

## Murphy, Sarah

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**From:** Edmo, Jack  
**Sent:** Friday, January 18, 2013 7:20 AM  
**To:** Murphy, Sarah  
**Cc:** King, Gayleia  
**Subject:** FW: Riverside Indian School 21st CCLC Grant Application  
**Attachments:** 1 424 CP.pdf; Riverside Narrative.odt; 2 Budget worksheet Assurance Form.pdf; Job Descriptions.docx; MOUs.pdf; Assessment of Objective Data 2011\_2012.docx; Obj Data Continued.pdf; Official BIELetter of Support.pdf

Please print, thanks

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**From:** French, Elizabeth  
**Sent:** Thursday, January 17, 2013 8:22 PM  
**To:** Edmo, Jack  
**Subject:** Riverside Indian School 21st CCLC Grant Application

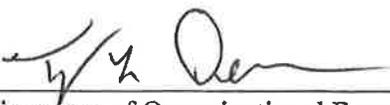
Jack,

Riverside Indian School 21<sup>st</sup> CCLC Grant application packet,

Documents will be separated according to Sections of Checklist. The Program Narrative has hyperlinks to serve as tabs.

1. 1-PDF "424 & Cover Page"
2. Word Document; "Riverside Narrative includes; Table of Contents, Summary and Abstract, Program Narrative, Participants Served Chart, Schedule of Operations"
3. 2-PDF "Budget Worksheet, Assurance Form"
4. Word Document "Job Descriptions"
5. 3-PDF "Documents of Support"
6. 4-PDF "MOUs"
7. 3 Word Document "Assessment of Objective Data"
8. 5-PDF "Assessment of Objective Data" continued
9. 6-PDF "Official ORBS full compliance & Application Checklist"

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

<b>Riverside Indian School</b>	
Organization	
<b>Mr. Tony Dearman</b>	<b>405-247-6670, ext. 222</b>
Name of Contact Person	Telephone
<b>tdearman@bie.edu</b>	<b>405-247-5529</b>
E-mail Address	Fax Number
<b>Mr. Tony Dearman</b>	<b>November 21, 2012</b>
Authorized Signature for Budget Revisions/ Record and Report of Local Expenditures	Date
<p><i>■ Note: The general certifications and assurances that are signed and submitted by the district each spring (or provided by the applicant to EED) will apply to this federally funded program.</i></p>	
	<b>November 21, 2012</b>
Signature of Organizational Representative	Date
<b>School Principal</b>	
Title	

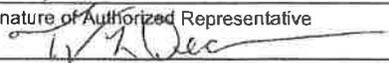
<b>\$ 109,978.00</b>
Total Funding Requested Per Year
<b>\$ 329,934.00</b>
Total Funding Requested for Three Years

<b>BIE Use Only</b> Project Number: _____	Date Received: _____
Project Approval: _____	Amount Awarded: \$ _____

**APPENDIX IX: Documentation Requirements**

**APPLICATION FOR  
FEDERAL ASSISTANCE**

OMB Approval No. 0348-0043

<b>1. TYPE OF SUBMISSION:</b> Application <input type="checkbox"/> Construction <input checked="" type="checkbox"/> Non-Construction Preapplication <input type="checkbox"/> Construction <input type="checkbox"/> Non-Construction		<b>2. DATE SUBMITTED</b> November 21, 2012	Applicant Identifier
		<b>3. DATE RECEIVED BY STATE</b>	State Application Identifier
		<b>4. DATE RECEIVED BY FEDERAL AGENCY</b>	Federal Identifier
<b>5. APPLICANT INFORMATION</b>			
Legal Name: Riverside Indian School		Organizational Unit: Bureau of Indian Education	
Address (give city, county, State, and zip code): 101 Riverside Drive Anadarko, Caddo County, Oklahoma 73005		Name and telephone number of person to be contacted on matters involving this application (give area code) Mr. Tony Dearman 405-247-6670 X 222	
<b>6. EMPLOYER IDENTIFICATION NUMBER (EIN):</b> 8 5 - 0 1 9 7 4 1 3		<b>7. TYPE OF APPLICANT: (enter appropriate letter in box)</b> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;">           A. State            B. County            C. Municipal            D. Township            E. Interstate            F. Intermunicipal            G. Special District         </div> <div style="width: 45%;">           H. Independent School Dist.            I. State Controlled Institution of Higher Learning            J. Private University            K. Indian Tribe            L. Individual            M. Profit Organization            N. Other (Specify) <u>BIE Boarding Sch</u> </div> </div>	
<b>8. TYPE OF APPLICATION:</b> <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision If Revision, enter appropriate letter(s) in box(es) <input type="checkbox"/> <input type="checkbox"/> A. Increase Award    B. Decrease Award    C. Increase Duration D. Decrease Duration    Other(specify): _____		<b>9. NAME OF FEDERAL AGENCY:</b> Bureau of Indian Affairs	
<b>10. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER:</b> TITLE: 21st Century Community Learning Center		<b>11. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT:</b> 21st CCLC After School program- to provide intensive assistance to Native American students in the areas of academic, cultural and team building activities	
<b>12. AREAS AFFECTED BY PROJECT (Cities, Counties, States, etc.):</b> Anadarko, Caddo County, Oklahoma			
<b>13. PROPOSED PROJECT</b>		<b>14. CONGRESSIONAL DISTRICTS OF:</b>	
Start Date 1/1/13	Ending Date 12/31/15	a. Applicant same	b. Project same
<b>15. ESTIMATED FUNDING:</b>		<b>16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?</b>	
a. Federal	\$	a. YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON:  DATE _____  b. No. <input type="checkbox"/> PROGRAM IS NOT COVERED BY E. O. 12372 <input type="checkbox"/> OR PROGRAM HAS NOT BEEN SELECTED BY STATE FOR REVIEW	
b. Applicant	\$		
c. State	\$		
d. Local	\$		
e. Other	\$		
f. Program Income	\$		
g. TOTAL	\$	<b>17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT?</b> <input type="checkbox"/> Yes If "Yes," attach an explanation. <input checked="" type="checkbox"/> No	
<b>18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT, THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.</b>			
a. Type Name of Authorized Representative Mr. Tony Dearman		b. Title School Principal	c. Telephone Number (405) 247-6670
d. Signature of Authorized Representative 		e. Date Signed 11-21-12	

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## **Competitive Points Riverside Indian School**

- **Partnerships with community include:**
  - \* Riverside Indian School Alumni
  - \* Alive @ the Side, Riverside Indian School Organization
  - \* Anadarko Community Library
  - \* Wichita and Affiliated Tribes Special Diabetes and Health Program
  - \* Delaware Nation Environmental Programs
  - \* Kiowa Teen Suicide Prevention Program, Kiowa Tribe of Oklahoma
  - \* Veterans of Foreign Wars, Tallent Gassaway, Post No. 1015
  - \* University of Oklahoma Native American Studies
  - \* University of Oklahoma American Indian Student Life
  - \* Center for Effective Schools at the University of Oklahoma
  - \* Oklahoma State University Extension office
  - \* Cheyenne and Arapaho Tribal College
  - \* BIA Law Enforcement
  - \* Department of Health and Human Services/Indian Health Services
  - \* Sage Associates
  - \* RR Consulting
- **Health Services to students/parents/caregivers:**

Fitness Center is open to students and dormitory staff (surrogate parents) evening and weekends. I.H.S provides a health fair and screening in fall and spring. Sage Associates through the B.L.I.N.G. provides HIV/AIDS prevention and intervention programs to female students. Alive @ Side organizes fitness walks throughout the school year. Veterans organize annual fun run on Veterans Day for the local community. 21<sup>st</sup> CCLC staff will assist with all functions, offer supplies and materials i.e.; t-shirts, backpacks, surveys, etc.
- **Service Learning Project, Community improvement projects, youth development projects:**

21<sup>st</sup> CCLC Summer students rebuild the arbor at the National Hall of Fame for American Indians prior to the Indian Fair, summer students help stock the local food bank. Students will design and paint a native wall mural in the “Shack” with a local native artist. Students and sponsors participate in National Trash pickup day in Anadarko several times a year. Students visit the nursing home to assist with games and entertainment monthly. Tribal clubs make presentations locally and statewide for public schools, state capital, various organizations and conferences.
- **School Climate:**

21<sup>st</sup> Students maintain the paper recyclable bins on campus. All Staff are trained in Bully prevention. All staff attended an active shooter presentation. All students and staff participated in an active shooter drill. No Smoking Policy. No Tolerance Policy.

# RIVERSIDE INDIAN SCHOOL

## 21<sup>st</sup> CENTURY COMMUNITY LEARNING CENTER

### ABSTRACT AND SUMMARY

NATIVE STAR; NATIVE STUDENTS following TRADITIONS ACADEMICS and RECREATION for life is the title and focus of Riverside Indian School's proposed 21<sup>st</sup> Century Community Learning Center application. These three primary aims will play a significant role in the cultural preparedness, academic achievement and lifelong recreational skills of the students at Riverside Indian School by focusing on the Common Core Standards, Physical Health/Fitness Goals and Traditional Native Values.

Data collected at the school indicates that a large percentage of the students are not considered "Proficient" in academic core subjects such as math and reading, as evidenced by being in Year 2 of School Improvement. Our proposed project will address these problems by providing intensive tutoring and individual instruction that addresses each student's weakness as indicated by their NWEA RIT scores.

88 different tribes from across the United States are represented by the students. Many of these youths come from backgrounds affected by violence, gang affiliations, drug addiction, alcoholism, neglect and abuse. As these problems are generational, many students arrive at Riverside with little or no tribal identity. Thus, this project will educate the students in both the differences and similarities of Native American cultures.

Since Riverside is a residential school, the staff actually takes on the role of parents and our community becomes the family. Exercises in team building will enable all players to work more efficiently together, thus supporting the aims of the project.

NATIVE STAR will enable our students to become more prepared to enter society as well-rounded, educated adults by embracing Native American values of cooperation, interdependence and communal responsibility, NATIVE STAR will provide a learner-centered environment that fosters success.

## 1. NEED FOR PROJECT

Riverside Indian School (RIS), Home of the Braves, was established in 1871 and is operated by the Bureau of Indian Education, Department of Interior. Riverside is one of the four Off Reservation Boarding Schools (ORBS). Riverside is located in a rural area along the Washita River in south-central Oklahoma near the town of Anadarko, Oklahoma. Riverside is situated on 135 acres of Wichita, Caddo and Delaware trust land. Riverside serves approximately 500 students in grades 4 through 12 representing 88 different tribes from 23 states. 204 faculty and staff provide a safe and secure environment. Riverside has an Elementary/Jr. High and high school academic area, one new gymnasium and cafeteria. Riverside has a refurbished cafeteria that houses the recreation/fitness facility and a football field with upgraded bleachers. Riverside currently has 11 aged dormitories which are staffed to provide residential assistance during the evening and weekend hours for 9 months with a two week winter break. Riverside staff becomes their surrogate parents and role models during their residency. Construction is underway for two larger dormitories, and a new high school building.

