

Murphy, Sarah

From: Edmo, Jack
Sent: Friday, January 18, 2013 7:21 AM
To: Murphy, Sarah
Cc: King, GayeLeia
Subject: FW: 21st CCLC Applicaion
Attachments: 21st CCLC Grant 2012-2013.docx

[One more, Jack](#)

From: clyde.naasz@rockcreekschool.org [mailto:clyde.naasz@rockcreekschool.org]
Sent: Thursday, January 17, 2013 10:12 PM
To: Edmo, Jack
Cc: 21st@rockcreekschool.org
Subject: 21st CCLC Applicaion

Jack:

I have attached the 21st CCLC Grant Application for Rock Creek Grant School. I did not realize the grant application was due on Thursday instead of Friday.

Clyde C. Naasz, School Principal

18
45
63
38
101
15
116

1. Need for Project (18 pts.)

Section 1A: Annual growth of the student population and how the proposed project will address the catch up growth of the student population

Name of Each After School Site	Designation - School Status	% Free or Reduced Lunch	Estimated # of Students to be Served (based on percentage of total source population)	# of Family Members to be Served, if Appropriate
Rock Creek Grant School	School Restructuring	90%	82	20 adults

Grade Levels to be served

Elementary
(Grades K-8)

The annual growth of the student population has been small. The school system had one student proficient in the subject of reading on the 2010-2011 South Dakota State Assessment. There were no students proficient in the subject of mathematics on the 2010-2011 South Dakota State Assessment. The school system had three students proficient in the subject of reading on the 2011-2012 South Dakota State Assessment which is an increase of two (2) students. There were no students proficient in the subject of mathematics on the 2011-2012 South Dakota State Assessment which is no increase.

The Rock Creek 21st CCLC Project will focus more on academics in the subject areas of reading, mathematics, science, and writing. The former project focused more on socializing and social activities. The proposed project will include some social activities, but the project will include eighty-five (85%) percent of the time used on student academic activities. The project will be based on hands-on and computerized activities to increase student achievement. The new project director has served other successful 21st CCLC Projects at Fort Yates, North Dakota that seen massive student achievement increases in the subjects of reading and mathematics.

Section 1B: Proposed project will identify, target and recruit the sub-population of students and/or families that are most in need of these services

The Rock Creek Grant School 21st CCLC Program will use progress monitoring to determine high need. The Rock Creek Grant School will identify students in most need of the program with the results of the South Dakota State Assessment, NWEA – MAP (Measure of Academic Progress), and classroom pre- and post-test results. The school system will target and recruit the sub-population of students with making the program exciting for the students to attend. The Rock Creek Grant School 21st CCLC Program will be designed to address the academic needs of students with technology and hands-on activities in the subjects of reading, mathematics, writing, and science. The program will include a child care license which will provide an evening meal and snack each night of the program. The grant program will involve parents/guardians and community people with the cultural activities and Lakota/Dakota Language. The program will also involve parents/guardians and community people with the cooking activities of the program.

Section 1C: Describe how the proposed project will address the risk factors linked to academic failure for each target population

The Rock Creek Grant School has the risk factor for academic failure due to poor student attendance. The school is presently addressing this problem with a new school administrator enforcing the Standing Rock Sioux Tribal Student Attendance Law. The school has witnessed an improvement of student attendance percentage in the first few months of the academic school year.

Another risk factor for academic failure is in the subject of reading. The school system will be purchasing a core reading program for the 2013-2014 academic school year. This will allow the school system to implement the three tier model in the subject of reading during the 2013-2014 academic school year. The Rock Creek Grant School had one student proficient on the South Dakota State Assessment in the subject of reading during the 2010-2011 academic school year. The school had three students proficient on the South Dakota State Assessment in the subject of reading during the 2011-2012 academic school year. The school has implemented a Reading Literacy Program through the American Indian Relief Fund to increase the amount of reading and rewarding students for the number of books that they read or have read to them. The school has also been awarded a Catching the Dream – Read Awards Program Grant to purchase gift certificates for students to earn points for reading books and purchase reading books of their choice. The school will be

participating in the American Indian Relief Organization Literacy Program during the 21st CCLC Program once a week. We will have younger students reading books to older students or having older students reading books to younger students. The students will receive small prizes for each book completed. The Rock Creek Grant School 21st CCLC Program will also be using the computerized Academics of Reading Program for the younger students during the 21st CCLC Program. We will be using the Read 180 Program with the older students during the 21st CCLC Program sessions in order to increase student reading grade levels and reading skills.

