefits			\$ 0
	25%	\$0	
Professional Development			\$ 0
Purchased Services			\$ 0
		\$0	
Equipment			\$ 0
Materials and Supplies			\$ 0
Other Expenses:			\$ 0
Non-Instructional Services			
Material and Supplies			\$
		TOTAL BUDGET	\$ 25,600.00
		Difference (Allocation less Budget)	\$0.00

Appendix III – 21st CCLC Budget Worksheet
(complete one for each center site)

ADD	EAST		
ELO	DR. CHERIE FARLEE		
Name of School	CHEYENNE – EAGLE BUTTE EAGLE CENTER; SUMMER SCHOOL 9 – 12		
Grant Name	21 ST CENTURY COMMUNITY LEARNING CENTERS PROGRAM		
Award Number			
Project Start Date	JUNE 2013/JUNE 2015/JUNE 2017/JUNE 2019/JUNE 2021		
Project End Date	JULY 2013/JULY 2015/JULY 2017/JULY 2019/JULY 2021		
PREVIOUS SCHOOL YEAR ALLOCATION			
			0
EXPENDED PREVIOUS SY ALLOCATION			
			0
TOTAL CARRYOVER AVAILABLE			
			\$0.00
CURRENT SCHOOL YEAR ALLOCATION			
			0
TOTAL AVAILABLE			
			\$0.00
LINE ITEMS	DESCRIPTION	AMOUNT	TOTAL 0
Direct Instruction			
Personnel Services			\$ 10,496.00
9 – 12 CERTIFIED TEACHERS	\$30 x 16 hrs p/wk x 4 wks	\$1920 x 4	\$ 7,680.00
9 – 12 ENRICHMENT TEACHERS	\$22 X 16 hrs p/wk x 4 wks	\$1408 x 2	\$ 2,816.00
Employee Benefits			\$ 0
	25%		
Professional Development			\$ 0
Purchased Services			\$ 0
Equipment			\$ 0
Materials and Supplies			\$ 1,600.00
Instructional	Workbooks, worksheets, caluculators, money pieces, real world activities	\$1,600	\$ 1,600.00
Other Expenses:			\$ 0

Instructional Support			
Personnel Services			\$ 0
Employee Benefits			\$ 0
	25%	\$0	
Professional Development			\$ 0
Purchased Services			\$ 0
		\$0	
Equipment			\$ 0
Materials and Supplies			\$ 0
Other Expenses:			\$ 0
Non-Instructional Services			
Material and Supplies			\$
		TOTAL BUDGET	\$ 12,096.00
		Difference (Allocation less Budget)	\$0.00

Appendix III – 21st CCLC Budget Worksheet
(complete one for each center site)

ADD	EAST
ELO	DR. CHERIE FARLEE
Name of School	CHEYENNE – EAGLE BUTTE SCHOOL; SWIMMING POOL
Grant Name	21 ST CENTURY COMMUNITY LEARNING CENTERS PROGRAM
Award Number	
Project Start Date	JUNE 2013
Project End Date	AUGUST 2013

PREVIOUS SCHOOL YEAR ALLOCATION	\$0.00
EXPENDED PREVIOUS SY ALLOCATION	\$0.00
TOTAL CARRYOVER AVAILABLE	\$0.00
CURRENT SCHOOL YEAR ALLOCATION	\$0.00
TOTAL AVAILABLE	\$0.00

LINE ITEMS	DESCRIPTION	AMOUNT	TOTAL
Direct Instruction			
Personnel Services			\$
Employee Benefits			\$
	25%	\$	
Professional Development			\$
		\$	\$
Purchased Services			\$ -
Equipment			\$ -
Materials and Supplies			\$
			\$
Other Expenses:			\$ -
Instructional Support			
Personnel Services			\$ -
Employee Benefits			\$ -
	25%	\$ -	

Professional Development			\$ -
Purchased Services			\$ -
		\$ -	
Equipment			\$ -
Materials and Supplies			\$ -
Other Expenses:			\$ -
Non-Instructional Services			
Material and Supplies			\$
Swimming Pool Coordinator	\$500 p/wk x 9 wks (Health/Wellness/Rec)		\$4,500.00
Lifeguard	\$13 p/hr x 40 x 9 wks	\$4680.00	\$14040.00
TOTAL BUDGET			\$18,540.00
Difference (Allocation less Budget)			\$0.00

APPENDIX VII: Assurance Form

Assurances for BIE 21st CCLC

By my signature below, I agree, upon the approval of the project application by the BIE, to accept and perform the following requirements:

- The program will complete and participate in the Profile and Performance Information Collection Survey (PPICS) data collection and electronic information gathering instrument on 21st CCLC programs administered by the U.S. Department of Education for federal reporting purposes.
- Program data about my program will be entered through the Native Star 21st CCLC File Cabinet on a monthly, quarterly or annually basis as required.
- The program will take place in a safe and easily accessible facility, all staff will have demonstrated competency in all BIE required safety and emergency preparedness mandates. All records will be on file and updated annually.
- The program will be developed and will be implemented in active collaboration with school staff, students, parents/caregivers and BIE Education Line Offices, and the BIE SEA 21st CCLC Director. The community was given notice of the applicant's intent to submit an application; the applicant will provide opportunities for public review of the application after submission;
- All federal funds not expended or used during the grant period will be returned to the BIE 21st CCLC office within 30 days of notice along with full disclosure of expenditures and expenses associated with the program.
- The paid staff time through the 21st CCLC funding shall be fully dedicated to the 21st CCLC program. A full time coordinator of the 21st CCLC program is limited to 15 hours maximum per week during the official school day.
- All activities funded by 21st CCLC funding will occur before and after the regular day school activities or on breaks and/or weekends or during a structured summer learning program.
- Tribal indirect costs will not be allowed throughout the life of the grant.
- Agreements with partners for in-kind services will be documented in writing with a Memorandum of Understanding and be available for any audits, monitoring, or on-site visits.
- The program will abide by the provisions set out in NCLB and their grant application as approved by the BIE. The grant may be officially modified in writing by a process specified by the BIE.
- Funds will not supplant Federal, State, local, or non-Federal funds;
- All documentation requirements and reporting deadlines for the grant will be met.
- School and/or dormitory officials will ensure funds are accounted for using Generally Accepted Accounting Practices (GAAP).

Jesse Mendoza, Cheyenne Eagle Butte School Supervisor

Typed Name and Title of Authorized Representative


Signature of Authorized Representative

11-23-12
Date

Requirements of GEPA 427

OMB Control No. 1801-0004 (Exp. 8/31/2001)

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Pub. L. 103-382).

Equitable Access and Participation Statement

Cheyenne-Eagle Butte 21st Century Community Learning Center
Cheyenne-Eagle Butte School

- The Cheyenne-Eagle Butte School facility was modified to meet criteria for accessibility and access.
- The Cheyenne-Eagle Butte School will make all appropriate program materials available in audio format for those individuals requesting such materials.
- The Cheyenne-Eagle Butte School will provide reading and math instruction and activities for all students and community members regardless of gender, age or disability.

APPENDICES

Appendix I: Job Descriptions

21st Century Coordinators (K-6, 7-12) will oversee the entire 21st CCLC Project to ensure successful completion of all project components. The 21st Century Coordinator will be responsible for evaluation of the program components to ensure project outcomes are being achieved. 21st Century Coordinator will advertise for positions, confer with Learning Coordinating Committee to select for positions, maintain staff record maintenance, conduct staff orientations, and maintain inventory, employee payroll and financial reporting. Coordinate with all staff and co-existing programs to appropriate schedule and align all program activities. The 21st Century Coordinator reports directly to the 95-561 BIE School Supervisor (Superintendent) and The 21st Century Coordinator must be a certified teacher or administrator with experience of working with students and managing programs.

Extended Learning Coordinating Committee which is comprised of the 21st Century Coordinator, Summer School Coordinator, School Supervisor, Superintendent, Business Managers (BIE & 20-1), Title I Directors, and Principals is responsible for the initial broad program planning, revision, and establishment of procedures specific to the Learning Center Activities. The Learning Center program will be required to follow the established Cheyenne-Eagle Butte adopted School Policies. Committee will perform regular compliance checks for the preparation and submission of Monthly and Annual Financial reports for the project. The program will be held financially accountable in accordance with federal regulations governing the program and in full compliance with all appropriate federal guidelines governing any and all expenditures, record keeping and audits. Such standards will be applied to funds received under this program.

Learning Center Instructional Support Staff will supplement the existing program and are responsible for coordinating with school day teachers on homework or deficit skills. Selected Certified Teachers will provide Reading and/or Math Clinics. The Reading-Literacy/Math Clinic Teachers are responsible for preparing the educational plan for each tutoring session, facilitating pre and post assessments, and reporting the results to the Regular School Day teachers. All Learning Center Instructional Support Staff report directly to the 21st Century Coordinator. All Extended Learning Center Teachers must hold current South Dakota Teacher certification. Non-certified staff will assist teachers in facilitating a positive, supportive environment while assisting students in enrichment and remediation activities.

Cultural and Recreational Enrichment Teachers will be hired to perform special workshops such as Lakota Immersion Camp, Archaeology Camp, and other cultural and recreational interests that community members are able to share with our children. Traditional dance, attire design and creation, These staff will report directly to the 21st Century Coordinator. In addition, they will direct all athletic clinics, Health and Wellness Activities, and Creativity/Arts Activities. Non-certified staff will be utilized with experience in supervising and managing students and projects. The 21st Century Activity Facilitators will report directly to the 21st Century Coordinator. 21st Century Activity Facilitators must be at least 18 years old with a thorough background check (on the substitute teacher list).

Summer Enrichment Teachers are responsible for writing daily activity lesson plans (academic focus linked to the school day) and implementing the programming based on the schedule prepared by the Summer Director. They will perform other duties as assigned. The summer enrichment teachers will be required to have appropriate educational certification with specialized experience preferred. Summer Enrichment Teachers will report to the 21st Century Coordinator and Summer School Coordinator. All Summer Enrichment Teachers must hold current South Dakota Teacher certification.

