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American Horse School
P. O. Box 660
ALLEN, SOUTH DAKOTA 57714

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June 1, 2010

Dr. Lynann Barbero
BIE-Div. of Performance and Accountability
1011 Indian School Road NW – Suite 332
Albuquerque, NM 87104

Dear Dr. Barbero:

Earlier today I spoke with our Superintendent, Gloria Kitsopoulos. She informed me that our application lacked the Needs Assessment documentation.

I am sending the summary of the surveys that we had completed prior to the Portland meeting. The actual surveys are in my office at our school. If necessary we can duplicate and send them to you as well.

Thank you for your time and attention to our application. Please contact me or Erin Red Bear at 605-455-1209 if you need further information.

Respectfully,



Suzanne White Lance
Chief Financial Officer

Ec: GJCK

Excellence In Education

APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS

MAY 23 AM 8:25

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|---|---|
| Legal Name of Applicant: American Horse School | Applicant's Mailing Address: PO Box 660 Allen, SD 57714 |
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LEA/School Contact for the School Improvement Grant

Name: Suzanne White Lance

Position and Office: Chief Financial Officer

Contact's Mailing Address: PO Box 660
Allen, SD 57714

Telephone: 605/455-1209

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| Chief School Officer (Printed Name): Suzanne White Lance | Telephone: 605-455-1209 |
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| Signature of the Chief School Officer: x Suzanne White Lance | Date: 05/14/2010 |
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The LEA/School, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State/LEA/School receives through this application.

AMERICAN HORSE SCHOOL
Title I, 10.03g Grant Application
May 2010

American Horse School (AHS) is a Kindergarten through Eighth Grade elementary school. We have approximately 300 students. We are located on the Pine Ridge Indian Reservation in the southwestern corner of South Dakota. We are located within an area designated as a federal Empowerment Zone. Ninety-nine percent of our children are eligible to be counted for allocations of Title I, Part A and 100% of our children qualify for the free lunch program through the Child and Adult Nutrition Program. The school primarily serves two Oglala Lakota Districts: LaCreek and Pass Creek. But some of our students make a ninety-two (92) mile round trip daily to attend school.

The difficulties that our children face are the abject poverty and 82% average unemployment rate in our small rural community. Basic survival is the norm for our families. Social problems affect our children daily due to the extreme poverty. The school is a haven for many of them. The only industry in our community is one small grocery store. All schools on the reservation experience a relatively high rate of mobility among our students. Many of the causes are due to the extreme poverty, i.e. children will stay with an extended family member when their nuclear family cannot pay the electricity bill or they have no heating fuel. Our rate of mobility is approximately 10% for our school and is primarily affected by financial concerns; especially since some of our families move back and forth from the city to find employment as many as four or five times per year.

These communities are populated with families with an oral tradition who barely have the funds for basic necessities of everyday living, let alone to have extra funds to purchase books for their children. The majority of adults have less than a high school education, and families do not have the resources at home to help their children with supplemental educational resources. Although there are public schools available, many of the Lakota children who attend AHS do so in order to receive the cultural enrichment still denied in the public school systems located near reservations. The leadership of AHS has been working diligently over the past four years to achieve the goal of all students reading at grade level and above. However, the lack of early literacy experiences prior to kindergarten makes our students three years behind in their

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academic reading levels and continues to keep our students below the South Dakota reading benchmarks for proficiency. There is an ever growing population of children coming to our school that have rarely seen a book, much less had the thousands of hours of lap reading, vocabulary building, and positive experiences with letters and sounds that are so essential to learning to read. We do have a very strong core group of students whom we can follow from their entry into kindergarten through grade eight. These students are very dedicated to remaining at the school; at our recent accreditation student interviews, comments from the students ranged from “feeling safe”, “being able to learn”, “teachers care”, and “teachers want us to learn” and when asked where they were going to high school their response was “high school? We are planning on going to college”. We were pleasantly surprised to be informed of their comments, realizing that we have worked diligently for the past few years to provide a safe, effective and caring learning environment where the student’s academic success is foremost.

However, in spite of all of these negative statistics, our community also presents us with a unique and positive situation. Our school is the hub of the community and activities of the school are well attended with participation by, not only the parents but the community as well. Attendance at the most recent parent teacher conference we experienced a 98% attendance rate by parents of our students.

The goal of the American Horse School program is to at least double the academic achievement scores in both Math and Reading on the Dakota Step standardized assessment by the spring of 2011.

The objective of the proposal is to plan and implement programs and activities in order to give our students the tools to experience academic gains.

After we received direction from BIE and the grant packet, we had a meeting of the School Improvement Team. The Staff at this meeting included a representative from the primary level, middle school level, our supplemental programs, business manager, NASIS/IT manager, school board, parent advisory committee, and superintendent. The decision at this level was to immediately get the Needs Analysis surveys completed by as many stakeholders of American Horse School. Assignments were given to the parent advisory committee members to meet with

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parents in each of the communities they represent while the other members were given the duty to get paraprofessionals, administrative staff, and teachers to complete forms.

A total of 79 people completed surveys: Eighteen parents, eighteen paraprofessionals, nineteen teachers, five administrative staff, three school board members. After looking at the results, we chose the elements from each of the models to use.

Enrollment in local colleges, 2005

| Characteristics of Performance and Capacity | | |
|---|-------------------------------------|--|
| Characteristic | Intervention Model Indicated | Element(s) we will use to implement Changes |
| <u>School Performance:</u> Students experiencing low achievement in all core subject areas | Turnaround, Restart , Closure | Select scientific research-based core and intervention curriculum |
| <u>School Capacity:</u> Evidence of pockets of strong Instructional staff capacity. | Transformation | Provide job-embedded professional development |
| History of chronic-low-achievement. | Turnaround, Restart , Closure | Develop a plan for monitoring implementation to include data collection, observation of program implementation, data analysis, program support, and professional development |
| Evidence of response to prior reform efforts. | Turnaround, Transformation | Provide incentives to attract and retain staff with necessary skills |
| <u>District Capacity:</u> Willing to negotiate staff agreements related to staff transfers and removals. | Turnaround, Restart , Closure | Implement modifications to governance structure, specifically policies and procedures |
| Capacity to negotiate with external partners/providers. | Restart | Provide Principal autonomy necessary to implement change |
| Ability to extend operational autonomy to school. | Turnaround, Restart | Provide Principal autonomy necessary to implement change |
| Capacity to exercise strong accountability for performance. | Restart | Screen staff and tie retention to student academic growth |
| <u>Community Capacity:</u> Strong community commitment to school. | Turnaround, Transformation, Restart | Improve school climate with active parental involvement |

Based on the Characteristics of Performance and Capacity table above, rank order the intervention models that seem the best fit for this school. Best Fit Ranking of Intervention Models

A. Best Fit: Turnaround

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Based on the Characteristics of Performance and Capacity table above, rank order the intervention models that seem the best fit for this school. Best Fit Ranking of Intervention Models

A. Best Fit: Turnaround

B. Second Best Fit: Transformation

C. Third Best Fit: Restart

D. Fourth Best Fit: Closure

The Turnaround Model

1. How will the LEA begin to develop a pipeline of effective teachers and leaders to work in turnaround schools?

The most important tool that we have is our local people who are working to become teachers. Our goal is to continue to support their efforts to finish their education and give them an opportunity to receiving training when our teachers receive training. The next is to continue our work with the *Teach For America* program so that this pool of teachers is available to our school. Finally we will target those schools from which we have traditionally received applicants and employees and visit their job fairs and use “word of mouth” from current and previous staff to notify potential applicants for our school.

2. How will the LEA select a new leader for the school, and what experience, training, and competencies will the new leader be expected to possess?

Our difficulty has not been with our leader, but with the time available for our leader to spend on sheer academics alone. With our budget constraints over the past five years, we have not filled positions that were supportive to our Principal and it has been mere time availability issues that have impacted her ability to govern. We were unable to hire a replacement for our testing coordinator and so those duties have been assumed by the Principal in order for our teachers to be kept informed of student placement. We have not had an administrative aide for our Principal and she has had to fulfill the secretarial duties of her position. AHS has been fortunate that we have a Reading Specialist as our leader, however, she has not had the autonomy to implement changes in staffing in necessary ways and this is an area that we will address prior to the beginning of the next school year.

3. How will the LEA support the school leader in recruiting and retaining highly effective teachers to the lowest achieving schools?

The LEA will modify policies and procedures that create obstacles to the school leader’s ability

to effectively reprimand and correct instructional staff while authorizing her to implement an incentive program that encourages our most effective teachers to stay at our school.

4. How will staff replacement be executed-what is the process for determining which staff remains in the school, which are assigned to another school, and which should leave the profession (or at least the district)?

Data documentation is the key. Observations will be conducted on a weekly basis by the Reading and Math Coaches to insure full implementation of the curriculum and written documentation will be shared with the Principal during weekly Leadership Team meetings which will be held every Friday. Student Assessment Data will be collected from all of the assessments used by the school (DIBELS, SAT-10, Dakota Step, Gates-McGinite, Individual Running Records-Reading, Early Star Reading, Star Reading , Star Math , Math Facts and the new assessment tool-NWEA. Student assessment data will be used in conjunction with teacher observation tools to determine teacher placement and retention.

5. How will the language in collective bargaining agreements be negotiated to ensure the most talented teachers and leaders remain in the school and underperformers leave?

We are a grant school and do not have collective bargaining situations at our school. Language will be modified within our policies and procedures to ensure that teacher retention is tied to student academic performance.

6. What supports will be provided to staff selected for reassignments to other schools?

We may reassign teachers to different grade levels. In that instance, professional development is offered to the staff in the areas they may need some additional assurances, like classroom management for a middle school population versus a kindergarten class. Additional in-class modeling is offered for them.

7. What are the budgetary implications of retaining surplus staff within the LEA if that is necessary?

Because we are a grant school, once we modify our policies and procedures, this will not be an issue we have to deal with at our school.

8. What is the LEA's own capacity to execute and support a turnaround? What organizations are available to assist with the implementation of the turnaround

model?

One of our issues was non-supportive personnel and it has taken a few years to “weed them out”. We are now in a very good position because we will have a staff turnover this year and this should allow us to present new programs, schedules, and curriculums that they will start out with and so old issues will not affect us. We depend upon the local ELO for support and advice. The local college has some resources within its education program that we are able to utilize, especially for training opportunities for our staff. The American Horse School Board is very supportive and anxious to implement the plans in this proposal.

9. What changes in decision-making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) must accompany the infusion of human capital?

Oglala Lakota College Students working or Elementary Education degrees need to continue to take the SD Para professional Praxis exam. In addition to moving up the pay scale the exam will prepare teachers for the SD teacher praxis they will have to eventually take. Since we are a grant school the school board as the governing body and the administrator work as a team with the with the leadership team to determine policies that will benefit student growth and hire qualified staff.

10. How will the district support the new leader in determining the changes in operational practice (including classroom instruction) that must accompany the turnaround, and how will these changes be brought about and sustained?

The School Board as the governing body the local ELO will assist the leader by supporting research based changes and disseminating information to the community. Professional development and training have been an ongoing practice, so with informed individuals who are kept aware of implementation results sustainable change will be maintained through the professional development of staff and the consistency and monitoring the new direct instruction programs and coaches will provide.

The Transformation Model

1. **How will the LEA select a new leader for the school, and what experience, training, and competencies will the new leader be expected to possess?**

Our difficulty has not been with our leader, but with the time available for our leader to spend on sheer academics alone. With our budget constraints over the past five years, we have not filled positions that were supportive to our Principal and it has been mere time availability issues that have impacted her ability to govern. We were unable to hire a replacement for our testing coordinator and so those duties have been assumed by the Principal in order for our teachers to be kept informed of student placement. We have not had an administrative aide for our Principal and she has had to fulfill the secretarial duties of her position. AHS has been fortunate that we have a Reading Specialist as our leader, however, she has not had the autonomy to implement changes in staffing in necessary ways and this is an area that we will address prior to the beginning of the next school year.

2. **How will the LEA enable the new leader to make and sustain strategic staff replacements?**

The LEA will modify policies and procedures that create obstacles to the school leader's ability to effectively reprimand and correct instructional staff while authorizing her to implement an incentive program that encourages our most effective teachers to stay at our school.

3. **What is the LEA's own capacity to support the transformation, including the implementation of required recommended, and diagnostically determined strategies**

The Administration is highly qualified with the Principal and Assistant Principal holding Master of Educational Administration degrees, and both have new course work on their Educational Administration doctoral degrees, one is a reading specialist, one is certified in curricular technology, and both are active teachers. The teaching staff is 100% highly qualified now and 80% of our paraprofessionals are highly qualified. Professional Development will be continued at AHS onsite training, other SDIEA training, BIE Summer Institute, and BIE Leadership Training.

4. **What changes in decision making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) must accompany the transformation?**

The Principal must be given autonomy and appropriate authority to enact the flexibility necessary in budgeting, staffing, and scheduling in order for any change to occur. The School Board must actively participate with parents in determining policy changes that will positively impact transformation.

5. How will the district support the new leader in determining the changes in operational practice (including classroom instruction) that must accompany the transformation, and how will these changes be brought about and sustained?

Continuing meetings of the School Board with Parent Advisory Committee, Leadership Teams, and School Improvement Team to review changes and program implementation will sustain changes on a daily basis. Once the Principal is given the authority to implement and fully staff the proposed programs, the School Board must step back from school operations and allow the programs to progress without interference from politics and nepotism of any kind. Hiring the recommended staff and removing ineffective staff is paramount for the programs to succeed and change to occur.

Based upon the review of our needs analysis surveys and the discussions with the School Improvement Team and Parent Advisory Committee with input from the Reading and Math Coaches, the American Horse School is submitting an application for funds to implement the following programs and activities.

ACTIVITY # 1: *School Readiness Program*- Students entering kindergarten at the age of four years old in the fall and turning 5 years old by December 31st 2010, will use SRA Reading Mastery, SRA Number Worlds and Houghton Mifflin Pre-K Curriculum for reading, math, social, emotional and class room structure skills in order to prepare them for successful entry into regular kindergarten classes by the fall of the 2011.

ACTIVITY # 2: *BIE READS* for Kindergarten through 8th grade. In response to intervention (RTI) Implement SRA reading program in grades K-6th for students one to two grades levels behind their peers. Students that need individual reading or language arts intervention programs will receive additional small group tutoring in Read Well (K) Early Success (1st-2nd), Soar to Success (3rd-6th) and Rewards (7th-8th) and other RTI programs as determined on an individual student basis. Our plan to support successful students in grades 3rd-8th, that are on grade level in

reading, is to use Houghton Mifflin Reading ; Nations Choice, to continue to increase their academic achievement in reading.

ACTIVITY # 3: *Math Counts* for Kindergarten through 8th grade. Students in AHS readiness program and K-1st grade will use SRA Number Worlds, an intensive mathematical prevention program that focuses on building foundation math skills and prepares younger children to understand more complex math concepts.

The Response To Intervention (RTI) will implement SRA Number Worlds math program in grades 1-7th for students one to two grade levels behind their peers in order to develop foundational understanding for each mathematical concept so that students develop on-level mathematical proficiency. Students in grades 2nd-8th grade will use SRA Connecting Math Concepts to master difficult ideas such as ratios, proportions, probability, functions and data analysis.

Students in AHS 8th grade will use SRA Number Worlds Algebra Readiness; a philosophy based mathematical instruction for students that are not ready for algebra, which develops foundation concepts in rational numbers and operations, equations and functions, coordinating plane and graphing that prepare students for on-level work in algebra. Utilize Saxon Math Morning Message Concept daily in grades K-8th to support the SRA Number Worlds and SRA Connecting Math Concepts. We will support successful students in grades 3rd-8th that are on grade level in math using Saxon Math to continue to raise their math scores. Students that need additional individual math intervention programs will receive small group or one-on-one tutoring in Saxon Math and other RTI programs as determined on an individual student basis.

ACTIVITY # 4: *School-wide Wellness* to improve School Climate for staff and students. One important aspect is to meet the emotional needs of the students. Our plan is based on the traditional Lakota belief that all children are sacred and all of their needs: cultural, social, emotional, mental, and physical must be equally developed for a healthy, balanced life. The American Horse School program will address the following: use of drugs and alcohol, high rate of crime and violence, high suicide rate, lack of knowledge and understanding of their traditional

cultural values, and the inability of families to provide safe quality supervision and constructive activities for school-aged children and their families.

The school is truly the center of the community. American Horse School is the employer, it is where large community functions are held, and it is perceived as the caretaker of our children. Because of this we have integrated the parental involvement and community as a large part of this program. We have had great success with people visiting the school and participating in the activities that we offer since there are really no other options for activities. The more exposure that our families have to alcohol/drug-free events, the more the children learn that options do exist for them to abstain.

Many people in our community have not been exposed to the options of alcohol and drug prevention and abstinence and so we have incorporated all of the media venues available for the students to share what they are learning with their parents and the community. Our program will offer its services to the whole community, since our tribe places value on the extended family and due to the housing shortages we face; many times there are three or more extended families living in one home.

- **ACTIVITY # 5:** *Extended Day/Year* targeted for those students who are two grade levels below in Reading and Math but offered for all of our students to be held in June and July 2010.

- **ACTIVITY # 6:** *Supplemental and Support Programs*-Parent Involvement and Positive Promotions, NATIVE Star, Implementation and Program Planning, Policy Modification and Changes, School Improvement Team Working Sessions, and Professional Development to include BIE Leadership Programs. During the Planning Phase, policy review will occur in order to modify or add changes that incorporate mandates from BIE in regard to the following:
 1. Teacher Retention tied to student's academic achievement;
 2. Extended School days/year, including after school and summer school;
 3. Personnel contracts and Extra Duty provisions/revisions;

4. Grant the Principal sufficient Operational Flexibility (including staffing, calendar/time, and budgeting) in order to fully implement a comprehensive approach that facilitates substantial improvement of student achievement.
5. Parental involvement will be actively encouraged and positive training models will be available because many of our parents are young and have not had positive parenting role models. We recognize that we must have the help of parents to truly effect change with our students. After researching options for parental training, we decided to select the “Takini Network” model. It has been used successfully at a neighboring school for three years. We are optimistic that this will provide us with great support and reinforcement for our project. We expect to have thirty parents successfully attend the training. Selection for the training will prioritize the parents of those students with the most behavior incidents as identified and recorded in NASIS. We will provide childcare for all of the training sessions and have three sessions of seven classes each. We will also provide a meal for the participants and their children. We believe that this training combined with the education offered to our students will bring about a positive impact on our community and especially for our children.

Planning:

All stakeholders of American Horse School will be actively involved in the activities outlined above. Each group will hold separate monthly meetings, but will meet together as the School Improvement Team on a quarterly basis during the year. The meetings will be held in order to review and share results of the programs being implemented as well as any hardships they are experiencing so that the School Improvement Team will be able to determine solutions.

The School Leadership Team, Math Team, Reading Team, Parent Advisory Committee, AHS School Board, Primary Instructional Team, and Middle School Instructional Team are all represented within the School Improvement Team. This allows for discussion and ideas being collected from various stakeholders of our school since they represent different facets of our school community.

ACTIVITY # 7: *Professional Development:*

- ⊗ Onsite Training and Evaluation for professional development is an ongoing necessity for the success of student learning. We have continued to provide training opportunities for our staff which are directed toward academic enrichment and classroom techniques for teaching diverse learners.
- ⊗ There is a strong parent and teacher association supporting a culture of academic professionalism, and a school that encourages both teachers and parents to set high expectations for students, which develops a strong parent/teacher relationship. The school supports the parents with: supplementary materials for home, academic festivals and guidance for helping their children at home on a regular basis beginning at an early age. We will include parents in some of the training that our staff is attending so that they understand the programs we are using and what their responsibilities are regarding homework. The parents can then share their information with other parents in small group reports with other parents and present what they learned to others in a non-threatening format that relays information in a manner that they can understand, including language translation when needed.
- ⊗ All staff development incorporates methods that address the needs of our students who live with poverty. Close cooperation exists between the division of instruction and the cultural bilingual department in planning and offering staff development.
- ⊗ Every attempt is made to make allowances for staff who are continuing their education, including allowing flexible work schedules and part-time employment. As a result, our retention rate for paraprofessional and support staff is even greater than for our professional staff, we replaced two staff members in the last two years.
- ⊗ Plans for professional development include attendance at the BIE Summer Institute and the BIE Leadership training sessions. Some of our staff attended the Leadership training at Portland, OR and have shared how valuable it was to listen to others about what works in their schools and what doesn't as well as some ideas on maintaining documentation.

The teachers lack the professional skills required for direct instruction methodologies and planning for integrated instruction for mathematics including assessment. Teachers only have one half hour daily to develop their instructional strategies for math groups using the core math program – Saxon Math. The AHS teachers and principal approached the school board last year to request help in the area of math education, however the school faces severe financial shortfalls which are primarily due to the change in funding that occurred three years ago. Our enrollment has been increasing annually over the past six years. At the time when the Bureau changed the funding formula to a “rolling three-year average” we were experiencing our highest enrollments ever. As a result of this, we received funding in the first year that was less than our funding three years prior. If the “count week” was still in effect we would have experienced a dramatic increase. We are still experiencing the effects from that policy change.

We believe that the programs being initiated in this proposal represent all of the areas which need to be strengthened in order for positive change to occur. We are grateful for the initial ARRA funds that allowed us to begin implementation of a reading and math program this year and the opportunity to see for ourselves how they will benefit our student’s individual academic growth.

We address the areas of sustainability and how all school wide budgeting and planning will be integrated.

The long range goal of American Horse School is to improve the academic proficiency levels of our Kindergarten through Eighth Grade students in the academic areas of reading (including language arts) and mathematics.

The Year One Short-term Goal is to increase the proficiency level of AHS students in Reading to 45% and to 37% in Math which is more than double the reading and mathematics proficiency levels on the Dakota Step standardized assessment from those documented by the Bureau of Indian Education’s report on *All Students Reading and Math Proficiency* presented at the April 13th meeting in Albuquerque, NM. (Appendix). The initial NWEA assessments will be compiled in September and we expect to have increases of at least 25% on individual student scores in Math and Reading by the spring of 2011.

The Year Two Goal is to increase reading and mathematics proficiency levels to 69% in Reading and 61% in Math on the Dakota Step standardized assessment. The initial NWEA assessments will be compiled in September and we expect to have increases of at least 25% on individual student scores in Math and Reading by the spring of 2012.

The Year Three Goal is to increase reading and mathematics proficiency levels to 94% in Reading and 86% in Math on the Dakota Step standardized assessment from the past school year. The initial NWEA assessments will be compiled in September and we expect to have increases of at least 25% on individual student scores in Math and Reading by the spring of 2013.

AMERICAN HORSE SCHOOL
School Readiness Program
Title I, 10.03g Grant Application
May 2010

Since 2002, AHS has implemented a school improvement plan (approved by Bureau of Indian Education-BIE-), which included incorporating language arts, reading and math curriculums that are based upon scientific research. These approved curriculums have improved and enriched academic instruction at American Horse School especially in the areas of reading. Our leadership has affirmed our continuing commitment to the current programs outlined in the following paragraphs.

AHS has already established a balanced math and literacy curriculum based on phonemic awareness, phonics, comprehension, fluency, self-selected reading, vocabulary work and writing, which are all taught with curriculums/programs from the approved Bureau of Indian Education (BIE) scientifically based research curriculums/programs listing. The curriculums/programs used at AHS are :

- Sopris West Read Well for Kindergarten
- Houghton Mifflin Reading; Nations Choice for 1st-8th.
- SRA Reading Mastery K-2nd,
- Houghton Mifflin Early Success for special needs students' 1st-2nd grade,
- Houghton Mifflin Soar to Success for 3rd-6th grade and
- Sopris West Rewards for 7th-8th Grades.
- 6+1 Traits in Writing,
- Houghton Mifflin Social Studies and Science curriculums for K-8th
- Saxon Math for K- 8th grades..

AHS has incorporated the Renaissance program of accelerated reading and math as a response to intervention (RTI) for 30- 45 minutes of afternoon daily reading and math practice and nightly mandatory homework at the student's independent level to increase fluency in reading and math facts. As the intervention programs blend with the standard academic base curriculums, inclusion for all special needs students can be met easily without the students being aware they are in intervention programs; as the method of instruction for all academic classes is

small group instruction or learning center format at each student's own reading and math ability level.

AHS has introduced new strategies and additional assessments to track reading progress by aligning our assessment system to test our students in reading and language arts using quarterly and weekly reading running records;

- Gates-McGinitie Reading & Vocabulary Assessment three times a year
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS) three times a year
- Students in SRA K-2nd Reading Mastery are assessed monthly, Renaissance accelerated reading and math programs use the assessments of;
- Early Star Literacy Assessment for K-2nd, three times a year
- Star Literacy Assessment for 3rd-8th, three times a year
- Star Math Assessment for 1st-8th grade,
- Directed Reading Assessment (DRA), Beginning and end of year
- K-2nd are tested using the Stanford 10,
- 3rd-8th are tested using the state assessment-Dakota Step 10. The SAT 10 is the platform for the DAKOTA Step10. This provides us with prior to 3rd grade.

Need for Project:

As a result of the new initiatives AHS has introduced, we now show that while there is some progress, there is also a need to move toward a more comprehensive reading program that starts prior to kindergarten. AHS has used the **Core Knowledge** preschool curriculum to introduce kindergarten children to experiences, skills and knowledge that they should have acquired in an early childhood education program. It is critical that preschool children hear the language and vocabulary typically used in school to talk about specific subjects and contents. By using language in this way, adults demonstrate that experience, which can be represented symbolically by language. These children developed some basic early readiness skills but were still behind mainstream students who had a two year formal preschool experience. The School Readiness Program will enable our school to establish and implement a scientifically based preschool program to insure our children are not three years behind academically when they enter kindergarten.

The local Head Start system has been unstructured for the past four to five years and is currently under new administration and being reorganized under federal oversight. As a result, the Kindergarten – Third Grade students have not had any preschool classroom experiences in the concepts of alphabetic principle, phonemic awareness, letter – sound association, letter

identification, or concepts of print, prior to coming to AHS. Eighty percent of our youngest students (those who turn five by December 31st) have not had any preschool experiences, including Head Start, prior to enrolling at AHS. We used a pre-test and post-test to analyze the Kindergarten Classes of 2002-2007. The data sets tested were: recognizes and recites alphabet, knows colors, counts 1-20 and has 1:1 association 1-10, writes first name and last name. The test results did not show significant differences for those who attended the local community Head Start versus those who did not:

| SKILL TESTED | STUDENTS WITH HEADSTART | STUDENTS WITHOUT HEADSTART |
|-----------------------------|--------------------------------|-----------------------------------|
| Recites Alphabet | 80% | 60% |
| Recognizes Alphabet | 10% | 20% |
| Knows Colors | 75% | 50% |
| Counts 1 thru 20 | 75% | 36% |
| 1:1 Association 1-10 | 60% | 70% |
| Writes 1st Name | 60% | 30% |
| Writes Last Name | 15% | 10% |

Over the past six years under the leadership of the current Administrator and a local School board that is committed to academic excellence in our school, AHS has embraced literacy and a staff professional development program. The school has held monthly parent meetings to teach the community how to reinforce reading instruction through modeling, sending “Keep Books” home, assigning home work, and reading aloud nursery rhymes and poetry to parents or caregivers. These students are impacting family literacy as research indicates over 50,000 people under the age of 25 have less than a ninth grade education in the state of South Dakota; the rate is even higher on the Pine Ridge Indian Reservation. Our 2nd and 3rd grade students are often the primary readers in their homes. Therefore, the success of the parent involvement is integrated into the 25% success rate of our current basic literacy skills programs.

Significance:

Seventy-five percent (75%) of our students are not reading at grade level. AHS has instilled early intervention programs as early as kindergarten and all the way to the 8th grade. The success of our intervention programs is substantial. However, the lack of early literacy experiences prior to kindergarten makes our students three years behind in their academic reading levels and continues to keep our students below the South Dakota reading benchmarks for proficiency.

The 10.03g funds will enable our school to establish and implement a scientifically based preschool program to insure they are not two years behind academically when they enter kindergarten. Even with a strong scientific based early literacy intervention program such as Read Well being used in kindergarten, American Horse School students never really catch up with their peers nationally. The DIBELS pre-test given prior to kindergarten indicates 81% are deficient in phonemic awareness skills and 87% are deficient in nonsense words skills (use of vowels) while even after a year of instruction the gains are only 21% as 60% are now deficient in phonemic awareness and the gain for nonsense words is 17% with 70% of the students still being deficient. The growth continues throughout first and second grade but still by third grade the majority of students are at least half to one grade level below public school students.