Riverside provides free and reduced breakfast for 100% of the enrolled students. The USDA provides reimbursement for breakfast and lunch only, but not for dinner and snacks. Riverside is following first lady Michelle Obama's "healthy fresh foods" initiative. The cost for "more healthy food" is higher than in previous years. Riverside teaches students how to make healthy snacks by providing instruction in classes with lesson plans. Riverside will pursue this avenue during the proposed 21<sup>st</sup> CCLC; Native STAR for 2012-13 school year and three years following.

Several of the challenges facing Riverside are that many of the students are transient. They have attended multiple schools which may have contributed to their gaps in education. Attendance, family, behavior and drop out issues which are also contributing factors resulting in disenfranchised youth. A large percentage of students who attend Riverside Indian School are not considered "Proficient" in the core academic areas, specifically math and reading skills; therefore, RIS has been identified as Year 2 of School Improvement. Since students come from a variety of schools and educational backgrounds, Riverside has the difficult task of bringing most students up to grade level. Many students come from areas of high poverty, neglect, abuse, and drug and alcohol use. Because these problems have extended over generations, many students no longer have a tribal identity and have become vulnerable to the lure of gang activity. For many of these students, Riverside may be their last opportunity to succeed.

1B. How program will identify, target, and recruit students that are MOST in need and measurements used to determine high need.

The primary goals of NATIVE STAR are:

- \*To broaden and enrich the Native cultural experiences of the students
- \*To strengthen the student's reading and mathematics skills
- \*To teach recreation skills to follow for life

These goals, whether it be academically, culturally or physically related will build self esteem within our students. Approximately 150 to 250 students in need of services will be identified through the use of existing research-based assessment tools such as the "Read On" pre-assessment, "Acellus" pre-assessment, and Star Math and Reading pre-assessments. Additionally, information collected from the Individual Residential Guidance Program initial 500 interviews and assessments given at the beginning of the school year will be utilized with priority given to students who are at least two grade levels

behind in their academic skills or who scored below the state average on the State of Oklahoma End of Instruction tests, OCCT and NWEA assessment tests which are given three times a year. Special emphasis will be placed on reducing the number of students who are listed on the "Ineligible List" which is a weekly teacher-generated list of students who have a "D" average or below. Teachers, staff, parents and the students themselves may be referred to NATIVE STAR.

The Site Coordinator will have the responsibility of recruiting, selecting, and placing participants in the academic programs with a ratio of staff to student ratio 10:1. Students will receive program information during a special all-school assembly in August and January. At that time, the program will be explained and instructors will give specific information about the enrichment activities. Incentives will be explained and motivational speakers will outline the team building experiences. Parents will receive initial information about the program via mail outs. Parent liaison visits will be made to various tribal areas with large student populations attending Riverside. Press releases will be sent to tribal newspapers and local media sources. Updates on program activities and progress will be made available to all stakeholders via the school newsletter which is published four times per year. Also quarterly posts will be made on the Riverside website [www.ris.bie.edu](http://www.ris.bie.edu). Public informational meetings will be held annually in order to get input from local tribes as well as other organizations such as the Riverside Indian School Alumni group who have a vested interest in the success of the program. Parents and dorm parents will be able to access their students' assignments, behavior referrals, attendance, and other important information via the Bureau of Indian Education's Native American Student Information System (NASIS). An informational pamphlet will also be developed and made available to the public. All promotional activities will be evaluated for effectiveness and cost efficiency at the end of each program year to develop future course offerings.

All students' participation and progress in the program will be tracked on a daily basis and reported on a weekly basis. Incentives will be awarded for excellent attendance and participation. Special culturally relevant incentive activities will be held on Saturdays.

1C. Describe how the proposed project will address the risk factors linked to academic failure for each target population and how services should be closely tied to the identified needs.

Each student will receive services based on a composite plan that addresses academic, social, culture, and physical needs. These plans will be organized according to basic social case management criteria. These include intake, assessment, implementation and follow-up. Special emphasis will be placed on strengthening student's reading and math skills according to the Common Core Objectives.

Research suggests that regular participation in programs that provide academic and social activities contribute positively to children's academic and social development (NEA Policy Brief, 2008) The components of NATIVE STAR: STUDENTS following TRADITIONS ACADEMICS RECREATION for life will all lend themselves to creating a well-rounded young adult at Riverside Indian School. Local tribal leaders and professionals will be utilized to provide information to the students in such diverse areas as responsibilities, social values and mores, tribal-related history and other information related to both the seven local tribes as well as other tribes across the United States. Other local organizations such as BIA Law Enforcement will also be utilized to provide student and staff training on gang prevention, bully and violence prevention, and drug/alcohol prevention and education. Other cultural activities such as bead working, shawl making, and introduction to tribal games and foods will also be offered. Age-appropriate presentations on how to survive in the tribal and non-tribal communities and be a success will be conducted by Native Americans who can be positive role models for the students. A fitness center will be made available to the programs and will be supervised by

trained personnel. Other physical activities will include a Summer Camp for students and participation in the Anadarko Youth Basketball League. Teambuilding which also represents a tribal community will be a driving force in the physical activities. In addition, organized physical education activities will be interspersed with academic activities. Special effort will be made to have unique Native American games that can also support Common Core objectives.

1D. Documentation of progress and achievements made by 21<sup>st</sup> CCLC assessments.

Students at Riverside Indian School increased their scores on the NWEA MAP exams from 94% nearing proficient and below proficient in math in the fall to 68% in the spring for SY 2011-2012, an increase of 26%. Reading increased by 6%. Oklahoma Core Curriculum Test/End of Instruction data from 2012 exhibited a tremendous need for improvement with grades 4-8 limited knowledge/unsatisfactory at 57% in Math and 66% below average in Reading/Language Arts. End of Instruction scores were 63% below average in Math and 34% in Reading/Language Arts.

This information is also contained in Appendix D.

1E. Provide information on how our goals of supporting academic achievement for youth are directly related to the most recent data provided through state assessments.

The majority of our students come from 88 different tribes around the United States. Approximately 40% or less we do not have access to their most recent State assessments unless they tested at Riverside in the spring. OCCT and End of Instruction data is monitored and staff meets in August to review all scores. Results will show success and academic achievement per student, class and grade level.

1F. Additional factors that place students at risk of educational failure.

Our students come from 88 different tribes across the United States. Some may have only lived on their perspective reservation until they arrive at Riverside. These students may experience some homesickness and difficulty in interacting with other tribes. 52 students qualify under the McKinney-Vento homeless act. This year we have also identified 200 students as ELL. Approximately only 40% or less will return to Riverside each year. NATIVE Students Traditions Academics Recreation is very important to these students for catch up growth or filling in the gaps in their education, social skills and culture identity in the afterschool hours.

2. Quality of Project Design

2A. Describe Goals, performance measures and activities that address the needs of the identified and targeted population.

The selection of goals is based upon an identified instructional need and is corroborated by data. Selected strategies will close any disparities between noted subgroups and increase the number and percent of students who will score at or above the proficient level. A variety of techniques will be implemented including an influx of hands-on activities and higher order thinking skills. The additional instructional time provided by NATIVE STAR: NATIVE STUDENTS following TRADITIONS ACADEMIC RECREATION for life will greatly aid in the remediation activities.

The Smart Goals identified in Appendix V align perfectly with the Native Star SMART goals: All students will show growth in math and reading comprehension skills during the school calendar year.

This will be measured using the North West Evaluation Assessment. This test will be given to students at Riverside Indian School three times throughout the school year to measure and evaluate growth.

In addition, academic progress will be measured according to the following criteria: a weekly review of student's grades and participation by student's school day teachers via submissions for the Ineligible List, as well as encoding assignments and scores in NASIS, weekly progress reports generated by computer-generated programs, bi-annual reports after each semester, and Adequate Yearly Progress Report Card from the previous year.

2B. Provide a detailed description of all evidenced or scientifically based research that supports your choice of programming and teaching strategies.

Research-based educational programs that will be utilized in this project are:

\*Read On—A reading intervention solution that provides targeted, incremental instruction in reading comprehension, vocabulary, writing, reading fluency, and phonological awareness. Ongoing assessments diagnose deficiencies and prescribe instruction and practice.

\*Acellus—A mathematics program that combines proven methods of teaching math with technology to provide a comprehensive feedback of timely lessons. These are based on data collected from program users across the nation. Lesson needs are updated daily to address the student's immediate needs.

\*Voyager Learning—A literacy and mathematics intervention that provides diagnostic and prescriptive instruction to help learners with disabilities reach their full potential.

\*Skills Tutor—A comprehensive student improvement program that provides flexible online curriculum. Targeted differentiated instruction and interventions for the classroom are included as well as supplemental core curriculum activities.

\*Star Math and Reading—Computer adapted tests that allows teachers to determine the academic level of each student, measure individual and class growth, and provide results on standardized tests. This program helps teachers find a student's appropriate level of competence with immediate feedback.

\*Kids College— is a K-8 skill-building program that combines sports video games and standards-based skills practice to build each student's proficiency with the math and language arts skills tested on standardized measures. Students find the format and context of practice highly motivational, as each step in their progress with specific skills unlocks exciting game-like opportunities.

\*IXL—IXL is a computer based program that assesses students' performance on each Oklahoma Math standard instantly. IXL directly prepare them for Oklahoma Core Curriculum Test and End of Instruction standardized testing.

2C. Describe how program will monitor students' academic progress.

All components of the proposed program will receive feedback from the students, as well as teachers,

residential staff, and parent/guardians through the use of surveys and community meetings at regular intervals during the school year. Student progress can also be tracked on NASIS Native American Student Information System for each class. Weekly reports are issued for each students as well as benchmark assessments in all core subjects. All of the

## 2D. Describe the use of NASIS

Since Riverside Indian School is a residential boarding school, all staff, including the residential staff and parents, is able to access each students assignments that are due on the Native American Student Information System. This helps to insure that the student's daily homework is completed in a timely manner. Weekly progress reports are generated for students to get signed by residential staff/parents and return to the Day program for credit. Staff and parents may check attendance and behaviors as well. NASIS coordinator generates demographic data for 21<sup>st</sup> CLCC staff for mail outs.

## 2E. Information on all planned data collection methods

Riverside Indian School is definitely a data-driven educational institution. PPICS provides general information on the grant such as a project description, number of students served and objectives, and activities. NASIS information is on-going and used on a daily basis. Native Star reporting dates vary; however, this tool is invaluable for staff and administration. Student Achievement Monitoring through the NWEA is quarterly. Attendance is on-going and tallied monthly as are lesson plans. Tutor and homework notes are on-going and monitored monthly and the Coordinator's Schedule is submitted quarterly. Parent Surveys are submitted annually and an Effective Schools Survey is also polled annually. APR Date and data for the USDE are both entered on the PPICS website annually. Student focus groups and/or surveys are taken twice a year as is an Internal Performance Improvement Analysis. Budget and expenditure reconciliations are done monthly. Computer based programs generate reports of student activity and time on task.

All standardized test results are disaggregated and compared for the last three years by the teachers. This is probably the most important process a teacher can use in identifying strengths and weaknesses as well as gaps in teaching.

## 2F. Explanation of expanding opportunities in an after school program.

NATIVE STAR: NATIVE STUDENTS following TRADITIONS ACADEMICS and RECREATION for life, has opportunities for all types of learners. The tutoring aspect will enable students to have much more success in the regular classroom. "The two most frequently mentioned reasons given by students for dropping out of school were teachers' attitudes and lack of self esteem." (Gilliland 1999) This self esteem can be developed through a emphasizing strengths, giving students respect, and including Native American literature, art, culture, values, and activities in the curriculum. These activities give students pride in their people and heritage. The Academic Enrichment will assist each student in catch up growth and filling in gaps of their education process in a fun and experiential way.