Swimming Pool Coordinator is responsible for the overall and daily scheduling of all activities at the School Swimming Pool including, but not limited to Swimming Lessons, Health and Wellness Camp, and Open Swim. The Coordinator is also responsible for the daily cleaning and maintenance of the School Swimming Pool. The Swimming Pool Coordinator must have experience in supervising staff and managing youth programs and must be at least 18 years old with a thorough background check.

Lifeguard/Health/Wellness Instructors will be responsible for teaching Swimming Lessons and for teaching the Health and Wellness Discovery Camp and to provide proper supervision during open swim times. Only current, certified lifeguards over 16 years of age are eligible for these positions.

The **Summer Bus Drivers (In-Kind Contribution)** will facilitate the bus transportation to and from breakfast and routes as determined by the Planning Committee. The bus drivers report directly to the Transportation Supervisor.

The **Summer Food Service Staff (In Kind Contribution)** will plan and prepare the meals (breakfasts and lunches) based on the schedule prepared by the Summer Director. The food service staff report directly to the School Cook Supervisor. Both the Bus Drivers and Food Service Staff must hold current licenses and certifications as required by their field.

Appendix II: Letters of Support

Letters of support for the *Oyate Kin Wouŋspe uŋ Igluwitayapi* from local governing agencies.

Cheyenne River Sioux Tribal Chairman

Bureau of Indian Affairs Agency Superintendent

CHAIRMAN
Kevin C. Keckler

SECRETARY
Ev Ann White Feather

TREASURER
Benita Clark

VICE-CHAIRMAN
Ted Knife, Jr.



P.O. Box 590
Eagle Butte, South Dakota 57625
Phone: (605) 964-4155
Fax: (605) 964-4151

TRIBAL COUNCIL MEMBERS

DISTRICT 1
Ardys Cook
Bryce In The Woods

DISTRICT 2
Ted Knife, Jr.

DISTRICT 3
Maynard Dupris
Edward Widow

DISTRICT 4
Todd Ward
Merrie Miller
Frank Thompson
Sharon Lee

DISTRICT 5
Robert Walters
Robin Le Beau
Raymond Uses the Knife, Jr.
Ryman LeBeau

DISTRICT 6
De Anna Le Beau
Dixie LeCompte

November 16, 2012

Dear Reviewers,

It is with great enthusiasm that the Cheyenne River Sioux Tribe supports the Cheyenne-Eagle Butte Bureau of Indian Education School's 21st Century Grant Application. Creative, unique partnerships that increase career awareness, college readiness, health, social, cultural, and recreational needs of the students is needed in our community.

The opportunity to form school community partnerships to plan, implement, and expand existing projects that are culturally relevant for our Tribal member students is very appealing and necessary to uphold the educational mission of our tribal members. We currently have some existing partnerships that we'd like to expand and look forward to increasing the career awareness and college readiness of our youth. We are pleased to see that this funding can also provide educational tools to that could impact many generations.

We look forward to having our programs partner with the Cheyenne-Eagle Butte Bureau of Indian Education School for this unique opportunity to enhance education, career awareness, college readiness, and health and wellness for our students. I encourage you to give the Cheyenne-Eagle Butte School proposal your full consideration.

I strongly support this endeavor and the capable team that is spearheading the project.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Kevin C. Keckler', is written over the typed name and title.

Kevin C. Keckler
Chairman

2



United States Department of the Interior

BUREAU OF INDIAN AFFAIRS
CHEYENNE RIVER AGENCY
OFFICE OF THE SUPERINTENDENT
POST OFFICE BOX 325
EAGLE BUTTE, SOUTH DAKOTA 57825

IN REPLY PLEASE CONTACT
Executive Director
(605) 904-6611

November 15, 2012

Dear Reviewers,

It is with great enthusiasm that the Bureau of Indian Affairs, Cheyenne River Agency supports the Cheyenne-Eagle Butte Bureau of Indian Education School's 21st Century Grant Application. We feel that it will promote creative, unique partnerships that increase career awareness, college readiness, health, social, cultural and recreational needs of the student in our community.

The opportunity to form school community partnerships to plan, implement and expand existing projects that are culturally relevant for our Native American students is very appealing and necessary to uphold the educational mission of our tribal members. We currently have some existing partnerships that we'd like to expand and look forward to increasing the career awareness and college readiness of our youth. We are pleased to see that this funding can also provide educational tools that could impact many generations.

We look forward to having our programs partner with the Cheyenne-Eagle Butte Bureau of Indian Education School for this unique opportunity to enhance education, career awareness, college readiness and health and wellness for Native students. I encourage you to give the Cheyenne-Eagle Butte School proposal your full consideration.

I strongly support this endeavor and the capable team that is spearheading the project. Thank you for your time and consideration of this letter.

Sincerely,



Gregg J. Bourland
Superintendent

For inquiries call: 605-365-6218. Cell Phone

Appendix III: Partnership Agreement Letters

The following letters document existing partnerships already in place at the school.

Oglala Lakota College

CRST Cultural Preservation

CRST Youth Affairs

CRST Youth Diabetes

BIA Fire Management Program

CRST Fitness Program

Akicita Cikala (Young Marines)

Oglala Lakota College

Cheyenne River College Center

P.O. Box 100
EAGLE BUTTE, S. DAK. 57625-0100
Telephone (605) 964-8011
FAX (605) 964-8012

November 15, 2012

Dear Reviewers,

It is with great enthusiasm that the Oglala Lakota College Cheyenne River College Center supports the 95-561 Cheyenne-Eagle Butte School's 21st Century Grant Application. The Cheyenne River College Center is seeking to collaborate with the school to assist in decreasing the enrollment in remedial courses by increasing reading level.

The opportunity to form school community partnerships to plan and implement an opportunity to increase the number of college graduates. This grant will assist both schools in fulfilling our academic missions. We look forward to increasing the career awareness and college readiness of our youth. We are pleased to see that this funding can also provide educational tools to that could impact many generations.

We look forward to this unique opportunity to increase reading and math interventions and college readiness for Native students on the Cheyenne River Sioux Reservation. I encourage you to give the Cheyenne-Eagle Butte School proposal your full consideration.

The Oglala Lakota College Cheyenne River College Center strongly supports this endeavor and the capable team that is spearheading the project.

Sincerely,


Gladys Looking Horse
CRCC Director

MNICOUJOU

ITAZIPCO



1868

SIHA SAPA

COHENUMPA

CULTURAL PRESERVATION OFFICE

PO Box 590

Eagle Butte, SD 57625

605-964-7553

605-964-7554

605-964-7552 (FAX)

Steven Vance Tribal Historic Preservation Officer

November 19, 2012

To Whom It May Concern:

I am respectfully submitting on behalf of the Cheyenne – Eagle Butte Bureau Operated School a letter of support for the 21st Century Grant Program. The Cheyenne River Sioux Tribal Cultural Preservation Office supports the intention of this program due to implementation of Culture and Traditional values.

The CRST Cultural Preservation Office helps keep educational facilities in compliance with Ordinance 66 on the Cheyenne River Sioux Tribal reservation. Ordinance 66 is the Lakota Language and Culture Education Code.

In recent years the United States Congress reaffirmed and recognized its trust duties in the Indian Self-Determination and Education Assistance Act of 1975. Based on expert testimony and research, Congress found in the Bilingual Education Act that a primary means by which a child learns is through use of the child's native language and cultural heritage and instructional use and development of a child's non-English native language promotes student self-esteem, subject matter, achievement and English language proficiency.

Today, the CRST as a sovereign Indian tribe, our rights to self-determination, survival of our history, values and political institutions, and our future self-sufficiency are directly related to and dependent on the vitality of our Lakota language and Culture.

Furthermore, to expound the partnership between the C – EB Bureau Operated School and CRST we are making a valiant effort to improve and increase the number of students who are fluent and comprehend the Lakota language and culture. However, we would like to include the parents of our school system. Incorporating a link such as what the 21st Century Grant is offering we would be closer to achieving our goal due to the amount of people we would be able to reach. This program would be beneficial to the future of our Tribe as it would include students, staff and adults.

In closing, I strongly urge you to consider and fund the 95-561 BIE School, Cheyenne – Eagle Butte.

Pilamaye yelo,

A handwritten signature in black ink, appearing to read 'Steve Vance'.

THPO Steve Vance

CHAIRMAN
Kevin C. Keckler

SECRETARY
Ev Ann White Feather

TREASURER
Benita Clark

VICE-CHAIRMAN
Ted Knife, Jr.



P.O. Box 590
Eagle Butte, South Dakota 57625
Phone: (605) 964-4155
Fax: (605) 964-4151

TRIBAL COUNCIL MEMBERS

DISTRICT 1
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Bryce In The Woods

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Ted Knife, Jr.

DISTRICT 3
Maynard Dupris
Edward Widow

DISTRICT 4
Todd Ward
Merrie Miller
Frank Thompson
Sharon Lee

DISTRICT 5
Robert Walters
Robin Le Beau
Raymond Uses the Knife, Jr.
Ryman LeBeau

DISTRICT 6
De Anna Le Beau
Dixie LeCompte

November 19, 2012

Dear Sir and/or Madam:

It is with a good heart I submit a letter of support on behalf of the Cheyenne – Eagle Butte Bureau Operated School in connection with the Cheyenne River Sioux Tribal Youth Affairs. The CRST Youth Affairs would like to expand the existing partnership with the C-EB Schools to assist in facilitating and carrying out scheduled activities associated with health/wellness and recreation.

Currently, the CRST Youth Affairs has incorporated activities throughout the Cheyenne – Eagle Butte community. However, if we are able to expand on this partnership with another pillar of the community such as the Cheyenne – Eagle Butte Bureau operated school we would reach a majority of the students, staff and parents within the community.

The vision of the 21st Century Grant could easily align with our organization due to encouraging health/wellness and recreation. The CRST Youth Affairs promotes and fosters physical activities for children who are accompanied by adults. This would be a win – win situation for both programs.