There is an ever growing population of children coming to our school that have rarely seen a book, much less had the thousands of hours of lap reading, vocabulary building, and positive experiences with letters and sounds, that are so essential to learning to read. Research has proven that these activities our Lakota children have not had are required for early language development for future learning.

AHS's readiness program will utilize the academic base of the **Houghton Mifflin Pre-K Curriculum** (4 year olds), **SRA Reading Mastery and SRA Number Worlds**. The **Houghton Mifflin PRE-K** program will be the academic base for the AHS preschool program's four year olds as it correlates with the state of South Dakota's reading, math, science and social studies standards from which the state standardized assessment the Dakota Step 10 is based. In addition the **Houghton Mifflin PRE-K** program is based upon very strong vocabulary objectives scope and sequence that is critical for Native American students as their early language experiences are basically non-existent. The Houghton Mifflin program is the basal system used along with guided reading in grades K-8th at American Horse School. The Gates-McGinette vocabulary assessments in grades K-8th continue to indicate that our students need a stronger foundation in

early vocabulary. The **Houghton Mifflin PRE-K** curriculum will do this by introducing the new vocabulary words to be learned, providing strategies for teaching the identified vocabulary words, providing opportunities to use and practice vocabulary words in context, providing opportunities' to review previously learned vocabulary words and providing strategies for ongoing progress monitoring of vocabulary development. The HM's vocabulary curriculum is a strong component for the four year olds pre-K scope and sequence of literacy and language development, math, science, social studies, social/emotional development, fine arts, physical development, health and safety and media and technology.

SRA Reading Mastery is a strategy based instruction that allows students to learn more efficiency. It is proven to help students decode and comprehend the meaning of print effortlessly, even students who are seriously at risk of failure. **SRA Reading Mastery** is a highly recommended reading program used by many states in that is follows state reading and language arts standards and addresses all five essential components of reading: phonemic awareness, phonics and word analysis, fluency, vocabulary and comprehension. **SRA Reading Mastery** was developed with scientific based research that uses a strategy-based instruction that allows students to learn more efficiently. It is intensive, explicit, systematic teaching to help students achieve a high rate of success. The program is carefully scaffolded lessons that build confidence and independence with ongoing assessments and specific guidelines for remediation to help teachers make effective instructional decisions. The **SRA Reading Mastery** program also provides spelling instruction to help students make the connection between decoding and spelling patterns and develops decoding, word recognition and comprehension skills that transfer to other subject areas. The major highlights of the program are the practice and review activities that provide engaging activities and games that reinforce concepts and vocabulary presented in daily lessons. The program also has teaching guides that support teachers with detailed information and examples needed to implement the program in class and provide directions for how to implement the program effectively and ensure success with all students. In addition there are materials to check the student's work quickly, graphs to chart skills progress for each student and black line masters to reinforce skills and concepts of the programs and literature collections/anthologies for student's independent reading.

SRA Number Worlds is a mathematical curriculum for preK-1st grade that supports a prevention strategy where children acquire well-developed counting and quality schemas in math. **Number Worlds** provides instruction for students with lessons that are designed to take 45-60 minutes. Using the Placement Assessment combined with the Number Knowledge Test will effectively place students in the appropriate level and unit. Number Worlds is the only program that includes instruction in grades PreK-1 to prevent math failure in later grades. Each level provides thirty weeks of daily instruction to improve students' grasp of the world of mathematics. Level A is designed for children to acquire well-developed counting and quality mathematical basic skills. This level is appropriate for students who come to school with impoverished math understanding, but other students will benefit from them as well.

Number Worlds is an intensive prevention program that focuses on students in grades preK- 1st grade in elementary mathematics. And of the current programs on the market only **Number Worlds** includes a prevention program for Grades Pre-K–1. It's a unique course full of activities that builds foundational math skills and prepares younger children to understand more complex concepts later. It provides all the tools teachers need to assess students' abilities, individualize instruction, build foundational skills and concepts, and make learning fun.

All three of these programs provide age appropriate educational programs and language skills to four year-old students to prepare them for successful entry into kindergarten. It is AHS's expectation, to assist every child to develop physical well being, motor, social, emotional skills, positive work habits and language and cognitive skills, so all will be able to be successful readers and academic learners by third grade. AHS teachers recognize that children beginning kindergarten need both choices and clear definitions of limits; both structure and spontaneity, experiences that challenge and those that practice previously acquired skills.

Although, our plan is to provide age appropriate math and language skills to four year old students to prepare them to be successful at the kindergarten level they need to be prepared for their future educational journey they must have the necessary skills to be readers, writers and have basic math skills that will impact their schooling for the rest of their lives and enable them to transition and set their feet on the path to becoming efficient readers and leaders.

The National Association for the Education of Young Children (NAEYC) states curriculums need to address both process and content knowledge skills with the teacher no longer just being a facilitator, but an active participant using a continuum of teaching strategies. The strategies need

to range from child initiated to teacher directed and planned experiences, so that children at an early age, as well as into the intermediate school grades can attain key goals. The significance of the AHS readiness program is to focus on successful scientific researched based strategies for our four year old students with a curriculum that is:

- **Specific:** It identifies explicit skills and knowledge that are critical to a young child's development in terms of "readiness to learn."
- **Sequenced:** It presents skills and knowledge that progress from very basic to more challenging, enabling children to build new knowledge and skills based on what they have already learned.
- **Shared:** It represents shared knowledge. When we explicitly specify the competencies and knowledge that children should share, we can ensure access to an excellent and fair education for all children at all ages.

When high expectations are made explicit, disadvantaged children like our own Lakota students, can reach academic success and positive self-esteem if they are exposed to a coherent core of challenging, interesting competencies and knowledge. The AHS School Readiness program outlined here in the 10.03g Grant does provide a foundation for learning, but also makes up the common ground for communication in a diverse society.

Parent Involvement: The sustainability and replication of project activities within the AHS School Readiness program will be supported by the parents, guardians and caregivers of the students in the program within their homes with the student's siblings and within the community through the following:

- Take home books and materials obtained through the three curriculums for use in the homes with the students and their families will be available to all the younger siblings within the student's families.
- Book fairs, ongoing literacy events within the school, that will be open to all students and families and their extended families in order that everyone in the local communities supported by the American Horse School. All children will be involved in early literacy educational activities, making the program sustainable for all at school and at home.

Quality of Project Services:

Ultimately, the quality of project services will be demonstrated by students' successfully entering kindergarten at the appropriate grade level. These students will have developed the appropriate motor, social and language skills for entrance into the kindergarten classroom, as well as emerging work habits and cognitive development associated with students five years of age. AHS School Readiness program will also provide the students with social and emotional development skills that are essential to children's well-being and success in school and in life. The quality of this project will support three initiatives for these students sense of self, responsibility for self and others and pro-social behavior. The AHS readiness program will also support cognitive development or the process of learning to think and reason which prepares them for work in all of the disciplines. Encompassing all of the above attributes overall, the quality of this project will support the student's abilities to learn and problem solve. To have our Lakota children succeed academically in these areas, because of their lack of home oral language experiences, The Program we selected will address the transition to kindergarten for four year olds by using a hands-on, minds-on curriculum that will provide foundational skills. The foundation skills are especially needed in literacy and language development (phonological awareness, comprehension, oral language and vocabulary, book/print awareness, motivation to read, letter and word knowledge, writing-written expression and fluency) and math concepts(geometry and spatial sense, patterns, time concepts, measurement, classification & data collection, numbers and operations, problem solving and reasoning). These specific skills are critical and need to be reinforced for transition to kindergarten for the four year old students. Therefore, the final objectives in the quality of project services will be demonstrated in language development. Children who have rich language and literacy experiences are more likely to develop strong language and literacy skills. The quality of this project's services for language development supports listening, speaking, reading and writing. The overall quality of this project's services is that the AHS readiness program will provide developmentally appropriate practices for four year students in oral language development, phonological and phonemic awareness, letter knowledge, concepts of print and vocabulary that stimulate self-esteem and emotional and social behavior development.

All four language literacy activities listed below will support the readiness program:

| | |
|-------------------------------------|---|
| Language Literacy Activity 1 | All Children in the program will increase their phonological awareness, phonics skills with explicit instruction that children can use to identify sounds in would used in conversations and begin to connect sounds to letters represented in print. |
| Student Activity | Children create and tell descriptive stories, move to rhymes and songs and use letter cards, posters, flashcards & memory cards that aid in teaching and reinforcing phonological awareness and alphabetic knowledge. Children sing the alphabet song and display computer games intruding alphabet characters and are exposed to new vocabulary introduced through phonetic decoding sequences that are continually reinforced throughout the program. |
| Activity Assessments: | Children will blend sounds into words, segmenting words into sounds, demonstrate sound to symbol correspondence and name letters of the alphabet. Observational and instructional data is used as well as a Pre-K Assessment- a comprehensive skills assessment, monthly skills checklist and an emergent literacy assessment in Building Early Literacy in Language Skills (BELLS). If progress is not shown on the monthly skills assessment for a specific component of oral language; the concepts will be re-taught. |
| Benchmark Goals | 90% of the student will increase their phonological awareness and phonological awareness and phonics skills by identifying sounds in words used in conversation and connect sounds to letters represented in print Nine week formative assessments will be completed with the NWEA adaptive assessment and DIBELS. |

| | |
|--|--|
| <u>Language Literacy Activity 2</u> | All children in the program will increase their concepts of print with appropriate book handling skills, knowledge of book parts, left to right orientation, top to bottom alignment and identification of various environmental prints and genre of books. |
| <i>Student Activity</i> | Children will listen and read together as teachers reread the text to connect spoken and written language. Children author and illustrate their own stories to capture their ideas in print. They will work on their pre-writing skills of orientation and alignment, parts to whole, correct writing habits using their grip, pressure and body posture. Children will identify the different types of literature and genre of books as the teacher's model reading in large and small group settings. |
| <u>Activity Assessments:</u> | Children will demonstrate appropriate book handling skills, identify book parts, demonstrate left to right orientation, top to bottom alignment and identify various environmental prints and genre of books. Observational and instructional data is used as well as a Pre-K Assessment- a comprehensive skills assessment, Early Star Literacy and DIBELS 3 times a year. If progress is not shown on the monthly skills assessment for a specific component of oral language; the concepts will be re-taught. |

| | |
|--|---|
| <u>Benchmark Goals</u> | 90 % of the students will increase their phonological awareness and phonics skills by identifying sounds in words used in conversations and connect sounds to letters represented in print in Early Star Literacy, DIBELS and SRA assessments. Nine week formative assessments will be completed with the NWEA. |
| <u>Language Literacy Activity 3</u> | Children will demonstrate they understand what they read by Building a general knowledge in the content areas of science, mathematics, social studies, and language arts. |
| <u>Student Activity</u> | Children will be involved in hands on activities using shapes, colors, measurement and numbers to integrate math language to their oral and written language. Children will participate in community activities, field trips and experiments to integrate science, social studies and Lakota language and culture to their use of oral and written language. |
| <u>Activity Assessments:</u> | Monthly skills checklists will be completed as the student activities are completed after which the assessment data that is used to evaluate each thematic unit will be placed in each student's portfolio. |
| <u>Benchmark Goals</u> | 90% of the students will demonstrate their ability to distinguish shapes, colors, measurement and numbers while integrating math language it their oral and written language by completing their monthly checklists and placing the appropriate project material used to evaluate each thematic unit in their portfolios |
| <u>Language Literacy Activity 4</u> | <i>All children in the program will increase their oral language skills by developing word knowledge and listening skills in oral language activities in a language rich and print-rich environment. This will be done through listening, understanding, speaking and communicating.</i> |
| <u>Student Activity</u> | Use hear, see , say and do activities to engage the students with language identify sounds through singing, rhyming, clapping and counting word parts and listening for melody and expression in spoken language. Build vocabulary interconnected activities that allow similar words to appear throughout the materials that are repeated in practice. Children will listen to stories, poetry , and phrasing and fluency then repeat the words they heard in the story to describe settings, character and events then compare objects and actions to create their own oral stories |
| <u>Activity Assessments:</u> | Monthly skills checklists will be completed as the student activities are completed after which the assessment data that is used to evaluate each thematic unit will be placed in each student's portfolio. |
| <u>Benchmark Goals</u> | 90% of the students will demonstrate their phonological awareness and phonics skills by identifying sounds in words used in conversations and connect sounds to letters represented in print on the Houghton Mifflin Pre-K Monthly assessments. |

All of the above services outlined in the program and language and math literacy activities are intended so that the students beginning school will be successful. These services will be coordinated through the American Horse School Staff consisting of the Administrator, Nurse, Physical Education teacher, Special Education Teacher, Transportation Director, and Counseling Team. The school nurse and counseling team will coordinate with the parents of the students and Indian Health Services (IHS) for all services required for the student. Any additional services required will be coordinated by the SRA reading and math coaches through the administrator of American Horse School.

Quality of Project Personnel:

All personnel hold appropriate state certification, appropriate education degrees and or experience. As of school year 2007 all AHS teachers are rated as highly qualified. AHS has consistently maintained a commitment to school-wide staff development for many years. Supervisors at AHS include five instructional staff with master's degrees and who are certified as principals, three of whom have completed coursework for their doctoral degrees and are "all but dissertation" and one of whom was awarded an Honorary Doctoral degree in 2008. The Math Coach is a highly qualified teacher that has taught over four years at AHS.

AHS's teacher retention rates have been over 90% for the past four years. It has been as low as 42% in the past. We have attributed the high retention rate to the a number of factors: school leadership has provided a stable, safe working environment, the adoption of a standardized curriculum, the provision of quality professional development, and the consistency with the policies and procedures of the school. Every attempt is made to make allowances for staff who are continuing their education, including allowing flexible work schedules and part-time employment. As a result, our retention rate for paraprofessional and support staff is even greater than for our professional staff, we replaced two staff members in the last two years.

See appendix D for chart summary of education and resumes' / vitas

| <i>Title and personnel</i> | <i>Certifications , Education or Credentials ; Followed by duties</i> |
|---|---|
| Justin One Horn, Coordinator of Program | <ul style="list-style-type: none"> • Bachelors and Masters Degree in Education. • Certified Principal for pre-school through 8th grade • Endorsed in Special Education, as well as Early Childhood Education. • Certified Teacher for kindergarten – 8th grade • BABY FACE training |
| Jeriyn Fast Wolf , Pre School Teacher | <ul style="list-style-type: none"> • Bachelors Degree in early Childhood • CDA certified • 5 years experience in preschool • 2 years of FACE Training |
| Shiloh Ward-Krolikowski, Reading Coach | <ul style="list-style-type: none"> • Bachelors Degree in Elementary education, • Certified K-8 Teacher in the state of SD • Training in SRA and Accelerated Reading • Some BIE leadership training • 6 + 1 Traits • NEO training with Language Arts and Reading |
| Mabel Eagle Heart, Reading Interventionist for Primary Kindergarten - Fourth Grade | <ul style="list-style-type: none"> • Bachelors degree in Elementary Education • 16 Graduate hours towards her Master's Degree • Training in 6+1 Traits • NEO training with Language Arts and Reading • 30 years experience in the Classroom • Reading Recovery Teacher 3 years now the Lead Reading Recover teacher |
| Thomiscena Fast Wolf, Paraprofessional | <ul style="list-style-type: none"> • 104 College Credit hours • 3 years experience in Primary Classrooms |

Adequacy of Resources:

American Horse School currently has s readiness class of students who turn five by December 31st. These students use the **Core Knowledge** preschool program that includes: physical well-being and motor development, social and emotional development, approaches to learning, language development, oral language, emerging literacy skills in reading and writing and knowledge acquisition and cognitive development. Supplemental language development is

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provided with nursery rhymes, poems, finger plays and songs in addition to storybook reading and storytelling through Oxford Sadler's Mother Goose Preschool Program and the AHS Lakota Language program using oral storytelling and language acquisition. AHS has a building that is separate from the elementary building that has two separate bathrooms, its own heating/air conditioning system, a small kitchen, clean-up areas and sleeping area with individual mats. These two classrooms have space for reading and work centers, a classroom library and an eating area. The building will be one readiness center serving the three service areas of Pass Creek, La Creek and Medicine Root. AHS has also passed its annual safety, health and building inspection conducted by the State of South Dakota, Bureau of Indian Affairs Facility Management Team and the State of South Dakota Child and Adult Nutrition Services Inspection Team and the South Dakota and BIA Fire Marshall Inspection Team.

American Horse School is currently accredited by the State of South Dakota Education Department and has received acceptable ratings for all academic content areas, certification of teachers, professional development, safety and adequacy of physical space of the environment, health and sanitary practices related to the children and staff. AHS has just completed its national accreditation inspection by the North Central Accreditation Association and has received a full 5 year accreditation with five commendations and no findings. The current attendance rate for our pre-kindergarten (4 year olds) is roughly 91%. The overall attendance rate for AHS K-8th is 95%.

Quality of Management Plan:

American Horse School Readiness program will increase the enrolled student's oral language skills, phonological awareness, print awareness and alphabet knowledge by 45-50% at the end of the first year and by 90%-100% at the end of the second year. The oral language instruction is sequence based upon language development and literacy in the following strands or areas of: listening & understanding, speaking & communicating, phonological awareness, vocabulary, book knowledge & appreciation, print awareness & concepts, alphabet knowledge, motivation to read and early writing. The instruction in the nine strands of early language literacy is explicit and intentional. It includes a strong balance of teacher-directed explicit instructional activities, opportunities for children to explore and use their creativity in small-group activities in learning centers planned to coordinate with the thematic units. The teacher-directed instruction,

modeling, guided practice and creative discovery activities foster exploration learning for all students in the early language literacy skills. The structure of the program is systematic and aligned into thematic units that are organized into monthly themes that provide activities and instruction for oral language, vocabulary development, phonological and phonemic awareness, pre-writing skills that are integrated into the general knowledge of content areas and classroom management. The Readiness project using the **Houghton Mifflin PRE-K** program will teach every one of the ten thematic units that will be required to provide the transition to kindergarten for four year olds by using a hands-on, minds-on curriculum that will provide foundational skills especially in literacy and language development.

SRA Reading Mastery and SRA Number Worlds will also provide a classroom management system that empowers children with choices and creates order in the classroom. This is a very critical concept for learning in our readiness program. Many of our kindergarten students come to school without any social skills, work habits, respect for others or self or listening skills or knowing right from wrong. Before we can begin to teach them the nine strands of early language literacy skills, we must first teach them social and emotional development and approaches to learning through a successful classroom management system.

The professional development plan is designed to integrate professional development strategies and instructional practices that support the integration and use of **SRA Reading Mastery and SRA Number Worlds** and **Houghton Mifflin PRE-K** curriculum program. The development activities are founded in research-based best practice. They provide continuous, integrated support and evaluation that ensures a strong tie to all goals, material and practices used daily by teacher in the classroom with intensity likely to change teacher and staff behavior; and the ability to make routine, informed project course corrections so that positive child outcomes are not only realized but are substantial.

Monthly parent activities will be held at the school. This will give parents an opportunity to visit informally with staff. Each parent will complete survey of the program's activities, so the AHS administrator can evaluate how the parents and students perceive the program and if AHS is meeting its program objectives. This parental evaluation tool will provide direct communication to the AHS readiness staff so that they can to continually monitor and revise our program to meet the needs of our students.

Quality of Project Evaluation:

Continuous student monitoring and assessment are mandatory. When instruction, assessment and reporting are linked, experiences are more meaningful and purposeful and reporting outcomes are more personally responsive to the needs of all children. Continuous student monitoring and assessment allows teachers to identify when students are ready to advance in the instructional sequence. The readiness program will have on-going evaluations throughout the school year utilizing a multitude of assessments to ensure the students are meeting and mastering the language and math literacy and the program’s activities, so that they will be academically and socially ready to enter kindergarten. Monthly skills checklist measures comprehension of thematic concepts related to the five unit objectives. Daily lesson plans integrate assessment with instruction. Observational data provides ongoing anecdotal records of individual achievement over time. Portfolios create a way for teacher to organize assessments, data and work samples for each child.

In order to evaluate the overall success of the program, AHS will also use the NWEA to measure children who achieve significant gain in oral language skills and math skills as well as those who demonstrate age-appropriate oral skills. AHS will also use the SRA Reading Mastery Assessments, SRA Number Worlds chapter assessments, Early Star Literacy and Math facts assessments.

AHS will use independent or outside raters or evaluators from SRA Reading Mastery and SRA Number World. It will also use the daily AHS Reading and Math coach’s observations which will be analyzed by the Project staff;

- ✓ Superintendent, Reading specialist
- ✓ primary principal, special education coordinator
- ✓ business manager, AHS Board,
- ✓ School Improvement Team and Parent Advisory Committee

to improve the quality of the program by making necessary adjustments to the curriculum content and providing the appropriate professional development to staff. American Horse School readiness program intends to support the research that informs us that children attending early childhood education programs have a greater intensity of service, make higher and more persistent gains in language and cognitive domains American Horse School readiness program will have the highest intensity of service for Lakota children four years old in basic early literacy

skills. This program insure that the children entering school will spend time in a high quality early education program whose focus is on the early language and math literacy skills of:

- | | |
|---|----------------------------|
| ✓ Listening and understanding | Speaking and communicating |
| ✓ Phonological awareness | Measurement principles |
| ✓ Vocabulary | Alphabet knowledge |
| ✓ Book knowledge and appreciation | Early writing |
| ✓ Print awareness and concepts Motivation to read | Early computations |

With them all being supported by scientific based research that stresses the following early child development pedagogy:

- ✓ Health and well being
- ✓ Motor development through movement and coordination
- ✓ Social and emotional development
- ✓ Approaches to learning through positive work habits
- ✓ Exposure to language in the content areas of science, math, social studies and fine arts.

The AHS Readiness program will insure the the above educational services are of a sufficient duration and intensity to maximize language and math early gains for the children enrolled in the program.

AMERICAN HORSE SCHOOL

PROGRAM # 1: School Readiness Program

| Program Income | |
|------------------------|--------------|
| Item | Amount |
| Total Budget Requested | \$193,700.00 |

| School Readiness Program | |
|------------------------------|--|
| Supervisor: Justina One Horn | |

Budget Justification

Personnel: Will include One Teacher (50000), two paraprofessionals (20000 each)

Fringe Benefits: These costs will include fringe benefits offered to all AHS personnel and include medical, dental, vision, life, ad&d, short term disability and retirement at a rate of 25% for a total of 23400.

Equipment: These costs will include tables, chairs, and other classroom equipment.

Program Texts and Materials: These costs will include consumable materials and take home books. (Houghton Mifflin-PreK & SRA Mastery & Number Worlds Prevention)

Supplies: These will include expendable items like pens, pencils, paper, tape, etc. at a cost of \$2000/staff for a total of \$2000 X 3 = 6000. (18 students)

Professional Development: Training in the areas of OST Kinder training (3 days), BRE Classroom Mgt. (RCSD 1 day) behavior intervention techniques at \$6000 X 3 staff = 18000.

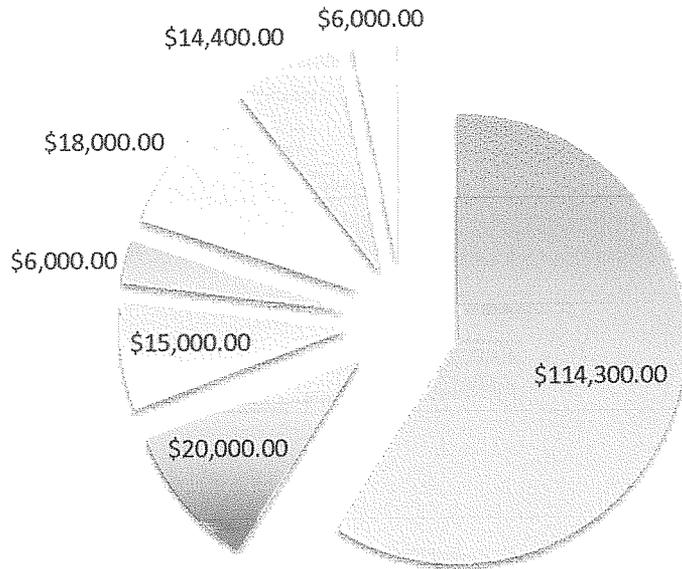
Transportation: Vehicle lease, fuel, oil, and maintenance in the amount of \$800/mo X 2 vehicles for student visits and physician and clinical appointments.

Assessment: 3 evaluation periods of the program will be completed in September in December and in April to determine program focus and success at \$2000 each.

Program Expenses

| Item | Amount |
|------------------------------|---------------------|
| Personnel | \$90,000.00 |
| Fringe Benefits | \$24,300.00 |
| Total Personnel Costs | \$114,300.00 |
| Equipment | \$20,000.00 |
| Program Texts and Materials | \$15,000.00 |
| Supplies | \$6,000.00 |
| Professional Dev. | \$18,000.00 |
| Transportation | \$14,400.00 |
| Assessment | \$6,000.00 |
| Total BIE Request | \$193,700.00 |

AHS School Readiness Program Budget Chart



**AMERICAN HORSE SCHOOL
BIE Reads Grant
Title I, 10.03g Grant Application
May 2010**

230777 10 01 0 27

AHS leadership is intent upon having all students reading at grade level and above and has been working diligently for the past four years to achieve this goal. American Horse School has applied for both the Reading First and the BIE Reads grant over the past years but never received either one of them. The BIE Reads Grant will be critical to assuring that every child in our school will be reading at grade level by third grade and continue to excel in reading through the intermediate and middle school grades.

AHS has tried to purchase and use scientifically based reading programs and curriculums to improve classroom reading instruction since the implementation of our school improvement plan in 2007. AHS rationale for a continuing commitment to use scientifically based research is simple, too many students do not read at grade level despite the resources of the school.

AHS has changed the overall reading curriculum to the scientifically research based Houghton Mifflin, The Nations Choice for grades K-8th grade. The Houghton Mifflin program established a balanced literacy curriculum based on phonemic awareness, phonics, comprehension, fluency, self-selected reading, vocabulary work and writing. The response to intervention (RTI) programs used for the past two years has been Sorpis West Read Well for K-1st Houghton Mifflin Early Success and Soar to Success for 1st-8th and Rewards for 7th-8th. In January 2010, using ARRA funds AHS was able to implement the SRA Reading Mastery for K-2nd grade. With ARRA funding a reading coach that worked with the teacher instructional skills; we have seen a remarkable improvement in the teacher's instructional skills. These reading methodologies are currently being used in the ninety -minute reading classes in each classroom. Reading Recovery is a scientifically based early intervention program for first graders. AHS has five Reading Recovery teachers give the Reading Recovery Observation Survey (a reading pre-test of letter identification (alphabetic principle), concept of print, hearing sounds in words (phonemic awareness / phonics), vocabulary

and reading (fluency). Students in first grade who have the lowest scores in these areas are pulled out for 30 minutes of reading intervention work.

In addition to Houghton Mifflin's reading assessments and our reading intervention program's assessments (weekly comprehension, chapter tests and quarterly fluency readings), AHS has introduced new strategies and additional assessments to track reading progress by aligning our assessment system to test our students in reading and language arts using Star Early Literacy for Pre-K- 3rd grade. This test is a computer adaptive test which assesses the student's general readiness, phonemic awareness, phonics, and other early reading skills. Using this test allows us to provide more effective instruction during our student's literacy development. The STAR Early Literacy received the highest rating of all screening assessments, and among the highest ratings of all progress monitoring tools reviewed by the National Center on Response to Intervention (NCRTI)

The other key assessment used for the K-3rd grades is the Dynamic Indicators of Basic Early Literacy Skills (DIBELS). DIBELS is a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade. They are designed to be short (one minute) fluency measures used to regularly monitor the development of early literacy and early reading skills. They are individually administered measures of student skills in each of the key basic early literacy skills. These seven measures function as indicators of phonemic awareness, alphabetic principle, accuracy and fluency with connected text, reading comprehension and vocabulary. DIBELS was designed for use in identifying children experiencing difficulty in acquisition of basic early literacy skills in order to provide support early and prevent the occurrence of later reading difficulties.