Since RIS is a residential program, the students are confined to campus unless they are on school-sponsored activities. The 21<sup>st</sup> CCLC will provide opportunities that the students would not have. This will keep boredom down, thus discipline problems will plummet. Additionally, a summer program is also proposed and will provide not only cultural activities but also a summer reading tutorial program, service learning projects both on and off campus and enrichment field trips.

## 2G. Schedule of Operations (See Appendix VI)

## 2H. Key Community Partners/Roles

\*Riverside Indian School Alumni—Local members will be consulted and called upon to participate as cultural presenters, volunteers, and mentoring.

\*Native American cultural leaders from various tribes—Will provide student presentations on various aspects of Native American culture and Native American role models for the students. These tribal members will be consulted concerning the scope and general direction of the program. Tribes involved include the Wichita Nation, the Delaware Nation, and the Kiowa Tribe.

\*University of Oklahoma Native American Studies—Provides tours of the University campus and explains opportunities for the Native American student.

\*University of Oklahoma American Indian Student Life—Sends representatives that are role models to RIS to motivate and encourage students.

\*Center for Effective Schools at the University of Oklahoma—Works with teachers on curriculum matters and conducts planning sessions with Riverside administrators.

\*Oklahoma State University Extension office—Works with staff and students on healthy foods and sponsoring the 4-H program for Jr. High students. Riverside will provide cultural presentations.

\*Cheyenne and Arapaho Tribal College—Conducts an informational session and disperses information on opportunities and campus tours.

\*BIA Law Enforcement—Provides student training in the areas of gang resistance, drug/alcohol prevention, as well as being positive role models for the students.

\*Indian Health Services—Provides student training in various health related topics including diet, hygiene, and positive lifestyles that promote wellness.

\*Peer Tutors—Assist the teachers with tutoring other students. Peer tutors must remain in good academic and behavioral standing to remain in the program. These students will also act as mentors to the younger elementary students.

\*\*\*The Department of Health and Human Services/Indian Health Service, Sage Associates, and RR Consulting are the three key partners in this program. A full description of their services is contained in individual Memorandums of Agreement/Understanding (Appendix C)

## 2I. Describe how the program will link to the school day for homework, tutoring, intervention and enrichment programs.

Being a Residential Boarding school definitely has advantages for arranging the 21<sup>st</sup> CCLC programs. Students on the Ineligible list will go immediately to tutoring or homework help and intervention students will also go to their individualized programs. Coordination meetings will be the mechanism to discuss program objectives and program indicators. 90 % of the 21<sup>st</sup> CCLC staff are the academic staff

as well. So they have first hand information regarding the students' academic success. Enrichment programs that are held in the evenings and on Saturday are designed to support the academic program. The Computer Lab instructor meets weekly with the academic staff to plan for the evening hours of instruction. Students time on task and activities are automatically sent to the day program for a grade. In addition, the Summer Program will accommodate 40 students for a 4 weeklong sessions with students residing in the dorms and approximately five day students also attending. The summer curriculum will follow the Riverside Indian School Improvement plan Administration and academic staff will have input on this as well and the School Improvement committee and Native Star Leadership team.

2J. Describe how the program proposes to attract youth.

There is a rich tradition at Riverside Indian School and students want to take advantage of everything that the school has to offer. NATIVE STAR will be no exception. Many of the enrichment activities will be a privilege and students will find that it is the "cool thing to do." Since most of the students are far away from home and relegated to campus, field trips add much to the school experience.

An informational assembly will be held and the site coordinator and other staff will explain the program, highlighting the benefits of participation. Incentives will also be given for excellence in participation, achievement, and attendance.

2K. Describe why students will want to attend your programs/services.

Native American youth are proud of their cultures and this will be an opportunity for them to experience classes in beadwork, shawl making, dance, drumming, and storytelling. Technology will also be a focus and a number of e-readers will be purchased for use by the students. A class in quilting and another in sewing will be offered and simple decorative items can be made. Fitness classes are always popular and students will be involved in a youth basketball league with other schools. Life skills will be addressed to prepare them for society. All in all, there is something for everyone.

A weekly Ineligible List is generated by teachers and sent to the Site Coordinator for tutoring arrangements.

2L. Coordination with providers of other after school providers (Not Applicable)

2M. Describe how elders will be used as volunteers.

Members of the Riverside School Alumni group are used as volunteers in many of the activities. They also speak to the students and provide role models. Tribal elders from the seven local tribes instruct many of the cultural enrichment activities.

2N. Describe the evaluation of the program's effectiveness.

Classroom scores will be reviewed on a weekly basis by each individual classroom teachers. Other quantifiable results such as standardized tests, number of active participants in the program, as well as evidence of how each objective was met, will be collected and reported on a bi-annual basis. End of the year student, parent and staff satisfaction surveys will be conducted within the last month of the program's activities. All data will illustrate successful areas of instruction, as well as areas of less productive activity.

20. Describe a sustainability plan.

From 2011-2012 ISEP funds provided staff for the PEP/fitness room, and some after school tutoring. Special Education funds provided tutoring for Special Ed students. Comp time was awarded to those whom stayed evening and weekends to assist students with academic tutoring/homework help. Sage continued their health prevention classes and incentives. Alive @ the Side provided more cultural relevant materials to students. Gifted and Talented activities and cultural activities provided in the evenings and weekends were funded with stipends. Relevant program activities will be continued after the federal funding ends with the use of existing academic and residential staff. Staff duty schedules will be amended to include the project's hours of operation with the staff's regular day. Other sources of funding will also be researched and appropriate applications submitted. Relationships with all community partners will be reinforced annually.

2P. Describe the coordination within the school

Communication is the key to successful and effective schools. All staff is trained in the use of NASIS and has full access to the information. Quarterly meetings are held with the Site Coordinator and other School Administrators. Everyone is involved in this project.

2Q. Describe your school's restructuring plan. (Not Applicable)

3. Adequacy of Resources

3A. Describe the staffing capacity for proposed programs and services.

Staffing for NATIVE STAR: NATIVE STUDENTS following TRADITIONS ACADEMICS RECREATION for life includes a Site Coordinator, one Data Clerk, two Math Instructors, two Reading Instructors, two Recreation/Fitness Instructors, and four teacher/tutors.

The Site Coordinator provides overall supervision and administration for the proposed program. This position is responsible for the planning, implementation and evaluation of all facets of the program. This individual also insures strict compliance with proposed objectives and goals. The Site Coordinator will be responsible for collecting daily attendance, activity and behavior information from all areas of the program, and utilizing collected information for use in quarterly, semester, and end of year reports. The Site Coordinator will also be responsible for addressing any behavioral problems that occur during the project hours of operation.

The Data Clerk will be responsible for collection and maintenance of project data, assisting the Site Coordinator with report compilation, and insuring all records are in compliance with federal and project record standards.

The two math instructors will provide specialized student instruction in all areas of math while utilizing the school math lab. Student to teacher ratio will not exceed 10 to 1. Each instructor will also be responsible for submitting daily attendance, behavior and progress reports to the Site Coordinator.

The two reading instructors will provide specialized student instruction in reading skills while utilizing the reading lab and computer lab. Student to teacher ratio will not exceed 10 to 1. Each instructor will also be responsible for submitting daily attendance, behavior, and progress reports to the Site

Coordinator.

The two Recreation/Fitness Instructors will be responsible for teaching health, hygiene, and nutrition classes as part of the overall physical health component of this program. Staff to student ratio will not exceed 15:1. They will also supervise student activity in the school fitness center. Each instructor will also be responsible for submitting daily attendance, behavior, and progress reports to the Site Coordinator.

The four Teacher/Tutors will be responsible for assisting Academic Instructors in Math and Reading, teaching cultural classes, monitoring homework help classes, supervises student activities. Each teacher/tutor will also be responsible for submitting daily attendance, behavior, and progress reports to the Site Coordinator.

### 3B. Job Descriptions (See Appendix A)

### 3C. Student Transportation Needs

Because Riverside Indian School is a residential Indian Boarding School, transportation will only be required for field trips off campus. Day students who remain on campus to participate in the program will be taken home after the program is completed each day. All students will travel in school SUVs or buses, driven by certified, licensed drivers.

### 3D. Describe leveraging of existing school resources.

Peer tutors will be compensated for their time through the school's work study program. Specialized computer labs have been made available by the school. Transportation for field trips and day students will also be provided by the school. Classroom space, maintenance, utilities, and cleaning services will be provided as in-kind by Riverside Indian School.

### 3E. Describe the in-kind contributions.

University of Oklahoma's Center for Effective Schools is providing in-kind professional development services in the area of curriculum development. In addition, the Director will meet quarterly with school administrators.

University of Oklahoma Native American Student Life is providing speakers and mentors for the students at Riverside Indian School.

Department of Health and Human Services is providing information and trainings on personal hygiene and alcohol/drug abuse.

### 3F. Consultation of tribal members and school administrators.

Activity specific letters of recommendation from community partners are listed in the appendices. Presentations were given to tribal council members to gain their support. All staff at Riverside was included in the development of this project and the proposal has been approved by both Tony Dearman, Superintendent and Sharon Hunter, Federal Programs Director.

#### 4. Quality of the Management Plan

##### 4A. Include clearly defined 21<sup>st</sup> CCLC SMART goals.

(See Appendix V) Performance Measures Template

##### 4B. Include a detailed timeline.

1/24/2113	First Staff Meeting—Orientation for new staff to program requirements and personal responsibilities. Fine-tune lesson plans for first sessions of project.
1/25/2113	Student Informational Assembly
1/26/2113	E-Mail participant referral list to all staff after the ineligible list is submitted.
1/31/2113	Regular Weekly Staff Meeting—to be held at 3:00 pm every other week. First day of program services.
3/15/2113	End of first quarter. Quarterly report due, program information given to parents, staff, and community partners via the Riverside Indian School Newsletter. Pamphlet developed and sent to parents and media.
5/15/2113	End of 2 <sup>nd</sup> quarter and second semester. Quarterly report and end of semester report due.
8/15/2113	Welcome Back Assembly—Program information given to new students, updated program activities and progress sent to parents, staff, and community via newsletter.
10/15/2113	End of 3 <sup>rd</sup> Quarter. Quarterly Report due. Updated program activities and progress sent via newsletter and website. Student satisfaction survey conducted.
12/20/2113	End of 4 <sup>th</sup> Quarter. End of Semester. End of Year Compliance Report due within 30 days.

##### 4C. Describe the managements materials that will be used.

Curriculum maps aligned to Common Core Standards will be submitted to the building principals at the beginning of the fall semester. Lesson Plans will also be submitted to supervisors. A new student handbook is being developed and will be distributed to all staff and students. Job descriptions developed for the proposal will be submitted to stakeholders and contracts for all personnel will be created and signed by both administration and instructors.

##### 4D. Organizational Structure.

School Principals—Responsible for overall supervision of all activity related to Riverside Indian School; evaluates Project Director's performance. Provide input and guidance on overall design of project; each principal is responsible for reviewing weekly data and insuring continuity of services and measurable progress in student's grades and test scores.