I look forward to working with the C-EB School contingent upon receiving the 21st Century Grant. Please take careful consideration when reviewing the C-EB 21st Century Grant Application.

Sincerely,

A handwritten signature in black ink, appearing to read 'Alissa Benoist', written in a cursive style.

Alissa Benoist, Cheyenne River Sioux Tribal Youth Affairs Director

CRST YOUTH DIABETES PREVENTION PROGRAM

PO BOX 590

EAGLE BUTTE, SD 57625

TELEPHONE: (605) 964-7776 or 7777

FAX: (605) 964-7773

Stop Diabetes Before It Starts

November 16th, 2012

To Whom It May Concern:

RE: Letter of Support

The Cheyenne River Sioux Tribe Youth Diabetes Prevention Program strongly supports the Cheyenne Eagle Butte School 21st Century Grant Application. We recognize the need for this important project that will serve the students at the Cheyenne Eagle Butte School.

The CRST Youth Diabetes Prevention Program will be an active participant in this program/project and be available for youth education activities, after school activities, summer activities, nutrition classes/demonstrations, and diabetes prevention education presentations under the 21st Century Grant Program.

The CRST Youth Diabetes Prevention Program is committed to the youth and their families of the Cheyenne River Sioux Tribe, and is in full support of the all efforts to better the future for our youth. We believe that education is the key! Therefore, we commit and agree wholeheartedly, to collaborate with the Cheyenne Eagle Butte School.

Please accept our gratitude for considering the Cheyenne Eagle Butte School for this excellent grant opportunity. If I can be of further assistance, please do not hesitate to contact me at 605.964.7774 or 7775. Thank you.

Respectfully,



Michelle Moran-Walking Elk, Program Coordinator
CRST Youth Diabetes Prevention Program

IZUZA

Dear Ms. Lee,

November 16, 2012

The BIA Fire Management Program is very excited to assist your program providing an educational experience with different approaches in preparing our youth. The class we presented (Topography, GIS field data collecting) was a success as well as the enthusiasm our presenters received was very enriching. I like that we can provide something to enhance your projects and hope to do more with the Cheyenne-Eagle Butte Bureau of Indian Education School System.

The past years we have presented during the career days as well as prevention (Smokey Bear) for the elementary classes. I look forward to adding more to your program in the future.

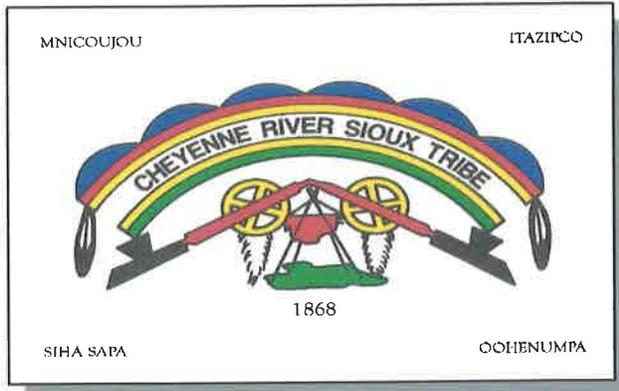
Thank you for inviting us.

Sincerely,

A.P. Kennedy

Anthony P. Kennedy

Fire Management Officer



CRST FITNESS CENTER

**P.O. BOX 590
E. HWY 212 WELLNESS BLDG.
EAGLE BUTTE, SD 57625
PHONE: 605.964.6190
FAX: 605.964.1062**

November 19, 2012

Dear Sir and/or Madam:

On behalf of the Cheyenne – Eagle Butte Bureau Operated School, it is with great excitement the Cheyenne River Sioux Tribal Fitness Center provides a letter of support on behalf of the health/wellness/recreation perspective the 21st Century Grant application entails.

The CRST Fitness Center understands the need to maintain a healthy lifestyle. By intervening when children are young is most advantageous. Currently we are involved with the C-EB School although minimally. The effort the 21st Century grant is encouraging will allow our entity to become even further involved with health/wellness and recreation awareness within the school system.

If the C-EB School system is awarded funding through the 21st Century grant the CRST Fitness Center will implement specific activities to increase physical activity and promote a healthy way of life. Traditionally the Lakota lifestyle was fit and healthy.

At the present time our culture has succumb to the “fast food” existence. Therefore, if the CRST Fitness Center is involved with the C-EB School a high majority of the students will be educated and encouraged to live a lifestyle that marks that of their ancestors.

It is with great anticipation we await the outcome and award of this grant to the Cheyenne – Eagle Butte School as we look forward to serving the Students, Staff and Parents of our Oyate.

Sincerely,

Lynnette M. Lesmeister-Huber, HP-DP Coordinator/Fitness Supervisor



November 20, 2012

Greetings Sir and/or Madam:

In support of the Cheyenne –Eagle Butte Bureau Operated School it is with pride that the Young Marine Program provides this letter on their behalf. The C-EB School systems effort to cooperate with each other comes at a time when we are looking to become involved with this organization.

The Young Marines is a youth education and service program for boys and girls, ages 8 through completion of high school. The Young Marines promotes the mental, moral, and physical development of its members. The program focuses on character building, leadership, and promotes a healthy, drug-free lifestyle. The Young Marines is the focal point for the U.S. Marine Corps' Youth Drug Demand Reduction efforts. If we are able to collaborate with the CEB School system this would allow us to recruit more youth in attempt to instill patriotic values in their life and expand the number of activities we are currently able to offer.

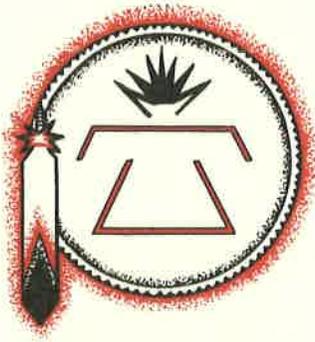
The 21st Century's initiative for health/wellness and recreation is commendable. This allows more programs on the Cheyenne River Sioux Tribe to intertwine for the betterment of today's youth. Furthermore, it will encourage more adults to become aware and fulfill the goals of our program.

Please seriously consider the Cheyenne-Eagle Butte Bureau Operated Schools application for funding so we might be able to form a partnership.

Sincerely,

A handwritten signature in cursive script that reads "Denise Straight Head".

Denise Straight Head, Young Marines President



C.R.S.T. Telephone Authority

January 14, 2013

Dear Reviewers,

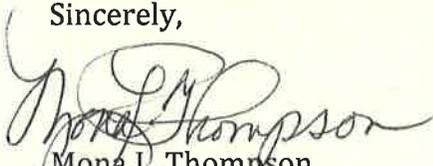
It is with great enthusiasm that the Cheyenne River Sioux Tribe Telephone Authority supports the Cheyenne-Eagle Butte Bureau of Indian Education School's 21st Century Grant Application. Creative, unique partnerships that increase career and college readiness, vocational education, health, social, cultural and recreational needs of the students is needed in our community.

The opportunity to form school community partnerships to plan, implement and expand existing projects that are culturally relevant for our Native American students is very appealing and necessary to uphold the educational mission of our tribal members. We currently have some existing partnerships that we'd like to expand and look forward to increasing the career awareness and college readiness of our youth. We are pleased to see that this funding can also provide educational tools to that could impact many generations.

We look forward to having our programs partner with the Cheyenne-Eagle Butte Bureau of Indian Education School for this unique opportunity to enhance education, career awareness, college readiness and health and wellness for Native students. I encourage you to give the Cheyenne-Eagle Butte School proposal your full consideration.

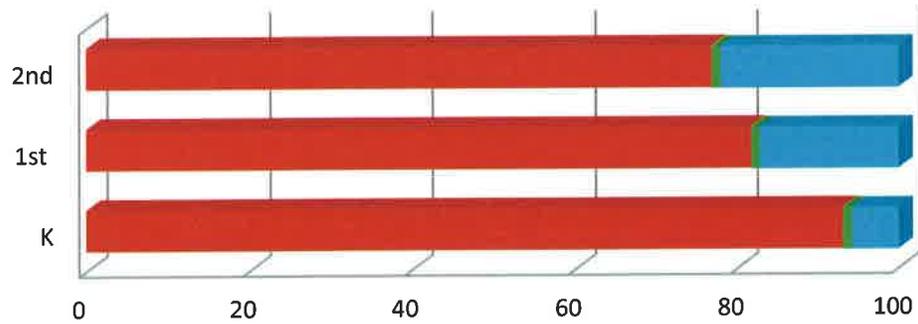
I strongly support this endeavor and the capable team that is spearheading the project.

Sincerely,



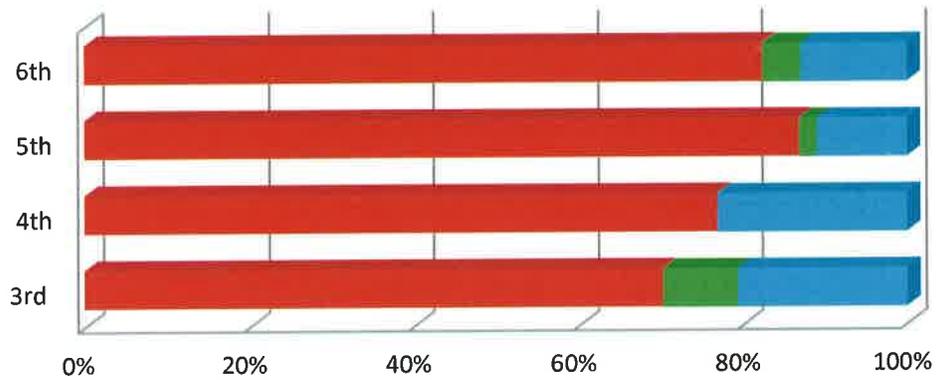
Mona L. Thompson
General Manager

2012 MAP Beginning of the Year Reading Data



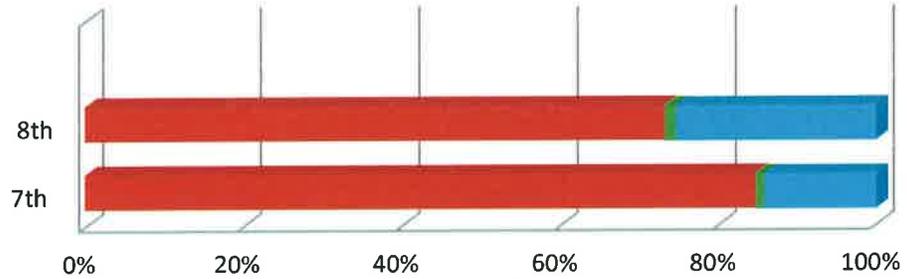
	K	1st	2nd
Below Expectations	93.1	81.8	76.92
Meets Expectations	1.14	1.01	1.09
Above Expectations	5.74	17.17	21.97