**South Dakota State Assessment - Rock Creek Grant School – Student Reading Data
2011-2012**

Grade	Number of Students taking the test	Number of Students Proficient	Number of Students not proficient
3 rd	9	0	9
4 th	6	0	6
5 th	6	2	4
6 th	6	0	6
7 th	5	1	4
8 th	5	0	5

Another risk factor for academic failure is in the subject of mathematics. The school system needs more time to cover more mathematics material. The school is experiencing not enough time to cover all the required mathematics material for the South Dakota State Assessment. The 21st Century Community Center Learning Grant would provide additional time for the student to be exposed and master the mathematics facts. The school system will also be looking at implementing a three tier model mathematics program for the 2013-2014 academic school year in order to implement this model. The school system had no student proficient on the South Dakota State Assessment in the subject of mathematics during the 2010-2011 academic school year. There were no students proficient on the South Dakota State Assessment in the subject of mathematics during the 2011-2012 academic school year. The Rock Creek Grant School 21st CCLC Program will be using the IXL Technology Mathematics Program during the after school sessions.

**South Dakota State Assessment – Rock Creek Grant School – Student Mathematics Data
2011-2012**

Grade	Number of Students taking the test	Number of Students Proficient	Number of Students not proficient
3 rd	9	0	9

4 th	6	0	6
5 th	6	0	6
6 th	6	0	6
7 th	5	0	5
8 th	5	0	5

Another risk factor for academic failure for the students attending Rock Creek Grant School is getting enough to eat. We have a large number of students that are left at home alone at night until late hours. These students are not provided with a meal or anything to eat from school lunch until school breakfast the next morning. The 21st Century Community Learning Center Grant would provide the students with an after school snack and dinner four nights a week. The snack would be provided by the South Dakota Department of Education Child and Adult Nutrition Program. The dinner would be provided with funding through a Child Care License that the school system would obtain.

Another risk factor for academic failure is providing the students with a place to be from 3:00 p.m. to 6:00 p.m. Monday through Thursday. The 21st Century Community Learning Grant would provide the students with a safe and healthy place to be during this time frame for four days a week. The students would be supervised and taken care of during this period of time. The students will be supervised with adults that are employed by the school system.

Another risk factor for academic failure is poor writing skills. The 21st Century Community Learning Center Grant Program will use the Step up to writing program to improve the student body writing skills. The 21st CCLC Program will provide additional time for the students to work on their writing skills.

Another risk factor for academic failure is the students having a feeling of hopelessness. The students do not witness any reason to do well in school; because all they see is poverty. They see no businesses or places to get jobs and earn money. The 21st Century Community Learning Grant would provide the students with the College for Every Student Organization. This would provide the students with peer and adult mentoring, pathways to college, and leadership opportunities. This organization would provide the students with skills and knowledge that they would want to graduate from high school and go on to college or vocational school and graduate.

One last risk factor for academic failure is providing the students with additional time to work on the subject of Science. The 21st Century Community Learning Center Grant

Program will implement the Kids Garden Program and the Community Garden Program to develop basic growing of plant skills. The students will learn how to care for the plants to grow and develop. The program will also borrow the STEM Program Kits from the Sitting Bull College in Fort Yates to work on science, technology, engineering, and mathematics curriculum and develop much needed academic skills for this day and age.

Section 1D: For 2011-2012 school year, 21st CCLC grantees provided documentation of progress and achievements made by 21st CCLC students on state assessment, Native Star, and NWEA tests. Data demonstrated academic growth as well as behavioral improvements.