Federal Programs Director/Project Director—Provides weekly input and guidance on overall day to day operations. Reviews all data for reports and manages the budget weekly.

Site Coordinator—Supervises day to day operations of the project; monitors all project sites for organization and efficiency; refers all behavior incidents to appropriate staff according to the RIS Student Handbook.

Math/Reading Instructors, Teachers/ tutors, recreation/fitness instructors, and data clerk all work under the direct supervision of the Site Coordinator; each is responsible for submitting daily attendance, academic progress, and behavior referrals to the Site Coordinator. All teachers at Riverside will insure that daily class work is made available for the tutoring component.

#### 4E. Professional Development

RR Consulting will provide professional development to all staff, including presenters, working with students. Specific presentations will focus on tutoring strategies, working with Native American Youth, reading strategies, and math strategies. In addition, consultants will meet with the Site Coordinator to evaluate the program's strengths and weaknesses and develop new program concepts.

The Center for Effective Schools at the University of Oklahoma will work with the academic staff to align their curriculum to the Common Core Standards. Test Disaggregation and vertical alignment in both math and language arts will also be covered.

BIA Law Enforcement will provide student training in the areas of gang resistance and drug/alcohol prevention.

Orientation for all new staff will be conducted by the Site Coordinator.

#### 4F. Collaboration with Tribal and Community Stakeholders

All members of the community and local tribal governments will be invited to the Kick-Off Assembly and Welcome Back Assembly where all aspects of the program will be described. Press releases will be sent to all local area and tribal news media to inform the public about the availability of services and upcoming program activities. Published each academic quarter, the school newsletter is a valuable tool for notifying all stakeholders of program news. The school website is updated on a regular basis and contains all pertinent information about Riverside Indian School activities. Public information meetings will be held annually to gather recommendations and other input from tribes, parents, and local organizational partners who have a vested interest in the success of the program.

### 5. School Improvement Status

5.D ORBS and Residential Programs: The administration has taken great strides in looking for ways to improve both the instruction and the academic success of the students. Riverside is currently in Year 2 of School Improvement. The administration has taken great strides in looking for ways to improve both the instruction and the academic success of the students. All staff will receive training in their respective subjects and curriculum alignment to the Common Core Standards will be implemented. Riverside is current in their Native Star reporting has received accolades for their goals and objectives.

Riverside Indian School is an ORBS school and the students reside on campus, weekly coordination meetings will be the mechanism to discuss program objectives and program indicators. Weekly coordination efforts between departments ensure that the residential staff is involved with weekly 21<sup>st</sup> CCLC activities. Weekly guidance committee meetings between academic and residential counselors, the parent liaison, administrators, teachers and the NATIVE S.T.A.R. coordinator or director focus on students who need extra assistance or counseling during the after school hours due to problems

impacting students learning and behavior.

Riverside Indian School has an extremely positive relationship with the University of Oklahoma's Center for Effective Schools (CES). This organization has provided professional development and assistance to hundreds of schools across the United States for close to twenty years. They have had tremendous success assisting school districts place in School Improvement Status. All of the schools with whom OU CES has worked with on School Improvement have been removed from School Improvement. All staff members of OU CES are former educators, hold master's degrees in education, have experience with leadership, administration, federal programs, and are state, national, and international presenters on school reform.

6. Budget/Budget Narrative \$109,978

6A. Certified and Non-Certified Staff \$64,100

Site Coordinator: Extra Duty Stipend  
\$ 100 per weekday x 2 days x 34 weeks \$ 6,800  
75 per Saturday x 20 weeks 1,500  
(8,300)

Data Clerk: Extra Duty Stipend  
\$ 100 per weekday x 2 days x 34 weeks \$ 6,800

Reading Instructors: Extra Duty Stipend  
\$ 50 per weekday x 2 days x 34 weeks \$ 3,400  
75 per Saturday x 20 weeks 1,500  
Total: 2 staff (9,800)

Math Instructors: Extra Duty Stipend  
\$ 50 per weekday x 2 days x 34 weeks \$ 3,400  
75 per Saturday x 20 weeks 1,500  
Total: 2 staff (9,800)

Recreation/Fitness Instructors: Extra Duty Stipend  
\$ 50 per weekday x 2 days x 34 weeks \$ 3,400  
75 per Saturday x 20 weeks 1,500  
Total: 2 staff (9,800)

Teacher/Tutors: Extra Duty Stipend  
\$ 50 per weekday x 2 days x 34 weeks \$ 3,400  
75 per Saturday x 20 weeks 1,500  
Total: 4 staff (19,600)

All personnel costs are allocated as extra duty stipends; therefore, no fringe benefits will be needed.

6B. Professional/Technical \$12,000  
RR Consulting: See MOU \$12,000

## Participants Served Chart Riverside Indian School

<b>Name of Each After School Site</b>	<b>Designation – School Status</b>	<b>% Free or Reduced Lunch</b>	<b>Estimated # of Students to be Served</b>	<b>Percentage of Day School population Served</b>	<b># of Family Members to be Served, if Appropriate</b>	<b>Grade Levels to be Served</b>
<i>Riverside Indian School</i>  <b>NATIVE STUDENTS TRADITIONS ACADEMICS RECREATION</b>	<i>ORBS SY Year 2</i>	<i>100%</i>	<i>500 151 full time attendee (w/30 days or more)</i>	<i>30% 30 Day students enrolled</i>	<i>30 familymembers that make school site visits</i>	<i>4<sup>th</sup> – 12<sup>th</sup></i>

**Performance Measures Template  
Riverside Indian School**

Performance Measure	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/Evaluation
<p>Students will show a 40% growth on the NWEA Math RIT score</p> <p>Assessment given three times a year.</p>	<p>Increase the amount of after school instructional time</p> <p>Curriculum mapping and vertical alignment of math curriculum to Common Core</p> <p>Develop math centers</p>	<p>Math instructors Teachers/ Tutors Math coach</p> <p>Academic Instructors</p> <p>Site Coordinator</p>	<p>Weekly</p> <p>Beginning of Year BOY September 15</p> <p>Middle of Year MOY December 15</p> <p>End of Year EOY May 15</p>	<p>Increase in Math RIT score</p> <p>NWEA Maps Results Lesson Plans Teacher Assessments Director/Coordinator Walkthroughs</p> <p>Curriculum Maps</p> <p>Math Centers/ Hands-On Materials</p>
<p>Students will show a 40% growth on the NWEA Reading/LA RIT score</p> <p>Assessment given three times a year.</p>	<p>Increase the amount of after school instructional time</p> <p>Curriculum mapping and vertical alignment of reading to common core</p> <p>Develop Literacy Centers</p>	<p>Reading instructors teachers/ tutors</p> <p>Academic Instructors</p> <p>Site Coordinator</p>	<p>Weekly</p> <p>Beginning of Year BOY September 15</p> <p>Middle of Year MOY December 15</p> <p>End of Year EOY May 15</p>	<p>Increase in the Reading/LA RIT score</p> <p>NWEA Maps Results Lesson Plans Teacher Assessments Director/Coordinator Walkthrough</p> <p>Curriculum Maps</p> <p>Literacy Centers</p>
<p>30% of RIS students will become full time attendees</p>	<p>Referrals based on test data</p> <p>Fun activities</p>	<p>Data Clerk</p> <p>Academic Instructors</p>	<p>Daily Weekly Monthly</p> <p>Quarterly</p>	<p>Quarterly Data reports Sign in sheets</p> <p>Attendance Incentive Trips</p>

**Schedule of Operations  
Riverside Indian School**

**SCHOOL YEAR: (08-13-12 to 05-17-13)**

<b>Activity Native Star Indicator</b>	<b>Time Of Day</b>	<b>Location By Whom</b>	<b>M</b>	<b>T</b>	<b>W</b>	<b>TH</b>	<b>F</b>	<b>S</b>	<b>SU</b>
Homework Help IIB02, IIB03	3:30 & 5:30	Classrooms 21 <sup>st</sup> Staff	◆	◆	◆	◆			
Tutoring/Test Prep IID11, IIIA07, IIIA38, IIIA40, IIB01, IIB05	4:30  S&SU 10:00	Classrooms 21 <sup>st</sup> Staff & Partners	◆	◆	◆	◆		◆	◆
Academic Enrichment IIB04, IIC01, IID10	3:30 & 6:00	Classrooms 21 <sup>st</sup> Staff & Partners	◆	◆	◆	◆		◆	◆
Cultural Enrichment C & L Indicators 4,5,6,8,9,12 & 14	10:00 & 5:30	Classrooms 21 <sup>st</sup> Staff & Partners	◆	◆	◆	◆	◆	◆	◆
Health and Life Skills	7:00	Dormitory & Classrooms 21 <sup>st</sup> Staff & Partners	◆	◆	◆	◆			
Recreation/Physical Fitness	1:00 & 6:00	PEP Rooms Classrooms 21 <sup>st</sup> Staff & Partners	◆	◆	◆	◆	◆	◆	◆

**Schedule of Operations  
Riverside Indian School**

**SUMMER: (06-03-21-13)**

<b>Activity Native Star Indicator</b>	<b>Time Of Day</b>	<b>Location By Whom</b>	<b>M</b>	<b>T</b>	<b>W</b>	<b>TH</b>	<b>F</b>	<b>S</b>	<b>SU</b>
Academic Enrichment IIB04, IIC01, IID10	9:00– 11:00a	Classrooms 21 <sup>st</sup> Staff & Partners		◆		◆		◆	
Cultural Enrichment C & L Indicators 4,5,6,8,9,12, 14	1:00 – 3:00p  5:30	Classrooms 21 <sup>st</sup> Staff & Partners	◆	◆	◆	◆	◆	◆	◆
Health Life Skills	5:30 & 7:00	Dormitory & Classrooms 21 <sup>st</sup> Staff & Partners		◆		◆			
Recreation /Physical Fitness	1:00 & 6:00	PEP Rooms Classrooms 21 <sup>st</sup> Staff & Partners	◆	◆	◆	◆		◆	◆

**Appendix III – 21<sup>st</sup> CCLC Budget Worksheet**  
(complete one for each center site)

ADD		Roxanne Brown	
ELO		-Catherine Fatheree	
Name of School		-Riverside Indian School	
Grant Name		-NATIVE STAR (NATIVE STUDENTS following TRADITIONS ADACEMICS and RECREATION for life)	
Award Number			
Project Start Date		-January 3, 2013	
Project End Date		-June 30, 2016	
<b>PREVIOUS SCHOOL YEAR ALLOCATION</b>			
		146,637.00	
<b>EXPENDED PREVIOUS SY ALLOCATION</b>			
		146,637.00	
<b>TOTAL CARRYOVER AVAILABLE</b>			
		\$0.00	
<b>CURRENT SCHOOL YEAR ALLOCATION</b>			
<b>TOTAL AVAILABLE</b>			
		\$0.00	
<b>LINE ITEMS</b>	<b>DESCRIPTION</b>	<b>AMOUNT</b>	<b>TOTAL</b>
<b>Direct Instruction</b>			
<b>Personnel Services</b>			\$
			- 64,100
1 site Coordinator		8,300.00	8,300.00
1 Data Clerk		6,800.00	6,800.00
2 Recreational/Fitness Instructors		4,900.00	9,800.00
2 Math Instructors		4,900.00	9,800.00
2 Reading Instructors		4,900.00	9,800.00
4 Teachers / Tutors		4,900.00	-19,600.00
<b>Employee Benefits</b>			\$
			-
	25%	\$	
<b>Professional Development</b>			\$
			- 12,000.00