2012 Beginning of the Year Reading Data



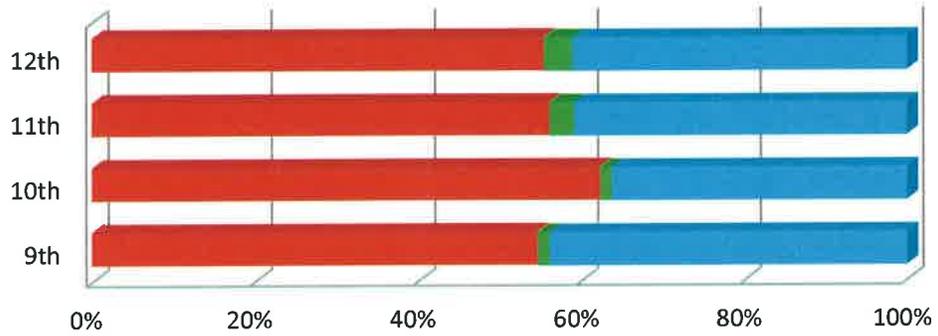
	3rd	4th	5th	6th
Below Expectations	73.49	76.82	86.81	82.35
Meets Expectations	9.63	0	2.19	4.7
Above Expectations	21.68	23.17	10.98	12.94

2012 MAP Beginning of the Year Reading Data



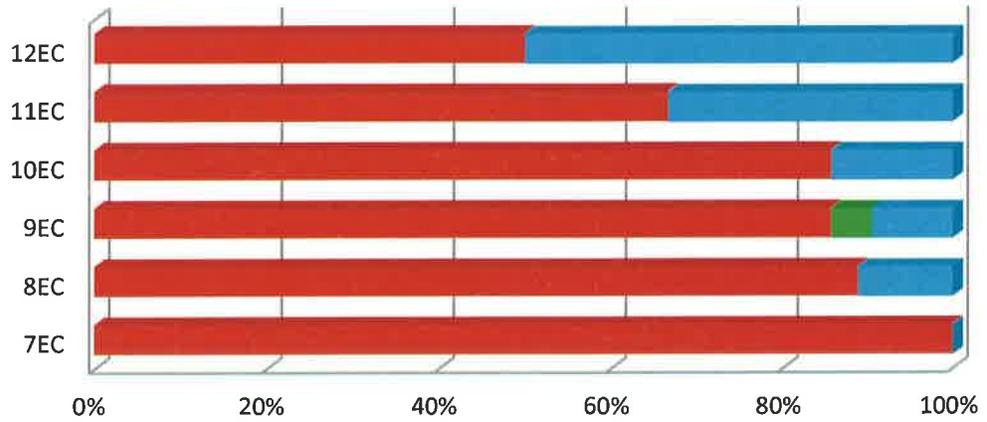
	7th	8th	
Below Expectations	84.78	73.23	
Meets Expectations	1.08	1.4	
Above Expectations	14.13	25.35	

2012 MAP Beginning of the Year Reading Data



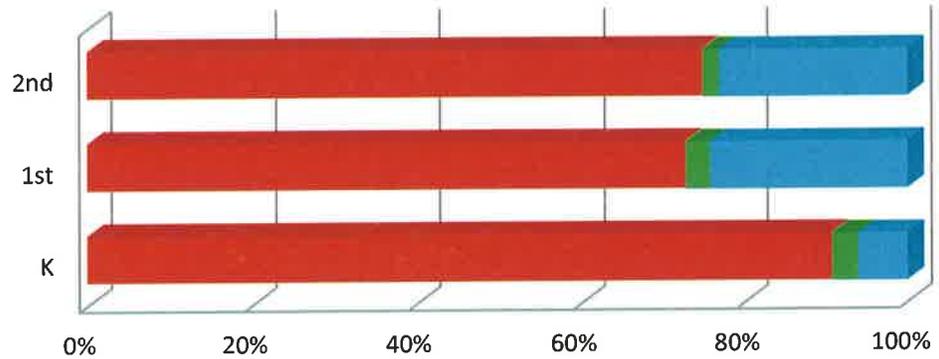
	9th	10th	11th	12th
Below Expectations	54.54	62.31	56.06	55.35
Meets Expectations	1.51	1.44	3.03	3.57
Above Expectations	43.93	36.23	40.9	41.07

2012 MAP Beginning of the Year Reading Data



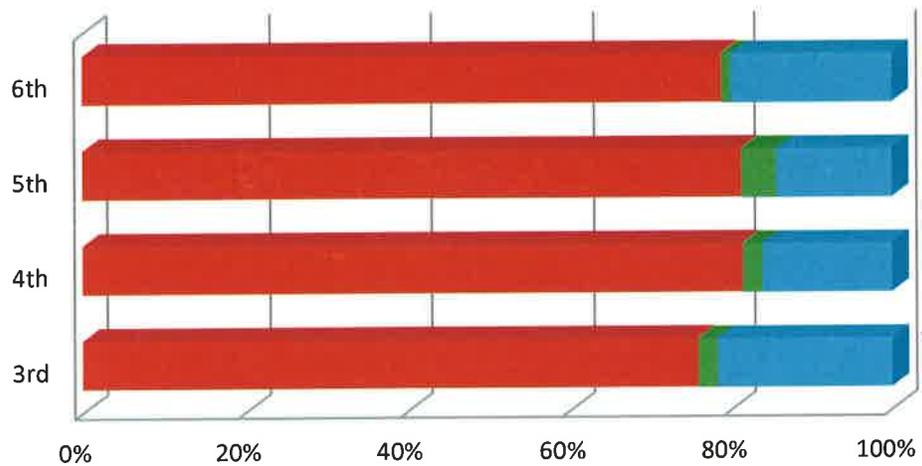
	7EC	8EC	9EC	10EC	11EC	12EC
Below Expectations	100	88.88	85.71	85.71	66.66	50
Meets Expectations	0	0	4.76	0	0	0
Above Expectations	0	11.11	9.52	14.28	33.33	50

2012 MAP Beginning of the Year Math Data



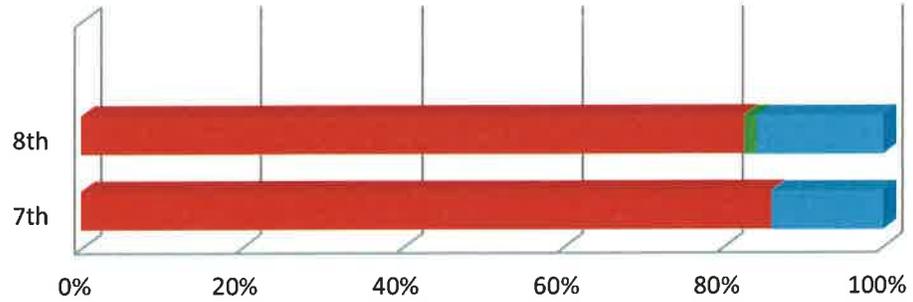
	K	1st	2nd
Below Expectations	90.36	73.4	74.74
Meets Expectations	3.16	3	2.02
Above Expectations	6.02	24.4	23

2012 MAP Beginning of the Year Math Data



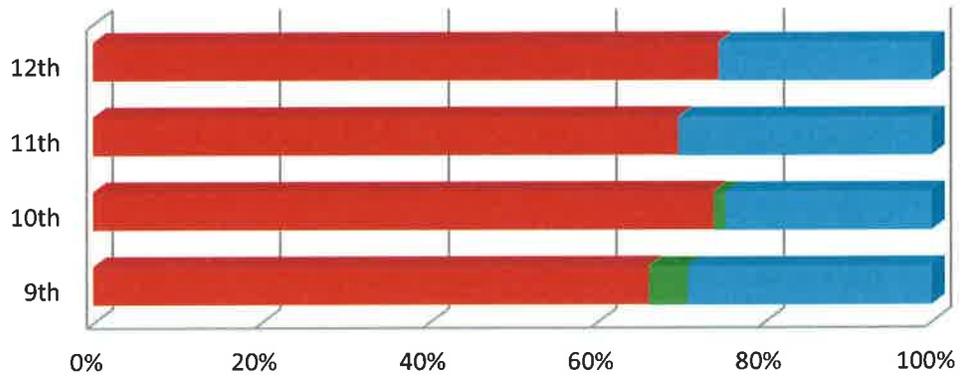
	3rd	4th	5th	6th
Below Expectations	75.9	81.48	81.31	78.82
Meets Expectations	2.4	2.46	4.39	1.17
Above Expectations	21.68	16.04	14.28	20

2012 MAP Beginning of the Year Math Data



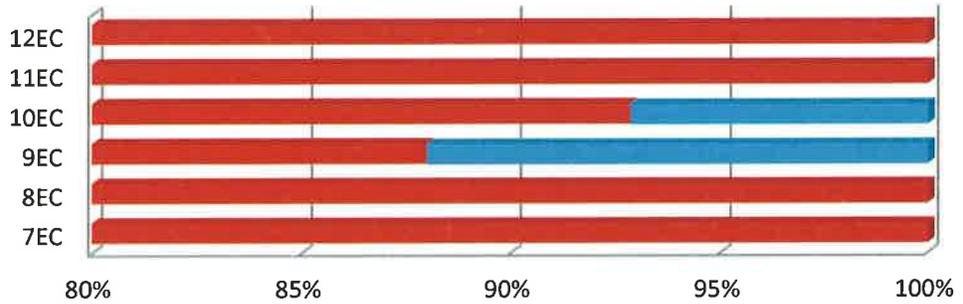
	7th	8th	
Below Expectations	86.02	74.68	
Meets Expectations	0	1.42	
Above Expectations	13.97	14.28	