The Rock Creek Grant School 21st CCLC Program witnessed an improvement of three (3) more students reaching the proficiency level in the subject of reading on the South Dakota State Assessment. The school system had only one (1) student that was proficient on the 2010-2011 South Dakota State Assessment in the subject of reading. There were no students that were proficient on the South Dakota State Assessment in the subject of mathematics during the 2010-2011 academic school year or the 2011-2012 academic school year.

The Rock Creek Grant School 21st CCLC Program did witness student improvement on the NWEA testing during the 2012 fall testing period compared to the 2012 spring testing period. The school had no students proficient in the subject of mathematics, reading, and language usage during the spring testing period. The school had two (2) students proficient in the subject of reading, one (1) student proficient in the subject of mathematics, and one (1) student proficient in the subject area of language usage. The Rock Creek Grant School 21st CCLC Program will address the proficiency level of our students in these subject areas by adding additional time to work on these skills. The 21st CCLC Program will be using technology and hands-on instruction to create interest and excitement of our students. The student body's behavior has improved with student's that participate in the after school program. The goal of the 21st CCLC Program is to increase the number of students participating in the program.

Section 1E: Describes how the performance measures are directly related to the most recent data provided through state academic assessment or other instruments.

The goals of supporting academic achievement for youth are all directly related to the South Dakota State Assessment. The goals of the Rock Creek Grant School 21st Century Community Learning Grant Program will be to increase student achievement in the subjects

of reading, mathematics, science, and writing. The South Dakota State Assessment shows the school system had three (3) students proficient in the subject of reading. The school system had no students proficient in the subjects of mathematics and science. The WIDA Assessment shows that the student body weakness area on the assessment is in the area of writing. The WIDA Assessment is required by the state of South Dakota to test Limited English Proficiency of students in the state of South Dakota.

Section 1F: Cites any additional factors that place students at risk of educational failure or how the proposed project aligns to other areas of consideration, such as dropout prevention etc.

The Rock Creek Grant School 21st Century Community Learning Center Program will help our students to receive the additional help in the subjects of reading, mathematics, science, and writing. The students will have additional time to improve their academic skills in these subject areas. The 21st CCLC Program will also provide a period of time for homework assistance each night to help students with additional time to complete their homework. The 21st CCLC Program will help students to develop their skills in the subject listed above; so the students can be successful in the regular school program to prevent the students from dropping out of school. The students will also receive homework assistance from 21st CCLC staff as needed; so they can keep up with their classmates. This will also help the students from dropping out of school.

The Rock Creek Grant School 21st Century Community Learning Center Program will belong to the College for Every Student Organization. The program provides students with mentoring (student-to-student mentoring and adult-to-student mentoring), pathways to college, and leadership. By participating in this organizations our students in grades 3 through 8 will become acquainted what is out in the real world for them. Our students are in an isolated world. They do not see the importance of education; because they see from day-to-day poverty and hopelessness. They see very few jobs available for people to earn a living on the Standing Rock Indian Reservation. This organization will provide the students with hope and career goals. This organization was implemented in the Standing Rock Community School for the past four (4) years with major success. The school seen a large number of students going on to college and receiving college scholarships during this time period.

2. Quality of Project Design (51 points)

Section 2A: (Appendix V): Goals, performance measures and activities that address the needs of the identified and targeted population

Measurable Improvement	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/Evaluation
Increase Students Reading Achievement by 40% increase at each grade level	Academy of Reading (Auto Skills) tutoring Literacy Program Dolly Parton Foundation Common Core Reading Resources Study Island (Reading)	Teachers Director	SDSA - 04/2013 NWEA - Map 04/2013	South Dakota State Assessment Northwest Education Assessment (NWEA)

Measurable Improvement	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/Evaluation
Increase Students Mathematics Achievement by 40% increase at each grade level	IXL Math	Teachers Director	SDSA - 04/2013	South Dakota State Assessment
	tutoring		NWEA – Map 04/2013	Northwest Education Assessment
	Study Island (Math)			
	Common Core Math Resources			
	Saxon Mathematics			