RR Consulting			<u>12,000.00</u>
<b>Purchased Services</b>			\$ -
<b>Equipment</b>			\$ - 1,000.00
E-Readers			<u>1,000.00</u>
<b>Materials and Supplies</b>			\$ - 18,178.00
Arts & Crafts			<u>16,678.00</u>
Classroom / School			<u>-1,500.00</u>
<b>Other Expenses:</b>			\$ - 11,600.00
Honorariums			<u>-11,600.00</u>
<b>Instructional Support</b>			
<b>Personnel Services</b>			\$ -
<b>Employee Benefits</b>			\$ -
		\$ -	
	25%		
<b>Professional Development</b>			\$ - 3,100.00
Travel			<u>-3,100.00</u>
<b>Purchased Services</b>			\$ -
		\$ -	



**APPENDIX VII: Assurance Form**

**Assurances for BIE 21<sup>st</sup> CCLC**

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

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

Mr. Tony Dearman, School Principal, Riverside Indian School

Typed Name and Title of Authorized Representative

  
Signature of Authorized Representative

November 21, 2012

Date

Appendix  
A  
JOB DESCRIPTIONS  
FOR KEY STAFF MEMBERS

- Position:** Site Coordinator of 21<sup>st</sup> Century Community Learning Center
- Qualifications:** College Degree required. Applicants must have 3 years administrative experience in a similar type of program. Desire to work with Native American students.
- Reports to:** Federal Programs Director, Project Director of 21<sup>st</sup> Century Community Learning Center, and School Principals.
- Supervises:** All location activities and 21<sup>st</sup> Staff and partners who are contracted to provide services for the 21<sup>st</sup> CCLC program.
- Goal:** To implement the goals of the 21<sup>st</sup> Century Community Learning Center Grant proposal in the school to which assigned, insuring strict compliance with federal guidelines.
- Duties:** Organizes and works closely with the Native Star Team to implement program. Coordinates the programs' daily activities and special events. Coordinates for supplies, materials, equipment and transportation requests. Organizes daily attendance, behavior information and collect objective data for use in reports submitted as requested. Schedules, monitors and evaluates effectiveness of 21<sup>st</sup> Century staff and partners assigned to program. Must be able to represent program in Native Star meetings, parent liaison meetings or other community meetings.
- Time:** Works after-school, evenings and weekends and during summer on 21<sup>st</sup> Century programs. Hours will vary according to the needs of the academic and residential programs.

**Position:** Data Clerk of 21<sup>st</sup> Century Community Learning Center

**Qualifications:** High School Diploma or GED, with at least 30 hours of college credit.

Applicants must have 2 years experience in a similar type data driven program.

Must have computer skills in various Microsoft programs. Desire to work with Native American students.

**Reports to:** Site Coordinator of 21<sup>st</sup> Century Community Learning Center

**Goal:** To implement the goals of the 21<sup>st</sup> Century Community Learning Center Grant proposal in the school to which assigned, insuring strict compliance with federal guidelines.

**Duties:** Collection and maintenance of all project data. Assists the Site Coordinator with report compilation and insuring that all records are kept in compliance with all federal regulations.

**Time:** Works after-school, evenings and weekends and during summer on 21<sup>st</sup> Century programs. Hours will vary according to the needs of the academic and residential programs.

**Position:** Reading/Math Instructor of 21<sup>st</sup> Century Community Learning Center

**Qualifications:** Bachelor's Degree in Education, emphasis on Math and Reading certification. Knowledge of Native American Culture and Language. Minimum of Associates Degree. Ability and desire to work with Native American Students.

**Reports to:** Site Coordinator of 21<sup>st</sup> Century Community Learning Center

**Goal:** To implement the goals of the 21<sup>st</sup> Century Community Learning Center Grant proposal in the school to which assigned, insuring strict compliance with federal guidelines.

**Duties:** Develop lesson plans and facilitate activity for groups of 10 or more students. Collects and set up equipment as needed prior to the beginning of class. Requests needed supplies, materials and support in advance. Handles all classroom management issues and follows schools' discipline policies. Keeps and up-to-date record of participants and daily activities. Attends all staff meetings, development trainings, and submits all paperwork. Assists site coordinator with other duties as assigned.

**Time:** Works after-school, evenings and weekends and during summer on 21<sup>st</sup> Century programs. Hours will vary according to the needs of the academic and residential programs.

**Position:** Recreation/Fitness Instructor of 21<sup>st</sup> Century Community Learning Center

**Qualifications:** Bachelor's Degree in Education, emphasis on Health, Physical Education and Recreation. Minimum of Associates Degree or equivalent training in the Health, Physical Education and Recreation. Ability and desire to work with Native American students.

**Reports to:** Site Coordinator of 21<sup>st</sup> Century Community Learning Center

**Goal:** To implement the goals of the 21<sup>st</sup> Century Community Learning Center Grant proposal in the school to which assigned, insuring strict compliance with federal guidelines.

**Duties:** Knowledge of methods and techniques for teaching all aspects of physical activity, as well as the ability to instruct health, hygiene and nutrition classes. Develop lesson plans and facilitate activity for groups of 10 or more students. Collects and set up equipment as needed prior to the beginning of class. Requests needed supplies, materials and support in advance. Handles all classroom management issues and follows schools' discipline policies. Keeps and up-to-date record of participants and daily activities. Attends all staff meetings, development trainings, submit all paperwork. Assists site coordinator with other duties as assigned.

**Time:** Works after-school, evenings and weekends and during summer on 21<sup>st</sup> Century programs. Hours will vary according to the needs of the academic and residential programs.

**Position:** Teacher/Tutor of 21<sup>st</sup> Century Community Learning Center

**Qualifications:** High School Diploma or GED, with at least 30 hours of college credit.

Knowledge of Native American Culture and Language. Knowledge of various Educational software. Minimum of Associates Degree. Ability and desire to work with Native American students.

**Reports to:** Site Coordinator of 21<sup>st</sup> Century Community Learning Center

**Goal:** To implement the goals of the 21<sup>st</sup> Century Community Learning Center Grant proposal in the school to which assigned, insuring strict compliance with federal guidelines.

**Duties:** With Reading or Math Instructor assistance prepares lesson plans and facilitate activity for groups of 10 or more students. Collects and set up equipment as needed prior to the beginning of class. Requests needed supplies, materials and support in advance. Handles all classroom management issues and follows schools' discipline policies. Keeps and up-to-date record of participants and daily activities. Attends all staff meetings, development trainings, and submits all paperwork. Assists site coordinator with other duties as assigned.

**Time:** Works after-school, evenings and weekends and during summer on 21<sup>st</sup> Century programs. Hours will vary according to the needs of the academic and residential programs.

Appendix

C

MEMORANDUMS OF AGREEMENT

KEY PARTNERS

**INTERAGENCY AGREEMENT****BETWEEN THE**

**DEPARTMENT OF HEALTH AND HUMAN SERVICES  
INDIAN HEALTH SERVICE  
OKLAHOMA AREA INDIAN HEALTH SERVICE  
OFFICE OF HEALTH CARE SYSTEMS  
BEHAVIORAL HEALTH SERVICES**

**AND THE**

**DEPARTMENT OF THE INTERIOR  
BUREAU OF INDIAN EDUCATION  
RIVERSIDE INDIAN SCHOOL**

**I. PURPOSE AND AUTHORITY**

This interagency agreement is entered into under the authority of the Economy Act, 31 USC 1535 and 1536. The purpose of the agreement is to set forth the terms under which the Riverside Indian School, Bureau of Indian Education, Department of the Interior (Riverside Indian School) provides student services that are ordered by the Behavioral Health Services, Office of Health Care Systems, Oklahoma Area Indian Health Service (IHS).

**II. DESCRIPTION OF SERVICES:**

Counseling psychiatrists and substance abuse counselors at Riverside Indian School provide the ordered services. The Prevention component at the Riverside Indian School includes the assessment, development and implementation of strategies designed to prevent the abuse of alcohol and other drugs among the student population. This component encompasses comprehensive efforts in primary, secondary and tertiary prevention. The primary prevention efforts are largely educational in nature and are directed at the development of positive adaptive skills to deal with stressors that might lead to substance abuse. Secondary prevention activities focus on the early detection and reduction of the severity of existing disorders. Tertiary efforts are in the form of interventions employed once a disorder manifests clinically diagnosable signs and symptoms and are oriented toward treatment of the individual student and case management services, utilizing all appropriate resources, to minimize long-term effects of substance abuse.

An emphasis will be placed on the areas of secondary and tertiary prevention.

### III. SCOPE OF WORK

Riverside Indian School shall:

1. Develop and present weekly educational sessions to the student population on topics such as:
  - A. The dangers of alcohol and drug use (FAS, etc.)
  - B. Effects of alcohol/drugs on the body
  - C. Developing decision-making and problem-solving skills
  - D. Family systems, bonding and enrichment
  - E. Developing social competence (adaptability, responsiveness, positive relations with and concern for others)
  - F. Strengthening self-identity and independence
  - G. Developing life plans and setting future goals
  - H. History of alcoholism among American Indians
2. Present quarterly substance abuse educational seminars to dorm staff, teachers, professional staff, school administrators, security employees, student government members, and program support staff.
3. Present two educational seminars annually for students' parents/guardians on such topics as family systems, child-parent relationships, parenting techniques, child development, and alcohol/drug education.
4. Provide a system of assessing the status and needs of each student admitted to the school upon the student's arrival. Assessment instruments utilized should be culturally valid measurements appropriate for the student's age.
5. Develop an individualized treatment/case management plan with specific goals and objectives for every student determined to be in need of substance abuse services. The student will actively participate with the counselor to develop this plan.
6. Provide opportunities for high-risk students who can benefit from group therapy sessions to participate in regularly scheduled groups appropriate to their needs. Personal characteristics, which seem to predict potential for benefits from involvement in-group treatment include capacity for insight, flexibility, empathy, desire for growth, verbal skills, outgoing nature, and possession of an ability to postpone gratification (be less impulsive).

7. Provide regular individual counseling sessions to those students deemed to need more intensive individualized attention.
8. To students identified as at risk to substance abuse, provide regular weekly services of an alternative nature such as involvement in recreational therapy, spiritual/cultural activities, drug free social activities, community betterment opportunities, peer counseling, grief counseling and anger management. The American Indian Life Skills Development Curriculum will be used.
9. Coordinate the prescription medication needs and general medical care requirements for program participants with the human services and medical staffs at the Anadarko Indian Health Service Clinic and Lawton Indian Health Service Hospital.
10. Staff must meet accepted licensure or certification requirements.
11. Staff must pass a background investigation.

#### **IV. REPORTING REQUIREMENTS**

Riverside Indian School shall provide a narrative report stating progress toward scope of work objectives on an annual basis to the: Director of Human Services, Oklahoma Area Indian Health Service, 701 Market Drive, Oklahoma City, Oklahoma 73114.