2012 MAP Beginning of the Year Math Data



	9th	10th	11th	12th
Below Expectations	66.15	73.91	69.69	74.54
Meets Expectations	4.61	1.44	0	0
Above Expectations	29.23	24.63	30.3	25.45

2012 MAP Beginning of the Year Math Data



	7EC	8EC	9EC	10EC	11EC	12EC
■ Below Expectations	100	100	88	92.85	100	100
■ Meets Expectations	0	0	0	0	0	0
■ Above Expectations	0	0	12	7.14	0	0

	GRADUATION RATE	GOAL 80%	GOAL 80%	GOAL 80%	GOAL 85%	GOAL 80%	% TREND + OR - FROM LAST YEAR	% + OR - FROM GOAL
High School	All students	90.2	82.86	78.95	90	79.69	-10.31	-31
	White students	X	X	X	X	X	X	X
	Native American students	89.58	80	76	89.13	79.03	-10.1	-97
	Economically disadvantaged	X	80	x	X	90 (?)	---	---
	Students with disabilities	X	88.67	76.47	X	X	X	X
	Male	86.96	82.35	72.88	88	70.97	-17.03	-9.03
	Female	92.86	80	80	92	87.88	-4.12	+7.88

*In 2008
 Lower Elementary grades 3 & 4 and
 Upper Elementary grades 5 & 6 started
 In 2010
 Graduation Rate changed to 85%
 In 2011 Graduation Rate changed back to 80%
 X = Group does not meet minimum population size.*

SCHOOL	GROUP	% Graduation Rate 2007 (GOAL 80%)	% Graduation Rate 2008 (GOAL 80%)	% Graduation Rate 2009 (GOAL 80%)	% Graduation Rate 2010 (GOAL 85%)	% Graduation Rate 2011 (GOAL 80%)	% TREND + OR - FROM LAST YEAR	% + OR - FROM GOAL OF 80%
Eagle Center	All students	87.5	77.42	72.34	77.42	38.46	-38.96	-41.54
	White students	X	X	X	X	X	X	X
	Native American students	87.5	75.86	73.91	76.67	38.46	-38.96	-41.54
	Economically disadvantaged	87.5	75.86	X	X	X (?)	X	X
	Students with disabilities	X	X	75	X	X	X	X
	Male	X	81.25	68	91.67	36.35	-55.32	-43.65
	Female	88.24	73.33	77.27	68.42	40	-28.42	-40

ELEMENTARY SCHOOL (Grades 3-5) DAKOTA STEP MATH RESULTS

AMO 2005-2007 = 65%; 2007-2011= 72%

YEAR	%AD- VANCED	%PROFICIENT	%BASIC	%BELOW BASIC	TOTAL % P&A	+ or -
2007 ALL	5	49	44	2	54	
2008 ALL	5	47	37	0	52	
2009 ALL	4	40	56	0	44	
2010 ALL	3	45	51	1	48	
2011 ALL	3	48	49	0	51	+3
2007 WHITE	20	70	10	0	90	
2008 WHITE	X	X	X	X		
2009 WHITE	X	X	X	X	X	
2010 WHITE	X	X	X	X	X	
2011 WHITE	X	X	X	X	X	
2007 NATIVE AM.	4	48	45	3	52	
2008 NATIVE AM.	4	47	48	0	51	
2009 NATIVE AM.	4	38	57	0	42	
2010 NATIVE AM.	3	45	52	0	48	
2011 NATIVE AM.	23	48	50	0	51	+3
2007 ECON.DISAD.	X	X	X	X	X	
2008 ECON. DISAD.	5	46	48	0		
2009 ECON. DISAD.	X	X	X	X	X	
2010 ECON. DISAD.	X	X	X	X	X	
2011 ECON. DISAD.	3	48	49	0	51	
2007 DISABILITIES	0	31	64	5	31	
2008 DISABILITIES	6	29	60	4	35	
2009 DISABILITIES	4	20	76	0	24	
2010 DISABILITIES	2	17	78	3	19	
2011 DISABILITIES	0	35	63	2	35	+16
2007 MALE	4	48	46	2	52	
2008 MALE	3	47	48	2	50	
2009 MALE	3	40	57	0	43	
2010 MALE	2	39	57	2	41	
2011	2	48	51	0	50	+9

MALE						
2007 FEMALE	6	50	42	2	56	
2008 FEMALE	7	48	46	0	55	
2009 FEMALE	5	39	56	0	44	
2010 FEMALE	4	51	45	0	55	
2011 FEMALE	4	48	47	1	52	-3

ELEMENTARY SCHOOL (Grades 3-5) DAKOTA STEP READING RESULTS
AMO 2006-08= 82% AMO 2009-2011=69%

YEAR	%AD-VANCED	%PROFICIENT	%BASIC	%BELOW BASIC	TOTAL % P&A	+ or -
2007 ALL	8	55	37	0	63	
2008 ALL	7	55	38	0	62	
2009 ALL	9	36	54	0	45	
2010 ALL	5	33	61	1	38	
2011 ALL	4	33	61	2	37	-1
2007 WHITE	30	60	10	0	90	
2008 WHITE	X	X	X	X	X	
2009 WHITE	X	X	X	X	X	
2010 WHITE	X	X	X	X	X	
2011 WHITE	X	X	X	X	X	X
2007 NATIVE AM.	7	55	38	0	62	
2008 NATIVE AM.	6	56	38	0	62	
2009 NATIVE AM.	7	36	55	0	43	
2010 NATIVE AM.	4	33	62	1	37	
2011 NATIVE AM.	3	32	62	2	35	-2
2007 ECON. DISAD.	8	55	37	0	63	
2008 ECON. DISAD.	7	55	38	0	62	
2009 ECON. DISAD.	X	X	X	X	X	
2010 ECON. DISAD.	X	X	X	X	X	
2011 ECON. DISAD.	4	33	61	2	37	--
2007 DISABILITIES	5	38	55	2	43	
2008 DISABILITIES	6	31	62	0	37	
2009 DISABILITIES	6	15	74	6	21	
2010 DISABILITIES	3	6	89	2	9	

DISABILITIES						
2011 DISABILITIES	3	11	82	4	14	+5
2007 MALE	6	49	45	0	55	
2008 MALE	3	55	42	0	58	
2009 MALE	7	33	58	2	40	
2010 MALE	3	28	67	2	31	
2011 MALE	2	27	69	2	29	-2
2007 FEMALE	10	60	29	1	70	
2008 FEMALE	10	55	35	0	65	
2009 FEMALE	10	38	51	0	48	
2010 FEMALE	6	39	55	0	45	
2011 FEMALE	6	39	52	3	45	+0

ELEMENTARY SCHOOL (Grades 3&4) DAKOTA STEP MATH RESULTS
2008-2010 (SCHOOL RESTRUCTURED TO GRADES 3-4 IN 2008)
AMO 2005-2007 = 65%; 2007-2011 = 72%

YEAR	%AD-VANCED	%PROFICIENT	%BASIC	%BELOW BASIC	TOTAL % P&A	+ or -
2008 ALL	5	45	48	2	50	
2009 ALL	2	36	62	0	38	
2010 ALL	3	48	49	0	51	
2011 ALL	3	52	45	0	55	+4
2008 WHITE	X	X	X	X	X	X
2009 WHITE	X	X	X	X	X	X
2010 WHITE	X	X	X	X	X	X
2011 WHITE	X	X	X	X	X	X
2008 NATIVE AM.	5	45	49	1	50	
2009 NATIVE AM	2	35	63	0	37	
2010 NATIVE AM	2	48	50	0	50	
2011 NATIVE AM.	3	52	45	0	55	+5
2008 ECON. DISAD.	5	43	51	1	48	
2009 ECON. DISAD.	X	X	X	X	X	X
2010 ECON. DISAD.	X	X	X	X	X	X
2011 ECON. DISAD.	3	52	45	0	55	X

2008 DISABILITIES	2	29	63	6	31	
2009 DISABILITIES	0	18	83	0	18	
2010 DISABILITIES	3	20	75	3	23	
2011 DISABILITIES	0	46	54	0	46	+23
2008 MALE	5	46	46	3	51	
2009 MALE	1	38	61	0	39	
2010 MALE	1	41	57	1	42	
2011 MALE	1	53	46	0	54	+12
2008 FEMALE	6	44	50	0	50	
2009 FEMALE	3	34	63	0	37	
2010 FEMALE	4	55	41	0	59	
2011 FEMALE	4	51	44	0	55	-4

UPPER ELEMENTARY SCHOOL (Grades 5 & 6) DAKOTA STEP **MATH RESULTS**
2008-2010 (SCHOOL RESTRUCTURED TO GRADES 5-6 IN 2008)
AMO 2005-2007 = 65%; 2007-2011 = 72%

YEAR	%AD- VANCED	%PROFICIENT	%BASIC	%BELOW BASIC	TOTAL % P&A	+ or -
2008 ALL	5	51	43	1	56	
2009 ALL	7	48	45	0	55	
2010 ALL	9	39	51	1	48	
2011 ALL	4	43	52	1	47	-1
2008 WHITE	X	X	X	X	X	X
2009 WHITE	X	X	X	X	X	X
2010 WHITE	X	X	X	X	X	X
2011 WHITE	X	X	X	X	X	X
2008 NATIVE AM.	4	51	45	0	55	
2009 NATIVE AM	6	47	46	1	53	
2010 NATIVE AM	9	39	51	1	48	
2011 NATIVE AM	3	43	53	1	46	-2
2008 ECON. DISAD.	5	51	43	1	56	
2009 ECON. DISAD.	X	X	X	X	X	X
2010 ECON. DISAD.	X	X	X	X	X	X
2011 ECON. DISAD.	4	43	52	1	47	
2008	11	29	57	3	40	