Measurable Improvement	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/Evaluation
Increase Students Writing Skills & Abilities by 20%	Step Up to Writing	Teachers Director	WIDA Access 04/2013	WIDA Access
	Writing without Tears		NWEA – Map 04/2013	Northwest Education Assessment
	tutoring			
	Common Core Writing Resources			

Measurable Improvement	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/Evaluation
Increase Students Science Achievement by 20%	STEM Kits	Teachers Director	NWEA – MAP 04/2013	Northwest Education Assessment
	Kid Garden			
	Community Garden		SDSA - 04/2013	South Dakota State Assessment
	Tutoring			
	Science Activities that are not covered in the classroom; because of time limit during the academic school day			

Section 2B: Detailed description of all evidenced based or scientifically based research that supports the choice of programming and teaching strategies

Academy of Reading was created from extensive research and proven in thousands of elementary, middle school, and high schools, the award-winning Academy of Reading delivers a powerful, completely web-based intervention solution that helps at-risk students achieve rapid, permanent gains in reading.

Scientific basis: Original, neuroscience research and patented algorithms for the development of decoding automaticity.

Structured learning: Training in the National Reading Panel's five pillars; phonemic awareness, phonics, fluency, vocabulary and comprehension.

Efficacy: Significant reading gains in as little as 10 hours of training.

Individualized instruction: Automated Cloze placement, adaptive intervention engine, age-appropriate content, interfaces and motivation.

Data: Real-time access to usage and fidelity measures, student progress reports and detailed error analysis.

Extensions: RTI Package, Portfolio, and Academy Data Integrator.

Professional Development for the Academy of Reading accelerates learner outcomes and student achievement.

RTI Works for Academy of Reading is designed to meet the needs of administrators and practitioners at various stages in the RTI adoption cycle.

W. B. Goodwin Elementary School, North Charleston, SC

During the 2003-2004 school year at W.B. Goodwin Elementary School, 433 students, in grades 1 through 6, participated in an evaluation of effectiveness of the Academy of Reading intervention program. Results, based on a comparison of pre- and post-training CPRT scores, showed that students achieved 1.5 grade levels gains in their reading proficiency after an average of 4.4 hours of focused training.

Handwriting Without Tears is a proven success in making legible and fluent handwriting an easy and automatic skill for students.

The curriculum uses hands-on, educationally sound instructional methods to teach handwriting. Lessons required minimal preparation time. As a result, thousands of administrators, teachers, therapists, and parents across the country have successfully implemented HWT using their Simply Smart Student Materials.

It's a fact: good handwriting promotes strong literacy skills and academic success in other subjects. On the other hand children who struggle with handwriting may avoid writing .. leading to arrested development.

The Handwriting Without Tears curriculum draws from years of research to provide developmentally appropriate, multisensory tools and strategies for your classroom. See why it works:

- HWT teaching orders move progressively from writing readiness in Pre-K, to printing in grades K-2, and cursive in grades 3-5+. The scopes and sequence of lessons is based on research about how children learn best.
- The HWT program follows research that states children learn more effectively by actively doing, and by using the different senses.
- HWT takes a unique physical approach to instruction that addresses posture, grip, and paper positioning.

The Handwriting Without Tears curriculum teaches the easiest skills first, then builds on prior knowledge. Letters are taught in a sequence that makes sense developmentally; in groups of similar formation. After children master the easier letters, they are ready for more difficult letters in both print and cursive.

The Handwriting Without Tears helps children develop their writing skills through multisensory play-based instruction. Activities with hands-on materials—Wood Pieces Set, Capital Letter Cards, Mat, CDs, Slate Chalkboard, and Blackboard—address different senses to teach correct formation, spacing, sequencing, and other writing skills.

Children move, touch, feel, and manipulate real objects as they learn the habits, and skills essential for writing. Other multisensory lessons in the teachers' guides use voices, letter stories, door tracing, imaginary writing, and mystery letters to teach letter formation and placement on lines.