#### **V. DURATION OF AGREEMENT**

This agreement shall be effective during Fiscal Year 2012 (October 1, 2011 through September 30, 2012). The agreement will be modified each fiscal year by memorandum to authorize continuation, subject to the availability of funds.

#### **VI. PAYMENT**

Riverside Indian School will bill IHS up to \$198,118 for Fiscal Year 2012.

#### **VII. PAYMENT TO BE MADE TO BUREAU OF INDIAN EDUCATION**

The Bureau of Indian Education (BIE) will submit billing to:  
Division of Financial Management  
Oklahoma City Area IHS  
701 Market Drive  
Oklahoma City, OK 73114

Transfer of funding shall be accomplished in an expedited manner. BIE shall affect billing with one (1) Online Payment and Collection (OPAC) system

transmission. A completed copy of form 1081 shall be mailed to the above address.

#### **VIII. ACCOUNTING**

ALC Number:	75-03-0660
Appropriation Number:	7520390
Allowance Number:	7100500101
Common Accounting Number:	J500939
Object Class Code:	25308

#### **IX. TRAVEL**

Travel under this agreement is subject to allowances authorized in accordance with Federal Travel Regulations, Joint Travel Regulations and Foreign Regulations.

#### **X. EQUIPMENT**

At the termination of this agreement or any modification thereof, Riverside Indian School will transfer to IHS any equipment that Riverside Indian School procured with funds from this agreement in order to provide services pursuant to this agreement.

#### **XI. SECURITY INVESTIGATIONS**

All activities in which Riverside Indian School staff or its volunteers will be interacting with or providing care to children less than 18 years old must be performed within sight and under the supervision of a Riverside Indian School employee who has satisfactorily completed the Child Care National Agency Check with Written Inquiries (CNACI) Security Investigation.

#### **XII. MODIFICATION/CANCELLATION**

IHS will notify BIE 90 days before the Agreement expiration date of any intent to continue the Agreement in the next fiscal year. This Agreement may be canceled with thirty (30) day notice from IHS.

**XIII. KEY OFFICIALS**

The key official responsible for implementing this agreement for the Riverside Indian School is:

Name: Tony Dearman, Principal  
Address: 101 Riverside Drive, Anadarko, OK 73005  
Telephone: 405/247-6670  
E-mail: [tony.dearman@bie.edu](mailto:tony.dearman@bie.edu)

The key official responsible for implementing this agreement for I.H.S. is:

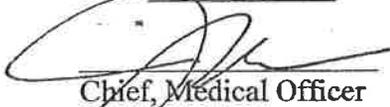
Name: Don Carter, Director, Behavior Health  
Address: 701 Market Drive, Oklahoma City, OK 73114  
Telephone: 405/951-3817  
E-mail: [don.carter@ihs.gov](mailto:don.carter@ihs.gov)

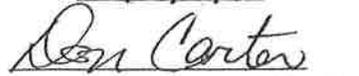
**XIV. DISPUTE RESOLUTION**

Should the key officials be unable to resolve a dispute about this agreement, they will refer the dispute to the Director, Bureau of Indian Education and to the Director, Oklahoma Area Indian Health Service, who shall confer within 30 days of the referral to resolve the dispute.

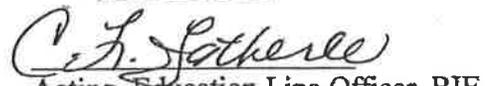
**XV. SIGNATURES**

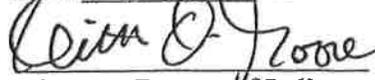
  
Director, Oklahoma Area  
Indian Health Service  
Date: 6-27-12

  
Chief, Medical Officer  
Oklahoma Area IHS  
Date: 06/26/2012

  
Director, Behavioral Health  
Oklahoma Area IHS  
Date: 7-2-12

  
Principal  
Riverside Indian School  
Date: 6-21-12

  
Acting, Education Line Officer, BIE  
Oklahoma Area Education Office  
Date: 6-19-12

  
Director, Bureau of Indian  
Education  
Date: 6-14-12



United States Department of the Interior  
**BUREAU OF INDIAN EDUCATION**  
**RIVERSIDE INDIAN SCHOOL**  
101 RIVERSIDE DRIVE  
ANADARKO, OK 73005  
(405) 247-6670

IN REPLY REFER TO:  
Administration

**Memorandum of Understanding**  
**Between**  
**Sage Associates, Inc and**  
**Riverside Indian School**

**I. Purpose**

The purpose of this memorandum of agreement is to establish a formal understanding between Sage Associates, Inc. (Sage) and Riverside Indian School (RIS). This Memorandum of Understanding (MOU) will facilitate collaborative activities between Sage and RIS that will increase awareness of HIV/AIDS risk factors and positively alter the future course of risky behaviors, including gang violence among at least 75 American Female Indian youth at Riverside Indian School that will be enrolled in BeLIEving In Native Girls (BLING) annually.

**II. Background**

Sage applied for a program entitled "HIV/AIDS Prevention and Intervention Services for Female Youth at Greater Risk for Juvenile Delinquency" which was funded from the Office of Women's Health to improve women's health across the lifespan and address the most critical issues of women's and girl's health nationwide. In keeping with this overarching mission, BLING is an intervention for at-risk Native American girls that educates on gang and HIV/AIDS prevention strategies.

**III. Specific Responsibilities:**

Sage and RIS agree to conduct the goals, objectives and activities that are set forth in the approved application received from the Office of Women's Health.

RIS will be responsible for the following items in implementing and meeting the goals and objectives:

1. Identify and assign an on-site coordinator to work as the SAGE representative on the project.
2. Recruit at least 75 new female participants annually (2009-2012) to participate in the program
3. Coordinate with the Program Manager the time and place for weekly meetings (3 per month) and monthly events to be held from September through May, September 1, 2009 through August 31, 2014.
4. Have input on the types of activities that will be presented at the meetings and events.
5. Provide support at the meetings and events by ensuring respective dorm staff is present.
6. Support the program activities with assistance in transportation and supplied based on RIS approved requests.
7. Promote in-service training to school staff regarding gender responsiveness, HIV and gang involvement by including on training schedule.

Sage will be responsible for the following items in implementing and meeting the goals and objectives:

1. Provide leadership and management for the overall planning, delivery, and reporting on the BLING program.
2. Provide leadership on the program evaluation.
3. Compensation for the on-site coordinator's time.
4. Accountable for all expense not specifically agreed upon by RIS purchasing.
5. Provide trainers for educator and staff in-service workshops.

III. Duration of Agreement

This agreement will begin on September 1, 2010 and end August 31, 2011.

Authorizing Signature and Date:



Deborah Scott

5/26/10  
Date

5/30/10  
Date

MEMORANDUM OF UNDERSTANDING  
BETWEEN

RR CONSULTING  
and  
RIVERSIDE INDIAN SCHOOL

The general objective of this Memorandum of Understanding (MOU) is to outline the partnership between Riverside Indian School and RR Consulting in developing and coordinating aspects of the proposed 21<sup>st</sup> Century Community Learning Center Grant—ACT: Academics, Culture, and Teamwork.

The Role of RR Consulting in this project is two-fold. One responsibility will be to provide professional development for all personnel at Riverside Indian School that are involved in the project. These trainings will be held on-site and will focus on instructional strategies and positive interaction practices. The trainings will be held quarterly. The other responsibility of RR Consulting will be to collaborate with the Project Director on the progress and development of the project. These meetings will also be held on-site and occur monthly.

Riverside Indian School will provide facilitation and meeting space for the presentations. In addition, the Project Director will communicate with all personnel and disperse information regarding the sessions.

RR Consulting has a long-standing and successful relationship with Riverside Indian School. This mutual respect is the basis for this proposed grant.



Elizabeth French  
21<sup>st</sup> Century Site Coordinator  
Riverside Indian School



Robbie Canada  
President  
RR Consulting

## RIVERSIDE INDIAN SCHOOL

### ASSESSMENT OF OBJECTIVE DATA

1<sup>st</sup> year of using NWEA Data SY 2011 – 2012, Annual Oklahoma State mandated Test

NWEA 2011-12		Reading Below Proficient	Math Below Proficient
Fall	BOY	80%	94%
Spring	EOY	74%	68%
Oklahoma State Test		Reading Below Proficient	Math Below Proficient
OCCT 4 <sup>th</sup> – 8 <sup>th</sup> Grade		66%	57%
EOI		34%	63%

Information based on Federal Programs National Dropout Prevention Center Students with Disabilities Data Probe worksheet, submitted 12-12-12

SY 2011-12 RIS	Graduation Rate	Dropout Rate
Regular Ed	47.27 %	6.05 %
Special Ed	47.37%	3.53 %
8 <sup>th</sup> OCCT	Reading Below Proficient	Math Below Proficient
Regular Ed	42%	72%
Special Ed	33%	50%
EOI	English II	Algebra I
Regular Ed	42%	73%
Special Ed	21%	23%

Appendix

D

ASSESSMENT OF OBJECTIVE DATA  
NEED FOR AFTER SCHOOL PROGRAM

Continued...

*Last Reported*

	AYP Status	
Year	Rating	Status*
2010-2011	No	SI-2
2009-2010	No	SI-1
2008-2009	No	ALERT

Annual Report Card SY 2010 -  
2011 Riverside Indian  
School Anadarko, OK 2010 - 2011

**Enrollment**

	All Students		LEP		Special Ed	
	Male	Female	Male	Female	Male	Female
Total	368	364	127	138	58	23
M/F		732		265		81

**Average Daily Attendance Rate, Graduation Rate and Dropout Rate**

	All Students	LEP	Special Ed
Avg Daily Attendance Rate K-8	96.98%	99.31%	96.29%
Avg Daily Attendance Rate 9-12	96.63%	97.87%	96.26%
Graduation Rate (High School)	83.33%	74.07%	93.75%
Dropout Rate (High School)	7.13%	6.70%	6.35%

**Student Achievement**

	Language Arts					
	Number of Students	Participation Rate	Basic %	Proficient %	Advanced %	Proficient + Advanced %
All Students	66	98.48%	44.62%	40.00%	15.38%	55.38%
Males	40	97.50%	43.59%	41.03%	15.38%	56.41%
Females	26	100.00%	46.15%	38.46%	15.38%	53.85%
Race and Ethnicity						
Native American	66	98.48%	44.62%	40.00%	15.38%	55.38%
Other Groups						
IEP	16	93.75%	26.67%	33.33%	40.00%	73.33%
Limited English Proficient	30	100.00%	66.67%	26.67%	6.67%	33.33%

**Two Year Trend in Language Arts:**

	Number of Students	Participation Rate	Basic %	Proficient %	Advanced %	Proficient + Advanced %
2010-2011	66	98.48%	44.62%	40.00%	15.38%	55.38%
2009-2010	89	98.88%	39.77%	48.86%	11.36%	60.23%

**State-wide Comparison (OK):**

	Number of Students	Participation Rate	Basic %	Proficient %	Advanced %	Proficient + Advanced %
2010-2011	154	99.35%	28.76%	54.25%	16.99%	71.24%