The assessments used for 4th-8th grade are Diagnostic Reading Assessments (DRA) and Star Reading Assessment. DRA is used to measure the student's skills in each of the five components of reading: vocabulary, phonemic awareness, phonics, fluency and comprehension. It is given several times throughout the school year and helps teachers drive instruction toward specific needs of their students. The Star Reading assessment allows you to assess the student's reading levels in less than 10 minutes,

because it is a computer adaptive test it allows you to determine the appropriate level of challenge for each student to personalize practice and the individualize instruction, predict results on standardized tests and track growth in student reading achievement. The Star Reading assessment is designed to provide information about which students are responding well to Tier 1 (core) instruction and which need to be considered for intervention. Like the Star Early Literacy assessment for preK-3rd, the Star Reading assessment received the highest rating of all screening assessments, and among the highest ratings of all progress monitoring tools reviewed by the National Center on Response to Intervention (NCRTI). Gates McGinite is also given three times a year to determine vocabulary levels, Informal running records are given quarterly (k-5th grade), the Stanford 10 is given at the end of the school year for K-8th and the state accessed Dakota step 10 is given to 3rd – 8th grade.

As a result of these assessments and the new reading initiatives AHS has introduced due to ARRA funding, we now show that while there is some progress, there is also a need to move toward a more comprehensive reading program that starts prior to kindergarten and continues until student's can read at their grade level. AHS allows students who turn five by December 31st to enroll when they are four. Eighty percent of these students have not had any preschool to include Head Start experiences prior to enrolling at AHS.

AHS has used the Core Knowledge preschool curriculum to introduce these children to experiences, skills and knowledge that they should have acquired in an early childhood education program. It is critical that preschool children hear the language and vocabulary typically used in school to talk about specific subjects and contents. By using language in this way, adults demonstrate that experience can be represented by symbolically by language. These children developed some basic early readiness skills but were still behind mainstream students who had a two year formal preschool experience.

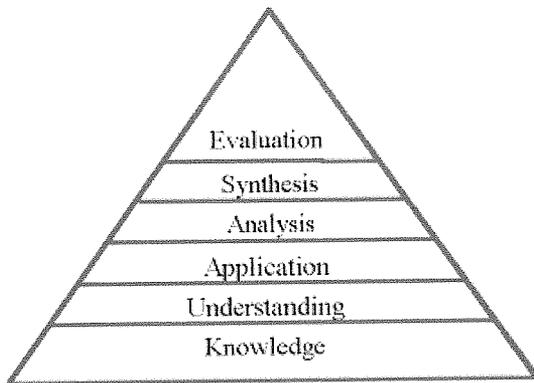
DIBELS assessments indicate that even though we have been using Sorpris West Read Well, our students even after kindergarten are 60-70% behind mainstream kindergarteners. In addition to above data collected from 2002-2005 kindergarten students, the data listed below for students at AHS for k-8th for the 2008-2009 school years indicates that a stronger response to intervention (RTI) programs at the tier one level needs to be in place not only at the beginning of a student's entry to school but throughout their school years if they are to be proficient in reading. All data analyzed used the South Dakota standards performance indicators for that grade level. Analysis of this data indicated the following:

- K-2 25% at benchmark for DIBELS initial sound and letter naming fluency
- K-2 20% at benchmark for DIBELS phoneme segmentation and nonsense word fluency
- 3rd - 8th graders are 19.88% proficient for reading skills on the Dakota Step 10 as documented by BIE on Targeted School Listing Scores.

| SKILL TESTED | STUDENTS WITH HEADSTART | STUDENT WITH NO HEADSTART |
|--------------------|---------------------------|---------------------------|
| DEFICIT IN | PHONEMIC AWARENESS | NONSENSE WORD |
| PRE –TEST | 81% | 87% |
| POST – TEST | 60% | 70% |

In South Dakota to be proficient in reading a student must reach an annual measureable objective (AMO) of 69. Each grade must have 86% of their students reaching the AMO of 69 for the class to be proficient. The school must have all classes reading at 86% proficiency level for the school to make adequate yearly progress (AYP) in reading for the school year.

In 1956, Benjamin Bloom headed a group of educational psychologists who developed a classification of levels of intellectual behavior important in learning. Bloom found that over 95% of the test questions students encounter require them to think only at the lowest possible level... the recall of information. Bloom identified six levels within the cognitive domain, from the simple recall or recognition of facts, as the lowest level, through increasingly more complex and abstract mental levels, to the highest order which is classified as evaluation.



The Verb examples that represent intellectual activity on each level are listed below.

1. **Knowledge:** arrange, define, duplicate, label, list, memorize, name, order, recognize, relate, recall, repeat, reproduce state.
2. **Comprehension:** classify, describe, discuss, explain, express, identify, indicate, locate, recognize, report, restate, review, select, translate,
3. **Application:** apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use, write.
4. **Analysis:** analyze, appraise, calculate, categorize, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.
5. **Synthesis:** arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, set up, write.
6. **Evaluation:** appraise, argue, assess, attach, choose compare, defend estimate, judge, predict, rate, core, select, support, value, evaluate.

The data obtained from the Dakota-Step 10 from 2005-2009 indicates that our students are making individual growth in reading in grades 3rd-5th where the comprehension assessment questions are based upon Bloom's Taxonomy at the lowest levels of knowledge, comprehension and application. This indicates that are children are only working at the lowest level of recalling information and once they must analyze or evaluate what they have read they have difficulty. This is shown on their test scores because beginning in late fifth grade through the eighth grade the Dakota-Step 10 questions are based upon use analysis, synthesis and evaluation and that is when the AHS's student's reading scores begin to decline.

AHS reading curriculum must include programs that allow our students to analyze, synthesize and evaluate the information. Our teachers must learn the instructional skills that they need to ask the higher order questions when conducting their reading and core subject lessons. AHS believes that BIE Reads funding will enable our school to establish and implement a scientifically based reading program for K-8th grades

and provide the professional development for our staff to educate our students so they are able to function in society within the higher order of thinking in their cognitive domain.

I American Horse School's Educational services are detailed below for the following areas:

- A. Community Background
- B. American Horse School Literacy Programs
- C. American Horse School Professional Development
- D. Literacy Resources and Support

A. Community Background:

American Horse School has an approx enrollment of 300 Native American students, Kindergarten through Eighth grade. The school primarily serves two Oglala Lakota Tiospayes or Districts, LaCreek District and Pass Creek District. Even though there are public schools available, the Lakota children are transported to American Horse School, so they can receive the cultural enrichment still denied in the public school systems located near reservations. Over the past three years under the leadership of the current Administrator who is a certified as a reading specialist and a local School board that is committed to excellence in an academic school structure. AHS has embraced literacy program, staff professional development. The school has had monthly parent meetings to inform the community as what needs to be done at home to reinforce reading instruction through modeling sending "Keep Books" home, assigning home-work, and reading aloud such as nursery rhymes and poetry to parents or caregivers. These students are impacting family literacy as research indicates over 50,000 people under the age of 25 have less than a ninth grade education in the state of South Dakota, indicating the rate is even higher on the Pine Ridge Indian Reservation. Our 2nd and 3rd grade students are often the primary readers in these homes. Therefore, the success of the parent involvement is integrated into the 25% success rate of our current basic literacy skills programs.

The Head Start system has been unstructured for the past four to five years and is currently under new administration and being reorganized with federal oversight, under the direction of the Oglala Lakota College. Therefore the Kindergarten – Third Grade students have not had any pre-school classroom experiences in the concept of alphabetic

principle, phonemic awareness, letter identification, letter - sound association or concepts of print, prior to coming to American Horse School.

B. American Horse School Literacy Programs:

American Horse School's rationale for implementing SRA Reading Mastery for K-2nd grade was to use a scientifically based research program for the primary grades since 80% of our students are not proficient in reading in grades 3rd-8th grade. We needed to start building a strong early literacy program if our students are to be proficient readers by 3rd grade.

AHS has instilled early intervention programs as early as the kindergarten year all the way to their 8th grade year. The success of our intervention programs is substantial, however, the lack of early literacy experiences prior to kindergarten continues to make our students three years behind in their academic reading levels which continues to keep our students below the South Dakota reading benchmarks for proficiency. There is an ever growing population of children coming to our school that have rarely seen a book, much less had the thousands of hours of lap reading, vocabulary building, and positive experiences with letters and sounds that are so essential to learning to read.

C. Professional Development:

As of school year 2007 all AHS teachers in Kindergarten – Eighth grade are rated as highly qualified. American Horse School has three certified early childhood educators, one early childhood special education certified teacher, a certified K-12 Reading Specialist, two certified early childhood administrators and two certified early childhood para-professionals. American Horse School has consistently maintained a commitment to district-wide staff development for many years. Professional development supports the strong belief in assessment driven instruction. As such, teachers have been trained to take and analyze running records, choose appropriate materials and design a balanced reading program. All staff development incorporates methods that address the needs of these students. Close cooperation exists between the division of instruction and the cultural bilingual department in planning and offering staff development. There is a strong parent and teacher association supporting a culture of academic professionalism, and a school that encourages both teachers and parents to set high expectations for students, which develops a strong parent/teacher relationship. The schools support the

parents with: supplementary materials for home, reading festivals and guidance for reading to their children at home on a regular basis beginning at an early age. Over the past three years our parent involvement participation has ranged from 89-95%.

C. Literacy Resources and Support

The rural nature of the state has significant impact on children to get library access other than at the school they attend. Library resources are as scarce as personal resources. Resource allocation for public library service varies from zero to minimal. Most people living on reservations have no access to public library services except by mail. Even our parents who want to be involved in early literacy of their preschool students have no local library resources. South Dakota is a rural state with many areas of intense poverty. Even areas of only moderate poverty have increased difficulty keeping schools open with minimal staff. Library resources and personnel are among the first services considered peripheral and cut and or discontinued. AHS has worked very diligently to establish a library within the school that now houses over 5,000 books leveled according to appropriate reading ability from PreK-12th, with various types of genre, in addition to resource books for research. Many of the students at the local college pursuing elementary education degrees use the AHS library for children's literature assignments. The library is an asset that would be of tremendous value to our BIE Reads program. All students will use the library year round and parents would be able to check out books to read to the younger siblings at home to maintain a strong parental involvement with the BIE Reads program at AHS.

Quality of Project Design:

American Horse School has selected 3 scientific research based, classroom proven reading curriculums to be used in K-8th grades. **Houghton Mifflin Reading: The Nations Choice** the primary curriculum supported by the response to intervention (RTI) programs of **SRA Reading Mastery K-6th grades, Rewards for 7th-8th grades and Early Success and Soar to Success** for 1st grade through 8th grade and **Renaissance Learning Accelerated Reading for 2nd – 8th Grades**

The **Houghton Mifflin Reading: The Nations Choice** curriculum begins in kindergarten with strong vocabulary objectives and scope and sequence that is critical for Native American students as their early language experiences are basically non-existent.

The Gates-McGinitie vocabulary assessments in grades K-8th continue to indicate that our students need a stronger foundation in early vocabulary. The **Houghton Mifflin Reading: The Nations Choice** is based upon the Fountas and Pinell guided reading format already used in grades K-8th at American Horse School. **The Houghton Mifflin Reading: The Nations Choice** curriculum is grounded in scientific research and proven effective, it meets the need of all learners in today's diverse classrooms. The curriculum will ensure adequate yearly progress and so much more with:

- Comprehensive, step-by-step instruction in the five strands of reading : phonemic awareness, phonics and word analysis, fluency, vocabulary and comprehension
- Powerful assessment to diagnose needs, inform instruction, and document results
- Easy-to-use lesson plans and timesaving management tools
- Built-in resources to support every student
- An array of authentic, motivating literature.

SRA Reading Mastery is a response to intervention (RTI) program that was implemented in January of 2010 for K-2nd graders, utilizing ARRA funds. The program has exceeded our expectations for reading success for our primary students. The program has a strategy based instruction that allows students to learn more efficiency. It is proven to help students decode and comprehend the meaning of print effortlessly, even students who are seriously at risk of failure. **SRA Reading Mastery** is a highly recommended reading program used by many states in that it follows state reading and language arts standards and addresses all five essential components of reading: phonemic awareness, phonics and word analysis, fluency, vocabulary and comprehension. It is intensive, explicit, and has a systematic teaching strategy to help students achieve a high rate of success. The program is carefully scaffolded lessons that build confidence and independence with ongoing assessments and specific guidelines for remediation to help teachers make effective instructional decisions. The **SRA Reading Mastery** program also provides spelling instruction to help students make the connection between decoding and spelling patterns and develops decoding, word recognition and comprehension skills that transfer to other subject areas. The major highlights of the program are the practice

and review activities that provide engaging activities and games that reinforce concepts and vocabulary presented in daily lessons, teaching guides that support teachers with detailed information and examples needed to implement the program in class and provide directions for how to implement the program effectively and ensure success with all students. In addition there are materials to check the student's work quickly, graphs to chart skills progress for each student and black line masters to reinforce skills and concepts of the programs and literature collections/anthologies for student's independent reading.

The BIE Reads funding will allow AHS to expand the **SRA Reading Mastery** curriculum through the 3rd-6th grades and allow us to continue to buy consumables for the K-2nd grade **SRA Mastery program** already purchased with ARRA funding. ISEP dollars has provided for the initial funding of the **Houghton Mifflin: The Nations Choice, Early Success and Soar to Success basal readers, RL Accelerated Reader and the Rewards program**. Additional funding from BIE Reads will allow us to continue to purchase consumables and most important buy every classroom the reading libraries available from **Houghton Mifflin: The Nations Choice** curriculum which is comprised of below level, on level and above level readers that extend the scope and sequence of each story in the basal text per grade level. In addition to the classroom libraries the BIE Reads funding will also allow us to purchase the classroom software for each of the programs above so students can continue to work on their basic reading literacy skills on the computer when the teacher is working with other students.

Objective # 1: All students K—3rd will increase their reading levels by one grade level and their cognitive domain skills in answering questions concerning knowledge, understanding and application on the Stanford for K – 2nd Grade by 5% and on the Dakota Step 10 for 3rd – 8th graders by 5%.

| ACTIVITY | TIMNELINE | PERSON(S) RESPONSIBLE | MEASUREMENT |
|-------------------------------|-----------------------------|-----------------------|---|
| Phonological awareness | Daily for school year | Teacher & Aide | DIBELS Fall, Winter, Spring & SRA Mastery Assessments |
| Speech Assessment | Each student twice/annually | Speech Therapist | Articulation Assessment |
| Fluency Instruction | Daily for school year | Teacher & Aide | SRA Mastery Assessments |
| Phonics Instruction | Daily for school Year | Teacher & Aide | SRA Mastery Assessments |
| Vocabulary Instruction | Daily for school Year | Teacher & Aide | DIBELS Fall, Winter, Spring & Gates McGinite |

EVALUATION: Stanford 10 Test Year End

OBJECTIVE #2: All students 4th-8th grades will increase their reading levels by one grade level and their cognitive domain skills in answering questions concerning analysis, synthesis and evaluation on the Dakota-Step 10 by 5%.

EVALUATION: Dakota Step 10 Test Year End

Both Objectives will use the NWEA assessment for reading three times a year (fall, winter and spring) for each student. The NWEA assessment will be used to establish the baseline for each student in their reading program, in addition to establishing a baseline for individualized reading instruction in the fall of each school year.

Once the NWEA testing is completed Houghton Mifflin Reading; Nations Choice and **SRA Reading Mastery** assessments combined with the Early Success and Soar to Success tests will effectively place students at the appropriate reading level and in the language arts program in each curriculum. These screening tools will also provide detailed intervention strategies for one-on-one instruction for each student to advance his/her reading academic skills. These placement tests will also be given in the fall to place students in the appropriate levels of reading instruction. Regular chapter and mastery assessments will also be given as the student progresses through the various reading programs. The NWEA reading assessment will be given again in January as a formative assessment to determine the level of achievement in each of the reading skill sets since the fall baseline was established. Once again the NWEA assessment will provide individualized instruction for each student to continue to progress in the reading

curriculum. The final NWEA math assessment will be given in May, after the mandatory Dakota Step 10 state standardized assessment, as a summative assessment to analyze the reading progress of each student in the AHS BIE Reads Program.

| Measurement | Fall | 4-6 wks. Later | January Growth | Spring Growth |
|---|----------|-------------------------|----------------|---------------|
| NWEA measures student skills in carrying out procedures: | Baseline | Diagnostic if indicated | 5% | 8-10% |
| Phonemic Awareness | Baseline | Diag. if indicated | 5% | 8-10% |
| Phonics | Baseline | Diag. if indicated | 5% | 8-10% |
| Vocabulary | Baseline | Diag. if indicated | 5% | 8-10% |
| Fluency | Baseline | Diag. if indicated | 5% | 8-10% |
| Comprehension | Baseline | Diag. if indicated | 5% | 8-10% |
| Questions based on knowledge, understanding and application | Baseline | Diag. if indicated | 5% | 8-10% |
| Questions based on analysis, synthesis and evaluation | Baseline | Diag. if indicated | 5% | 8-10% |

Four to six weeks after the initial baseline measurements are taken, additional diagnostic assessments may be required, if any of the following are observed by the instructional staff: the student fails to make progress, appears to be falling behind others in his group or if any other instructional indicator is evident additional steps may be taken by the Reading Coach along with the instructional team.

SIGNIFICANCE :

The BIE Reads project at AHS is consistent with the absolute priority that reading on grade level and testing proficient in reading on the state standardized assessment is the goal. It is our expectation, that every child that attends AHS will develop positive work habits, language, reading and cognitive skills, so they will be able to be successful readers and academic learners when they graduate from 8th grade.

AHS teachers recognize that children of all ages and grade levels need both choices and clear definitions of limits; both structure and spontaneity, experiences that challenge and those that practice previously acquired skills in language and reading. Although, our project is to address the Absolute Priority One of the program “to ensure all students at American Horse School are reading on grade level” we are also addressing the Absolute Priority Two of the program that our students develop their cognitive domain skills so the

students in grades K-3rd are able to answer questions concerning knowledge, comprehension, understanding and application and students in grades 4th-8th will be able to successful answer questions using analysis, synthesis and evaluation when they encounter these questions on standardized assessments.

These are not new goals for AHS students, as we have already established a balanced literacy curriculum based upon the four blocks of phonics, self – selected reading, vocabulary work and writing which is taught in all grades K-8th. All of the above reading and response to intervention (RTI) programs and instructional strategies support current research addressed by the National Association for the Education of Young Children (NAEYC) . This NAEYC research which supports curriculums that addresses both process and content knowledge skills with the teacher no longer just being a facilitator but an active participant using a continuum of teaching strategies, ranging from child initiated to teacher directed and planning experiences so that children at an early age as well as into the intermediate school grades can attain key goals.

The significance of the AHS BIE Reads program is to focus on successful scientific researched based strategies for all students K-8th grade in order to develop a curriculum that is:

- **Specific:** It identifies explicit skills and knowledge that are critical to all students in accordance with the language arts and reading state standards at each grade level
- **Sequenced:** It presents skills and knowledge that progress from very basic to more challenging, enabling children to build new knowledge and skills based on what they have already learned for each state standard at each grade level
- **Shared:** It represents shared knowledge. When we explicitly specify the competencies and knowledge that children should share, we can ensure access to an excellent and fair education in language arts and reading for all children at all grade levels and all ages.

When high expectations are made explicit, disadvantaged children like our own Lakota students, can reach academic success and positive self-esteem if they are exposed to a coherent core of challenging, interesting competencies and knowledge. This

background not only provides a foundation for learning, but also makes up the common ground for communication in a diverse society.

Quality of Project Services-

Ultimately, the quality of project services will be demonstrated by students that are successful on the state standardized assessment in language arts and reading .The quality of this project will support the reading curriculum that supports the students reading on grade level and the ability to answer standardized test questions utilizing Bloom’s taxonomy philosophy of:

- Knowledge Analysis
- Understanding Synthesis
- Application Comprehension

The AHS’s curriculum will support cognitive development or the process of learning to think and reason which prepares students for academic success in all of the disciplines.

The quality of this project will support the student’s abilities to:

- Read using phonics, decoding strategies and increasing vocabulary and fluency skills
- Problem solve using higher order and logical thinking
- Representation and symbolic thinking

The quality of services will provide the following daily schedule for language arts and reading:

| AHS Daily K-5th Grade | AHS SCHOOL SCHEDULE |
|------------------------------|--|
| TIME | ACTIVITY |
| 8:00 TO 8:30 AM | ACCELERATED READING |
| 8:30 TO 9:00 AM | BREAKFAST |
| 9:00 TO 9:15 AM | MORNING MESSAGE |
| 9:15 TO 9:30 AM | 6 + 1 TRAITS IN WRITING |
| 9:30 TO 10:15 AM | SRA READING MASTERY |
| 10:15 TO 10:30 AM | HOUGHTON MIFFLIN FOR STUDENTS READING ON GRADE LEVEL |
| | PHYSICAL EDUCATION / HEALTH FOR GRADES K – 3RD |

| | |
|----------------------------------|---|
| | 6 + 1 TRAITS IN WRITING FOR GRADES 4TH & 5TH |
| 10:30 TO 11:15 AM | MATH COUNTS : NUMBER WORLDS GRADE K-5TH |
| | CONNECTING MATH CONCEPTS FOR STUDENTS ON GRADE LEVEL |
| 11:15 TO 12:00 | SRA LANGUAGE ARTS MASTERY |
| | HOUGHTON MIFFLIN LIBRARIES FOR STUDENTS ON OR ABOVE GRADE LEVEL READING CONTINUING MORNING STORIES & LANGUAGE ARTS CURRICULUM |
| 12:00 TO 12:30 PM | LUNCH |
| 12:30 TO 12:45 PM | GYM AND COURT TIME (PHYSICAL EDUCATION) |
| 12:45 TO 1:30 PM | READING INTERVENTION : EARLY SUCCESS K – 2ND GRADE |
| | SOAR TO SUCCESS 3RD – 5TH GRADE |
| 1:30 TO 2:15 PM | MATH COUNTS : SAXON MATH K-5TH GRADE |
| 2:15 TO 2:30 PM | RECESS / SNACK BREAK TIME |
| 2:30 TO 3:15 PM | CULTURAL LANGUAGE PROGRAM |
| 3:15 TO 4:15 PM | ACCELERATED MATH & MATH COUNTS |
| 4:14 TO 4:45 PM | ACCELAREATED READING |
| 4:45 TO 5:15 PM | 3RD – 5TH COMPUTER TIME: READING & MATH SOFTWARE AND K – 2ND GRADE KEY BOARDING |
| AHS Daily 6TH – 8TH Grade | Language Arts & Reading EXTENDED SCHOOL DAY SCHEDULE |
| TIME | ACTIVITY |
| | BREAKFAST |
| 8:30 TO 9:30 AM | SOAR TO SUCCESS |
| | LITERATURE CIRCLES |
| 10:30 TO 11:30 AM | MATH COUNTS : MATH CONNECTING CONCEPTS |
| | GRAMMER & WRITING |
| 12:30 TO 1:00 PM | LUNCH |
| | SCEINCE |
| | 6 + 1 TRAITS IN WRITING FOR GRADES 4TH & 5TH |
| | CULTURAL LANGUAGE & PHYSICAL EDUCATION / HEALTH ALTERNATE FOR EACH CLASS |
| 3:00 TO 4:00 PM | MATH COUNTS : SAXON MATH |
| | ACCELERATED READING |

and finally, the quality of project services will be demonstrated in language development. Children who have rich language and literacy experiences in school are more likely to develop strong language and literacy skills. The quality of this project's services for language development supports listening, speaking, reading and writing.

The overall quality of this project's services is that the AHS will provide developmentally appropriate practices for students in reading, language arts, oral language development, phonological and phonemic awareness, letter knowledge, concepts of print and vocabulary that stimulate self-esteem and emotional and social behavior development by:

- Importance of planned, coherent language arts/reading curriculum with clearly articulated goals
- Strong response to intervention programs in reading
- Integration of concepts, knowledge and skills
- Cognitive skill development
- Early Literacy Curricula

Quality of Project Personnel:

All personnel hold appropriate state certification, appropriate education degrees and or experience. As of school year 2007 all AHS teachers are rated as highly qualified. AHS has consistently maintained a commitment to school-wide staff development for many years. Supervisors at AHS include five instructional staff with master's degrees and who are certified as principals, three of whom have completed coursework for their doctoral degrees and are "all but dissertation" and one of whom was awarded a Honorary doctoral degree in 2008. The Math Coach is a highly qualified teacher that has taught over four years at AHS.

AHS's teacher retention rates have been over 90% for the past four years. It has been as low as 42% in the past. We have attributed the high retention rate to the a number of factors: school leadership has provided a stable, safe working environment, the adoption of a standardized curriculum, the provision of quality professional

development, and the consistency with the policies and procedures of the school. Every attempt is made to make allowances for staff who are continuing their education, including allowing flexible work schedules and part-time employment. As a result, our retention rate for paraprofessional and support staff is even greater than for our professional staff, we replaced two staff members in the last two years.

See appendix D for and resumes' / vitas below is our school Reads Program chart of personnel.

| <i>Title and personnel</i> | <i>Certifications , Education or Credentials ; Followed by duties</i> |
|---|--|
| Shiloh Ward-Krolkowski, Reading Coach | <ul style="list-style-type: none"> • Bachelors Degree in Elementary education, • Certified K-8 Teacher in the state of SD • Training in SRA and Accelerated Reading • Some BIE leadership training • 6 + 1 Traits • NEO training with Language Arts and Reading • 5 years experience in 5th – 8th grade |
| Mabel Eagle Heart, Reading Interventionist for Primary Kindergarten - Fourth Grade | <ul style="list-style-type: none"> • Bachelors degree in Elementary Education • Certified K-8 Teacher in the state of SD • 16 Graduate hours towards her Master's Degree • Training in 6+1 Traits • NEO training with Language Arts and Reading • 30 years experience in the Classroom • Reading Recovery Teacher |
| Kelsey Brave Eagle, Paraprofessional | <ul style="list-style-type: none"> • 2 semesters in Education from Haskell Indian Nations University • 1 year experience in Primary Classroom |

AMERICAN HORSE SCHOOL

PROGRAM # 2: Reading Budget/Justification

| Program Income | |
|------------------------|--------------|
| Item | Amount |
| Total Budget Requested | \$307,850.00 |

| READING PROGRAM | |
|----------------------------------|--|
| Supervisor: G. Coats-Kitsopoulos | |

Budget Justification

Personnel: Will include One Reading Coach (45000), Two Reading Interventionists (40000 each) and one part-time Coordinator (30000).

Fringe Benefits: These costs will include fringe benefits offered to all AHS personnel and include medical, dental, vision, life, ad&d, short term disability and retirement at a rate of 27% for a total of 41850.

Curriculum Texts and Materials: These costs will include reading texts and workbooks and classroom materials including reading materials (and teaching materials at \$1000 X 18 classrooms. SRA Mastery 3-6 \$10000, Houghton Mifflin Classroom bks (K-6)-26000

Supplies: These will include expendable items like pens, pencils, paper, tape, etc. at a cost of \$2000/staff for a total of \$2000 X 4 = 8000.

Assessments: DIBELS (PDA equip.), Reading Records, STAR Assessments, NWEA will be utilized.

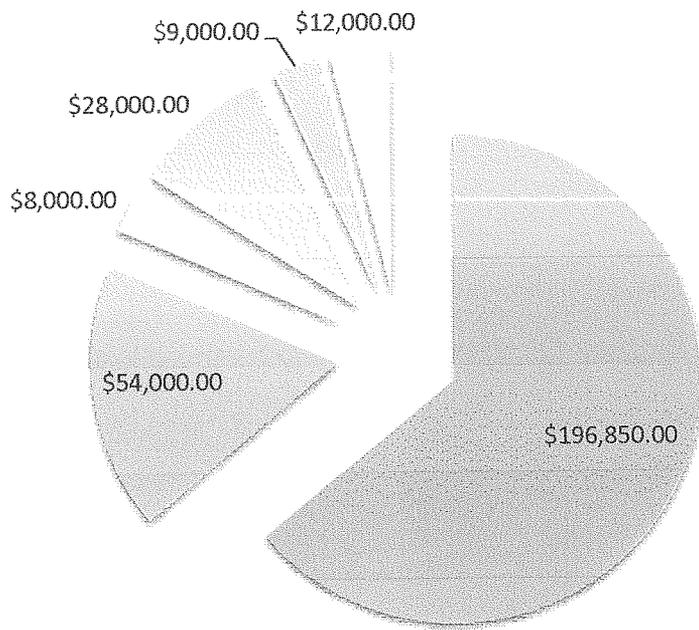
Incentives: Students will be rewarded for mastery of lessons with a monthly trip and small daily rewards.