IXL assesses your students' understanding as they practice, and generates detailed performance reports to give you valuable insight about your students' abilities. With a single click of your mouse, you can view any of the IXL's 37 reports, which include data on grade-level proficiency, trouble spots, and even progress toward meeting state standards.

IXL's reports are designed to give you the information you need to help your students reach their potential. With IXL you can identify a student's strengths and pinpoint trouble spots; view improvement over time; and measure progress based on length of practice time. You can even view the actual problems a student missed and the answers students chose for those problems.

With IXL's reporting suite tracking your students' work, it's easy to set practice goals for your students, or even assign, IXL practice as homework. You have quick access to your students' usage information, so you'll know when assignments are completed, as well as how your students are performing.

Math is about so much more than just numbers—so, IXL is too! They approach each math concept from all angles, offering visual representations, word problems, interactive activities, and more. With an abundance of math problems for every learning style, students can't help but build lasting skills and confidence.

When you're truly "in the zone," you can pick up new skills in no time. With that in mind, we designed IXL as the ultimate focused learning environment. Free from any gimmicks or distractions, IXL is a place where every minute is spent truly learning math.

Thanks to IXL's easy-to-read reports and e-mail updates, you will never miss a second of your students' exciting learning journey. We can give you information that matters—exactly which problems students missed, where students' trouble spots lie, how they've progressed over time, how much knowledge they truly understood and retained.

IXL is a practice environment that rewards hard work—after all, with dynamic, unlimited questions, guessing your way to success isn't exactly an option. Instead, we encourage students to learn from their mistakes, and move through new challenges at their own pace. There's no feeling that can match mastering a skill on IXL, since it comes with the satisfaction of knowing you really do "get it."

Not only do students gain new skills on IXL—they gain a whole new appreciation for how fun math can be! From the vibrant images that permeate IXL's skills, to the enticing awards and certificates that are hidden throughout the site, students cannot wait to hop on IXL—and you'll have trouble tearing them away.

It's easy to find the right skills to practice for your state's standards! All of IXL's dynamic math skills are aligned to your standards, including:

Common Core

All 50 states and D.C.

IXL assesses your students' performance on each standard instantly, so you'll have all the information you need to prepare them for standardized testing. Click on your standards to view skills and start practicing.

IXL members receive exclusive access to IXL's state standards reports. These comprehensive reports cover everything you'd ever want to know about your students' readiness for their standardized tests, including:

- A breakdown of the IXL skills that comprise each standard, and how your students are progressing on each.

- A standards score that predicts how your class would perform on each of your state's standards.

- A trouble spots report which identifies standards that your students need to review.

- Summaries of which standards your students have practiced, and which they haven't started yet.

- Suggestions for skills that your students should practice in order to raise their standards scores.

- One-click access to detailed data for each skill, showing time practiced, problems answered, and more.

In addition to generating these reports for your class as a whole, you can view this information for each individual student to help identify his or her personal trouble spots.

Parents also have access to state standards reporting, so that working toward standards goals can be both an in-school and at-home endeavor.

In IXL, each grade level has its own themed game board, filled with awards and prizes, so practicing math is like one big treasure hunt. Buy you only win when you excel!

Every time you achieve one of your math goals, whether it's mastering a skill or practicing for a certain amount of time, you just might have a surprise waiting for you. In first grade's jungle game board, you might unlock a wild animal, or in the kindergarten toyland game board, you

could stumble upon...wait, we're telling. Keep practicing, and see how many prizes you can find!

IXL is not just about helping your child learn math – it's also about helping your child learn to love the subject. Unlike traditional workbooks and drills, IXL's practice game boards engage students in their math lessons. As they work for hours to uncover new prizes on their game board, they'll be gaining new math skills and confidence along the way.

Developing Student Literacy Skills: How Study Island Aligns with Best Practice.