## Student Achievement

Reading						
	Number of Students	Participation Rate	Basic %	Proficient %	Advanced %	Proficient + Advanced %
All Students	110	100.00%	63.64%	32.73%	3.64%	36.36%
Males	54	100.00%	62.96%	33.33%	3.70%	37.04%
Females	56	100.00%	64.29%	32.14%	3.57%	35.71%
Race and Ethnicity						
Native American	110	100.00%	63.64%	32.73%	3.64%	36.36%
Other Groups						
IEP	18	100.00%	27.78%	50.00%	22.22%	72.22%
Limited English Proficient	35	100.00%	82.86%	17.14%	0.00%	17.14%

### Two Year Trend in Reading:

	Number of Students	Participation Rate	Basic %	Proficient %	Advanced %	Proficient + Advanced %
2010-2011	110	100.00%	63.64%	32.73%	3.64%	36.36%
2009-2010	124	100.00%	61.29%	31.45%	7.26%	38.71%

### State-wide Comparison (OK):

	Number of Students	Participation Rate	Basic %	Proficient %	Advanced %	Proficient + Advanced %
2010-2011	110	100.00%	63.64%	32.73%	3.64%	36.36%

### Student Achievement

	Math					
	Number of Students	Participation Rate	Basic %	Proficient %	Advanced %	Proficient + Advanced %
All Students	172	100.00%	66.28%	30.23%	3.49%	33.72%
Males	83	100.00%	68.67%	25.30%	6.02%	31.33%
Females	89	100.00%	64.04%	34.83%	1.12%	35.96%
Race and Ethnicity						
Native American	172	100.00%	66.28%	30.23%	3.49%	33.72%
Other Groups						
IEP	31	100.00%	77.42%	16.13%	6.45%	22.58%
Limited English Proficient	66	100.00%	74.24%	24.24%	1.52%	25.76%

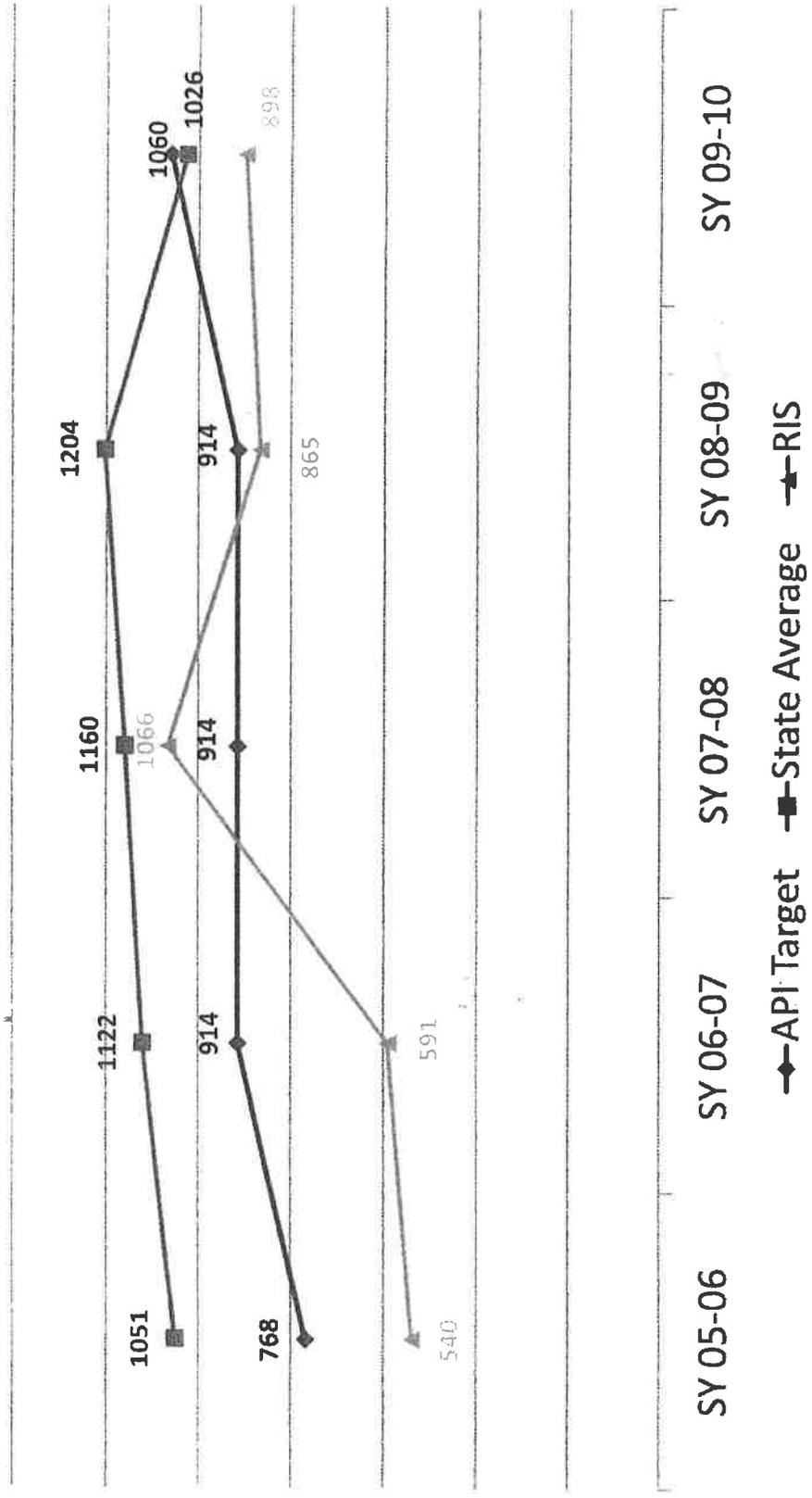
#### Two Year Trend in Math:

	Number of Students	Participation Rate	Basic %	Proficient %	Advanced %	Proficient + Advanced %
2010-2011	172	100.00%	66.28%	30.23%	3.49%	33.72%
2009-2010	196	100.00%	57.65%	34.69%	7.65%	42.35%

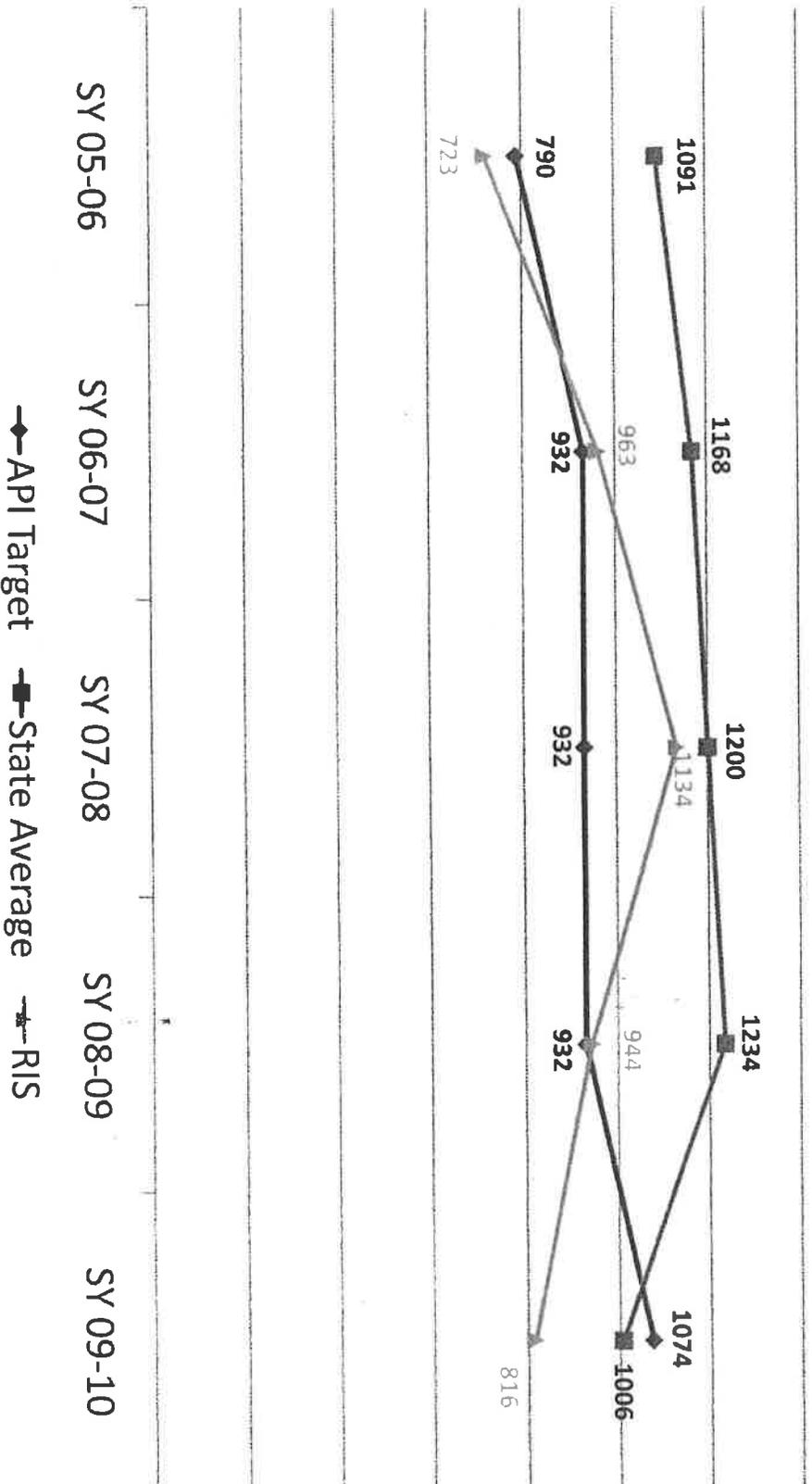
#### State-wide Comparison (OK):

	Number of Students	Participation Rate	Basic %	Proficient %	Advanced %	Proficient + Advanced %
2010-2011	264	100.00%	59.85%	32.95%	7.20%	40.15%

# API Trends Reading



# API Trends Math



## Action Plan for Targeted Group

School: Riverside Indian School

Date: 8-31-12

Time Period: 2012-13

Staff Who Developed this Plan:

Amber Wilson

Mitzi Sneed

Sharon Gatty Carson

Native Star Team

Area for Action Plan	Indicate Specific Targeted Grade and/or Group	Action to Be Taken (be specific enough so that it is possible to determine when the action has been implemented)	Person Responsible	Report on Progress of Implementation
<p><b>Materials and Instructional Practices</b></p> <p>Holt McDougall Math 4-8</p> <p>CORE taught by Special Education staff and certified staff</p>	<p>Grades 4-8</p>	<p>Conduct a comprehensive inventory of Core Holt McDougall materials 4-8. Order and replace essential components and resources.</p> <p>Review materials that will support the core program and provide strong enrichment for benchmark students.</p> <p>Review technology programs that will enrich and extend math opportunities for benchmark students.</p> <p>Review learning opportunities (World Math Day) and other math competitions where Riverside Indian School benchmark students may participate and extend their math learning.</p> <p>Provide support and training for all staff working with Benchmark students. (using Holt McDougall materials) to implement strong, explicit instructional practices to ensure fidelity to the core program with a focus on enrichment and challenge learning opportunities.</p>	<p>Math Coach Elem. Principal</p> <p>Math Coach Consultant (s)</p>	<p>May 2012</p> <p>Ongoing</p> <p>August 17, 2012</p>
		<p>Meet regularly with educational techs to determine strong, advanced instructional needs for working with Benchmark students to provide them with opportunities to "go above and beyond".</p>	<p>Principal</p>	<p>August 17, 2012</p>