Evaluation and Planning: 3 evaluation periods of the program will be completed in September in December and in April to determine program focus and success at \$4000 each (SRA Consultant)

Program Expenses

| Item | Amount |
|--------------------------------|---------------------|
| Personnel | \$155,000.00 |
| Fringe Benefits | \$41,850.00 |
| Total Personnel Costs | \$196,850.00 |
| Curriculum Texts and Materials | \$54,000.00 |
| Supplies | \$8,000.00 |
| Assessments | \$28,000.00 |
| Incentives | \$9,000.00 |
| Evaluation | \$12,000.00 |
| Total BIE Request | \$307,850.00 |

AHS READING Program Budget Chart



AMERICAN HORSE SCHOOL
Math Counts Program
Title I, 10.03g Grant Application
May 2010

American Horse School's rationale for using scientifically based research instructional materials for mathematical is because over the past two years AHS's Middle School scores have declined. Our students were not proficient in math at grade level prior to NCLB legislation; however, once we moved to Saxon Math for the lower grades we saw some improvement in overall math scores for the primary grades. This year we did extensive research in direct instruction and realized that the success we saw in reading would be realized in mathematics if we used the direct instruction curriculums of SRA Number Worlds and SRA Connecting Math Concepts. AHS will now approach instruction in a manner that will achieve greater student success in mathematics using multiple scientifically based research programs such as Connecting Math Concepts and Saxon Math as the core curriculum programs and SRA Number Worlds and AR Math Practices & Facts as the response to intervention (RTI) curriculums.

AHS MATH SCORES ON THE Dakota Step-10 FOR TWO YEARS By Grade Level (% on grade level for K-2nd) BASED ON sat 10 (Grades 3rd -8th) BASED ON Dakota Step 10 number of students proficient IAW South Dakota math Benchmarks.

| | K | 1ST | 2ND | 3RD | 4TH | 5TH | 6TH | 7th | 8th |
|-------------|----|-----|-----|-----|-----|-----|-----|-----|-----|
| 2008 | 6% | 15% | 19% | 28% | 22% | 13% | 11% | 4% | 4% |
| 2007 | 5% | 13% | 25% | 21% | 27% | 17% | 4% | 9% | 0% |
| 2006 | 4% | 10% | 20% | 5% | 36% | 42% | 42% | 4% | 9% |

AHS administers Dakota Step-10 to K-2nd Grades at our own cost, Grades 3rd – 8th are % are based on Dakota Step 10. Dakota Step-10 and based on SD cut off for proficient.

| School Year | Grade | SD State Math Benchmark for Proficiency | Percent of Students |
|------------------|----------------------|---|---------------------|
| 2008-2009 | 3 rd -8th | 72% | 11.73% |
| 2007-2008 | 3 rd -8th | 63% | 13.41% |
| 2006-2007 | 3 rd -8th | 54% | 19.67% |
| 2005-2006 | 3 rd -8th | 45% | 23.50% |

AHS AYP Math Scores on the Dakota Step-10:

The South Dakota State AMO for Math Proficiency will increase to 81% for the school year 2010-2011.

Need for Project:

The AHS current classroom math program is Saxon Math which is a solid core program that emphasizes small student groupings, morning math introduction message and a repetitive format to reinforce the mathematical concepts being taught but does not include a response to intervention (RTI) mathematics program. AHS chose Saxon Math as its core math instructional format because it offered our Seventh and Eighth Grade students a higher level of math instruction. It also allowed teachers to prepare instruction for students in a manner that documents student skills with appropriate chapter assessment. Saxon Math has supported our students with some academic mathematical growth over the last few years; however, the declining rate of students on grade level in math is now of tremendous concern. American Horse School children have unique educational concerns because they come from families with special needs and there is a greater need for early math prevention and intervention programs. Prevention and Intervention must involve both the classroom and school/family collaboration. Families are primarily Lakota and 98% live below the poverty level and are Limited English Proficient. The majority of adults have less than a high school education, and families do not have the resources at home to help their children with supplemental educational resources.

Significance:

The mission of American Horses School's Mathematics program is to ensure that all students are proficient and at grade level by the time they leave our school. However, we also share the reality of other schools across America – 40 percent of fourth graders failed to attain the basic level of math as measured by the Iowa Test of Basic Skills (1997-98). AHS has applied but not been awarded the Math Counts grant nor has the school had the funds to incorporate mathematics intervention programs at the same level that we have in our literacy program and as a result the following paragraphs demonstrate the needs of our students in this area. American Horse School needs a high-quality; effective math program that must include

rigorous assessments with proven validity and reliability. These assessments must measure progress in the essential components of math instruction and identify students who may be at risk for math failure or who are already experiencing math difficulty.

In researching scientific based math programs, American Horse School has discovered that differentiated assessments, instruction and resources are needed to insure every child is proficient in math, however, the assessments instruction and resources must all be focused on one integrated goal that provides consistency in:

- analyzing the data from the assessments;
- utilizing resources matched to instructional gaps; and
- providing appropriate professional development for all staff.

If this is done, we will be able to analyze assessments, match the resources to the instructional needs of individual students, to fill academic gaps and know what additional training staff will need to help students be successful and to master the state math standards at each grade level. Thus consistency in:

- assessments,
- math resources, and
- teacher professional development,

are the critical for a successful and balanced math program for our students., American Horse School has discovered consistency is driven by integrating the student's assessments needs with a scientifically based math program and professionally trained teachers to meet the student's needs.

The mathematical curriculum for K-8th must begin with strong core programs supported by a beginning school prevention program based upon a school-wide intervention program that are all developed using scientific based mathematical research. The curriculum must be developed using assessments and must also embrace a strong mathematical practice program based upon homework assignments that support the student's needs in mathematics-fractions, decimals, ratios, multiplication, division, subtraction, percents, equations, and word problems. The assessment data will be monitored weekly in order to provide parity in the assessment indicators

that show student individual gain on the various components of the test so that instructional strategies can be changed to meet the student's needs.

While school leadership has determined the needs of the teachers and students through assessments and professional development, they identify the administrative leaderships' greatest needs are for:

- An instructional resource or set of resources that have proven to be effective through scientifically based math research to provide an integrated system of instruction from Pre-K through eighth grade, to provide aligned professional development, and to offer aligned student assessment and placement tools. Additionally, AHS will give priority to any resource, which is accompanied by on-site technical support from a trained professional who can conduct training, provide coaching support, and assist with program evaluation.
- Proven strategies for working with families in which parents have low educational attainment, low income and language barriers.
- Timely access to information about "what works" in math instruction

In summary, the students need access to a comprehensive math instruction program that is based on successful strategies derived from scientifically based math research. The students need to have all of their teachers fully prepared to deliver this high quality instruction. They also need their parents informed to be better able to sustain math instruction in the homes.

The AHS teachers have made progress; however they need more of a structured math and response to intervention program with direct instruction components. The teachers lack the professional skills required for direct instruction methodologies and planning for integrated instruction for mathematics including assessment. Teachers only have one half hour daily to develop their instructional strategies for math groups using the core math program – Saxon Math. The AHS teachers and principal approached the school board last year to request help in the area of math education, however the school faces severe financial shortfalls which are primarily due to the change in funding that occurred three years ago. Our enrollment has been increasing annually over the past six years at a time when the Bureau changed the funding

formula to a “rolling three-year average” we were experiencing our highest enrollments ever. As a result of this, we received funding in the first year that was less than our funding three years prior. If the “count week” was still in effect we would have experienced a dramatic increase. We are still experiencing the effects of this, but are hopeful that we will be able to recover from these effects within the next two years. To support a new math program at AHS the following elements must be considered:

- Professional development for instructional staff
- Utilizing certified, highly qualified teachers
- Early intervention programs with Kindergarten and First grades
- Implementing scientifically researched based intervention programs for all grades.

In order to do this, the American Horse School administration, staff and community are committed to support structured math programs, and professional development that have been proven successful utilizing scientifically based research. In analyzing the differentiated assessment tools for the different grade levels at American Horse School, it was discovered that the students failure to be proficient and at grade level in mathematics is directly related to the lack of use of appropriate instructional strategies because the current core math program has no strategies aligned to build student math capacity and the teachers have not had the professional development nor the resources of a scientifically based math program to know how to fill in the missing instructional gaps.

Word problems and fractions are the specific areas of math in which the children have the most difficulty. AHS teachers report that many of the children can solve basic mathematical problems, but roughly 50 percent of seventh and eighth graders tests show that they still lack basic arithmetic skills. Furthermore, over 70 percent of these same students are unable to do word problems with proficiency. Finally, the children do not seem to recognize the value of math because they live in a multimedia world. Teachers struggle to keep children interested in math. When a child begins to fall behind in math achievement, the problem quickly escalates because of low motivation.

As shown previously in the charts American Horse School’s 3rd-8th student’s progress has been analyzed using Dakota Step 10 and SAT 10. These assessments indicate that the 3rd-5th

graders show progress in math but once the student's enter the 6th grade their math scores on the SD standardized assessment decline. American Horse School has researched current scientifically based math and assessment data in order to link the goals, assessment and instruction so that the student is at the center of all three:

1. GOAL – What goal is needed to meet student needs
2. ASSESSMENT – What needs to be done to help the student
3. INSTRUCTION – What resources and teaching strategies will meet student needs and help him/her reach their goal

AHS has not had a beginning math program or a comprehensive intervention assessment or program for those who are struggling in mathematics. We have utilized differentiated instruction for those students who are behind, but we have not implemented a scientifically researched based response to intervention (RTI) program. As stated the **Math Counts** program will use small instructional groups and provide over 45 minutes of math instruction daily which includes the instruction in small groups and additional blocks of 45 minutes for small group and individualized instruction with an additional 15 minutes in a guided session with a very small group of 2-3 students or on a one-to-one basis for more intensive tutoring.

Students at American Horse School need to have a totally integrated math program within the K - 8th grades, that has a strong professional development package for the teachers, instructional resources that meet state academic standards for early literacy skills and a strong home component to insure math is not only a school activity but a home activity as well. Due to the diversity of our student population and the knowledge that all children learn differently, American Horse School has determined that there are 3 types of instructional needs for their students:

1. INTENSITY
2. SKILL FOCUS
3. INSTRUCTIONAL LEVEL

Utilizing the Dakota-Step 10 for all students, AHS has discovered that our current math program has instructional gaps and is only meeting the needs of 25% of our students. Therefore it was critical to analyze these assessments and determine the indicators that are needed to have

the entire school population from K – 8th grade to be successful. The overall assessment findings indicate a need for a scientifically based researched program such as **SRA Math Connecting Concepts and Saxon Math** which provides daily direct instruction to instructional groups for 90 minutes, with **SRA Number Worlds** as the intervention program for additional 20 minutes for struggling students and an additional 10 minutes for students who are experiencing extreme difficulty.

As stated above, 88% of the 3rd-8th grade students at AHS are not proficient in math for their grade level. This indicates that there must be a three prong approach to math instruction at the school. First we must start our mathematics instruction with a program in kindergarten that prevents incoming students from getting behind in the foundational math skills and concepts, second we must have a strong response to intervention (RTI) program for students who are one to two grade levels below their peers in math and next we must continue to support the academic achievement of our proficient math students with a strong algebra readiness program. All three of these strategies: prevention, intervention and algebra readiness must be at the core of the mathematical curriculum that supports the South Dakota Mathematical Standards for K-8th grade at AHS. The AHS mathematical student needs are also supported by a national assessment of academic performance among low-income students shows a 22 point gap in achievement between nine year olds in low and high income schools. The gap between American Horse School and the South Dakota state average exceeds this rate, by 6 points. Low-income students of American Horse School have a 28% lower achievement than mainstream non-reservation South Dakota Public students in math

The American Horse School Board in their commitment to academic excellence has focused on initiatives that have also been documented by Pikulski (2003) in his research on schools with effective academic programs. Pikulski discussed the following school characteristics as making a difference in academic achievement:

- teacher capability,
- instructional leadership,
- sound early math and language arts literacy programs, and
- appropriate math and reading interventions.

We have seen success in the literacy model described above and intend to implement the **Math Counts** program in the same manner and with the same components.

- Professional development for instructional staff
- Utilizing certified, highly qualified teachers
- Intervention programs with each grade level
- Implementing scientifically researched based intervention programs for all grades.

In order to do this, the American Horse School administration, staff and community are committed to support structured math programs, and professional development that have been proven successful utilizing scientifically based research. In analyzing the differentiated assessment tools for the different grade levels at American Horse School, it was discovered that the students failure to be proficient and at grade level in mathematics is directly related to the lack of use of appropriate instructional strategies. The current core math program has no strategies aligned to build student math capacity and the teachers have not had the professional development nor the resources of a scientifically based math program to realize how to fill in the missing instructional gaps.

While school leadership has determined the needs of the teachers and students through assessments and professional development, they identify the administrative leaderships' greatest needs are for:

- An instructional resource or set of resources that have proven to be effective through scientifically based math research to provide an integrated system of instruction from Pre-K through eighth grade, to provide aligned professional development, and to offer aligned student assessment and placement tools. Additionally, AHS will give priority to any resource, which is accompanied by on-site technical support from a trained professional who can conduct training, provide coaching support, and assist with program evaluation.
- Proven strategies for working with families in which parents have low educational attainment, low income and language barriers.
- Timely access to information about “what works” in math instruction

Quality of Project Services:

AHS will be implementing a comprehensive and coordinated mathematical curriculum, called **Math Counts** for K-8th grade students, which is integral for student learning. Each class will be building upon mathematical foundational skills and concepts that are reinforced with hands-on learning activities. from the year before and preparing the students for the next year. AHS's initial focus has been on language arts and reading literacy. The **Math Counts** Program will allow us to expand our focus to include mathematics.

American Horse School will run a 120 minute math program for the K-8th grades each will begin with a 15 minute Morning Meeting utilizing **Saxon Math** products. The morning math class for K-1st grade and 2nd-8th grade students one or two grade levels below their peers will be a 45 minute session taught using prevention/intervention strategies of the **SRA Number Worlds**. 2nd-8th grade, students 6 months below or at grade level will be taught using **SRA Connecting Math Concepts 2003**. The afternoon math session will consist of a 45 minute math session using the **Saxon Math** for K-8th grade which will result in the preparation of the student for their nightly mathematical homework lessons. The last 15 minutes of each day will include Accelerated math practice on math facts (addition, subtraction, multiplication & division) for K-5th grades.

SRA Number Worlds is a mathematical curriculum for preK-1st grade that supports a prevention strategy where children acquire well-developed counting and quality schemas in math. **Number Worlds** provides instruction for students with lessons that are designed to take 45-60 minutes. Using the Placement Assessment combined with the Number Knowledge Test will effectively place students in the appropriate level and unit. Number Worlds is the only program that includes instruction in grades PreK-1 to prevent math failure in later grades. Each level provides thirty weeks of daily instruction to improve students' grasp of the world of mathematics. Level A is designed for children to acquire well-developed counting and quality mathematical basic skills. This level is appropriate for students who come to school with impoverished math understanding, but other students will benefit from them as well.

SRA Number Worlds is an intensive prevention program that focuses on students in grades K- 1st grade in elementary mathematics. And of the current programs on the market only **Number Worlds** includes a prevention program for Grades Pre-K-1. It's a unique course full of

activities that builds foundational math skills and prepares younger children to understand more complex concepts later. It provides all the tools teachers need to assess students' abilities, individualize instruction, build foundational skills and concepts, and make learning fun.

SRA Number Worlds is also a mathematical intervention program for grades 1-8th. Students in grades 1-8 who are one or more grade levels behind in math will build upon their current level of understanding with six 4-week intensive units. The goal of **SRA Number World** is to develop foundational understandings in each of the concepts:

- number patterns and relationships
- addition, subtraction, multiplication, and division
- geometry and measurement
- data analysis and applications
- operation sense and computation
- expressions and equations
- fractions, decimals and percents
- rational numbers
- operations on rational numbers
- equations and functions
- coordinate plane and graphing
- algebra readiness and algebra

Connecting Math Concepts is a balanced and comprehensive program that emphasizes key mathematical concepts and “big ideas,” that make it easier for students to learn. The series:

- Teaches explicit strategies that all students can learn and apply
- Strikes a balance between computation and problem solving for better overall comprehension of math
- Provides the practice needed to achieve procedural mastery and depth of understanding

activities that builds foundational math skills and prepares younger children to understand more complex concepts later. It provides all the tools teachers need to assess students' abilities, individualize instruction, build foundational skills and concepts, and make learning fun.

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- equations and functions
- coordinate plane and graphing
- algebra readiness and algebra

Connecting Math Concepts is a balanced and comprehensive program that emphasizes key mathematical concepts and “big ideas,” that make it easier for students to learn. The series:

- Teaches explicit strategies that all students can learn and apply
- Strikes a balance between computation and problem solving for better overall comprehension of math
- Provides the practice needed to achieve procedural mastery and depth of understanding

- Helps students make connections among related concepts and across daily instructional activities

The format is structured to ensure success as **Connecting Math Concepts** offers proven methods for building mathematical comprehension:

- All concepts are introduced in small steps, with careful attention to the teaching of component skills.
- New information is presented in short takes from lesson to lesson, so no student is overwhelmed.
- Guided practice and support provided early on enable students to grasp and apply new skills more easily.
- Skills and concepts are integrated into “big ideas” to make learning efficient and strengthen understanding.
- Supervised independent work and planned correction procedures help teachers clear up any confusion.
- Systematic, continuous, and varied review exercises ensure proficiency.

Saxon Math is also a comprehensive core program that was developed using scientifically based research for grades kindergarten through eighth that offers proven results in math. It provides systematic, explicit instruction in all mathematic subjects: addition, subtraction, division, multiplication, fractions, decimals, percents, ratios, equations for these grade levels. **Saxon Math** provides rigorous systematic and objective procedures that obtain valid knowledge relevant to math development, instruction and difficulties.

- Giving students time to learn and practice skills throughout the year
- Developing higher-order thinking
- Helping students to become more confident problem solvers
- Focusing directly on math and eliminating distracters
- Integrating manipulative for hands-on learning experience
- Adapted lessons give students with learning difficulties the help they need
- Supports integration into mainstream classroom activities

- It can be integrated into inclusion classrooms, pullout programs, or self-contained resource classrooms

Quality of Project Evaluation:

GOAL: Goal, Objectives, Activities and Measurement (GOAM)

To double AHS academic achievement for reading and math for students in grades K-8th by the end of school year 2010-2011.

Objective:

To plan and implement programs and activities in order to give our students the tools to experience academic gains

Activities Three:

3.A Students in AHS readiness program and K-1st grade will use SRA Number Worlds, an Intensive mathematical prevention program that focuses on building foundation math skills and prepares younger children to understand more complex math concepts. 3.B In response to intervention (RTI) implement SRA Number Worlds math program in grades 1-7th for students one to two grade levels behind their peers in order to develop foundational understanding for each mathematical concept so that students develop on-level mathematical proficiency.

3. C Students in AHS 8th grade will use SRA Number Worlds Algebra Readiness; a philosophy based mathematical instruction for students that are not ready for algebra, which develops foundation concepts in rational numbers and operations, equations and functions, coordinating plane and graphing that prepare students for on-level work in algebra.

3. D Utilize Saxon Math Morning Message Concept daily in grades K-8th to support the SRA Number Worlds and SRA Connecting Math Concepts.

3. E Students in grades 2nd-8th will use SRA Connecting Math Concepts to master difficult concepts such as ratios, proportions, probability, functions and data analysis.

3.F Support successful students in grades 3rd-8th that are on grade level in math using Saxon Math to continue to raise their math scores.

3.G Students that need individual math intervention programs will receive additional small group tutoring in Saxon Math and other RTI programs as determined on an individual student basis.

Quality of Project Evaluation

The Year One Short-term Goal is to increase the proficiency level of AHS students in Math to 37% which is more than double the reading and mathematics proficiency levels on the Dakota Step standardized assessment from those documented by the Bureau of Indian Education's report on **Math Proficiency** presented at the April 13th meeting in Albuquerque, NM. (Appendix). The initial NWEA assessments will be compiled in September and we expect to have increases of at least 25% on individual student scores in Math by the spring of 2011.

The Year Two Goals are to increase reading and mathematics proficiency levels to 69% on the Dakota Step standardized assessment. The initial NWEA assessments will be compiled in September and we expect to have increases of at least 25% on individual student scores in Math by the spring of 2012.

The Year Three Goals are to increase reading and mathematics proficiency levels to 86% in Math on the Dakota Step standardized assessment from the past school year. The initial NWEA assessments will be compiled in September and we expect to have increases of at least 25% on individual student scores in Math in the spring of 2013.

Measurements:

Assessment is the key to teaching each student on an individual basis. All students are tested in the fall for classroom placement and for teachers to determine individual instructional needs. These assessments are for diagnostic purposes as well as for continuing monitoring of student

progress. Every teacher has developed lesson plans in accordance with the South Dakota state standards using the Curriculum Mapping Program. Classroom based assessments for the **SRA Number Worlds, Connecting Math Concepts and Saxon Math** programs will provide feedback for individual student instruction daily. Each classroom allows for instructional grouping and has multi – level grades which allows our instructional groups flexibility for individuals to move to appropriate groups as necessary.

In researching scientific based math programs, American Horse School has discovered that differentiated assessments, instruction and resources are needed to insure every child is proficient in math, however, the assessments instruction and resources must all be focused on one integrated goal that provides consistency in:

- analyzing the data from the assessments;
- utilizing resources matched to instructional gaps; and
- Providing appropriate professional development for all staff.

If this is done, we will be able to analyze assessments, match the resources to the instructional needs of individual students, to fill academic gaps and know what additional training staff needs to be helping students be successful and to master the state math standards at each grade level.

Thus consistency in: assessments, math resources, and teacher professional development, are the key to a successful and balanced math program for our students., American Horse School has discovered consistency is mandated by integrating the student’s assessments needs with a scientifically based math program and professionally trained teachers to meet the student’s needs. As noted earlier **Math Connecting Concepts and Saxon Math** for the core program with **SRA Number Worlds** as the intervention program the assessment tools utilized within our Kindergarten through eighth grades, as they will project explicitly the student’s needs in basic mathematics, mathematical concepts, explicit strategies for ratios, proportions, probability, functions, data analysis and intensive support for addition, subtraction, multiplication, division, basic fractions, fractions, decimals, percents, ratios, and equations. The assessment data is monitored as necessary in order to provide parity in the assessment indicators that show student

individual gain on the various components of the test so that instructional strategies can be changed to meet the student's needs.

The differentiated assessments that we will use for the **Math Counts** Program will provide data that indicates what specific area an individual student needs additional instruction in order to become proficient and improve his/her performance. The resources we are currently using lack cohesiveness for an integrated mathematical instructional format that builds upon foundational skills and concepts for K-8th grade mathematics and are only successful with about 25% of our students. The complete implementation which includes chapter and concept mastery assessments of the **SRA Connecting Math Concepts** and **Saxon Math** as the core programs with the **SRA Number Worlds** as the primary prevention and accelerated math & math facts program will meet the mathematical needs of all AHS students.

Assessment based outcomes that will determine the success of the **Math Counts** program. AHS will assess all K-8th grade students with the Northwest Evaluation Association (NWEA) assessment, which is an adaptive test that proven research studies link to the response to intervention (RTI) scale that correlates to the proficiency levels from many state assessments. Using the information from the NWEA assessments, AHSs can monitor their students' progress toward the proficiency standards for the state of South Dakota.

Research, and the data derived from the NWEA assessment, is central to the instruction that our students will receive and what program will be used to provide the instruction. It determines the professional development for our staff and validates our informal assessments from our three math curriculum programs. The data also guides our policies, and helps us contribute to the overall goal of putting children at the center of their own educations by having our teachers use the data to transform their practices. NWEA assessments provide data for:

- Individual Student Growth
- Classroom Achievement
- South Dakota State Level Benchmarking and Growth
- **SRA Number Worlds, Connecting Math Concepts and Saxon Math** program changes

Once the NWEA assessment is completed in the fall of each school year, students will be placed in the appropriate instructional mathematical program of the **SRA Number Worlds, Connecting Math Concepts or Saxon Math** and the NWEA assessment will be used to establish the baseline for each student in their program, in addition to establishing a baseline for individualized instruction. The NWEA assessment for math will be given three times a year (fall, winter and spring) for each student.

The **SRA Number Worlds, Connecting Math Concepts or Saxon Math** assessments combined with the Number Knowledge Test will effectively place students in the appropriate level and unit of each program. This screening tool will also provide detailed intervention strategies for one-on-one instruction for each student to advance his/her mathematical academic skill sets. These placement tests will be given in the fall to place students in the appropriate levels of math instruction and regular chapter and mastery assessments will also be given as the student progresses through the various math programs. The NWEA math assessment will be given again in January as a formative assessment to determine the level of achievement in each of the mathematical skill sets since the fall baseline was established. Once again the NWEA assessment will provide individualized instruction for each student to continue to progress in the math curriculum. The final NWEA math assessment will be given in May, after the mandatory Dakota Step 10 state standardized assessment, as a summative assessment to analyze the mathematical progress of each student in the **AHS Math Counts program**.

| MEASUREMENT | FALL | 4 WEEKS LATER | JANUARY GROWTH | SPRING GROWTH |
|---|----------|-------------------|-------------------|------------------|
| NWEA Measures student skills in carrying our procedures: | BASELINE | Dig. If indicated | 5% | 8-10% |
| FLEXIBLY | BASELINE | Dig. If indicated | 5% | 8-10% |
| ACCURATELY | BASELINE | Dig. if indicated | 5% | 8-10% |
| EFFICIENTLY | BASELINE | Dig. if indicated | 5% | 8-10% |
| APPROPRIATELY | BASELINE | Dig. if indicated | 5% | 8-10% |

| | | | | |
|---|-------------|-------------------------|-----------------------|----------------------|
| Using a algorithm for computation wit multi-digit numbers | BASELINE | Dig. if indicated | 5% | 8-10% |
| PROCEDURAL FLUENCY | BASELINE | Dig. if indicated | 5% | 8-10% |
| BASIC COMPUTATION WITH WOLE NUMBERS | BASELINE | Dig. if indicated | 5% | 8-10% |
| Measure of student skills in carrying our mathematical procedures by grade level | Fall | 4-6 weeks later | January growth | Spring growth |
| Kindergarten | Base line | Diagnostic if indicated | 5% | 8 – 10 % |
| First Grade | BASELINE | Dig. if indicated | 5% | 8-10% |
| Second Grade | BASELINE | Dig. if indicated | 5% | 8-10% |
| Third Grade | BASELINE | Dig. if indicated | 5% | 8-10% |
| Fourth Grade | BASELINE | Dig. if indicated | 5% | 8-10% |
| Fifth Grade | BASELINE | Dig. if indicated | 5% | 8-10% |
| Sixth Grade | BASELINE | Dig. if indicated | 5% | 8-10% |

Four to six weeks after the initial baseline measurements are taken, additional diagnostic assessments may be required, if any of the following are observed by the instructional staff: the student fails to make progress , appears to be falling behind others in his group or if any other instructional indicator is evident additional steps may be taken by the Math Coach along with the instructional team.

SRA Number Worlds (prevention/intervention) Program for students in Kindergarten through Sixth Grade Teaches basic math skills with practices for student mastery. Teaches step-by step thinking processes for complex problem solving.

Connecting Math Concepts and Saxon Math for students in kindergarten through eighth grades Introduces ideas gradually and teaches the connections between concepts. Focuses on the big ideas of mathematics. Teaches explicit strategies, contains detailed explanations and guided practice.