Literacy proficiency leads to a wealth of positive outcomes, whereas illiteracy paves the way toward limited opportunities and potential welfare issues (e.g., poverty, health). Research evidence highlights the need for improving literacy proficiency across the country. Results from the National Assessment of Educational Progress (NAEP) indicates that 66% of fourth and eighth grades students lack proficiency in reading, and at least 67% of fourth and eighth graders lack proficiency in writing. United States students rank 18th internationally in elementary literacy performance and 17th internationally in high school reading performance. One potential pathway toward realizing gains in student literacy proficiency involves the incorporation of research-based best practices in literacy instruction. By integrating research-based best practices on instructional strategies, progress monitoring, and writing support into the classroom, teachers can positively impact student literacy achievement.

The research base on strategies for literacy development indicates that programs that incorporate these best practices can positively influence student literacy achievement. Study Island supports the development of student literacy skills, teachers need to incorporate various instructional strategies, including using different methods of instructional delivery, enhancing student literacy motivation, and providing focused and distributed practice.

1. Using different methods of instructional delivery. Providing the students with access to literacy content through different instructional modalities offers one way to enhance the learning environment. By acknowledging that each student has different learning styles and incorporating different instructional methods in the classroom, teachers promote student achievement gains and increases in positive attitudes. One example of using different instructional methods involves the use of animations in instruction. Research suggests that animated lessons can lead to greater comprehension and learning gains compared to reading books with static images. Animated lessons add a source of motivation for students, leading to increased engagement and interest, and may also serve as a source of contextual support. As a consequence, teachers should

present information in a variety of formats to accommodate the learning styles of different students.

2. Enhancing student literacy motivation. Before students can retain information, they need to be engaged in and motivated by the content. Research shows that when students are motivated to read, they read more and have higher reading achievement. Additionally, elementary students who frequently read for fun have higher reading scores. When students are not interested or motivated to read, they have lower levels of academic self-efficacy and are at risk of lower literacy achievement.

Teachers can utilize several strategies to foster student motivation in the classroom. First, teachers can give students a choice in what they can read and provide challenging reading materials, resulting in higher student motivation. Second, teachers can demonstrate techniques for actively engaging with text (e.g., comprehension strategies) leading to greater reading achievement. Finally, teachers can find ways to increase students' self-efficacy, which plays a key role in motivation. A few strategies for enhancing self-efficacy include allowing students to experience success, providing encouraging feedback, and implementing goal setting. When teachers take steps to enhance student motivation and efficacy, students experience greater reading engagement and subsequent success.

3. Distributing and providing focused practice. Once students acquire information, review becomes important for retention. Research on the spacing of information suggests that learning is improved when students distribute review of material rather than learning content in one massed session (i.e., cramming). In particular, studies suggest that separating learning by at least one day is helpful for the retention of material and that distributed learning can increase achievement by twenty-nine percent after eight to 30 days of learning content. The effect of distributed learning is particularly beneficial for more complex learning, wherein greater spacing between learning periods leads to greater retention of material.

In addition to spacing content, students need to have practice sessions with material to achieve high levels of competency. Research indicates that more difficult content might require focused practice. This allows students to break down material by focusing on subskills within larger skills. The concept of focused practice is similar to mastery learning, wherein teachers divide material into smaller units and students receive tailored support until they attain mastery of content. Previous research shows that

when classrooms participate in mastery learning, students have higher achievement outcomes compared to classrooms using traditional instruction.

By using different methods of instruction delivery, enhancing student literacy motivation, and providing distributed and focused practice, students can achieve literacy proficiency. The strength of research on instructional strategies is high, with effect sizes ranging from 0.37 to 0.89, suggesting that the incorporation of these strategies in a classroom program can result in positive small to large impacts on literacy achievement.

How Study Island Incorporates Research-Based Instructional Strategies:

- Includes interactive activities and embedded animations within literacy lessons
- Allows students to complete lessons in any order, offers symbolic rewards for progress and includes goals and progress feedback to enhance student motivation
- Allows teachers to specify the amount and frequency of practice students receive and provides extra practice on difficult content by breaking concepts down for students at their respective levels.