		<p>Monitor classroom instruction to determine that strong learning opportunities and enrichment are provided consistently for Benchmark students.</p> <p>Implement Holt McDougal technology-based resources for Benchmark students for advancing our students to higher levels.</p> <p>Implement a pacing calendar that is reviewed bi-weekly at Native Star meetings collaboration and is posted on the door.</p> <p>Establish a flexible grouping plan for all three tiers of instruction at all grade levels.</p> <p>Blocking the intervention block to ensure that essential Holt McDougal Components (placement) to ensure that reteaching and relearning are embedded.</p> <p>Meet regularly with para-professionals to determine their own instructional needs for working with intensive students.</p> <p>Monitor classroom instruction (Tier I, II and III) to determine strong alignment between levels of support for intensive students.</p> <p>Implement and attend Power of Teaching training for all teachers and Education Technicians. Focus will be on Domain I and II in the Fall and Domain III and IV in the Spring.</p>	Principal	Weekly
<p><b>Time/Coverage/Mastery and Grouping Practices</b></p> <p>60 minutes Core/ Benchmark Instruction 30 minutes Strategic 60 Intensive intervention per day</p>	4-8	<p>Implement a 60-minute instructional schedule for Tier I and a 30 minute intervention schedule for Tier II and 60-minute of intensive intervention that will provide enrichment and practice with the Des Cartes (NWEA) so that benchmark students will progress at an accelerated rate of math performance.</p> <p>Additional Holt McDougal core diagnostic assessments will be used with Benchmark, Strategic and Intensive students.</p>	Classroom teachers Education Tech support  Math Coach Principal	August 17, 2012 Ongoing monitoring  August 17, and ongoing

		<p>NWEA Des Cartes will be used to identify individual needs for instruction and placement of Benchmark, Strategic and Intensive students. Careful attention must be placed on students who need acceleration. This will be determined using the RIT scores.</p> <p>Establish a schedule for accelerated instruction to ensure that there are 30 additional minutes to challenge and enrich benchmark students.</p> <ul style="list-style-type: none"> <li>Using spring data (OCCCT, Holt McDougal assessments (Placement, NWEA) Grade 4-8 students will be grouped and ready for instruction at the beginning of the school year.</li> </ul> <p>Establish a schedule (including every available staff member) to assist in providing tier two and three instruction to ensure that there are 60 additional minutes for intensive students.</p> <ul style="list-style-type: none"> <li>Using spring data (OCCCT, Holt McDougal assessments (Placement, NWEA) Grade 4-8</li> </ul> <p>NWEA testing will occur three times a year.</p>	<p>Teachers and Principal Teachers and math coach</p> <p>Principal and math coach</p>	<p>August 17, 2012</p> <p>September 17, 2012 In process with regular, constant and consistent modification</p>
<p><b>Assessment Practices</b> AIMSweb Benchmark testing, weekly progress monitoring, Holt McDougal core assessments, assessment calendar MAPS testing</p>	<p>Grades 4-8</p>	<p>Placement exam for Holt McDougal core will administered at the beginning of the year or when students enter our school. Retesting (if needed) be available for benchmark students so that students are not misidentified.</p> <p>Conduct Monthly Math Leadership Team meetings to review data school wide. Discuss instructional practices and flexible grouping during the MLT. Report on data that shows that our school is focusing on students who need challenge.</p> <p>Provide data notebooks for each teacher to use during collaboration and PLC meetings as well as their use in planning and monitoring interventions (Rit)</p>	<p>Classroom teachers, Math Coach</p> <p>Teachers with support from math coach.</p>	<p>BOY-MOY-EOY</p> <p>BOY -EOY</p>
<p>Data Utilization Practices Data collection will happen on a weekly basis for Holt McDougal Math, NWEA MAPS testing will occur three times per year</p>	<p>Native Star Meetings</p>		<p>Classroom teachers Math Coach MLT</p>	<p>Ongoing monthly monitoring</p> <p>August 17, 2012</p>

		<p>Recognize student progress throughout the school year using awards, announcements, bulletin boards, etc.</p> <p>Utilize a school-wide assessment calendar to coordinate all math assessments (NWEA, MSP, AIMSweb) throughout the year to ensure fidelity to testing windows as well as full implementation of Holt McDougal core assessments.</p> <p>Teachers will go over the results of MAPS tests in the Native Star meetings. Select a RIT-band from MAPS and create a plan of how to improve and deliver instruction for Benchmark and beyond students. Students will look at their own RIT score, chart their data and set goals for their own improvement.</p> <p>Facilitate data-dialogue around regularly-planned core assessments. This will include placement, baseline and cumulative core assessments.</p> <p>Clearly identify advanced students and plan an individualized program for their enrichment.</p> <p>Implement and use data walks in the classroom to monitor and review student progress.</p> <p>Utilize professional development calendar.</p>	<p>Principal</p> <p>Principal Math Consultant</p> <p>Teachers, math coach and Principal</p>	<p>Monthly</p> <p>August 20-21, 2012</p> <p>Ongoing careful monitoring</p>
<p><b>Professional Development</b></p> <p>Professional Learning Communities, Effective Schools, Holt McDougal Math, NWEA MAPS, BIE Professional Development Support, National Conference Teaching Math Power of Teaching</p>	<p>4-8 Staff</p>	<p>Schedule on-site technical assistance visits from BIE Math FOCUS consultant.</p> <p>Provide training for intervention practices (RtI), creating and maintaining flexible grouping (based on data) and using Holt McDougal Mc Graw Hill intervention materials.</p> <p>Provide on-going professional development for strong instructional strategies for all three tiers to ensure that instruction is matching data and addressing student needs for advancement.</p>	<p>Teachers Math Coach</p> <p>Principal Math Coach</p> <p>Principal S. Gatti-Carson</p> <p>On-Site FOCUS Consultant Math Coach</p> <p>Principal Math Coach Teachers FOCUS</p>	<p>After BOY</p> <p>August 20-21, 2012</p> <p>Native Star Half Days</p> <p>Ongoing</p>

		<p>Provide training for math classroom to support problem solving and communication as well as constructed responses on assessments. Focusing on advanced and intensive students for mathematics vocabulary and skills from higher RIT scores of the DesCartes will be a focus.</p> <p>Teachers will attend Summer Institute and Fall training to continue the Power of Teaching. Intense focus will be placed on Domains I and II of Power Sources from Power of Teaching through November 2012. Domain III and IV will be implemented after Fall Power to Teach Training. Strategies will be taught and modeled to teachers to power up the work in their classrooms</p>	<p>Consultant</p> <p><b>FOCUS</b> Consultant Math Coach</p> <p>Teachers Principal Math Coach who attended Power of Teaching Summer Institute 2012</p> <p>Ongoing and As Scheduled with BIE</p>	<p>Scheduled Visits</p>
<p><b>Schoolwide Organization and Support</b></p>	4-8 Staff	<p>Native Star Teams will meet bi-weekly with math coach to assess growth and implement plans for improvement for groups and individual students. Pacing calendars will be followed at each grade level to insure implementation of core math curriculum.</p> <p>Teachers will maintain a record of each student's mastery of specific learning objectives. Forms will be turned in weekly to coaches with data collected from progress monitoring and core assessments. In addition they will differentiate assignments in response to individual student performance on assessments; Teachers will assist students in achieving goals set to provide acceleration or intensive intervention.</p>	<p>Principal, Math Coach Teachers and EdTechs</p> <p>On-going</p>	
<p><b>School Leadership:</b> Superintendent Principal</p>	4-8 Staff	<p>Attend Native Star meetings.</p> <p>Plan, support and attend monthly Math Leadership Team meetings.</p> <p>Review monthly data with math coach to monitor progress of all students with a focus on all three tiers of Rit.</p>	<p>Principal</p> <p>On-going</p>	<p>Weekly</p>

		<p>Conduct regular walk-thoughts of math block and math Tier II and III interventions.          Provide regular celebrations (benchmark times) to recognize staff and students.          Set up MAPS testing schedules, assist in MAPS testing.          Provide support for staff placements for math block and math acceleration groups.          Leadership will provide some focused effort on acquiring professional development and enrichment opportunities that will support teachers in working with benchmark and advanced learners.</p>	<p>Principal          Principal          Principal Math Coach          Teachers          Ed Techs</p>	<p>Weekly          September, December, March- April          BIE Summer Institute          FOCUS          Conferences          NCTM</p>
<p><b>Math Coach</b></p>	<p>4-8 Staff</p>	<p>Continued training of Power of Teaching as set by BIE.          Lead math meetings, spend 80% of time in classrooms teaching, coaching, observing and support math data and achievement.          Provide support and assistance in MAPS testing.          Maintain coach's log.          Create an organizational schedule that will support small group instruction utilizing all available Riverside Indian School staff.          Continued training of Power of Teaching as set by BIE.</p>	<p>Principal          /Coach          BIE          Principal</p>	<p>Principal, BIE          BIE dates TBA</p>

Revised 9/14/11  
 Revised 1/18/2012  
 Revised 8-31-12

Appendix

E

LETTER OF SUPPORT

OFFICIAL BUREAU OF INDIAN EDUCATION

OFF RESERVATION BOARDING SCHOOL



IN REPLY REFER TO:

# United States Department of the Interior

## BUREAU OF INDIAN EDUCATION

Oklahoma Area Education Office

200 N. W. 4th Street, Suite 4049

Oklahoma City, OK 73102

(405) 605-6051

Fax (405) 605-6057

November 19, 2012

TO: Bureau of Indian Education  
FROM: Oklahoma Area Education Office  
RE: 21<sup>st</sup> Century, 2012-13 Application

This letter is written in support of Riverside Indian School, Oklahoma Area. We can give assurance that Riverside Indian School and staff will comply with all of the stated requirements of the 21<sup>st</sup> Century Learning Centers Program Grant, will follow the guidelines with financial integrity, and adhere to the regulations of the grant application.

Please contact this office if you have any questions.

*C. Jatherec, Acting ELO*

## J. APPLICATION CHECKLIST AND REQUIRED FORMS

One original and two copies of the application are due by November 26, 2012.

A complete application must include, in the order given below, the following sections:

- Application for Federal Assistance (Standard Form 424), completed according to the instructions and signed by an authorized official (page 1)
- Cover Page
- Table of Contents (1 page)
- Program Summary and Abstract (2 page)
- Program Narrative (no more than 35 pages single-spaced)
- Participants Served Chart
- Performance Measures Template
- Schedule of Operations
- Budget Form –Appendix III (complete one for each center site)
- 21<sup>st</sup> CCLC Assurance Form
- Appendices – only those described below:
  - Job descriptions for key staff members
  - Documents of support from school and tribe
  - Memorandums of Agreement/Contracts for key partners
  - Assessment of objective data regarding the need for before and after school programming
  - Letter of support from the Official Tribal Grant, Contract School or Dormitory Official stating full compliance, support and financial integrity with the BIE's 21<sup>st</sup> CCLC RFP application requirements

### NOTE:

- Attachments not requested by the RFP will result in disqualification of the application. Send only the information specified in this RFP.
- Proposals not in the required format will be automatically disqualified.