Corrective Mathematics for students in the Sixth Grade. Provides intensive support for struggling students. The seven strategic modules provide teacher-directed instruction on critical skills and concepts.

| Intervention Program | Components | Grade Level |
|--|---|--|
| SRA Number Worlds | <ul style="list-style-type: none"> • Prevention for beginning students • Basic math Skills • Step-by-Step thinking processes • Independently solve complex problems • Build Student knowledge & Skills within depth targeted instruction | <ul style="list-style-type: none"> • Kindergarten • First Grade |
| Connecting Math Concepts / Saxon Math | <ul style="list-style-type: none"> • Introduction of ideas to progressively introduce students to the connections between math concepts • Teach Explicit strategies that enable students to master difficult ideas: <ul style="list-style-type: none"> ➤ Ratios , Proportions , Probability, Functions • Data Analysis • Independently work using detailed explanations and guided practice • Aid student in gaining success and confidence as mathematical thinkers | <ul style="list-style-type: none"> • Third grade • Fourth grade • Fifth grade |
| SRA number worlds | <p>Seven strategic modules are presented with intensive support and teacher –directed instruction on critical skills and concepts</p> <p>Addition , Subtraction, Multiplication, Division , Basic Fractions, Fractions decimals, & percents and Ratios</p> | <ul style="list-style-type: none"> • Sixth grade • Seventh grade • Eighth grade |

Quality of Project Personnel:

As of school year 2007 **all AHS teachers are rated as highly qualified.** AHS has consistently maintained a commitment to school-wide staff development for many years. Supervisors at AHS include five instructional staff with master’s degrees and who are certified as principals, three of whom have completed coursework for their doctoral degrees and are “all but dissertation” and one of whom was awarded a Honorary doctoral degree in 2008. The Math Coach is a highly qualified teacher that has taught over four years at AHS.

AHS’s teacher retention rates have been over 90% for the past four years. It has been as low as 42% in the past. We have attributed the high retention rate to the a number of factors: school leadership has provided a stable, safe working environment, the adoption of a standardized curriculum, the provision of quality professional development, and the consistency with the policies and procedures of the school. Every attempt is made to make allowances for staff who are continuing their education, including allowing flexible work schedules and part-time employment. As a result, our retention rate for paraprofessional and support staff is even greater than for our professional staff, we replaced two staff members in the last two years.

| <i>Title and personnel</i> | <i>Certifications , Education or Credentials : Followed by duties</i> |
|---|---|
| Christina Poor Bear , Math Coach for Kindergarten – eighth grade | <ul style="list-style-type: none"> • Bachelors Degree in Elementary education, elementary math endorsement in math • 15 hours towards Masters degree • 9 years experience in Classroom |
| Caroline Richards, Math Interventionist | <ul style="list-style-type: none"> • AA degree in Education • 100 education hours towards her Bachelor’s degree in Education. • 10 Experience in Classroom |
| Phoebe Tallman, Math Paraprofessional | <ul style="list-style-type: none"> • AA degree in Education • 100 education hours towards her Bachelor’s degree in Education. • 10 Experience in Classroom |

Professional Development:

Professional development supports the strong belief in assessment driven instruction. As such, teachers have been trained to take and analyze informal and formal math assessments, choose appropriate materials and design a balanced math instructional program. All staff development incorporates methods that address the needs of our students who live with poverty. Close cooperation exists between the division of instruction and the cultural bilingual department in planning and offering staff development. is an ongoing necessity for the success of student learning. We have continued to provide training opportunities for our staff which are directed toward academic enrichment and classroom techniques for teaching diverse learners. The teachers have had extensive professional development in curriculum planning and AHS has introduced to them the concept of the “Teacher Resource Center” where instructional materials are available for their use. They have also had various on-site training in classroom management and diverse instruction tools for learners at different levels in the classroom. All paraprofessionals utilize tracking tools for their one-on-one work with special needs students in the classroom. These tools will make it easier for staff to incorporate the new programs for the benefit of their students.

On site professional development will be provided during back to school orientation week for all certified teachers and para-professionals in **SRA Number Worlds and Connecting Math Concepts** as well as by **Saxon Math** personnel. The companies that supply these products will send out consultants to conduct on- site training in their programs. The initial training will be two days for each program in August. Web-Ex training will be provided twice a monthly each session being one hour on Friday afternoons, which is the training/mentoring time set aside for staff development. In addition to the on-going training in these math programs a school improvement consultant from the BIE approved list of consultant’s will be utilized and will come to the school in January prior to the students returning to school after holiday break to provide updated mathematical concept training. The principal and math coach will meet with each classroom and middle school math teachers twice a month during the staff development time to go over their classroom observations. Teachers will also attend the BIE Summer Institute training conducted in St Louis Missouri during June.

Adequacy of Resources:

American Horse School's rationale for using scientifically based research instructional materials is obvious; our students were not proficient in math at grade level prior to NCLB legislation. We know that we must approach instruction in a manner that will achieve greater student success in mathematics. With the implementation of the **Math Counts Program** AHS will utilize Title I funds to purchase additional material that will assist students with math literacy including puzzles, logic stories and tutoring materials for our library and teacher resource center.

AHS has also passed its annual safety, health and building inspection conducted by the State of South Dakota, Bureau of Indian Affairs Facility Management Team and the State of South Dakota Child and Adult Nutrition Services Inspection Team and the South Dakota and BIA Fire Marshall Inspection Team.

American Horse School is currently accredited by the State of South Dakota Education Department and has received acceptable ratings for all academic content areas, certification of teachers, professional development, safety and adequacy of physical space of the environment, health and sanitary practices related to the children and staff. AHS has just completed its national accreditation inspection by the North Central Accreditation Association and has received a full 5 year accreditation with five commendations and no findings. The current attendance rate for our pre-kindergarten (4 year olds) is roughly 91%. The overall attendance rate for AHS K-8th is 95%.

There is a strong parent and teacher association supporting a culture of academic professionalism, and a school that encourages both teachers and parents to set high expectations for students, which develops a strong parent/teacher relationship. The schools support the parents with: supplementary materials for home, academic festivals and guidance for helping their children at home on a regular basis beginning at an early age. Over the past three years our **parent involvement participation has ranged from 89-95%.**

Quality of Management Plan.

Monthly parent activities will be held at the school. This will give parents an opportunity to visit informally with staff. Each parent will complete survey of the program's activities, so the AHS administrator can evaluate how the parents and students perceive the program and if AHS is meeting its program objectives. This parental evaluation tool will provide direct communication to the AHS readiness staff so that they can to continually monitor and revise our program to meet the needs of our students.

Quality of Management Plan:

Continuous student monitoring and assessment are mandatory. When instruction, assessment and reporting are linked, experiences are more meaningful and purposeful and reporting outcomes are more personally responsive to the needs of all children. Continuous student monitoring and assessment allows teachers to identify when students are ready to advance in the instructional sequence. As stated in the quality of project evaluation for the **Math Counts** program will have on-going evaluations throughout the school year utilizing a multitude of assessments to ensure the students are meeting and mastering the mathematical concepts and skills and the program's activities, so that they will be at their appropriate grade level both academically and socially. Monthly skills checklist measures comprehension of thematic concepts related to the activities, daily lesson plans integrate assessment with instruction. Observational data provides ongoing anecdotal records of individual achievement over time. Portfolios create a way for teacher to organize assessments, data and work samples for each child.

In order to evaluate the overall success of the program, AHS will also use the NWEA to measure children who achieve significant gain in math concepts and skills as well as those who demonstrate age-appropriate social and emotional. AHS will also use the SRA Connecting Math Mastery Assessments, SRA Number Worlds chapter assessments, Early Star Literacy and Math facts assessments.

AHS will use independent or outside raters or evaluators from SRA Reading Mastery and SRA Number World. It will also use the daily AHS Math coach's observations which will be analyzed by the Project staff;

- Superintendent, Reading specialist
- primary principal, special education coordinator
- Business manager, AHS Board,
 - School Improvement Team and Parent Advisory Committee

to improve the quality of the program by making necessary adjustments to the curriculum content and providing the appropriate professional development to staff. American Horse School **Math Counts** program intends to support the research that informs us that children using hand on manipulative for math instruction have a greater intensity of service, make higher and more persistent gains in mathematical and cognitive domains. American Horse School **Math Counts** program will have the highest intensity of service for Lakota children for K-8th grades in building upon the mathematical concepts in South Dakota Math Content Standards. This program will insure that the children entering school will spend time in a high quality math education programs whose focus is on the foundational skills and concepts that build upon each standard achieved by:

- Listening and understanding Speaking and communicating
- Speaking and communicating Number sense
- Early computations Measurement principles

With them all being supported by scientific based research that stresses the following child development pedagogy:

- Health and well being
- Motor development through movement and coordination
- Social and emotional development
- Autonomy and social skills
- Approaches to learning through positive work habits

- Exposure to language in the content areas of science, math, social studies and fine arts.

The AHS Readiness program will insure the above educational services are of a sufficient duration and intensity to maximize language and math early gains for the children enrolled in the program.

AMERICAN HORSE SCHOOL

PROGRAM # 3: Math Budget/Justification

| Item | Program Income Amount |
|------------------------|-----------------------|
| Total Budget Requested | \$339,850 |

| MATH Program |
|-------------------------|
| Supervisor: J. Richards |

Budget Justification

Personnel: Will include One Math Coach (45000), Two Math Interventionists (40000 each) and one part-time Coordinator (30000).

Fringe Benefits: These costs will include fringe benefits offered to all AHS personnel and include medical, dental, vision, life, ad&d, short term disability and retirement at a rate of 27% for a total of 41850.

Curriculum Texts and Materials: These costs will include math manipulatives and teaching materials at \$1000 X 18 classrooms. SRA Number Worlds (K-8 @ 45000) SRA Connecting Math (K-8 45000)

Equipment: These will include handheld data and assessment tools at a cost of \$1000 each for 4 teachers and 4 math staff (8000) and one laptop computer for the Coach (2000).

Assessments: AIMSWEB, Star Math Assessments, NWEA will be utilized.

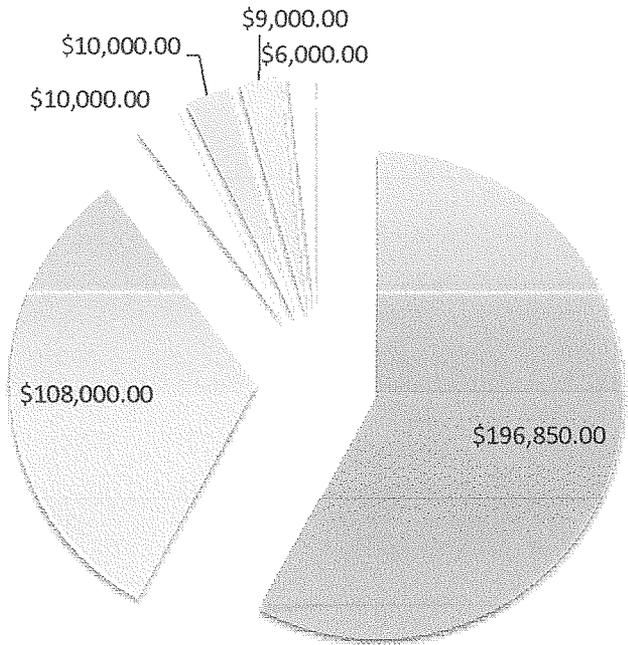
Incentives: Students will be rewarded for mastery of lessons with a monthly trip and small daily rewards.

Evaluation and Planning: 3 evaluation periods of the program will be completed in September in December and in April to determine program focus and success at \$2000 each. SRA Consultant will be used.

Program Expenses

| Item | Amount |
|--------------------------------|--------------|
| Personnel | \$155,000.00 |
| Fringe Benefits | \$41,850.00 |
| Total Personnel Costs | \$196,850.00 |
| Curriculum Texts and Materials | \$108,000.00 |
| Equipment | \$10,000.00 |
| Assessments | \$10,000.00 |
| Incentives | \$9,000.00 |
| Evaluation | \$6,000.00 |
| Total BIE Request | \$339,850.00 |

AHS Math Program Budget Chart



AMERICAN HORSE SCHOOL
Wellness Program
Title I, 10.03g Grant Application
May 2010

Our program is based on the traditional Lakota belief that all children are sacred and all of their needs: cultural, social, emotional, mental, and physical must be equally developed for a healthy, balanced life. The American Horse School program will address the following: use of drugs and alcohol, high rate of crime and violence, high suicide rate, lack of knowledge and understanding of their traditional cultural values, and the inability of families to provide safe, quality supervision and constructive activities for school-aged children and their families while utilizing every effort to promote healthy living and physical activity.

We have not had a certified counselor on staff since 2002 due to budgetary constraints. Since the implementation of No Child Left Behind and the pressure of Adequate Yearly Progress ninety-five (95%) of our curriculum has been focused on academics and resources have been for this purpose. We see the need and it has definitely been a struggle for us to not have counseling staff available to our student full-time. We have been utilizing the services of consultants for counseling services from Rapid City or Pine Ridge. When necessary we have transported our students to Rapid City which is a 240 mile round trip or to Pine Ridge Indian Health Services which is a 100 mile round trip. Indian Health Services, including the hospital are over-crowded and have limited services and resources. American Horse School desperately needs to have onsite services to be able to provide our students and families with the essential resources to help them build healthy lifestyles. Our Social Worker and Special Education staff has also been working with students on an individual basis as needed, but the students who have been suffering the most are those who are not in immediate crisis; those who are not discipline problems are not receiving services because staff and resources are consumed by those students who are.

PROJECT DESIGN

The project design is specifically geared toward providing counseling to students and offering alternatives for a healthy life style. There are four major components of our program.

- ⊕ **PERSONNEL** - The first is to hire the following positions: a school counselor, a health/physical education teacher, a social worker, and an intern/data clerk. This would give our students the opportunity to talk with a staff person regarding any issue they are experiencing on a regular basis. They would be able to seek out advice and ask for help. Since there are critical issues that we face with the staggering amount of suicide, teen pregnancy, drug/alcohol abuse, and violence, AHS would have the ability to give referrals to other professionals prior to a student's situation becoming critical or fatal. Now, we respond to crisis because we do not have the staff available to recognize and report situations in a timelier manner.
- ⊕ **RESOURCES** - One of our neighboring schools, Little Wound School a K-12 school, found in its Peer Counseling and after-school program that our children don't know that they have choices available to them in order to live a drug-free and violence-free life. The major component of our project is to showcase the choices available to them and to provide supplemental resources to them as they pursue these choices.
- ⊕ **PARENTAL INVOLVEMENT** - The school is truly the center of the community. American Horse School is the employer, it is where large community functions are held, and it is perceived as the caretaker of our children. Because of this we have integrated the parental involvement and community as a large part of this program. We have had good success with people visiting the school and participating in the activities that we offer since there are really no other options for activities. The more exposure that our families have to alcohol/drug-free events, the more the children learn that options do exist for them to abstain. Many people in our community have not been exposed to the options of alcohol and drug prevention and abstinence and so we have incorporated all of the media venues available for the students to share what they are learning with their parents and the community. Our program will offer its services to the whole community, since our tribe places value on the extended family

and due to the housing shortages we face many times there are three or more extended families living in one home.

⊗ **HEALTH/PHYSICAL EDUCATION** - critical component of this program is the physical wellness of our children. With diabetes at a critical stage among native populations, our reservation is facing epidemic proportions of diabetes and pre-diabetes for our children. Information from the website *Native Americans and Diabetes – The Facts* states, “Complications from diabetes are major causes of death and health problems in most Native American populations. Of equal concern is the fact that type 2, or adult onset diabetes, is increasingly being discovered in Native American youth.” We have not had a genuine physical education program for a number of years due to budget constraints and it is very important for us to teach our children the benefits of physical activity and how to maintain a healthy lifestyle in order to prevent diabetes. Type II Diabetes is 100% preventable. Many of our children believe that it is genetic and no matter what they do they will be diabetic. We have a responsibility to teach them about living healthy and how to prevent diabetes.

ACTIVITY # 5.1: *To teach our students about living healthy lifestyles, incorporating parental involvement.*

| <i>Title and personnel</i> | <i>Certifications , Education or Credentials and duties</i> |
|--|---|
| <p>Francis White Lance, Project Coordinator</p> | <ul style="list-style-type: none"> • Certified Lakota language Teacher • Master in degree Theology • Bachelors degree in Philosophy and Social Worker • Honorary Doctorate in Philosophy • Certified Social Worker <p style="text-align: center;">Duties and or responsibilities</p> <ul style="list-style-type: none"> • To provide leadership for implementation of program |
| <p>Dayna Brave Eagle Counselor Will be shared by 2 Counselor’s each will do 20 hours a week</p> | <ul style="list-style-type: none"> • Education Specialist Degree • M.A. Education Administration • Special Education Endorsement • A.A Liberal Arts • B.A in Secondary Education <p style="text-align: center;">Duties and or responsibilities</p> <ul style="list-style-type: none"> • To provide services to students on an individual and |

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|---|--|
| | group basis and provide services for families. |
| Christina Janis, Counselor Will be shared by 2 Counselor's each will do 20 hours a week | <ul style="list-style-type: none"> Bachelors degree in Human Services and Counseling 1 year Experience in Counseling Duties and or responsibilities <ul style="list-style-type: none"> To assist students and families with issues that affect student learning |
| VACANT POSITION, Social Worker | QUALIFICATIONS NEEDED FOR POSITION <ul style="list-style-type: none"> Bachelors degree in Human services and or cortication in Counseling Duties and or responsibilities <ul style="list-style-type: none"> To assist students and families with issues that affect student learning |
| VACANT POSITION, Intern Data Clerk | QUALIFICATIONS NEEDED FOR POSITION <ul style="list-style-type: none"> Degree in office management Computer skills in Microsoft office Organization and filing skills Duties and or responsibilities <ul style="list-style-type: none"> To assist all program staff with implementation of the program and to maintain all records and documentation for reporting. |
| VACANT POSITION, P.E Teacher | QUALIFICATIONS NEEDED FOR POSITION <ul style="list-style-type: none"> Physical education degree Certified Teacher in Physical education Duties and or responsibilities <ul style="list-style-type: none"> to prepare schedules and lesson plans for students K-8 with an emphasis on diabetes prevention |

ACTIVITY # 5.2: *To teach our students about living healthy lifestyles, incorporating parental involvement.*

Provide monthly "Theme Treasure Chests" with educational activities to each classroom and have student's present information on these themes to their parents and the community.

| Time Frame | Theme Topic | Activities | Person(s) Responsible | EVALUATION |
|-------------------|-----------------------|---|------------------------------|---|
| Monthly | Theme Treasure Chests | Orientation to the project's "theme treasure chests" including the curriculum material, worksheets, pre and post tests and the hands on activities. | Project Staff | Teachers will complete survey on information contained in the "Theme Treasure Chest". |

| | | | | |
|-----------|-------------------------|---|---|--|
| September | Alcohol/Drug Prevention | Hold at least one hour class time sessions with each classroom to bring awareness to students about the use, abuse, social effects of alcohol and drugs and prevention. | Project Director, School Counselor, Social Worker, Counseling Intern, and Instructional Staff | Pre & Post tests will be administered to students. Teachers will complete survey on presentation. Students will participate in the University of Colorado's Comprehensive Student Behavior Assessment on Alcohol/Drugs |
| | | Hold one evening community/parent presentation by students on this month's topic. | Project Staff and Students | Sign-in Sheets will be completed. Survey completed by parents in attendance. |
| | | Orientation to Talking Circles. Hold one session for students and an evening one for parents and community. | Project Staff | Sign-in Sheets will be completed. |
| | | Hold one class session for each grade during Lakota Culture Class about the White Buffalo Calf Woman and the Seven Sacred Rites and how these relate to maintaining a healthy lifestyle | Social Worker and Lakota Culture Staff | Pre & Post test will be administered to students. |
| October | Domestic Violence | Hold at least one hour class time sessions with each classroom to bring awareness to students that domestic violence is not a Lakota tradition and that students are not at fault. | Project Director, School Counselor, Social Worker, Counseling Intern, and Instructional Staff | Pre & Post tests will be administered to students. Teachers will complete survey on presentation and information. |
| | | Hold one evening community/parent presentation by students on this month's topic. | Project Staff and Students | Sign-in Sheets will be completed. Survey completed by parents in attendance. |
| | | Hold two Talking Circles for students and one evening Talking Circle for parents and community | Project Staff | Sign-in Sheets will be completed. |
| | | Hold one class session for each grade during Lakota Culture Class about the Sacred Rite of Hunkapi and how this relates to maintaining a healthy lifestyle | Social Worker and Lakota Culture Staff | Pre & Post test will be administered to students. |

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|----------|--------------------|---|---|---|
| November | Suicide Prevention | Hold at least one hour class time sessions with each classroom to bring awareness to students about Suicide Prevention | Project Director, School Counselor, Social Worker, Counseling Intern, and Instructional Staff | Pre & Post tests will be administered to students. Teachers will complete survey on presentation and information. |
| | | Hold one evening community/parent presentation by students on this month's topic. | Project Staff and Students | Sign-in Sheets will be completed. Survey completed by parents in attendance. |
| | | Hold two Talking Circles for students and one evening Talking Circle for parents and community | Project Staff | Sign-in Sheets will be completed. |
| | | Hold one class session for each grade during Lakota Culture Class about the Sacred Rite of Keeping the Soul and how this relates to maintaining a healthy lifestyle | Social Worker and Lakota Culture Staff | Pre & Post test will be administered to students. |

ACTIVITY # 5.3 –
Provide monthly theme educational activities in the classroom and have

| Time Frame | Theme Topic | Activities | Person(s) Responsible | EVALUATION |
|-------------------|--|--|---|--|
| December | Methamphetamine Awareness and Prevention | Hold at least one hour class time sessions with each classroom to bring awareness to students about Methamphetamine use and prevention | Project Director, School Counselor, Social Worker, Counseling Intern, and Instructional Staff | Pre & Post test will be administered to students. Teachers will complete survey on presentation and information. |
| | | Hold one evening community/parent presentation by students on this month's topic. | Project Staff and Students | Sign-in Sheets will be completed. Survey completed by parents in attendance. |
| | | Hold two Talking Circles for students and one evening Talking Circle for parents and community | Project Staff | Sign-in Sheets will be completed. |

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|-------------------|--------------------|---|---|---|
| | | Hold one class session for each grade during Lakota Culture Class about the Sacred Rite of Sundance and how this relates to maintaining a healthy lifestyle | Social Worker and Lakota Culture Staff | Pre & Post test will be administered to students. |
| January | Self-Esteem | Hold at least one hour class time sessions with each classroom to educate students about the importance of good self-esteem | Project Director, School Counselor, Social Worker, Counseling Intern, and Instructional Staff | Pre & Post test will be administered to students. Teachers will complete survey on presentation and information. |
| | | Hold one evening community/parent presentation by students on this month's topic. | Project Staff and Students | Sign-in Sheets will be completed. Survey completed by parents in attendance. |
| | | Hold two Talking Circles for students and one evening Talking Circle for parents and community | Project Staff | Sign-in Sheets will be completed. |
| | | Hold one class session for each grade during Lakota Culture Class about the Sacred Rite of Vision Quest and how this relates to maintaining a healthy lifestyle | Social Worker and Lakota Culture Staff | Pre & Post test will be administered to students. |
| February | Health Diabetes | Hold at least one hour class time sessions with each classroom to educate students about their health and the signs and prevention of diabetes | Project Director, School Counselor, Social Worker, Counseling Intern, and Instructional Staff | Pre & Post tests will be administered to students. Teachers will complete survey on presentation and information. |
| | | Hold one evening community/parent presentation by students on this month's topic. | Project Staff and Students | Sign-in Sheets will be completed. Survey completed by parents in attendance. |
| | | Hold two Talking Circles for students and one evening Talking Circle for parents and community | Project Staff | Sign-in Sheets will be completed. |
| | | Hold one class session for each grade during Lakota Culture Class about the Sacred Rite of Sweat Lodge and how this relates to maintaining a healthy lifestyle | Social Worker and Lakota Culture Staff | Pre & Post test will be administered to students. |
| Time Frame | Theme Topic | Activities | Person(s) Responsible | EVALUATION |

| | | | | |
|-------|-------------------------------|--|---|--|
| March | Wellness "Health Fair" | Hold at least one hour class time sessions with each classroom to bring awareness to students about living a healthy lifestyle | Project Director, School Counselor, Social Worker, Counseling Intern, and Instructional Staff | Pre & Post test will be administered to students. Teachers will complete survey on presentation and information. |
| | | Hold one evening community/parent presentation by students on this month's topic. | Project Staff and Students | Sign-in Sheets will be completed. Survey completed by parents in attendance. |
| | | Hold two Talking Circles for students and one evening Talking Circle for parents and community | Project Staff | Sign-in Sheets will be completed. |
| | | Hold one class session for each grade during Lakota Culture Class about the Sacred Rite of Becoming A Woman and how this relates to maintaining a healthy lifestyle | Social Worker and Lakota Culture Staff | Pre & Post test will be administered to students. |
| April | Cultural Awareness Ceremonies | Hold at least one hour class time sessions with each classroom to bring awareness to students on how we use traditional ceremonies to help our families live healthy lifestyles. | Project Director, School Counselor, Social Worker, Counseling Intern, and Instructional Staff | Pre & Post test will be administered to students. Teachers will complete survey on presentation and information. |
| | | Hold one evening community/parent presentation by students on this month's topic. | Project Staff and Students | Sign-in Sheets will be completed. Survey completed by parents in attendance. |
| | | Hold two Talking Circles for students and one evening Talking Circle for parents and community | Project Staff | Sign-in Sheets will be completed. |
| | | Hold one class session for each grade during Lakota Culture Class about the Sacred Rite of Throwing the Ball and how this relates to maintaining a healthy lifestyle | Social Worker and Lakota Culture Staff | Pre & Post test will be administered to students. |
| May | Summer Safety | Hold at least one hour class time sessions with each classroom to bring awareness to students on how we can protect ourselves and our families by knowing basic safety rules for summer activities | Project Director, School Counselor, Social Worker, Counseling Intern, and Instructional Staff | Pre & Post test will be administered to students. Teachers will complete survey on presentation and information. |

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|--|--|--|--|---|
| | | Hold one evening community/parent presentation by students on this month's topic. | Project Staff and Students | Sign-in Sheets will be completed. Survey completed by parents in attendance. |
| | | Hold two Talking Circles for students and one evening Talking Circle for parents and community | Project Staff | Sign-in Sheets will be completed. |
| | | Hold one class session for each grade during Lakota Culture Class about the Sacred Rite of Throwing the Ball and how this relates to maintaining a healthy lifestyle | Social Worker and Lakota Culture Staff | Pre & Post test will be administered to students. |

| Objectives K-8 th grade | South Dakota Standard | Physical Activity | Lakota Activity |
|--|---|---|--|
| Students will develop competency in all fundamental movement skills and proficiency in some movement forms. | Standard # 1 Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities | K-5 Grade has 90 minutes/wk. of Physical education during the school week in 3-30 minute sessions. 6 th – 8 th Grades will have 135 minutes/wk. in Physical Education during the school week in 3-45 minute sessions. | Lakota Traditional Dance Movements: Traditional, Grass Fancy and Social Dances like Round Dance and Rabbit Dance K-5 will have 60 mins/wk. 6 th – 8 th will have 90 mins. a wk. in the traditional activities. |
| Students will analyze scientific concepts and principles to understand, evaluate, and enhance movement skill acquisition and performance | Standard # 2 Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical act. | K-5 Grade Will have 90 minutes a week of Physical education during the school week. 6 th – 8 th Grades will have 135 minutes a week in Physical Education during the school week. | The Lakota equivalent of Lacrosse, played outdoors will be taught to the students. K-5 will have 60 mins/wk. in the traditional activities. 6 th –8 th will have 90 mins./wk. in the traditional activities. |
| Students will participate in physical activity to achieve and maintain a health enhancing level of physical fitness | Standard # 3 Participates regularly in physical activity | K-5 Grade Will have 90 mins./wk. of Physical education during the school week. 6 th – 8 th Grades will have 135 minutes a week in Physical Education during the school week. | Shinny, Lakota Game, similar to field hockey played indoors will be taught to students. K-5 will have 60 min/wk in the traditional activities. 6 th – 8 th will have 90 mins/wk in the traditional activities. |
| Students will develop responsible and respectful personal and social behavior in physical activity settings | Standard # 5 Exhibits responsible personal and social behavior that respects self and others in physical activity settings | K-5 Grade Will have 90 minutes a week of Physical education during the school week consisting of 3-30 min. sessions. 6 th – 8 th Grades will have 135 mins/wk in Physical Education during the school week consisting of 3-45 minute sessions. | K-5 will have 60 min/wk. in the traditional activities. 6 th – 8 th will have 90 min/wk in the traditional activities of 2- 45 minute sessions |

| | | | |
|--|---|--|--|
| <p>Students will understand that physical activity provides opportunities for enjoyment, challenge, self-expression, social interaction, and employment.</p> | <p>Standard # 4 Achieves and maintains a health-enhancing level of physical fitness. Standard # 6 Values physical activity for health, enjoyment, challenge, self-expression and or social interaction.</p> | <p>K-5 Grade Will have 90 minutes a week of Physical education during the school week consisting of three 30 minute sessions. 6th – 8th Grades will have 135 minutes a week in Physical Education during the school week consisting of three 45 minute sessions.</p> | <p>Traditional Lakota Foods were buffalo meat and wild plants and herbs. Our people were traditionally nomadic and the majority of our food was dried so that it could be stored for the long winters and kept for a long time. K-5 will have 60 mins/wk. in the traditional activities. 6th – 8th will have 90 minute a week in the traditional activities 2-45 minute sessions</p> |
|--|---|--|--|

ACTIVITY # 5.4 – Provide physical activity and health education to students/families.