How Study Island Supports Progress Monitoring and Feedback:

- Directly aligns with state and common core standards
- Provides diagnostic, Formative, and summative assessment results and professional development resources as tools for modifying instruction based on student need
- Provides students with continuous feedback and goals for assessment performance
- Students receive individualized and task-specific feedback on their progress in meeting standards
- Provides supplemental instruction and assessment on the computer, allowing for task-specific feedback and reduced data collection time

In an era of technology, computer programs offer new ways to support classroom literacy development. Research on computer-assisted instruction (i.e., computer programs that support instruction) shows a positive influence of digital programs on reading achievement. Specifically, computer program feedback that focuses attention on specific tasks and provides information on correct answers leads to higher student achievement outcomes. When classrooms use computer-assisted instruction, teachers have heightened satisfaction with

progress monitoring and a reduced burden in the amount of time for data collection and management.

College For Every Student (CFES):

CFES currently works with 200 rural and urban schools and districts in 24 states. Each school works with more than 50 CFES Scholars (low-income youth), most of whom would be first in their family to pursue higher education, to help them get to college and succeed there.

The essence of College For Every Student is the engagement of every CFES Scholar in three high-impact practices that research has shown effective in not only getting students on track toward college, but also helping them persist once there – Mentoring, Leadership through Services, and Pathways to College.

Mentoring – fosters academic and personal growth by providing CFES Scholars supportive relationship with an older, more experienced individual who can serve as a role model. All CFES schools have mentoring programs for their Scholars that utilize peers, adults, teachers, community leaders, and/or college students as mentors.

Leadership through Service – helps CFES Scholars identify and express their leadership potential through activities that make their school and/or community a better place. CFES schools create meaningful opportunities for Scholars to provide leadership in service to others. Gaining leadership skills and taking responsibility for others builds self-confidence, encouraging personal aspirations for college and developing resilience that leads to college success.

Pathways to College – partners CFES schools with colleges to provide opportunities for CFES Scholars to visit college campuses, interact with students and faculty, and gain exposure to the admissions process, financial aid options, and other higher education components.

College-Going Rate for Grade 12 Scholars	95%
Improved Behavior	74%
Improved GPA	68%
Improve Attendance	63%

The Rock Creek Grant School wants our 3rd grade students through 8th grade students to start think about graduating from 8th grade, graduating high school, going on to college, and graduating from college.

Section 2C: Proposed project will monitor students' academic progress

The IXL Mathematics Program, Reading Academy Program, and Study Island (reading, mathematics, and science) Program have academic progress monitoring components included in their programs. The Rock Creek Grant School 21st Century Community Learning Center Grant Program will also administer the NWEA-MAP (Measure of Academic Progress) Assessment three times each academic school year for monitoring students' academic progress (September, December-January, and April). The NWEA Assessment will be used to measure academic progress in the subjects of reading, mathematics, language usage, and science. The school system will administer the South Dakota State Assessment and the WIDA (English Language Learners) Assessment during the month of April each year. The school system will receive the results of these two assessments during the month of June.

The Rock Creek Grant School 21st Century Community Learning Center Program will use the NWEA Assessment results to monitor students' academic progress to meet the annual growth required and specifically the catch up growth need to be on grade level. This assessment will provide our program with the data needed to monitor students' academic progress every three (3) months. We will use the IXL Mathematics Program, Reading Academy Program, and Study Island Program to monitor students' academic program on a daily and weekly bases.

Section 2D: Proposed project will use NASIS behavior for collection of student data

The Rock Creek Grant School 21st CCLC staff and school staff will be provided training by our computer technician that has received Bureau of Indian Education (BIE) NASIS Training; so the staff can become familiar with NASIS capabilities. The school staff, 21st CCLC staff, and the central office will work closely together with the use of NASIS behavior for the collection of student data for reporting purposes. All staff members have access to the NASIS Program at present time. There will need to be additional training provided by our computer technician; so the staff is comfortable working with the attendance and behavior data.

Section 2E: All planned data collection methods

The Rock Creek Grant School has a K-8 student enrollment. The school presently uses the NASIS Program to record behavior and attendance events and obtain behavior data rates. This information is inputted on a daily bases. The school presently takes the student risk survey provided by the state of South Dakota every two years. Our eighth graders participate in this

survey every two (2) years. The school system has not used the PPICS in the past, but with a new school administrator this program will also be used.