DISABILITIES						
2009	13	21	67	0	34	
DISABILITIES						
2010	0	11	86	3	11	
DISABILITIES						
2011	0	20	78	2	20	+9
DISABILITIES						
2008 MALE	2	44	54	0	46	
2009 MALE	5	43	50	2	48	
2010 MALE	8	32	58	2	40	
2011 MALE	4	41	55	0	45	+5
2008 FEMALE	7	60	31	2	67	
2009 FEMALE	8	51	41	0	59	
2010 FEMALE	10	44	46	0	54	
2011 FEMALE	5	44	51	0	49	-5

ELEMENTARY SCHOOL (Grades 3 & 4) DAKOTA STEP READING RESULTS
2008-2010 (SCHOOL RESTRUCTURED TO GRADES 3-4 IN 2008)
AMO 2006-08= 82% AMO 2009-2011=69%

YEAR	%AD-VANCED	%PROFICIENT	%BASIC	%BELOW BASIC	TOTAL % P&A	+ or -
2008 ALL	7	55	38	0	62	
2009 ALL	8	32	57	3	40	
2010 ALL	5	35	59	1	40	
2011 ALL	4	35	59	2	39	-1
2008 WHITE	X	X	X	X	X	X
2009 WHITE	X	X	X	X	X	X
2010 WHITE	X	X	X	X	X	X
2011 WHITE	X	X	X	X	X	X
2008 NATIVE AM.	6	56	38	0	62	
2009 NATIVE AM	7	33	59	1	40	
2010 NATIVE AM	4	34	60	2	38	
2011 NATIVE AM	4	34	60	2	38	0
2008 ECON. DISAD.	7	54	39	0	61	
2009 ECON. DISAD.	X	X	X	X	X	X
2010 ECON. DISAD.	X	X	X	X	X	X
2011 ECON. DISAD.	4	35	59	2	39	---
2008 DISABILITIES	2	29	69	0	31	
2009	1	13	78	8	14	

DISABILITIES						
2010 DISABILITIES	2	5	93	0	7	
2011 DISABILITIES	3	20	74	3	23	+16
2008 MALE	3	51	46	0	54	
2009 MALE	7	33	58	2	47	
2010 MALE	3	30	65	3	33	
2011 MALE	2	27	69	1	29	-4
2008 FEMALE	10	58	32	0	68	
2009 FEMALE	10	32	57	1	42	
2010 FEMALE	7	40	53	0	47	
2011 FEMALE	6	44	47	3	50	+3

UPPER ELEMENTARY SCHOOL (Grades 5 & 6) DAKOTA STEP READING
RESULTS

2008-2010 (SCHOOL RESTRUCTURED TO GRADES 5-6 IN 2008)

AMO 2006-08= 82% AMO 2009-2010=69%

YEAR	%AD- VANCED	%PROFICIENT	%BASIC	%BELOW BASIC	TOTAL % P&A	+ or -
2008 ALL	9	51	39	1	60	
2009 ALL	7	40	54	0	47	
2010 ALL	8	36	55	1	44	
2011 ALL	4	30	59	7	34	-10
2008 WHITE	X	X	X	X	X	X
2009 WHITE	X	X	X	X	X	X
2010 WHITE	X	X	X	X	X	X
2011 WHITE	X	X	X	X	X	X
2008 NATIVE AM.	9	50	40	1	59	
2009 NATIVE AM	6	40	54	1	46	
2010 NATIVE AM	8	36	55	1	44	
2011 NATIVE AM	3	29	60	8	32	-12
2008 ECON. DISAD.	9	51	39	1	60	
2009 ECON. DISAD.	X	X	X	X	X	X
2010 ECON. DISAD.	X	X	X	X	X	X
2011 ECON. DISAD.	4	30	59	7	34	---
2008 DISABILITIES	11	39	46	4	50	
2009 DISABILITIES	13	13	75	0	26	
2010 DISABILITIES	3	8	83	6	11	
2011 DISABILITIES	2	3	81	14	5	-6
2008 MALE	6	53	41	0	59	

2009 MALE	5	37	58	0	42	
2010 MALE	6	23	70	1	29	
2011 MALE	1	31	59	9	32	+3
2008 FEMALE	12	49	37	2	61	
2009 FEMALE	8	42	50	0	50	
2010 FEMALE	9	46	44	1	55	
2011 FEMALE	6	29	60	6	35	-20

**Junior High (Grades 7&8) DAKOTA STEP MATH RESULTS
2008-2010**

AMO 2004-2005 = 54%; AMO 2005-2007 = 65%; 2007-2011 = 72%

YEAR	%AD- VANCED	%PROFICIENT	%BASIC	%BELOW BASIC	TOTAL % P&A	+ or -
2008 ALL	5	33	62	0	38	
2009 ALL	5	37	58	0	42	
2010 ALL	4	36	60	0	40	
2011 ALL	6	43	51	0	49	+9
2008 WHITE	X	X	X	X	X	X
2009 WHITE	X	X	X	X	X	X
2010 WHITE	X	X	X	X	X	X
2011 WHITE	X	X	X	X	X	X
2008 NATIVE AM.	4	32	64	0	36	
2009 NATIVE AM	5	36	59	0	41	
2010 NATIVE AM	3	35	61	1	38	
2011 NATIVE AM	5	43	52	0	48	+10
2008 ECON. DISAD.	4	33	63	0	37	
2009 ECON. DISAD.	X	X	X	X	X	X
2010 ECON. DISAD.	4	35	60	1	39	
2011 ECON. DISAD.	6	43	51	0	49	+10
2008 DISABILITIES	17	0	83	0	17	
2009 DISABILITIES	17	9	70	4	26	
2010 DISABILITIES	5	10	80	5	15	
2011 DISABILITIES	4	17	78	0	21	+6
2008 MALE	1	35	64	0	36	
2009 MALE	6	38	55	1	44	
2010 MALE	3	27	70	0	30	
2011 MALE	2	33	65	0	35	+5
2008 FEMALE	9	31	60	0	40	
2009 FEMALE	3	34	60	3	37	

2010 FEMALE	4	48	46	2	52	
2011 FEMALE	9	51	40	0	60	+8

**Junior High(Grades 7&8) DAKOTA STEP READING RESULTS
2008-2010**

AMO 2006-08 = 82% AMO 2009-2011=69%

YEAR	%AD- VANCED	%PROFICIENT	%BASIC	%BELOW BASIC	TOTAL % P&A	+ or -
2008 ALL	4	47	49	0	51	
2009 ALL	7	37	52	3	44	
2010 ALL	4	42	49	5	46	
2011 ALL	6	43	46	5	49	+3
2008 WHITE	X	X	X	X	X	X
2009 WHITE	X	X	X	X	X	X
2010 WHITE	X	X	X	X	X	X
2011 WHITE	X	X	X	X	X	X
2008 NATIVE AM.	4	46	50	0	50	
2009 NATIVE AM	7	37	53	3	44	
2010 NATIVE AM	2	42	50	6	46	
2011 NATIVE AM	5	43	46	5	48	+2
2008 ECON. DISAD.	4	45	51	0	49	
2009 ECON. DISAD.	X	X	X	X	X	X
2010 ECON. DISAD.	4	42	49	5	46	
2011 ECON. DISAD.	6	43	46	5	49	+3
2008 DISABILITIES	17	4	79	0	21	
2009 DISABILITIES	17	13	61	9	30	
2010 DISABILITIES	5	10	70	15	15	
2011 DISABILITIES	4	22	57	17	26	+11
2008 MALE	3	36	61	0	39	
2009 MALE	7	34	54	4	41	
2010 MALE	3	41	52	5	44	
2011 MALE	2	33	54	10	35	-9
2008 FEMALE	5	60	34	0	65	
2009 FEMALE	7	41	50	2	48	
2010 FEMALE	4	44	46	6	48	
2011 FEMALE	9	51	40	0	60	+12

Junior High (Grades 6-8) DAKOTA STEP MATH RESULTS

AMO 2005-2007 = 65%; **2007-2011 = 72%**

YEAR	%AD- VANCED	%PROFICIENT	%BASIC	%BELOW BASIC	TOTAL % P&A	+ or -
2007 ALL	2	35	62	1	37	
2008 ALL	5	38	56	0	43	
2009 ALL	4	39	55	0	43	
2010 ALL	7	35	57	1	42	
2011 ALL	5	41	53	1	46	+4
2007 WHITE	X	X	X	X	X	
2008 WHITE	X	X	X	X	X	
2009 WHITE	X	X	X	X	X	
2010 WHITE	X	X	X	X	X	
2011 WHITE	X	X	X	X	X	X
2007 NATIVE AM.	0	34	64	2	34	
2008 NATIVE AM.	4	38	57	0	42	
2009 NATIVE AM.	4	39	56	0	43	
2010 NATIVE AM.	7	35	58	0	42	
2011 NATIVE AM.	5	41	53	1	46	+4
2007 ECON. DISAD.	X	X	X	X	X	
2008 ECON. DISAD.	5	39	56	0	44	
2009 ECON. DISAD.	X	X	X	X	X	
2010 ECON. DISAD.	3	35	61	1	40	
2011 ECON. DISAD.	5	42	52	1	47	+7
2007 DISABILITIES	0	5	90	5	5	
2008 DISABILITIES	12	10	76	2	22	
2009 DISABILITIES	14	8	75	3	22	
2010 DISABILITIES	3	8	86	3	11	
2011 DISABILITIES	2	13	83	2	15	+4
2007 MALE	0	33	65	2	33	
2008 MALE	3	36	61	0	39	
2009 MALE	5	37	57	0	42	
2010 MALE	5	26	68	1	31	
2011 MALE	3	36	59	2	39	+8

2007 FEMALE	3	37	59	1	40	
2008 FEMALE	7	41	50	0	48	
2009 FEMALE	4	42	58	0	46	
2010 FEMALE	8	44	46	2	52	
2011 FEMALE	7	46	47	0	53	+1