The major plague for our children is not material concerns but the constant confrontation of living in a society that bases its total existence on negative issues: political, social, economical, and educational. For example, since our children have been living in a society that has made negativity its norm, as a whole, education is not valued and students have learned to ridicule other students who excel in school. We believe that we can impact this situation by teaching them to value their choices and by providing them an alternative outlet to express their feelings. Because everyone has such a need, many complaints that we get at the school are from parents or community people who want the school to provide more resources to their children. We expect the daily presence of our staff will allow children to approach them about specific issues and be helped with some tools to cope.

Many of our parents are young and do not have positive parenting role models. We recognize that we must have the help of parents to truly effect change with our students. After researching options for parental training, we decided to select two models, the “Takini Network” and the “Loneman School” model. They have both been successful in other local schools. We are optimistic that this will provide us with great support and reinforcement for our project. We expect to have thirty parents successfully the training. We will provide childcare for all of the training sessions and have three sessions of seven classes each. We will also provide a meal for the participants and their

children. We believe that this training combined with the education to our students will bring about a positive impact on our community and especially for our children.

Our aim is to help children approach and confront specific issues that negatively impact their lives and provide them with some coping tools and strategies that will make them successful as they continue through their education. To effect change we must first create awareness, then educate the population, and finally provide them with options. We have adopted this strategy for our program.

EVALUATION

We expect at least 50% of our parents to participate in four of the activities of this program. We have planned two program evaluations. One will be held at mid-year. The measures that the evaluation group will be analyzing for participation at this point in the project are:

- ⊕ Staffing level and qualifications;
- ⊕ Percentage of program objectives and activities completed;
- ⊕ Percentage of students participating in the activities of our program; and
- ⊕ Percentage of parents participating in the activities of our program.

The final evaluation team for the year will be held in June after a full school year of program implementation. We expect that the team will look at all measurements identified and all program objectives and activities to determine the success of the program.

AMERICAN HORSE SCHOOL
PROGRAM # 4: Wellness Program

| Program Income | |
|------------------------|-----------|
| Item | Amount |
| Total Budget Requested | \$305,650 |

| Wellness Program | |
|---------------------------------|--|
| Supervisor: Francis White Lance | |

Budget Justification

Personnel: Will include One half time Coordinator (25000), One Counselor (50000), one Social Worker (40000), one Intern/Data Clerk (20,000), and one Health/Physical Education Teacher (40000).

Fringe Benefits: These costs will include fringe benefits offered to all AHS personnel and include medical, dental, vision, life, ad&d, short term disability and retirement at a rate of 27% for a total of 32400.

Equipment: These costs will include 2 computers for maintaining data at \$2000 each. PhysEd equipment at \$30000 (no funds for equip. for 5 yrs.)

Program Texts and Materials: These costs will include handbooks, video and audio material for individual and group sessions.

Supplies: These will include expendable items like pens, pencils, paper, tape, etc. at a cost of \$2000/staff for a total of \$2000 X 4 = 8000.

Professional Development: Training in the areas of suicide prevention, bullying prevention, and behavior intervention techniques at \$6000 X 2 staff = 12000.

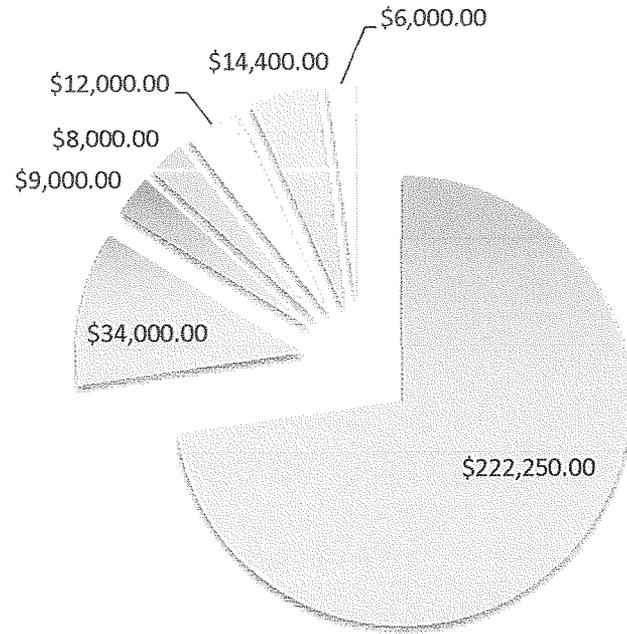
Transportation: Vehicle lease, fuel, oil, and maintenance in the amount of \$800/mo X 2 vehicles for student visits and physician and clinical appointments.

Extended Mental Health Support Services: Students who do not qualify for special education services with anger & violence issues that cannot be resolved by school counselor.

Program Expenses

| Item | Amount |
|-----------------------------|--------------|
| Personnel | \$175,000.00 |
| Fringe Benefits | \$47,250.00 |
| Total Personnel Costs | \$222,250.00 |
| Equipment | \$34,000.00 |
| Program Texts and Materials | \$9,000.00 |
| Supplies | \$8,000.00 |
| Professional Dev. | \$12,000.00 |
| Transportation | \$14,400.00 |
| Ext. Mental Hlth. Sup | \$6,000.00 |
| Total BIE Request | \$305,650.00 |

AHS Wellness Program Budget Chart



AMERICAN HORSE SCHOOL
Summer School and Extended School Day Program

Title I, 10.03g

May , 2010

If the 10.03 grant funds an extended school day and summer school, the American Horse School Extended School Day will be intergraded into the regular school day as the daily curriculum for all students in grades K-8th ; while AHS Summer School session will be targeted for those students who are one to two grade levels below in reading and math but offered for all of our students to be held in June and July 2010.

A growing body of evidence indicates that the test scores of low-income children drop significantly relative to their higher-income counterparts during the summer months. Summer school is also called extended learning opportunities program that provides an increasingly important link between the needs of low-income students and the demands of standards-based educational reforms as they support the academic and social development of students during nontraditional school hours. A summer school program must meet clear standards for quality, program length and scheduling of classes. AHS's summer school's new curriculum combines core academic learning, hands-on activities, arts sports, cultural language and studies and social development. American Horse School will use this type of curriculum for a summer school/extended learning opportunities program designed to improve academic skills, parental involvement, children and families. In using this type of curriculum involving the parents, the students and their siblings instead of losing a month of academic knowledge in math and reading the students will gain a month's worth of reading and math skills and the parents will be involved in encouraging their children in all aspects of academic studies. In a research brief on sharing the success of a summer school curriculum the following meta-analysis findings were found:

- Summer programs focused on lessening or removing learning deficiencies have a positive impact on the knowledge and skills of participants
- Students at all grade levels can benefit from summer program, although the effects are more pronounced for students in early primary grades

- Summer programs have a larger effect on mathematics achievement than on reading
- Summer programs produce larger effects when the elements of small group or individual instruction, parent involvement and careful , monitoring of programs and classrooms to ensure instructional quality and fidelity are in place

Chicago School System conducted a summer school program called Chicago’ Summer Bridge Program and they realized that:

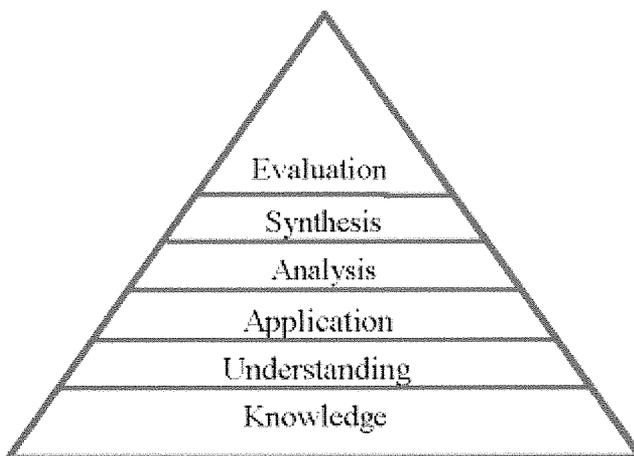
- In the short term, the Summer Bridge program was effective in producing test-score gains and offering students a second change to meet promotional cut-offs
- Students from all demographic and achievement groups experienced gains
- Teachers knowing their students and teachers being more engaged in their student’s learning and their individual learning needs were more successful

| Summer School Research | |
|--|---|
| Summer Learning Loss | Goals of Summer School |
| On average, children lose one month on achievement test scores over summer vacation | <ol style="list-style-type: none"> 1. Prevent delinquent behavior, 2. Remediate or prevent learning defects |
| Summer loss is greatest in math facts & spelling | Help meet minimum competency requirements |
| Summer loss is greater in math than reading | Repeat failed courses or grade levels |
| Summer vacation increases disparities between middle class and disadvantaged student’s reading scores | Prevent regression for students with learning disabilities. |

| Summer school Research | |
|---|---|
| Effectiveness of Summer School | Recommended Summer School Practices |
| Remedial Summer school programs have a positive academic impact on students | Plan the summer program early , provide program and continuity from year to year |
| Program is more effective for a small number of students | Use evaluations to identify successful teachers, classes and program content |
| Program is more effective when it uses small group or individual instruction | Offer programs to accelerate progress for gifted students |
| Program is more effective when parent involvement is required | Integrate summer teaching with staff development, have parent involvement activities and incentives |
| Program is more effective on math than math than reading | Require rigorous formative and summative evaluation of programs |

Summer School will provide an excellent opportunity to work on both reading and math concepts in addition to strategies in answering higher order of thinking questions as outlined below in Bloom’s Taxonomy.

Bloom found that over 95% of the test questions students encounter require them to think only at the lowest possible level... the recall of information. Bloom identified six levels within the cognitive domain, from the simple recall or recognition of facts, as the lowest level, through increasingly more complex and abstract mental levels, to the highest order which is classified as evaluation.



. The Verb examples that represent intellectual activity on each level are listed below.

1. **Knowledge:** arrange, define, duplicate, label, list, memorize, name, order, recognize, relate, recall, repeat, reproduce state.
2. **Comprehension:** classify, describe, discuss, explain, express, identify, indicate, locate, recognize, report, restate, review, select, translate,
3. **Application:** apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use, write.
4. **Analysis:** analyze, appraise, calculate, categorize, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.
5. **Synthesis:** arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, set up, write.
6. **Evaluation:** appraise, argue, assess, attach, choose compare, defend estimate, judge, predict, rate, core, select, support, value, evaluate.

The data obtained from the Dakota-Step 10 from 2005-2009 indicates that our students are making individual growth in reading in grades 3rd-5th where the comprehension assessment questions are based upon Bloom's Taxonomy at the lowest levels of knowledge, comprehension and application. This indicates that are children are only working at the lowest level of recalling information and once they must analyze or evaluate what they have read they have difficultly. This is shown on their test scores because beginning in late fifth grade through the eighth grade the Dakota-Step 10 questions are based upon use analysis, synthesis and evaluation and that is when the AHS's student's reading scores begin to decline.

Quality of Project Design:

American Horse School will use the same programs in their summer school curriculum that is used in their regular school year curriculum. They are all scientific research based, classroom proven, reading, math and response to intervention (RTI) programs for K-8th grades. **Houghton Mifflin Reading: The Nations Choice** the primary reading curriculum supported by the response to intervention (RTI) programs of **SRA Reading Mastery K-6th grades, Rewards for 7th-8th grades and Early Success and Soar to Success** for 1st grade through 8th grade and **Math Connecting Concepts and Saxon Math** for the core program K-8th with **SRA Number Worlds** to include algebra readiness as the intervention program for K-8th.

SIGNIFICANCE :

The AHS extended school day and summer school program at AHS is consistent with the absolute priority that reading on grade level and testing proficient in both reading and math on the state standardized assessment is the goal. It is our expectation, that every child that attends AHS will develop positive work habits, language, reading, mathematical and cognitive skills, so they will be able to be successful readers and academic learners when they graduate from 8th grade.

The significance of the AHS extended school day summer school program is to focus on successful scientific researched based strategies for all students K-8th grade in small group and individualized instruction in order to work on academic skills that are:

- **Specific:** It identifies explicit skills and knowledge that are critical to each student one to two grade levels behind in the regular classroom in order that the student can work on an individual instructional program during the summer to make academic gains in math and reading
- **Sequenced:** It presents skills and knowledge that are structured for each grade level in accordance with the South Dakota state standards for reading and math and the lessons allow the student to make individual progress on each standard, enabling children to build new knowledge and skills based on what they have already learned during the regular school
- **Shared:** It represents shared knowledge. Students working with other students, teachers, their parents and siblings in academic and fun learning environment during the summer supports the value of learning which will transcend to the new school year.

When high expectations are made explicit, disadvantaged children like our own Lakota students, can reach academic success and positive self-esteem if they are exposed to a coherent core of challenging, interesting competencies and knowledge. This background not only provides a foundation for learning, but also makes up the common ground for communication in a diverse society.

Quality of Project Services-

Ultimately, the quality of the summer school project will be demonstrated by students that have progressed at least one to two months on the NWEA testing in the fall for reading and math. The quality of this summer school project will support the reading and math curriculums that ensures students are reading on grade level and have the ability to answer standardized test questions utilizing Bloom's taxonomy philosophy for both reading and math concerning questions of:

- Knowledge
- Understanding
- Application
- Comprehension
- Analysis
- Synthesis

In addition the parent involvement support during the summer program will provide continued support during the regular school year for the extended school day and homework policy. The AHS's summer school program will support cognitive development or the process of learning to think and reason which prepares students for academic success in all of the disciplines and final evaluation will be done with NWEA assessment.

The quality of services will provide the following **daily schedule for an extended school day for math, language arts, reading, Lakota cultural classes and technology**

| AHS Daily K-5th Grade | | AHS SCHOOL SUMMER SCHEDULE | |
|--|--|---|--|
| TIME | | ACTIVITY | |
| 8:30 TO 9:00 AM | | BREAKFAST | |
| 9:00 TO 9:45AM | | SRA Reading or Soar To success SRA Reading Intervention | |
| 9:45 to 10:15 | | Structured PE Time / break time | |
| 10:15 to 11:00 | | Number Worlds or Math Connecting g Concepts | |
| 11:00 to 11:30 | | Cultural & Language Classes | |
| 11:30 – 12:15 | | SRA Language Arts | |
| 12:15 – 12:45 | | Lunch | |
| 12:45 – 1:15 | | Accelerated math & Math Facts | |
| 1:15 – 2:00 | | Arts & Crafts | |
| 2:00 – 2:15 | | Free Gym , Court time , & afternoon snack | |
| 2:15 – 2:35 | | Accelerated Reading | |
| 2:35 – 3:00 | | Computer : Math & Reading Software or keyboarding | |
| AHS Daily K-5th Grade | | AHS EXTENDED SCHOOL DAY SCHEDULE | |
| | | CULTURAL LANGUAGE PROGRAM | |
| 3:15 TO 4:15 PM | | ACCELERATED MATH & MATH COUNTS | |
| | | ACCELAREATED READING | |
| 4:45 TO 5:15 PM | | 3RD – 5TH COMPUTER TIME: READING & MATH SOFTWARE | |
| | | AND K – 2ND GRADE KEY BOARDING | |
| American Horse School Parent Summer School Schedule | | | |
| 15th June – 31 July | | Tuesday and Thursday | |
| 8:30 - | | Breakfast with students | |
| 9:00 – 9:45 | | Parenting Skills on Behavior | |
| 9:45 – 10:15 | | Structured PE Time with their student | |
| | | Morning break | |
| 10:30 – 11:00 | | Computer Keyboarding | |
| 11:00 – 11:30 | | Cultural & Language Classes with their Student | |
| 11:30 – 12:15 | | Parent Classes on assisting with homework | |
| 12:15- 12:45 | | Lunch with Their Student | |
| | | Parents leave after lunch | |

AMERICAN HORSE SCHOOL

PROGRAM # 5: Extended School Day Budget/Justification

| Program Income | |
|----------------------|--------------|
| Item | Amount |
| Total Program Budget | \$242,887.00 |

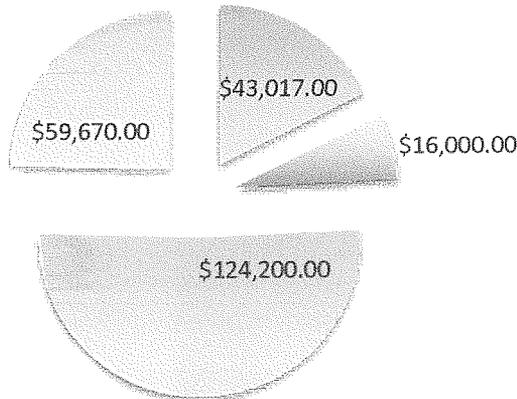
2011 Extended School Day

Coordinator: J. Richards

| Budget Justification |
|---|
| <p>Personnel: Will include Eight teachers (\$35/day X 108 days X 8 staff = 30240) and five teacher aides (\$18/day X 108 days X 5 staff = 9720) and basic Fringe will be Employer's payroll taxes in the amount of (3057).</p> |
| <p>Curriculum Texts and Materials: These costs will include expendable items like reading and math assessment items, pencils, pens, markers, paper, workbooks, and other classroom supplies estimated at \$2000/class X 8 classes.</p> |
| <p>Food: We will give each student a meal at 4 pm daily at \$5/meal X 230 students X 108 days = \$124200.</p> |
| <p>Transportation: There will be three bus drivers (Allen Village, Martin, and North) at \$100/day X 5 drivers X 3 days X 36 wks = \$54000 and fuel at \$3.50/gal X 15 gals/day X 108 days = 5670.</p> |

| Program Expenses | |
|--------------------------------|---------------------|
| Item | Amount |
| Personnel | \$43,017.00 |
| Curriculum Texts and Materials | \$16,000.00 |
| Food | \$124,200.00 |
| Transportation | \$59,670.00 |
| Total | \$242,887.00 |

AHS Summer School Budget Chart



AMERICAN HORSE SCHOOL
Summer School and Extended School Day Program

Title I, 10.03g

May , 2010

The key to success of the five of School Readiness, BIE Reads, Math Counts, School Wide Wellness and Summer School will depend upon the sixth activity of supplemental support of the programs which include: professional development of the staff, parent involvement and positive promotions, NWEA Assessments/ NATIVE Star, implementation and overall program planning, policy modification and changes, school improvement team working sessions, and mandatory attendance at all SD state educational training session and BIE trainings to include BIE Leadership Programs. During the Planning Phase, policy review will occur in order to modify or add changes that incorporate recommended program changes or policy mandates from BIE in regard to the following:

- Teacher Retention tied to student's academic achievement;
- Extended School days/year, including after school and summer school;
- Personnel contracts and Extra Duty provisions/revisions;
- Operational Flexibility (including staffing, calendar/time, and budgeting) in order to fully implement a comprehensive approach that facilitates substantial improvement of student achievement by the administration

Parental Involvement

There is a strong parent and teacher association supporting a culture of academic professionalism, and a school that encourages both teachers and parents to set high expectations for students, which develops a strong parent/teacher relationship. The schools support the parents with: supplementary materials for home, academic festivals and guidance for helping their children at home on a regular basis beginning at an early. We can include parents in some of the training that our staff is attending so that they

understand the programs we are using and what their responsibilities are regarding homework. The parents can then share their information with other parents in small group reports with other parents and present what they learned to others in a non-threatening format that relays information in a manner that they can understand, including language translation when needed.

Parental involvement will be actively encouraged and positive training models will be available because many of our parents are young and have not had positive parenting role models. We recognize that we must have the help of parents to truly effect change with our students. After researching options for parental training, we decided to select the “Takini Network” model. It has been used successfully at a neighboring school for three years. AHS is optimistic that this will provide us with great support and reinforcement for our project. We expect to have thirty parents successfully attend the training. Selection for the training will prioritize the parents of those students with the most behavior incidents as identified and recorded in NASIS. We will provide childcare for all of the training sessions and have three sessions of seven classes each. We will also provide a meal for the participants and their children. We believe that this training combined with the education offered to our students will bring about a positive impact on our community and especially for our children. The school has had monthly parent meetings to inform the community as what needs to be done at home to reinforce instruction. Our students are impacting family literacy as research indicates over 50,000 people under the age of 25 have less than a ninth grade education in the state of South Dakota, indicating the rate is even higher on the Pine Ridge Indian Reservation. Our 2nd and 3rd grade students are often the primary readers in these homes. With this program we intend to develop our students’ mathematics strength, since the proficiency rates are even lower for math than the reading rates for our community. We understand that the success of our program includes a continuing effort for the parent involvement that must be integrated into the current programs.

AHS Staff Professional Development:

Despite the quantity of opportunities at American Horse School to improve student scores, several factors have hindered success within the school. Prior to the current administration it was difficult to retain highly qualified and experienced staff and the teachers at AHS were not actively involved in any professional development. This problem was exacerbated by “flexible” conditions in the school that allowed teachers to freely change, adapt or incorporate any approach to instruction with little coordination in the curriculum.

A national assessment of academic performance among low-income students shows a 22 point gap in achievement between nine year olds in low and high income schools. The gap between American Horse School and the South Dakota state average exceeds this rate, by 6 points. Low-income students of American Horse School have a 28% lower achievement than mainstream non-reservation South Dakota Public students.

The AHS teachers have made progress; however they need a structured math and intervention program with direct instruction components. The teachers lack the professional skills required for direct instruction methodologies and planning for integrated instruction for mathematics including assessment. Teachers only have one half hour daily to develop their instructional strategies. The AHS teachers and principal approached the school board last year to request help in the area of math education, however the school faces severe financial shortfalls which are primarily due to the change in funding that occurred three years ago. Our enrollment has been increasing annually over the past six years at a time when the Bureau changed the funding formula to a “rolling three-year average” we were experiencing our highest enrollments ever. As a result of this, we received funding in the first year that was less than our funding three years prior. If the “count week” was still in effect we would have experienced a dramatic increase. We are still experiencing the effects of this, but are hopeful that we will be able to recover from these effects within the next two years. The school leadership has

determined the needs of the teachers and students through assessments and professional development so that professional development programs can be initiated.

AHS implemented an infrastructure for incorporating a comprehensive literacy program, so that all components of the systematic approach are clearly spelled out and all teachers have the same standard for delivery of service. The teachers have had extensive professional development in curriculum planning and AHS has introduced to them the concept of the "Teacher Resource Center" where instructional materials are available for their use. They have also had various on-site training in classroom management and diverse instruction tools for learners at different levels in the classroom. All paraprofessionals utilize tracking tools for their one-on-one work with special needs students in the classroom. These tools will make it easier for staff to incorporate the new programs for the benefit of their students.

The teachers lack the professional skills required for direct instruction methodologies and planning for integrated instruction for mathematics including assessment. Teachers only have one half hour daily to develop their instructional strategies. The AHS teachers and principal approached the school board last year to request help in the area of math education, however the school faces severe financial shortfalls which are primarily due to the change in funding that occurred three years ago. Our enrollment has been increasing annually over the past six years at a time when the Bureau changed the funding formula to be a "rolling three-year average" we were experiencing our highest enrollments ever. As a result of this, we received funding in the first year that was less than our funding three years prior where if the "count week" was still in effect we would have experienced a dramatic increase. We are still experiencing the effects of this, but the ARRA grant has helped us tremendously to be able to implement our reading and math program.

Onsite Training and Evaluation for professional development is an ongoing necessity for the success of student learning. We have continued to provide training opportunities

for our staff which are directed toward academic enrichment and classroom techniques for teaching diverse learners.

For many years there were no additional supplemental resources for teachers or students. Library resources are as scarce as personal resources. Resource allocation for public library service varies from zero to minimal. Most people living on reservations have no access to public library services except by mail. Even our parents who want to be involved in early literacy of their preschool students have no local library resources. South Dakota is a rural state with many areas of intense poverty. Even areas of only moderate poverty have increased difficulty keeping schools open with minimal staff. The purchase of new coordinated resources and personnel are among the first services considered peripheral and cut and/or discontinued. We prepared a basic library for our students where all reading material is sorted by reading level and each student can find appropriate materials for supplemental reading.

During school years 2007 through 2010, **all AHS teachers are rated as highly qualified** by the State of South Dakota. We have consistently maintained a commitment to school-wide staff development for many years. Professional development supports the strong belief in assessment driven instruction. Teachers have been trained to take and analyze running records, choose appropriate materials and design a balanced reading program, our intention is to take these same measures with our mathematics instruction. All staff development incorporates methods that address the needs of our students who live with poverty. Close cooperation exists between the division of instruction and the cultural bilingual department in planning and offering staff development.

Supervisors at AHS include five instructional staff with master's degrees and who are certified as principals, three of whom have completed coursework for their doctoral degrees and are "all but dissertation" and one of whom was awarded a doctoral degree in 2008. Our teacher retention rates have been over 90% for the past four years. It has been as low as 42% in the past. We have attributed the high retention rate to the a number of factors: school leadership has provided a stable, safe working environment, the adoption of a standardized curriculum, the provision of quality professional development, and the consistency with the policies and procedures of the school.

Every attempt is made to make allowances for staff who are continuing their education, including allowing flexible work schedules and part-time employment. As a result, our retention rate for paraprofessional and support staff is even greater than for our professional staff, we replaced two staff members in the last two years.

Planning :

SIT Team , Leadership Team, Math Team, Reading Team, Primary Team , MS Team. These Teams will have Quarterly Meeting for Planning of activities and children’s gains or losses in reading and math scores.

Summer School:

Summer School targeted for those students who are two grade levels below in Reading and Math but offered for all of our students to be held in June and July 2010.

| AHS Daily K-5th Grade | AHS SCHOOL SUMMER SCHEDULE |
|------------------------------|---|
| TIME | ACTIVITY |
| 8:30 TO 9:00 AM | BREAKFAST |
| 9:00 TO 9:45AM | SRA Reading or Soar To success SRA Reading Intervention |
| 9:45 to 10:15 | Structured PE Time / break time |
| 10:15 to 11:00 | Number Worlds or Math Connecting g Concepts |
| 11:00 to 11:30 | Cultural & Language Classes |
| 11:30 – 12:15 | SRA Language Arts |
| 12:15 – 12:45 | Lunch |
| 12:45 – 1:15 | Accelerated math & Math Facts |
| 1:15 – 2:00 | Arts & Crafts |
| 2:00 – 2:15 | Free Gym , Court time , & afternoon snack |
| 2:15 – 2:35 | Accelerated Reading |

| | |
|------------------------------|---|
| 2:35 – 3:00 | Computer : Math & Reading Software or keyboarding |
| AHS Daily K-5th Grade | AHS EXTENDED SCHOOL DAY SCHEDULE |
| | CULTURAL LANGUAGE PROGRAM |
| 3:15 TO 4:15 PM | ACCELERATED MATH & MATH COUNTS |
| | ACCELAREATED READING |
| 4:45 TO 5:15 PM | 3RD – 5TH COMPUTER TIME: READING & MATH SOFTWARE AND K – 2ND GRADE KEY BOARDING |

Sustainability:

AHS has developed an extensive budgeting and planning so that the issues of Sustainability of activities and the interrelationship of the Title I, 10.03g Grant to School-wide funds would be addressed and careful consideration would be taken regarding how all school funds would be utilized to the best extent. With the ability to purchase the necessary equipment and curriculum materials as outlined in this project, we would be able to continue our program beyond year four with school wide funds.

AMERICAN HORSE SCHOOL

PROGRAM # 6: Supplemental/Support Programs

| Program Income | |
|------------------------|--------------|
| Item | Amount |
| Total Budget Requested | \$132,250.00 |

| Supplemental/Support Programs | |
|-------------------------------|--|
| Supervisor: Erin Red Bear | |

Budget Justification

Personnel: One Community Liaison (40000 with benefits 10800) to coordinate parent classes, monthly activities, maintain documentation & schedule speakers.

Parental Involvement: These costs will include 21 class sessions for parents @ \$750 ea=\$15750, childcare costs @ 200/ea X 21 sessions =\$4200

Motivational Material: These costs will include Native American role model posters and speakers @ \$500/moX9mos=\$4500

NATIVE Star: These costs will include two laptop computers for the staff who will receive training in this program@ \$2500/ea = \$5000

Supplies: These will include expendable items like pens, pencils, paper, tape, etc. at a cost of \$2000. Parent Classroom Materials @ \$1000 X 7 courses = \$7000, general supply pack for homework in homes (3500)

Professional Development: Training in the NATIVE Star program for 2 staff @ \$2500/ea = \$5000, Staff at Parent Connections RCSD 8 classes \$4000

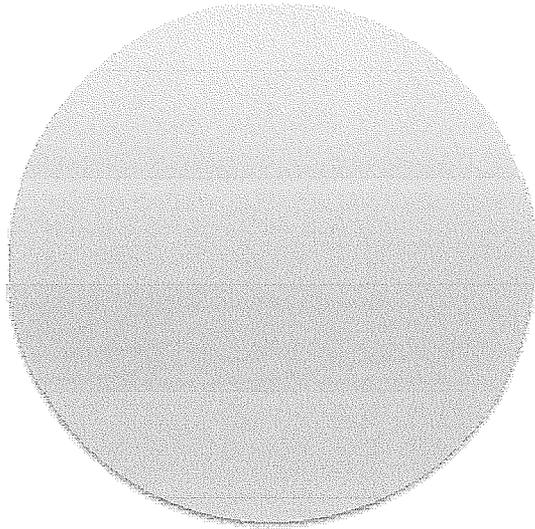
Printing: Information on policy changes, parent training, and other program data, newsletter, including translations into Lakota will be disseminated @\$2000/moX9mos=\$18000

Planning: Will include two 2-day SIT meetings (2500), 3 working sessions with Leadership Team, School Bd., Community (3000) and 2-1 day meetings with PAC.

Program Expenses

| Item | Amount |
|--------------------------|---------------------|
| Personnel | \$50,800.00 |
| Parental Involvement | \$19,950.00 |
| Motivational Materials | \$4,500.00 |
| NATIVE Star | \$5,000.00 |
| Supplies | \$12,500.00 |
| Professional Dev. | \$14,000.00 |
| Printing | \$18,000.00 |
| Planning | \$7,500.00 |
| Total BIE Request | \$132,250.00 |

**AHS Supplemental Support
Program
Budget Chart**



AMERICAN HORSE SCHOOL
Professional Development Program
Title I, 10.03g Grant Application
May 2010

The key to success of the six programs of: School Readiness, BIE Reads, Math Counts, School Wide Wellness, Extended School Day and Summer School , Supplemental Support Programs will depend upon the seventh activity of Professional Development for the school board, parents & community, administration and staff of the American Horse School. The professional development programs will include **school board and parent advisory committee training on:**

- Legal issues
- Program & policy planning, modifications and changes

The professional development programs for **parents** by SD Parent Connections and AHS administration include

- Positive parent involvement at the school
- Positive Parenting Skills
- Consistency in behavior modification at home
- Working with the school improvement team
- NASIS Portal for Parents

Professional Development for the **administration the teaching staff** of the school:

- NWEA Assessments/
- NATIVE Star implementation
- NASIS- attendance and grade book
- DIBELS & Gates McGinette
- Curriculum Mapper and Grade Book Orientation

- Mandatory attendance at all SD state educational training sessions for special education and state assessments
- BIE trainings to include BIE Leadership Programs.
- SRA Reading Mastery, SRA Number Worlds, Houghton Mifflin: Nation Reads and Saxon Math

During the Planning Phase and policy review the AHS School Improvement Team consisting of AHS Board, PAC, administration, building staff, transportation, teaching staff and parents will meet in order to modify or add changes that incorporate recommended program changes or policy mandates from BIE in regard to the following:

- Teacher Retention tied to student's academic achievement;
- Extended School days/year, including after school and summer school;
- Personnel contracts and Extra Duty provisions/revisions;
- Operational Flexibility (including staffing, calendar/time, and budgeting) in order to fully implement a comprehensive approach that facilitates substantial improvement of student achievement by the administration

Parental Involvement

There is a strong parent and teacher association supporting a culture of academic professionalism, and a school that encourages both teachers and parents to set high expectations for students, which develops a strong parent/teacher relationship. The schools support the parents with: supplementary materials for home, academic festivals and guidance for helping their children at home on a regular basis beginning at an early. We can include parents in some of the training that our staff is attending so that they understand the programs we are using and what their responsibilities are regarding homework. The parents can then share their information with other parents in small group reports with other parents and present what they learned to others in a non-threatening format that relays information in a manner that they can understand, including language translation when needed.

Parental involvement will be actively encouraged and positive training models will be available because many of our parents are young and have not had positive parenting role models. The South Dakota Parent Connections organization will provide positive parent training modules in being a partner with the school and helping their children be successful and being active in working with the school on homework and attendance requirements.

We recognize that we must have the help of parents to truly effect change with our students. After researching options for parental training, we decided to select the “Takini Network” model. It has been used successfully at a neighboring school for three years. AHS is optimistic that this will provide us with great support and reinforcement for our project. We expect to have thirty parents successfully attend the training. Selection for the training will prioritize the parents of those students with the most behavior incidents as identified and recorded in NASIS. We will provide childcare for all of the training sessions and have three sessions of seven classes each. We will also provide a meal for the participants and their children. We believe that this training combined with the education offered to our students will bring about a positive impact on our community and especially for our children. The school has had monthly parent meetings to inform the community as what needs to be done at home to reinforce instruction. Our students are impacting family literacy as research indicates over 50,000 people under the age of 25 have less than a ninth grade education in the state of South Dakota, indicating the rate is even higher on the Pine Ridge Indian Reservation. Our 2nd and 3rd grade students are often the primary readers in these homes. With this program we intend to develop our students’ mathematics strength, since the proficiency rates are even lower for math than the reading rates for our community. We understand that the success of our program includes a continuing effort for the parent involvement that must be integrated into the current programs.

AHS Staff Professional Development:

Despite the quantity of opportunities at American Horse School to improve student scores, several factors have hindered success within the school. Prior to the current administration it was difficult to retain highly qualified and experienced staff and the teachers at AHS were not actively involved in any professional development. This problem was exacerbated by “flexible” conditions in the school that allowed teachers to freely change, adapt or incorporate any approach to instruction with little coordination in the curriculum.

A national assessment of academic performance among low-income students shows a 22 point gap in achievement between nine year olds in low and high income schools. The gap between American Horse School and the South Dakota state average exceeds this rate, by 6 points. Low-income students of American Horse School have a 28% lower achievement than mainstream non-reservation South Dakota Public students.

The AHS teachers have made progress; however they need a structured math and intervention program with direct instruction components. The teachers lack the professional skills required for direct instruction methodologies and planning for integrated instruction for mathematics including assessment. Teachers only have one half hour daily to develop their instructional strategies. The AHS teachers and principal approached the school board last year to request help in the area of math education, however the school faces severe financial shortfalls which are primarily due to the change in funding that occurred three years ago. Our enrollment has been increasing annually over the past six years at a time when the Bureau changed the funding formula to a “rolling three-year average” we were experiencing our highest enrollments ever. As a result of this, we received funding in the first year that was less than our funding three years prior. If the “count week” was still in effect we would have experienced a dramatic increase. We are still experiencing the effects of this, but are hopeful that we will be able to recover from these effects within the next two years. The school leadership has determined the needs of the teachers and students through assessments and professional development so that professional development programs can be initiated.

AHS implemented an infrastructure for incorporating a comprehensive literacy program, so that all components of the systematic approach are clearly spelled out and all teachers have the same standard for delivery of service. The teachers have had extensive professional development in curriculum planning and AHS has introduced to them the concept of the “Teacher Resource Center” where instructional materials are available for their use. They have also had various on-site training in classroom management and diverse instruction tools for learners at different levels in the classroom. All paraprofessionals utilize tracking tools for their one-on-one work with special needs students in the classroom. These tools will make it easier for staff to incorporate the new programs for the benefit of their students.

The teachers lack the professional skills required for direct instruction methodologies and planning for integrated instruction for mathematics including assessment. Teachers only have one half hour daily to develop their instructional strategies. The AHS teachers and principal approached the school board last year to request help in the area of math education, however the school faces severe financial shortfalls which are primarily due to the change in funding that occurred three years ago. Our enrollment has been increasing annually over the past six years at a time when the Bureau changed the funding formula to be a “rolling three-year average” we were experiencing our highest enrollments ever. As a result of this, we received funding in the first year that was less than our funding three years prior where if the “count week” was still in effect we would have experienced a dramatic increase. We are still experiencing the effects of this, but the ARRA grant has helped us tremendously to be able to implement our reading and math program.

Onsite Training and Evaluation for professional development is an ongoing necessity for the success of student learning. We have continued to provide training opportunities for our staff which are directed toward academic enrichment and classroom techniques for teaching diverse learners.

For many years there were no additional supplemental resources for teachers or students. Library resources are as scarce as personal resources. Resource allocation for public library service varies from zero to minimal. Most people living on reservations

have no access to public library services except by mail. Even our parents who want to be involved in early literacy of their preschool students have no local library resources. South Dakota is a rural state with many areas of intense poverty. Even areas of only moderate poverty have increased difficulty keeping schools open with minimal staff. The purchase of new coordinated resources and personnel are among the first services considered peripheral and cut and/or discontinued. We prepared a basic library for our students where all reading material is sorted by reading level and each student can find appropriate materials for supplemental reading.

During school years 2007 through 2010, **all AHS teachers are rated as highly qualified** by the State of South Dakota. We have consistently maintained a commitment to school-wide staff development for many years. Professional development supports the strong belief in assessment driven instruction. Teachers have been trained to take and analyze running records, choose appropriate materials and design a balanced reading program, our intention is to take these same measures with our mathematics instruction. All staff development incorporates methods that address the needs of our students who live with poverty. Close cooperation exists between the division of instruction and the cultural bilingual department in planning and offering staff development.

Supervisors at AHS include five instructional staff with master's degrees and who are certified as principals, three of whom have completed coursework for their doctoral degrees and are "all but dissertation" and one of whom was awarded a doctoral degree in 2008. Our teacher retention rates have been over 90% for the past four years. It has been as low as 42% in the past. We have attributed the high retention rate to the a number of factors: school leadership has provided a stable, safe working environment, the adoption of a standardized curriculum, the provision of quality professional development, and the consistency with the policies and procedures of the school.

Every attempt is made to make allowances for staff who are continuing their education, including allowing flexible work schedules and part-time employment. As a result, our retention rate for paraprofessional and support staff is even greater than for our professional staff, we replaced two staff members in the last two years.

AMERICAN HORSE SCHOOL
PROGRAM # 7: Professional Development

| Program Income | |
|----------------------|--------------|
| Item | Amount |
| Total Program Budget | \$156,800.00 |

Professional Development
 Coordinator: J. Richards

Budget Justification

School Board: Training will include "Legal Issues & Program Policy Planning- Modifications, Changes (5 @ \$2200)

Parent Advisory Committee: Their training will include Positive Behavior Mod. @ Home, Residential Facilities, NASIS Portal for Parents @ \$1200 X 3 sessions

Staff: Will include onsite training for all staff by SRA Reading, SRA Math, Saxon Math, NWEA Assessments and Classroom Management @ \$5000 ea. X 5 for consultants & \$5000 for staff.

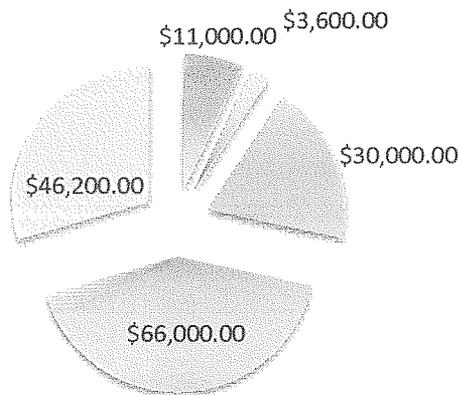
BIE Summer Institute: We will have five school board members, six PAC members, nineteen staff - 30 @ \$2200 = 66000.

BIE Leadership Training: Math & Reading Coach, Interventionists, Administrators, Assessment Coord. 7 staff @ \$2200 X 3 sessions = 46200.

Program Expenses

| Item | Amount |
|---------------------|---------------------|
| Sch. Bd. Trng. | \$11,000.00 |
| PAC | \$3,600.00 |
| Onsite Staff Trng. | \$30,000.00 |
| BIE Summer Instit. | \$66,000.00 |
| BIE Leadership Trng | \$46,200.00 |
| Total | \$156,800.00 |

AHS Professional Development Budget Chart



AMERICAN HORSE SCHOOL
TOTAL BUDGET JUSTIFICATION
10.03g Grant

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DIRECT INSTRUCTION

• PERSONNEL SERVICES

- Teacher – Grades K-12: One Kindergarten Teacher will be hired for those students entering at 4 years, but who will be five years by December 31st @ *NO* ✓ \$50,000 and one Health/Physical Education Instructor will be hired @ \$40,000.
- Instructional Assistants – K-12: Two paraprofessional staff persons to assist with the students in the early Kindergarten class @ \$20,000 each for a total of \$40,000. ✓
- Extended Contracts: \$31,500 ✓ will be used for extended six weeks of Summer School (Teachers will be paid \$100/day X 28 school days X 8 teachers = \$22,400 – Paraprofessionals will be paid \$65/day X 28 school days X 5 staff = \$9,100), and \$39,960 ✓ will be used for Extended Day additional costs for contracts (8 teachers X \$35/day X 108 days X 8 staff = \$30,240 and \$18/day X 108 days X 5 staff = \$9,720).

EMPLOYEE BENEFITS

- Health & Other Insurances: \$23,205 will be used for insurances for staff in the early Kindergarten program.
 - FICA Summer: \$2,800 will be used for employer costs for extended school year (summer school).
 - FICA School Year: The total of \$13,002 will be used for one Kindergarten Teacher, two Kindergarten paraprofessionals, extended day contracts

*adjust
1 Kindergarten
teacher
only
2
pages*

- Retirement: The total of \$1,950 will be used for one Kindergarten Teacher, two Kindergarten paraprofessionals, @ 1.5%.

SUPPLIES & MATERIALS

- Textbooks/Curriculum Materials

- Summer: \$8,000 will be used for reading and math assessments, pens, pencils, paper, workbooks, and other classroom supplies (\$1,000 X 8 classrooms)
- School Year: \$15,000 for Houghton-Mifflin Pre K program, SRA Mastery, Number Worlds Prevention, consumable materials, and take home books for the early Kindergarten class, \$54,000 will be used for the purchase of SRA Mastery Reading materials (\$10,000) for grades 3 through 6 and Houghton-Mifflin Classroom Books for grades Kindergarten through Sixth (\$26,000) and other texts and workbooks for each classroom (18 classrooms @ \$1,000); \$108,000 will be used for the Math Program and will include math manipulatives and teaching materials (\$1,000 X 18 classrooms = \$18,000), SRA Number Worlds (Kindergarten through Eighth Grades @ \$5,000 per grade level = \$45,000) and SRA Connecting Math (Kindergarten through Eighth Grades @ \$5,000 per grade level = \$45,000), \$9,000 for handbooks, video/audio material for individual and group counseling sessions for use by the Wellness Program, and \$16,000 will be used for the purchase of texts and materials for the extended school day (\$2,000/class X 8 classes).

- General Supplies & Materials

- Summer: \$8,000 will be used for extended school year needs (\$1,000 X 8 classrooms).
- School Year: \$6,000 will be used for expendable items like pens, paper, pencils, tape, etc. at a cost of \$2000 per instructional staff for the early Kindergarten class, \$8,000 for Reading Program expendable supplies (\$2,000 X 4 program staff

No - that should be in place w/ existing programs

persons), \$4,500 will be used for Native American role model posters and speakers, and \$3,500.

- Food for Students
 - Summer: \$33,600 will be used for feeding students during the extended school year; we were unable to participate in the SD Child and Adult Nutrition program for this period due to the late notification of the possibility of this program (150 students X \$3/breakfast X 28 days and \$5/lunch X 28 days).
 - School Year: \$124,200 will be used for a meal for students for the extended school day at 4 pm daily (230 students X \$5 evening meal X 108 days).

PROFESSIONAL DEVELOPMENT/TRAVEL

- \$18,000 will be for training the three staff members in the early Kindergarten class in the areas of Behavior Intervention Techniques (more and more students are entering our school with effects from Fetal Alcohol Effects and our staff has not had professional training in these areas and many of these early students have had no headstart or preschool experiences and enter our school with inappropriate behavior, little social skills, and few role models for school-appropriate behavior), \$41,800 will be used for nineteen staff to attend the BIE Summer Institute (\$ 2,200 each).

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EQUIPMENT

- Direct Instruction Equipment
 - \$20,000 for tables, chairs, and other classroom equipment for the early Kindergarten class, \$10,000 will be used for handheld data and assessment tools (\$8,000) and one laptop computer for student data to assist with individual instruction, \$30,000 will be used to purchase equipment for physical education activities (funds have been unavailable for this purpose for the past five years and the equipment we do have is in poor condition).
 - Other Equipment: \$4,000 will be used for two computers for use by the Wellness Program staff (at a cost of \$2000 each), \$5,000 will be used for high-memory

NO

NO

computers to be used for the NATIVE Star Program by two staff members who will be required to enter and maintain necessary data.

PURCHASED SERVICES

- Other Charges
 - Summer: \$18,000 will be used for the additional costs for operating school during the extended school year (\$3,000/week X 6 weeks).
 - Vehicles Rents/Leases: \$14,400 will be used for transportation for the early Kindergarten students who will be unable to stay for the extended school day and will be transported home earlier. These costs are for vehicles to take them home that are equipped with car seats and seat belts for student safety, since these students are generally smaller in size than our other students.

Student Transportation (not ISEP)

- Summer: \$ 8,190 will be used for transporting students during the extended school year (\$80/day X 3 drivers X 28 days = \$6,270 and \$3.50/gallon gas X 15 gallons/day X 28 days = \$1,470).
- School Year: \$59,670 will be used for the additional bus runs that will be needed during the extended school year. Students in grades Kindergarten through Second Grades will be transported home at an earlier time than the rest of the students and this will cause an extra run for all routes (\$100 X 5 drivers X 3 days X 36 weeks = \$54,000 and fuel at \$3.50/gallon X 15 gallons/day X 108 days = \$5,670).

INSTRUCTIONAL SUPPORT

- PERSONNEL SERVICES
 - Instructional Supervisor: \$30,000 for a part-time Coordinator for the Reading Program and \$30,000 for a part-time Coordinator for the Math Program for a total of \$60,000.

- o Instructional Coach: One Reading Coach at \$45,000 and one Math Coach at \$45,000 for a total of \$90,000.
- o Social Worker: One Social Worker will be hired at a cost of \$40,000. *NO*
- o Parent-Community Liaison: One Parent-Community Liaison will be hired at \$40,000 to coordinate parent classes, monthly activities, maintain documentation, and schedule speakers for parenting classes. *Sup? NO*
- o Counselor: One Counselor will be hired at a cost of \$50,000. *NO*
- o Other-Interventionists: One primary and one middle school Reading Interventionist will be hired at \$40,000 each for a total of \$80,000 for Reading Interventionists, one primary and one middle school Math Interventionist will be hired at \$40,000 each for a total of \$160,000. *NO*
- o Other-Intern/Data Clerk: One Intern/Data Clerk will be hired to maintain student records and schedule student appointments at outside agencies when necessary and monitor students in the alternative room at a cost of \$20,000. *NO*
- o Other Support Program Supervisor: One half-time Coordinator will be paid \$25,000 to supervise the Wellness Program and to complete any necessary federal, state and BIE reports and statistics. *NO*

EMPLOYEE BENEFITS

- Health & Other Insurances: \$62,474 will be for the insurances for the three and one-half staff persons in the Reading Program, for the three and one-half staff persons in the Math Program, and for staff in the Wellness Program. *Adjust*

- Adjust*
- FICA Taxes: \$61,201 will be used for the employer payroll taxes contributions for the Reading Program staff, Math Program staff, Extended School staff, and Wellness Program staff.

- Adjust*
- Retirement: \$7,275 will be used for the 1 1/5% contribution for the Reading Program, Math Program, and Wellness Program staff.

PURCHASED SERVICES (CONTRACTED SERVICES)

- Implementation*
- On-Site Consultants: \$12,000 will be used for an SRA Consultant to assist in the evaluation of the Reading Program, \$6,000 will be used for a Math Consultant to assist in the evaluation of the Math Program, and \$25,000 will be used for on-site training for all staff in the areas of SRA Reading, SRA Math, Saxon Math, NWEA Assessment, and Classroom Management (\$5,000 each).
 - Extended Mental Health Services: \$6,000 will be used for outside mental health services for students who do not qualify for special education services to help them with anger and violence issues that cannot be resolved by school personnel.

SUPPLIES & MATERIALS

- Need \$*
- Assessments/Evaluations: \$6,000 will be used for the assessments of the early Kindergarten class students, \$28,000 will be used for assessments and assessment-related equipment and supplies for the Reading Program-assessments will include DIBELS, Reading Records, STAR Reading Assessments, and NWEA, \$10,000 will be used for the Math Program-assessments will include AIMSWEB, Star Math Assessments, and NWEA for a total of \$44,000.
 - General Supplies & Materials: \$8,000 will be used for the Wellness Program staff (\$2,000 X 4 staff), \$7,000 will be used for parent classroom materials (\$1,000 X 7 courses), \$2,000 for expendable items like paper, pen, pencils, tape, etc. for the parent program, and \$18,000 will be used for printing of materials (policy changes, parent

training, program data, newsletter and related Lakota translation services @
\$2,000/month X 9 months).

PROFESSIONAL DEVELOPMENT/TRAVEL

- Employee Professional Development: \$12,000 will be used for training in the areas of suicide prevention, bullying prevention, and behavior intervention techniques for the Wellness staff (\$6,000 X 2 staff), \$5,000 will be for training in the NATIVE Star program (2 staff X \$2,500), \$4,000 for staff training at Parent Connections at Rapid City, SD for eight classes, \$5,000 for staff stipends for on-site training after working hours, and \$46,200 for seven staff members to attend the BIE Leadership Training Sessions (7 staff X \$2,200 X 3 sessions).
50x \$2000
- Parent Professional Development: \$19,950 will be used for twenty-one parenting class sessions with childcare costs, \$3,600 will be used for three training sessions for the Parent Advisory Committee in the areas of Positive Behavior Modifications at Home, When are Residential Facilities Necessary, and NASIS Portal for Parents (\$1,200 each), and \$13,200 will be used for six Parent Advisory Committee members to attend the BIE Summer Institute (\$2,200 each).
11/10
- Student Travel: \$14,400 will be used for vehicle lease, fuel, oil, and maintenance (\$800 X 2 vehicles X 9 months) for student visits, physician and clinical appointments, to be used by the Wellness Program.
11/10

OTHER INTERVENTION MODEL REQUIREMENTS/NEEDS

- Other Incentives: \$9,000 will be used for daily, weekly and monthly student incentives for the Reading Program and \$9,000 will be used for daily, weekly and monthly student incentives for the Math Program for a total of \$18,000.
- Other Planning (Governance): \$7,500 will be used for two-2 day School Improvement Team meetings(\$2,500 each), two 1-day working sessions with the Parent Advisory Committee and Leadership Team (\$1,000 each), and for three working sessions with

Leadership Team, School Board, Community members (\$1,000 each), \$11,000 will be used for "Legal Issues & Program Policy Planning-Modifications and Changes (5 members X \$2,200), and \$11,000 for five School Board members to attend the BIE Summer Institute (\$2,200 each).

**AMERICAN HORSE SCHOOL
TOTAL BUDGET**

| Expenditure Classification | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | Total Budget |
|--|-----------|-----------|-----------|-----------|--------------|
| DIRECT INSTRUCTION | | | | | |
| PERSONNEL SERVICES | | | | | |
| Teachers - Grades K-12 | - | 90,000 | 93,150 | 96,410 | 279,560 |
| Teachers - Special Education | - | - | - | - | - |
| Instructional Assistants -- K-12 | - | 40,000 | 41,400 | 42,849 | 124,249 |
| Instructional Assistants -- K-12 | - | - | - | - | - |
| Substitutes | - | - | - | - | - |
| Extended Contracts | 31,500 | 39,960 | 41,359 | 42,806 | 155,625 |
| Stipends/Incentives | - | - | - | - | - |
| Other | - | - | - | - | - |
| Other | - | - | - | - | - |
| | - | - | - | - | - |
| EMPLOYEE BENEFITS | | | | | |
| Health & Other Insurances | - | 23,205 | 24,017 | 24,858 | 72,080 |
| FICA Taxes | 2,800 | 13,002 | 13,457 | 13,928 | 43,187 |
| Retirement | - | 1,950 | 2,018 | 2,089 | 6,057 |
| TSP Match | - | - | - | - | - |
| Other Benefits | - | - | - | - | - |
| SUPPLIES & MATERIALS | | | | | |
| Textbooks/Curriculum Materials | 8,000 | 202,000 | 100,000 | 85,000 | 395,000 |
| Instructional Software | - | - | 25,000 | 25,000 | 50,000 |
| General Supplies & Materials | 8,000 | 22,000 | 20,000 | 15,000 | 65,000 |
| Food for students | 33,600 | 124,200 | 130,000 | 135,000 | 422,800 |
| | | | | | |
| PROFESSIONAL DEVELOPMENT/TRAVEL | | | | | |
| Employee Travel | - | - | - | - | - |
| Employee Professional Development | - | 59,800 | 60,000 | 50,000 | 169,800 |
| Other P.D./Travel | - | - | - | - | - |

*Teacher only
KINDER 50,000*

AMERICAN HORSE SCHOOL
TOTAL BUDGET
PAGE 2

| Expenditure Classification | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | Total Budget |
|-----------------------------------|-----------|-----------|-----------|-----------|--------------|
| EQUIPMENT | | | | | |
| Direct Instruction Equipment | - | 60,000 | 35,000 | 25,000 | 120,000 |
| Other Equipment | - | 9,000 | 2,500 | 2,500 | 14,000 |
| PURCHASED SERVICES | | | | | |
| Contracts | - | - | - | - | - |
| Other Charges | 18,000 | - | 18,000 | 18,000 | 54,000 |
| Vehicles Rents/Leases | - | 14,400 | 14,400 | 14,400 | 43,200 |
| Student Transportation (not ISEP) | 8,190 | 59,670 | 60,000 | 60,000 | 187,860 |
| INSTRUCTIONAL SUPPORT | | | | | |
| PERSONNEL SERVICES | | | | | |
| Principal | - | - | - | - | - |
| Instructional Supervisor | - | 60,000 | 62,100 | 64,274 | 186,374 |
| Subject Matter Specialist | - | - | - | - | - |
| Instructional Coach | - | 90,000 | 93,150 | 96,410 | 279,560 |
| Social Worker | - | 40,000 | 41,400 | 42,849 | 124,249 |
| Parent-Community Liaison | - | 40,000 | 41,400 | 42,849 | 124,249 |
| Counselor | - | 50,000 | 51,750 | 53,561 | 155,311 |
| Other-Interventionists | - | 160,000 | 165,600 | 171,396 | 496,996 |
| Other-Intern/Data Clerk | - | 20,000 | 20,700 | 21,425 | 62,125 |
| Other Support Prog. Supv. | - | 25,000 | 25,875 | 26,781 | 77,656 |
| EMPLOYEE BENEFITS | | | | | |
| Health & Other Insurances | - | 62,474 | 64,661 | 66,924 | 194,058 |
| FICA Taxes | - | 61,201 | 63,343 | 65,560 | 190,104 |
| Retirement | - | 7,275 | 7,530 | 7,793 | 22,598 |
| TSP Match | - | - | - | - | - |
| Other Benefits | - | - | - | - | - |
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| | | | | | |
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AMERICAN HORSE SCHOOL
TOTAL BUDGET
PAGE 3

| Expenditure Classification | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | Total Budget |
|--|---------------|-----------------|-----------------|-----------------|-----------------|
| PURCHASED SERVICES (CONTRACTED SERVICES) | | | | | |
| Education Management Organization | - | - | - | - | - |
| Charter Management Organization | - | - | - | - | - |
| On-Site Consultants | - | 43,000 | 43,000 | 43,000 | 129,000 |
| Extended Mental Health Svcs. | - | 6,000 | 6,000 | 6,000 | 18,000 |
| SUPPLIES & MATERIALS | | | | | |
| Assessments/Evaluations | - | 44,000 | 22,000 | 22,000 | 88,000 |
| Assessment Software | - | - | - | - | - |
| General Supplies & Materials | - | 35,000 | 25,000 | 10,000 | 70,000 |
| Other | - | - | - | - | - |
| PROFESSIONAL DEVELOPMENT/TRAVEL | | | | | |
| Employee Professional Development | - | 72,200 | 35,000 | 20,000 | 127,200 |
| Employee Travel | - | - | - | - | - |
| Parent Professional Development | - | 36,750 | 36,750 | 36,750 | 110,250 |
| Parent Travel | - | - | - | - | - |
| Student Travel | - | 14,400 | 14,400 | 14,400 | 43,200 |
| Other | - | - | - | - | - |
| OTHER INTERVENTION MODEL REQUIREMENTS/NEEDS | | | | | |
| Extended Learning Time | - | - | - | - | - |
| Displacement Costs | - | - | - | - | - |
| School Closure Costs | - | - | - | - | - |
| Extended Professional Development (Career Growth) | - | - | - | - | - |
| Other-Incentives | - | 18,000 | 18,000 | 18,000 | 54,000 |
| Other-Planning (Governance) | - | 29,500 | 15,000 | 5,000 | 49,500 |
| PROGRAM TOTALS | \$ 110,090.00 | \$ 1,673,987.00 | \$ 1,532,959.35 | \$ 1,487,811.17 | \$ 4,804,847.52 |

Wanbli Ohitika Win

Dayna Brave Eagle

PO Box 662

Kyle, SD 57752

(605) 455-2501

dbe@gwtc.net

Present Career Objective

To obtain a position in education so that I may be a positive impact on our future through our students.