Junior High(Grades 6-8) DAKOTA STEP READING RESULTS
AMO 2005-06 = 78% AMO 2006-08 = 82% AMO 2009-2010=69%

YEAR	%AD- VANCED	%PROFICIENT	%BASIC	%BELOW BASIC	TOTAL % P&A	+ or -
2007 ALL	3	35	62	0	38	
2008 ALL	6	46	48	0	52	
2009 ALL	6	36	55	2	42	
2010 ALL	6	41	48	4	47	
2011 ALL	5	35	52	9	40	-7
2007 WHITE	X	X	X	X	X	
2008 WHITE	X	X	X	X	X	
2009 WHITE	X	X	X	X	X	
2010 WHITE	X	X	X	X	X	
2011 WHITE	X	X	X	X	X	
2007 NATIVE AM.	3	34	63	0	67	
2008 NATIVE AM.	7	44	49	0	51	
2009 NATIVE AM.	5	36	56	2	41	
2010 NATIVE AM.	6	41	47	4	47	
2011 NATIVE AM.	4	34	53	9	38	-9
2007 ECON. DISAD.	3	35	62	0	38	
2008 ECON. DISAD.	7	45	47	0	52	
2009 ECON. DISAD.	X	X	X	X	X	
2010 ECON. DISAD.	4	41	50	5	45	
2011 ECON. DISAD.	5	35	52	9	40	-5
2007 DISABILITIES	0	5	95	0	5	
2008 DISABILITIES	12	17	68	2	29	
2009 DISABILITIES	14	8	69	8	22	

2010 DISABILITIES	3	8	75	14	11	
2011 DISABILITIES	2	12	63	23	14	+3
2007 MALE	0	32	68	0	32	
2008 MALE	5	38	56	0	43	
2009 MALE	5	35	55	4	40	
2010 MALE	3	36	55	5	39	
2011 MALE	2	31	53	13	33	-6
2007 FEMALE	4	39	56	1	43	
2008 FEMALE	7	54	37	0	61	
2009 FEMALE	6	38	55	0	44	
2010 FEMALE	9	46	41	3	55	
2011 FEMALE	7	37	51	5	44	-11

X = Group does not meet minimum population size

HIGH SCHOOL (Grades 9-12) DAKOTA STEP **MATH** RESULTS

AMO 2005-07 =54% AMO 2007-2011= 63%

YEAR	%AD- VANCED	%PROFICIENT	%BASIC	%BELOW BASIC	TOTAL % P&A	+ or -
2007 ALL	0	16	84	0	16	
2008 ALL	0	22	75	3	22	
2009 ALL	0	26	74	0	26	
2010 ALL	1	24	75	0	25	
2011 ALL	0	32	68	0	32	+7
2007 WHITE	X	X	X	X	X	
2008 WHITE	X	X	X	X	X	
2009 WHITE	X	X	X	X	X	
2010 WHITE	X	X	X	X	X	
2011 WHITE	X	X	X	X	X	
2007 NATIVE AM.	0	16	84	0	16	
2008 NATIVE AM.	0	20	76	4	20	
2009 NATIVE AM.	0	22	78	0	22	
2010 NATIVE AM.	2	21	77	0	23	
2011 NATIVE AM.	0	29	71	0	29	+6

2007 ECON.DISAD.	X	X	X	X	X	
2008 ECON. DISAD.	X	X	X	X	X	
2009 ECON. DISAD.	X	X	X	X	X	
2010 ECON. DISAD.	X	X	X	X	X	
2011 ECON. DISAD.	0	32	68	0	32	--
2007 DISABILITIES	X	X	X	X	X	
2008 DISABILITIES	X	X	X	X	X	
2009 DISABILITIES	X	X	X	X	X	
2010 DISABILITIES	0	18	82	0	18	
2011 DISABILITIES	X	X	X	X	X	X
2007 MALE	0	14	86	0	14	
2008 MALE	0	16	77	6	16	
2009 MALE	0	22	78	0	22	
2010 MALE	3	24	73	0	27	
2011 MALE	0	22	78	0	22	-5
2007 FEMALE	0	20	80	0	20	
2008 FEMALE	0	28	72	0	28	
2009 FEMALE	0	29	71	0	29	
2010 FEMALE	0	23	77	0	23	
2011 FEMALE	0	47	53	0	47	+24

X = Group does not meet minimum population size

HIGH SCHOOL (Grades 9-12) DAKOTA STEP READING RESULTS

AMO 2006-08 = 72% AMO 2009-2011 = 62%

YEAR	%AD- VANCED	%PROFICIENT	%BASIC	%BELOW BASIC	TOTAL % P&A	+ or -
2007 ALL	2	40	58	0	42	
2008 ALL	13	32	53	2	45	
2009 ALL	3	62	26	9	65	

2010 ALL	1	49	32	18	50	
2011 ALL	11	48	23	18	59	+9
2007 WHITE	X	X	X	X	X	
2008 WHITE	X	X	X	X	X	
2009 WHITE	X	X	X	X	X	
2010 WHITE	X	X	X	X	X	
2011 WHITE	X	X	X	X	X	
2007 NATIVE AM.	1	40	59	0	41	
2008 NATIVE AM.	14	30	54	2	44	
2009 NATIVE AM.	4	59	28	9	63	
2010 NATIVE AM.	1	47	33	19	48	
2011 NATIVE AM.	10	48	24	19	58	+10
2007 ECON. DISAD.	2	40	58	2	42	
2008 ECON. DISAD.	X	X	X	X	X	
2009 ECON. DISAD.	X	X	X	X	X	
2010 ECON. DISAD.	X	X	X	X	X	
2011 ECON. DISAD.	11	48	23	18	59	---
2007 DISABILITIES	X	X	X	X	X	
2008 DISABILITIES	X	X	X	X	X	
2009 DISABILITIES	X	X	X	X	X	
2010 DISABILITIES	0	9	18	73	9	+9
2011 DISABILITIES	X	X	X	X	X	
2007 MALE	0	43	57	0	43	
2008 MALE	22	19	56	3	41	
2009 MALE	4	67	22	7	71	
2010 MALE	0	41	32	27	41	
2011 MALE	11	48	15	26	59	+18
2007 FEMALE	4	36	60	0	40	
2008 FEMALE	3	47	50	0	50	
2009 FEMALE	3	58	29	10	61	
2010 FEMALE	3	57	31	9	60	

FEMALE						
2011 FEMALE	12	47	35	6	59	-1

EAGLE CENTER—DAKOTA STEP MATH RESULTS
AMO 2005-07 =54%; AMO 2007-2011 = 63%

YEAR	%AD- VANCED	%PROFICIENT	%BASIC	%BELOW BASIC	TOTAL % P&A	+ or -
2007 ALL	0	4	91	4	4	
2008 ALL	0	0	75	25	0	
2009 ALL	X	X	X	X	X	
2010 ALL			95+			
2011 ALL	0	7	87	7	7	
2007 WHITE	X	X	X	X	X	
2008 WHITE	X	X	X	X	X	
2009 WHITE	X	X	X	X	X	
2010 WHITE			95+			
2011 WHITE	X	X	X	X	X	
2007 NATIVE AM.	0	4	91	4	4	
2008 NATIVE AM.	0	0	75	25	0	
2009 NATIVE AM.	X	X	X	X	X	
2010 NATIVE AM.			95+			
2011 NATIVE AM.	0	7	87	7	7	
2007 ECON.DISAD.	X	X	X	X	X	
2008 ECON. DISAD.	X	X	X	X	X	
2009 ECON. DISAD.	X	X	X	X	X	
2010 ECON. DISAD.	X	X	X	X	X	
2011 ECON. DISAD.	0	7	87	7	7	
2007 DISABILITIES	X	X	X	X	X	
2008 DISABILITIES	X	X	X	X	X	
2009 DISABILITIES	X	X	X	X	X	
2010 DISABILITIES	X	X	X	X	X	
2011 DISABILITIES	X	X	X	X	X	
2007 MALE	0	6	94	0	6	
2008 MALE	X	X	X	X	X	
2009 MALE	X	X	X	X	X	

MALE						
2010 MALE			95+			
2011 MALE	X	X	X	X	X	
2007 FEMALE	X	X	X	X	X	
2008 FEMALE	X	X	X	X	X	
2009 FEMALE	X	X	X	X	X	
2010 FEMALE	X	X	X	X	X	
2011 FEMALE	0	10	90	0	10	

X = Group does not meet minimum population size.

EAGLE CENTER—DAKOTA STEP **READING** RESULTS

AMO 2006-08 = 72% AMO 2009-2011 = 62%

YEAR	%AD-VANCED	%PROFICIENT	%BASIC	%BELOW BASIC	TOTAL % P&A	+ or -
2007 ALL	0	17	78	4	17	
2008 ALL	0	0	90	10	0	
2009 ALL	X	X	X	X	X	
2010 ALL	0	15	55	30	15	
2011 ALL	0	0	67	33	0	-15
2007 WHITE	X	X	X	X	X	
2008 WHITE	X	X	X	X	X	
2009 WHITE	X	X	X	X	X	
2010 WHITE	X	X	X	X	X	
2011 WHITE	X	X	X	X	X	
2007 NATIVE AM.	0	17	78	4	17	
2008 NATIVE AM.	0	0	90	10	0	
2009 NATIVE AM.	X	X	X	X	X	
2010 NATIVE AM.	0	15	55	30	15	
2011 NATIVE AM.	0	0	67	33	0	-15
2007 ECON. DISAD.	0	17	78	4	17	
2008 ECON. DISAD.	X	X	X	X	X	
2009 ECON. DISAD.	X	X	X	X	X	
2010 ECON. DISAD.	X	X	X	X	X	
2011 ECON. DISAD.	0	0	67	33	0	
2007	X	X	X	X	X	

DISABILITIES						
2008 DISABILITIES	X	X	X	X	X	
2009 DISABILITIES	X	X	X	X	X	
2010 DISABILITIES	X	X	X	X	X	
2011 DISABILITIES	X	X	X	X	X	
2007 MALE	0	13	88	0	13	
2008 MALE	X	X	X	X	X	
2009 MALE	X	X	X	X	X	
2010 MALE	0	15	46	38	15	
2011 MALE	X	X	X	X	X	
2007 FEMALE	X	X	X	X	X	
2008 FEMALE	X	X	X	X	X	
2009 FEMALE	X	X	X	X	X	
2010 FEMALE	X	X	X	X	X	
2011 FEMALE	0	0	60	40	0	

X = Group does not meet minimum population size.