Experience

September 2007 – Present

American Horse School
Special Service Director
Allen SD 57714

July 2006 – June 2007

Little Wound High School
Principal
Kyle SD 57752

January 2004 – July 2006

Little Wound School
School Reform/ Curriculum Specialist
Kyle SD 57752

August 2002 – December 2003

Little Wound High School
English Teacher
Kyle SD 57752

December 2001 – May 2002

Little Wound School
Special Education Teacher
Kyle SD 57752

July 2000 – November 2001

Pine Ridge School
Superintendent
Pine Ridge SD 57770

September 1999 – June 2000

Little Wound School
Middle School Principal
Kyle SD 57752

August 1996 – September 1999

Little Wound School
Student Service Director
Kyle SD 57752

August 1994 – June 1996

Takini School
Special Education Coordinator
Howes SD 57538

August 1993 – June 1994

Takini High School
English/Special Education Teacher
Howes SD 57538

August 1992 – June 1993

Little Wound High School
Special Education Teacher
Kyle SD 57752

August 1989 – June 1992

Little Wound High School
English/Journalism Teacher
Kyle SD 57752

Education

Education Specialist Degree

University of Sioux Falls
Sioux Falls SD
May 2006

Superintendent Endorsement

University of Sioux Falls
Sioux Falls SD
May 2003

M.A. Education Administration

South Dakota State University
Brookings SD
May 1997

Special Education Endorsement

Oglala Lakota College
Kyle SD
May 1992

B.A. Secondary Education

Dakota Wesleyan University
Mitchell SD
May 1989

A.A. Liberal Arts

Haskell Indian Nation University
Lawrence KS
December 1995

References

Sadie In The Woods

Student
Duke University
(605) 455-1103

Tom Casey

KILI Radio
Porcupine SD
(605) 867-5002

Keith Moore

Director of Indian Education
Pierre SD
(605) 773-6118

Christopher M. Grant

National Native American Gang Specialist
Rapid City SD
(605) 431-6520

Cecelia Fire Thunder

Past Oglala Lakota Tribal President
Martin SD
(605) 685-6005

107 PORTICE STREET P.O. BOX # 365 • MARTIN, SOUTH DAKOTA 57551
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GCOATSKI@USD.EDU OR GCOATSKI@GWTC.NET

GLORIA JEAN COATS-KITSOPOULOS

OBJECTIVE

To better facilitate student learning at the elementary and secondary school levels by insuring student's are taught the appropriate state standards for each grade level and have a safe and drug free learning environment

EDUCATION

Graduate of Todd County Independent School District Schools K-12th,
Mission, South Dakota

- *University of South Dakota- Vermillion, South Dakota*
- 1968-1972 BS Education Area: Elementary Ed, Minors: Hist & English
- 2001-2003- USD -Masters Specialist; Education Administration- 4.0 GPA
- 2003-2007- USD-Completed Comprehensive Examinations for Doctorate ED.D, 4.0 GPA, Estimated completion date of Dissertation - 2009
- 1981-1983- Virginia Commonwealth University, Richmond, Virginia, Master's Education- Reading - 3.9 GPA
- 2002- Native American Principal's Academy Penn State University, State College, PA.

WORK EXPERIENCE

- 1972 – 1973 Bellevue Public School System Bellevue, Nebraska
4th Grade (Open Classroom) Teacher
- 1973-1974 Bennett County School District Martin, South Dakota
6th Grade (Self-Contained) Teacher
 - 1974-1975- Shannon County School District Bates land, South Dakota
7th & 8th Language Arts & Science (Departmentalized)
- 1975-2001- Military Service – see Military Background below
2001-2006- Principal, AMERICAN HORSE SCHOOL, Allen, South Dakota
2007-Superintendent, AMERICAN HORSE SCHOOL, Allen, South Dakota

ACCREDITATIONS

1972-1977- Elementary Teacher Accreditation K-9th, Nebraska & S D

1983- Elementary Teacher Accreditation K-8th, Reading Teacher Accreditation K-12th, Virginia & National Teacher Exam-Proficient-Elementary

2000- Texas Teachers Exam, - Elementary Teacher Accreditation K-8th, Texas; Lifetime

2001- Elementary Teacher Accreditation & Language Arts Teacher Accreditation Pre-School-K-8th, Reading Teacher Accreditation, P -12th,SD

2003- Principal Certification, Pre-school-8th, South Dakota

2004- Honorary Degree in Lakota Leadership, Oglala Lakota College

2006- NCA CASI ,AdvancED, Team Inspection Training Modules 1,2,3, &4

2007- Elementary Teacher Accreditation & Language Arts Teacher Accreditation Pre-School-K-8th, Reading Teacher Accreditation, P -12th,SD

2007- Superintendent Certification(K-12) and Principal Certification, Pre-school-8th, South Dakota

PROFESSIONAL MEMBERSHIPS

Association for Supervision and Curriculum Development

Reading Recovery International

International Reading Association

Oglala Nation Education Consortium

Badlands Reading Council

Core Knowledge Foundation

Enrolled member of the Oglala Sioux Tribe

MILITARY BACKGROUND

1975-2001- United States Army, traveled to or lived in Europe, Korea, England, Hawaii, Alaska and all 48 Continental United States

1975-1980- 2nd-1st Lieutenant, Captain USA Transportation Corps

1980-1983- Captain, USA Reserve, Richmond Virginia

1983-1986- Captain & Major, USA Medical Service Corps, Chief of Logistics and Commander of Medical Units

1986-1993- Major, USA Medical Service Corps, Walter Reed Medical Center, Washington DC, Chief of Logistics and attended USA Medical Contracting Command School and completed internship in Federal contracting

1993-2001- Lieutenant Colonel, USA Medical Command, USA Medical Command Contracting Directorate & Brooke Army Medical Center, Ft Sam Houston, Texas, Chief of Logistics, Logistics Staff Officer and Commander of Medical Contracting Directorate

2001- Retired from USA Medical Service Corps with permanent rank of Lieutenant Colonel with 26 years active duty service

Awards: Legion of Merit, 6 Meritorious Service Medals, 4 Army Commendations, 2 Army Achievement Medals, National Defense Service Ribbon with Bronze Star, Army Reserve Ribbon and Medical Military Merit Medal, Graduate of US Army Command and General Staff College, Ft. Leavenworth, Kansas

COMMUNITY ACTIVITIES

Active in many military communities with the Church in teaching catechism to elementary students as well as high school students

President of Fitzsimmons Catholic Parish in Aurora, Colorado

Cub Scout Den Mother -Englewood, Colorado

Cheerleading Coach in Springfield Virginia for Girls Youth Club

Girl Scout Leader- Springfield Virginia

Boerne High School Parent's Cheerleading Association, Boerne, Texas

Boerne High School Parent's Athletic Support Association, Boerne, Texas

Hill Country Texas A&M Mother's Club, Boerne, Texas

San Antonio Texas A&M Mother's Club, Boerne, Texas

REFERENCES

Dr. Marcia Morrison, School of Education, USD, Vermillion, South Dakota

Dr. Mark Baron, School of Education, USD, Vermillion, South Dakota

Dr. Maurine Richardson, School of Education, USD, Vermillion, SD

Mr. Albert Sharp, President AMERICAN HORSE SCHOOL Board, Allen,
South Dakota 57714

Ms. Norma Tibbits, BIE Educational Line Officer, Pine Ridge, South
Dakota

Ms. Suzanne White Lance, Business Manager American Horse School, Allen
South Dakota 57714

Dr. Dan Levikold, Superintendent, Lead Deadwood School District,
Deadwood South Dakota

Justina Setalla-One Horn
P.O. Box 112
Kyle, South Dakota 57752

Title: K-8 Special Education Coordinator/Lead Teacher
Place of Employment: American Horse School
Duration of Employment: 8-2003 to Present
Annual Gross Pay: 36,660

Job Summary: I worked in coordinating the Special Education Program and was overseer of the Special Education Paraprofessionals. I offered educational services to students ranging from severely multi-handicapped to students with mild learning disabilities, speech and hearing impairments.

Responsibilities:

- Develop Inclusion documentation for general education teachers
- Meet with Special Education Paraprofessionals and guide them in developing lesson plans, modifications to regular curricula and provide accommodations for students with special needs in the general education classroom.
- Evaluate student progress and provide best teachings for student achievement and success.
- Comply with and complete all legal procedures for the special education program, Bureau of Indian Affairs (Office of Indian Education-Pine Ridge Agency), and Student IEP files.
- Develop Individual Education Plans (IEP) for each student entered and eligible for service through the Special Education Program.
- Develop Behavior Plans for those students as defined by IDEA 97 as a child with an Emotional Disability.
- Develop curriculum and instruction activities to serve as a learning guide for activities implemented in each developed IEP.
- Conduct IEP meetings with all teaching staff and support staff, Speech, Occupational, and Physical Therapist involved in the students education.
- Provide supervision and guidance to special education paraprofessionals.
- Work closely with involved professionals with the assessment procedures and the development of the IEP.
- Work closely with the general education teachers to successfully include the students in the general education setting.
- Participate in all special education trainings, staff meetings and scheduled duties directed by the school administrator.

Title: Baby FACE Coordinator
Place of Employment: American Horse School
Duration of Employment: 9-2003 to 12-30-2005

Job Summary: I served as the Part-time supervisor of the Baby FACE Preschool Literacy Program.

Responsibilities:

- Planning and carrying out procedures to identify and recruit families; adapting curriculum and parent materials; arranging for and participating in developmental screening and reporting to parents; planning and conducting parent group meetings; maintaining contacts with the community agency personnel; supervising record keeping; correspondence and scheduling. Oversee two paraprofessionals and provide guidance through lesson planning.

Title: High School Special Education Teacher
Place of Employment: Little Wound High School
Duration of Employment: 8-13-01 to 8-2003

Job Summary: I worked in a program which provides services to student with disabilities.

Responsibilities:

- Develop Inclusion documentation for general education teachers
- Meet with Special Education Paraprofessionals and guide them in developing lesson plans, modifications to regular curricula and provide accommodations for students with special needs in the general education classroom.
- Evaluate student progress and provide best teachings for student achievement and success.
- Comply with and complete all legal procedures for the special education program, Bureau of Indian Affairs (Office of Indian Education-Pine Ridge Agency), and Student IEP files.
- Develop Individual Education Plans (IEP) for each student entered and eligible for service through the Special Education Program.
- Develop Behavior Plans for those students as defined by IDEA 97 as a child with an Emotional Disability.
- Develop curriculum and instruction activities to serve as a learning guide for activities implemented in each developed IEP.
- Conduct IEP meetings with all teaching staff and support staff, Speech, Occupational, and Physical Therapist involved in the students education.
- Provide supervision and guidance to special education paraprofessionals.
- Work closely with involved professionals with the assessment procedures and the development of the IEP.

- Work closely with the general education teachers to successfully include the students in the general education setting.
Participate in all special education trainings, staff meetings and scheduled duties.

Title: Even Start Family Literacy Program Coordinator/ Early Childhood Teacher

Place of Employment: Little Wound School

Duration of Employment: 8-14-2000 to 6-30-2001

Annual Gross Pay: 32,664.56

Responsibilities:

- Provide Early Childhood education services to Even Start children participating in the Center-Based program.
- Provide Center-Based Component child participants with daily routine that includes physical education, planning, activity, recess, snack, small group and cooperative learning, recreational, rest, listening, lunch, library and most importantly PACT time.
- Conduct and record daily observations for each child using the Child Assessment/ Observation Record.
- Coordinate and supervise PACT time.
- Conduct parent and staff meetings.
- Participate in program development, evaluation, continuation applications, and other assigned activities which pertain to Even Start.
- Supervise Home-Based teacher, Adult Education Teacher, and support staff.
- Attend All required trainings and staff meetings.

Title: Elementary & Preschool Special Education Teacher

Place of Employment: Todd County School District---He Dog School

Duration of Employment: 8-97 to 8-2000

Annual Gross Pay: 26,000

Responsibilities:

- Work with students with various disabilities.
- Provide an Age/Development appropriate curriculum for each.
- Develop IEP and IFSP for each child certified in the program.
- Monitor each student file and make sure all paperwork and requirements are completed in a timely manner.
- Comply with and adhere to IDEA 97.
- Instruct each student and address annual goals and objectives indicated in IEP and IFSP files.

Jodi Ann Richards

**P.O. Box 623
2079 North Avenue
Allen, SD. 57714**

**Home (605) 455-2503
Cell (605) 441-3499**

Bureau of Indian Education Middle School Principal of the Year 2009-2009

Education: University of South Dakota Doctorate of Education Program working on dissertation

University of South Dakota

Vermillion, South Dakota

Masters Degree/Administrator's Certificate

K-12 Principal Endorsement

Superintendent Endorsement

Sinte Gleska University
Mission, South Dakota
M.A. Elementary Ed. 1996

University of Minnesota
Minneapolis, Minnesota
B.S. Elementary 1980

Professional Affiliations

Association of Supervision and Curriculum Development
South Dakota Association for Elementary Principals
International Reading Association
South Dakota Reading Association
Badlands Reading Council Association
South Dakota Indian Education Association
South Dakota Association for Bilingual and Bicultural Education
Reading Recovery Association

Certification

Administrators Certificate:
Superintendent
K-12 Principal
5-8 Middle Level Language Arts
K-12 Computer Science
4-6 Growing Healthy
K-8 Elementary Education
Dakota Language Proficiency Assessment Standard Setting Workshop
SD Reading First DIBELS Data Training
AdvancED Quality Assurance Review Chair Training
FACE Coordinator & Adult Education Training

Positions:

Adjunct Faculty Oglala Lakota College-Pass Creek, Eagle Nest, and La Creek Districts
1996-2009, Methods in Education Courses, Computer and General Studies Courses.

American Horse School-Allen, SD.

2008-2010 Middle School Principal, 21st Century and FACE Coordinator
2007-2008 Middle School Principal, Reading Intervention
2006-2007 6th grade teacher, Teacher Leader 4th-6th grades
2006 4th grade teacher, Reading Recovery teacher, Core Knowledge
Coordinator
2004-2005 5th grade teacher, Reading Recovery Teacher, Core Knowledge
Coordinator
2002-2004 Reading Recovery teacher and Reading Groups 6th-8th
2001-2002 Kindergarten teacher
1999-2001 6th grade teacher
1998-1999 1st grade teacher

Black Hills State University-Spearfish, SD.

1997-1998 College of Education: Children's Literature, Methods of Teaching
Language Arts and Reading & Education of the Culturally Different.

Adjunct Faculty Sinte Gleska University-Mission, SD. Graduate Education Courses.

Crazy Horse School-Wanblee, SD.

1995-1997 Computer/ESL Teacher instructing 2nd-6th graders
1994-1995 Bilingual Curriculum Developer –Developing thematic units, collecting
materials and co-teaching unites with K-6th grade classroom teachers.
1989-1994 5th grade teacher-responsible for instruction of all basic academic areas.

Porcupine Day School-Porcupine, SD.

1987-1989 3rd/4th combination classroom teacher
1988 Acting Principal

Little Eagle Day School-Little Eagle SD.

1985-1987 1st grade teacher

Colegio Bolivar – Cali, Colombia, South America

1983-1985 4th grade teacher

Red Scaffold School-Red Scaffold, SD.

1982-1983 7th & 8th Science and Math Courses
1980-1982 3rd/4th-combination classroom teacher

Francis White Lance-PO Box 564, Kyle, South Dakota

605/455-1600 (home)

605/455-1209 (work)

EMPLOYMENT

CULTURAL COORDINATOR/SOCIAL WORKER

American Horse School

2007 - CURRENT

Allen, South Dakota

Responsible for supervision of the cultural/bilingual program and staff. Responsible for individual student counseling and family intervention sessions. Provide student resources for classroom behavior situations. Responsible for federal, state and other agencies reporting requirements.

CULTURAL COORDINATOR/TEACHER (ELEMENTARY SCHOOL)

American Horse School

2004 - 2007

Allen, South Dakota

Responsible for developing and implementing cultural bilingual curriculum for students in grades Kindergarten through 8th. Supervision of three staff persons. Assistance with parent involvement activities.

DEAN OF STUDENTS (HIGH SCHOOL)

Little Wound School

1994 - CURRENT

Kyle, South Dakota

Responsible for disciplinary procedures for high school students, including reporting to required agencies and organizations.

SOCIAL WORKER-SPECIAL EDUCATION

Little Wound School

1992 -19 94)

Kyle, South Dakota

Liaison between special education students, and their families, and other agencies (court system, physicians, and social security).

SUPERVISOR, CHILD PROTECTIVE SERVICES

South Dakota State Social Services

1990 -19 92

Pine Ridge, South Dakota

Supervise 25 social workers, responsible for vehicle pool, building maintenance. Daily interaction with state, local and federal agencies and federal and tribal court systems in behalf of children.

OGLALA LAKOTA COLLEGE

Associate Instructor

1991 -CURRENT

Kyle, South Dakota

Part-time instructor in the Lakota Studies Department teaching Lakota Language I, Lakota History and Lakota Thought and Philosophy.

CATHOLIC THEOLOGICAL UNION

Adjunct Professor

1986 -CURRENT

Kyle, South Dakota

Occasional instructor in the areas of Cultural Diversity and Mission Preparation. In Chicago, I was a co-teacher of classes and since I have returned to South Dakota in 1989, each semester a class has visited me for instruction.

EDUCATION

GRADUATE STUDIES IN THE FIELD OF EDUCATION

Black Hills State University (9 credit hrs.)

1998-2000

Spearfish, South Dakota

MASTER OF THEOLOGICAL STUDIES

Seabury-Western Theological Seminary

1986-1989

Evanston, Illinois

BACHELOR OF ARTS DEGREE (PHILOSOPHY)

The University of Dubuque

1984-1986

Dubuque, Iowa

Received annual Philosophy award-1986.

OTHER

- South Dakota Child Protection Worker certification.
- Honorably Discharged from the US Air Force in 1977.
- Since 1989 I am an ordained priest in the Anglican Catholic Church of America.

EDUCATION

The University of Dubuque, 2000 University Avenue, Dubuque, IA 52001

Bachelor of Arts Degree, Business Administration - 1986

Member of Political Science, Business, and International Friendship Club

The University of South Dakota, Vermillion, South Dakota

NAES College, 2838 West Peterson Avenue, Chicago, IL

Seabury-Western Theological Seminary, 2100 N. Sheridan Road, Evanston, IL

Graduate studies in Business Administration and History, 1988-1992

Completed seventeen (17) hours.

Black Hills State University, Spearfish, South Dakota

Oglala Lakota College, Kyle, South Dakota

Graduate and undergraduate studies in Education, 1998-present

EXPERIENCE

AMERICAN HORSE SCHOOL, ALLEN, SOUTH DAKOTA

Chief Financial Officer, August 1999-Present

Administration and oversight of all fiscal activities for K-8 elementary school with contracts/government revenue of \$3 million.

Supervise permanent staff of five accounting personnel.

LITTLE WOUND SCHOOL, KYLE, SOUTH DAKOTA

Alcohol/Drug Testing Program Manager, August 1998-July 1999

Developed and implemented the first alcohol and drug testing program for staff including amending current policies and procedures of the school and coordinating a training schedule for 230 permanent staff and 75 temporary staff. Conducted training for staff and governing school board.

AMERICAN HORSE SCHOOL, ALLEN, SOUTH DAKOTA

Chief Financial Officer, August 1997-July 1998

Administration and oversight of all fiscal activities for K-8 elementary school with contracts/government revenue of \$3 million.

Supervise permanent staff of five accounting personnel.

CEDAR PASS LODGE, BADLANDS NATIONAL PARK, INTERIOR, SD

Accounting Manager, 1996-1997

Interim Manager, 1995-1996

Oversight of operations at the National Park Concession with gross sales of \$4.5 million, including retail gift shop, 120 seat full service restaurant and 30 cabins with permanent staff of 10 and seasonal staff of 120.

OGLALA SIOUX PARKS AND RECREATION AUTHORITY, KYLE, SD

Assistant Director/Contracts Compliance Officer, November 1992-December 1995

Supervisor for Administrative Division of OSPRA, which included the Cedar Pass Lodge Accounting Department & the 93-638 Fish and Wildlife Contract duties. Responsible for the implementation, training of staff, and monitoring of the computerized accounting systems with FUTEX program. I was appointed by the OSPRA Board in August 1996 as the Acting Director until pressing financial matters created a need for my skills at Cedar Pass Lodge on a temporary full

time

basis. Acted in the absence of the Director. OSPRA is the managerial organization responsible for Cedar Pass Lodge.

OGLALA LAKOTA COLLEGE, KYLE, SOUTH DAKOTA

Part-time Instructor in Accounting I, Payroll Accounting and Computer Science courses, August 1991-present

OGLALA SIOUX TRIBE-HIGHER EDUC. SCHOLARSHIP PROG, PINE RIDGE, SD

Director, August 1991-October 1992

Responsible for the administration of PL 93-638 contract granting scholarship funds to Oglala Sioux Tribal members in colleges and universities. Maintained an advocacy role for students at various campuses in South Dakota and in the region. Completed financial & statistical reports for OST & BIA in conjunction with funded & non-funded students.

PORCUPINE DAY SCHOOL, PORCUPINE, SOUTH DAKOTA

Business Manager, October 1990-March 1991

Responsible for all aspects of financial accounting office, including Food Service (CANS) reports, BIA & OST reporting requirements on utilization of funds. Maintained personnel files and records. Completed all federal & state tax reports.

AMERICAN INDIAN ECONOMIC DEVELOPMENT ASSOCIATION, CHICAGO, IL

Interim Director, January 1989-June 1989

Responsible for administering a community-based organization with a three-fold approach to development: Small Business, Housing, and management of a federal credit union (the first Urban Indian operation). Responsible for development of budget which required extensive grant writing activities. Maintained fiscal accounting duties including check signing and completed all federal and state tax reports.

NATIVE AMERICAN EDUCATIONAL SERVICES (NAES), CHICAGO, ILLINOIS

Part-Time Instructor: Dynamics of Finance and Management, September 1988-May 1989

EVANGELICAL LUTHERAN CHURCH IN AMERICA, CHICAGO, ILLINOIS

Unit Office Manager, Division of Church in Society, September 1987-May 1988 and the Division of Social Ministry Organizations, September 1988-January 1989

AMERICAN INDIAN BUSINESS ASSOCIATION, CHICAGO, ILLINOIS

Vocational Counselor, August 1986-September 1987

MOUNTAIN PLAINS YOUTH SERVICES COALITION, PIERRE, SOUTH DAKOTA

Emergency Shelter Care House Parents, Kyle, South Dakota, June 1982-August 1984

COMMUNITY INVOLVEMENTS

Oglala Sioux Tribe Development Organization, Pine Ridge, South Dakota, 1997-1998

Little Wound School, Kyle, SD, Board of Directors, 1992-1994

American Indian Center, Chicago, IL, Board of Directors, 1988-1990

First American Cultural Society, Chicago, IL, Board of Directors, 1988-1990

From 1988-1992, I was a representative on a number of church committees:

Evangelical Lutheran Church in America: Multicultural Women's Committee & Racial Justice Steering Task Force

The Episcopal Church: Episcopal Women of Color and Committee on the Status of Women

PROFESSIONAL DEVELOPMENT

Supervisory Drug and Alcohol Training for DOT employees

Administering the Collection Process for Drug Testing

Breath Alcohol Technician certification

Advanced Supervisory Employee Assistance Program Training, 32 hours

Developing and Administering a Budget

Managerial Seminars, ELCA Personnel Office

64 hours of intensive specialized training for care of Special Treatment Youth with SD State Social Services

GRADUATE COURSES TAKEN

*OGLALA LAKOTA COLLEGE, KYLE, SD ***** Graduate courses in Education (18 hours)*

SEABURY-WESTERN THEOLOGICAL SEMINARY, EVANSTON, IL

Anglican History - 1 unit (equal to 4 credits) ***** History and Theory of Liturgics - 1 unit (equal to 4 credits)

NATIVE AMERICAN EDUCATIONAL SERVICES COLLEGE, COLLEGE, IL

Studies in Leadership (3 credits)

UNIVERSITY OF SOUTH DAKOTA, VERMILLION, SD

Personnel Management (3 credits) ***** Financial Management (3 credits)

BLACK HILLS STATE UNIVERSITY, SPEARFISH, SD

Methods of Teaching Elementary Science (3 credits) ***** Methods of Teaching Elementary Math (3 credits)

Education of the Culturally Different (3 credits)

REFERENCES AVAILABLE UPON REQUEST.

VI. 2010-2011 Title I 1003(g) School Improvement Grant Assurances

The school must include the following assurances in its application for a school improvement grant. Please check the applicable boxes.

The school must assure that it will:

- Use its school improvement grant to implement fully and effectively an intervention (Tier I) consistent with the final requirements.
- Establish annual goals for student achievement on State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in Section III of the final requirements in order to monitor the school's progress.
- Include in the contract or agreement a provision that the education management organization will be held accountable for complying with the final requirements if implementing a restart model in a Tier I or Tier II school.
- Report to the BIE the school-level data required under Section III of the final requirements.

WAIVERS: The BIE has obtained waivers of requirements applicable to the school's School Improvement Grant. The School must indicate which of those waivers it intends to implement.

The school must check each waiver that the school will implement. The School believes that the requested waiver(s) will increase the quality of instruction for students and improve the academic achievement of students in Tier I and Tier III schools by enabling the school to use more effectively the school improvement funds to implement one of the four school intervention models in Tier I schools and to carry out school improvement activities in Tier III schools. The four school intervention models are specifically designed to raise substantially the achievement of students in the BIE's persistently lowest-achieving schools.



Extending the period of availability of school improvement funds.



"Starting over" in the school improvement timeline for Tier I school implementing a turnaround or restart model.

The school that chooses to implement one of more of these waivers will comply with section I.A.7 of the final requirements.

The school assures that it will implement the waiver(s) only if the school receives a school improvement grant and requests to implement the waiver(s) in its application.