EAGLE BUTTE
DISTRICT MATH RESULTS 2007-2011 (LAST PAGE OF REPORT CARD)
(Includes ALL SCHOOLS)

YEAR	%AD- VANCED	%PROFICIENT	%BASIC	%BELOW BASIC	TOTAL % P&A	+ or -
2007 ALL	3	39	56	2	42	
2008 AL	4	40	54	0	44	
2009 ALL	4	38	58	0	42	
2010 ALL	4	38	57	1	42	
2011 ALL	4	43	53	0	47	+5
2007 WHITE	21	58	21	0	79	
2008 WHITE	25	50	25	0	75	
2009 WHITE	7	79	14	0	86	
2010 WHITE	17	67	17	0	84	
2011 WHITE	30	60	10	0	90	+6
2007 NATIVE AM.	2	39	57	2	41	
2008 NATIVE AM.	4	40	55	1	44	
2009 NATIVE AM.	4	37	59	0	41	

2010 NATIVE AM.	4	38	58	0	42	+1
2011 NATIVE AM.	3	43	54	0	46	+4
2007 ECON.DISAD.	X	X	X	X	X	
2008 ECON. DISAD.	5	43	52	0	48	
2009 ECON. DISAD.	X	X	X	X	X	
2010 ECON. DISAD.	3	34	61	2	37	
2011 ECON. DISAD.	4	43	53	0	47	+10
2007 DISABILITIES	0	22	73	4	22	
2008 DISABILITIES	8	19	68	5	27	
2009 DISABILITIES	7	15	77	1	23	
2010 DISABILITIES	2	15	81	2	17	-6
2011 DISABILITIES	0	24	74	2	24	+7
2007 MALE	2	37	60	1	39	
2008 MALE	2	38	58	2	40	
2009 MALE	3	37	59	1	40	
2010 MALE	3	32	64	1	35	
2011 MALE	2	40	57	0	42	+7
2007 FEMALE	4	42	52	2	46	
2008 FEMALE	6	43	51	0	49	
2009 FEMALE	4	39	57	0	43	
2010 FEMALE	5	44	50	1	49	
2011 FEMALE	5	46	48	0	51	+2

EAGLE BUTTE
DISTRICT READING RESULTS 2007-2011 (LAST PAGE OF REPORT CARD)
(Includes ALL SCHOOLS)

YEAR	%AD- VANCED	%PROFICIENT	%BASIC	%BELOW BASIC	TOTAL % P&A	+ or -
2007 ALL	2	40	58	0	42	
2008 ALL	7	48	44	1	55	
2009 ALL	7	39	51	3	46	
2010 ALL	5	39	52	5	44	
2011 ALL	5	35	54	7	40	-4
2007 WHITE	X	X	X	X	X	
2008 WHITE	12	62	25	1	74	
2009 WHITE	29	57	14	0	86	
2010 WHITE	17	67	17	0	84	
2011 WHITE	30	60	10	0	90	+6
2007 NATIVE AM.	2	40	59	0	42	
2008 NATIVE. AM	7	47	45	1	54	
2009 NATIVE AM.	6	39	52	3	45	
2010 NATIVE AM.	5	38	53	5	43	
2011 NATIVE AM.	4	34	55	7	38	-5
2007 ECON. DISAD.	2	40	58	0	42	
2008 ECON. DISAD.	7	50	43	0	57	
2009 ECON. DISAD.	X	X	X	X	X	
2010 ECON. DISAD.	4	40	50	5	44	
2011 ECON. DISAD.	5	35	54	7	40	-4
2007 DISABILITIES	3	28	68	1	31	
2008 DISABILITIES	8	23	67	2	31	
2009 DISABILITIES	8	12	72	8	20	
2010 DISABILITIES	3	7	77	13	10	
2011 DISABILITIES	2	12	71	15	14	+4
2007 MALE	0	43	57	0	43	
2008 MALE	7	43	50	0	50	
2009 MALE	6	38	53	3	44	
2010	3	33	57	7	36	

MALE						
2011 MALE	3	31	58	9	34	-2
2007 FEMALE	4	36	60	0	40	
2008 FEMALE	8	54	38	0	62	
2009 FEMALE	8	40	50	2	48	
2010 FEMALE	7	44	46	3	51	
2011 FEMALE	7	38	50	5	45	-6

95-561 Cheyenne Eagle Butte Native STAR Indicators

IIA01	<u>Instructional Teams will develop standards-aligned units of instruction for each subject and grade level. (88)</u>
IIA02	<u>Units of instruction will include standards-based objectives and criteria for mastery. (89)</u>
IIA03	<u>Objectives will be leveled to target learning to each student's demonstrated prior mastery based on multiple points of data (i.e. unit tests and student work). (90)</u>
IIB01	<u>Units of instruction will include pre-/post-tests to assess student mastery of standards-based objectives. (91)</u>
IIB02	<u>Unit pre-tests and post-tests will be administered to all students in the grade level and subject covered by the unit of instruction. (92)</u>
IIB03	<u>Unit pre-test and post-test results will be reviewed by the Instructional Team. (93)</u>
IIB04	<u>Teachers will individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others. (94)</u>
IIB05	<u>All teachers will re-teach based on post-test results. (95)</u>
IIC01	<u>Units of instruction will include specific learning activities aligned to objectives. (96)</u>
IIC02	<u>Instructional Teams will develop materials for their standards-aligned learning activities and share the materials among themselves. (97)</u>
IIC03	<u>Materials for standards-aligned learning activities will be well-organized, labeled, and stored for convenient use by teachers. (98)</u>
IID02	<u>The school will test each student at least 3 times each year to determine progress toward standards-based objectives. (100)</u>
IID04	<u>The school will maintain a central database that includes each student's test scores, placement information, demographic information, attendance, behavior indicators, and other variables useful to teachers. (102)</u>
IID07	<u>The Leadership Team will monitor school-level student learning data. (105)</u>
IID08	<u>Instructional Teams will use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies. (106)</u>
IID09	<u>Instructional Teams will use student learning data to plan instruction. (107)</u>
IID10	<u>Instructional Teams will use student learning data to identify students in need of instructional support or enhancement. (108)</u>
IID11	<u>Instructional Teams will review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (109)</u>
ID13	<u>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)</u>

IIIA02	All teachers develop weekly lesson plans based on aligned units of instruction. (111)
IIIA05	All teachers will maintain a record of each student's mastery of specific learning objectives. (114)
IIIA06	All teachers test frequently using a variety of evaluation methods and maintain a record of results. (115)
IIIA07	All teachers will differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (116)
IIIA08	All teachers will review the previous lesson. (117)
IIIA10	All teachers will stimulate interest in the topics. (119)
IIIA11	All teachers will use modeling, demonstration, and graphics. (120)
IIIA13	All teachers will explain directly and thoroughly. (122)
IIIA16	All teachers use prompting/cueing. (125)
IIIA17	All teachers will re-teach when necessary. (126)
IIIA18	All teachers will review with drilling/class recitation. (127)
IIIA19	All teachers will review with questioning. (128)
IIIA20	All teachers will summarize key concepts. (129)
IIIA21	All teachers will re-teach following questioning. (130)
IIIA25	All teachers will encourage students to paraphrase, summarize, and relate. (134)
IIIA26	All teachers will encourage students to check their own comprehension. (135)
IIIA27	All teachers verbally praise students. (136)
IIIA31	All teachers interact instructionally with students (explaining, checking, giving feedback). (140)
IIIA33	All teachers will interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family). (142)
IIIA40	All teachers will assess student mastery in ways other than those provided by the computer program. (149)
IIIB06	All teachers will systematically report to parents the student's mastery of specific standards-based objectives. (155)
IIIC05	All teachers will use a variety of instructional modes. (160)
IIIC06	All teachers will maintain well-organized student learning materials in the classroom. (161)
IVA06	The school will regularly and clearly communicate with parents about its expectations of them and the importance of the "curriculum of the home." (184)
IVB04	The "ongoing conversation" between school personnel and parents is candid, supportive, and flows in both directions. (185)
IVC02	Professional development programs for teachers include assistance in working effectively with parents. (192)



**United States Department of the Interior
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Cheyenne River Education Line Office
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Building 2002, E Street
Eagle Butte, SD 57625
(605) 964-8722 office
(605) 964-1155 fax**



November 16, 2012

To Whom It May Concern:

The 95-561 Cheyenne-Eagle Butte School is submitting a 21st Century application and is committed to the implementation of the 21st Century Community Learning Center "Oyate kin wounspe un igluwitayapi – The People are Gathering to Learn" Program.

The 21st Century program represents an exciting opportunity to stimulate and engage students in various subject matters. Thus, we understand the need to be in full compliance with the guidelines set forth by the 21st Century grant.

The school expects the level of participation and enthusiasm will raise student and parent participation in physical activity and enhance academic instruction for the students. The community supports the school in their endeavors to provide additional enhancements in school activities and academic programs. The C-EB student population will gain insight on how to utilize their knowledge in real-world situations. Students will also participate and learn that physical activity will promote improved health, and motivate students to develop healthy lifestyles.

Our community is limited in offering physical after school activities and academic instruction to students after regular classroom hours. Therefore the financial integrity of the 21st Century program will be maintained and guarded throughout the duration of the grant. We realize the utmost importance is reliability on our part hence we will ensure this program is maintained finally sound.

We hope that you will give positive consideration to this application.

Sincerely,

Dr. Cherie Parlee

Cheyenne River Education Line Officer