Section 2F: Expand opportunities and/or increase student motivation

The Rock Creek Grant School 21st CCLC Program will increase student motivation to participate in the after-school program. The program will be developed to offer academic activities through the methods of hands-on or technology. The program will offer reading, mathematics, science, and writing programs through hands-on activities or research-based technology programs. The program will also provide cultural (dancing and singing) activities in the form of a drum group and Native American Indian Dancing. The project will also provide Archery Activities for grades 6 through 8. There will also be some art activities included in the program. The program will also offer a mentoring program through the College For Every Student (CFES) Organization. The students will conduct and plan leadership projects. The students will also learn about college and the opportunities available to them. The program will also provide the students with a dinner every night of the program.

The 21st CCLC Program will also include a kid garden program and a community garden program to have the community of parents/guardians and community people get involved in the program. The project will also include elders and community people that can teach the student the Native American Indian Songs and Dances.

This project will provide the students with a safe and exciting place to spend 2 ½ hours four nights a week. The project will have two hours of programming and one-half hour for dinner each night.

The project will also be active during the summer months of June and July. The students will receive additional academic instruction in the subjects of reading, mathematics, science, and writing. The project will also include STEM kits provided by Sitting Bull College. There will be some field trips during the summer months to visit tribal, state, and federal historical sites in the states of South Dakota and North Dakota.

The students will be receiving their academic instruction in different methods of delivery than they do during the school day. The students will not be using workbooks and drill and practice methods of instruction. The hands-on and technology methods will be much more exciting for the students. This is a much needed program for the students of Bullhead that are attending Rock Creek Grant School.

Section 2G: Schedule of Operations

Monday

Grades	K-1	2-3	4-5	6-8
3:30 – 4:40	Reading	Math	Science	Culture
4:30 – 5:30	Art	Reading	Culture	Math
5:30 – 6:00	Dinner	Dinner	Dinner	Dinner

Tuesday

Grades	K-1	2-3	4-5	6-8
3:30-4:30	Math	Art	Reading	Archery
4:30 – 5:30	Science	Culture	Math	Reading
5:30 – 6:00	Dinner	Dinner	Dinner	Dinner

Wednesday

Grades	K-1	2-3	4-5	6-8
3:30- 4:30	Culture	Reading	Art	Science
4:30 – 5:30	Reading Literacy	Science	Math	Reading
5:30 – 6:00	Dinner	Dinner	Dinner	Dinner

Thursday

Grades	K-1	2-3	4-5	6-8
3:30 – 4:30	Science	Math	Reading	Math
4:30 – 5:30	Math	Science	Art	Cooking
5:30 – 6:00	Dinner	Dinner	Dinner	Dinner

Students will board bus for transportation home at 6:00 p.m.

Section 2H: Key Community Partners

Bullhead Community Elders	Bullhead, South Dakota
South Dakota Department of Education	Pierre, South Dakota (Kid Garden & Community Garden)
South Dakota Department of Education	Pierre, South Dakota (Child & Adult Nutrition Program)
South Dakota Game, Fish, & Wildlife	Pierre, South Dakota (provided the Archery Equipment)
National American Relief Fund	Rapid City, South Dakota (provide school supplies & provide reading incentives for the literacy program)
South Dakota Extension Service	Brookings, South Dakota & McIntosh, South Dakota
Sitting Bull College	Fort Yates, North Dakota
College For Every Student	Essex, New York
Joy Bailey	Fairbanks, Alaska (donated money for our kids garden project)
Catching the Dream	Albuquerque, New Mexico (Reading Awards Program)

The community of Bullhead, South Dakota has one business a trading post; so our partners for the project are located outside the community.

Section 2I: Link to School Day

Rock Creek Grant School 21st CCLC Program will be directly linked to the school day homework, tutoring, intervention and enrichment program. The academic staff working for the 21st CCLC Program will be the same staff working during the school day. The staff will be aware of what students have homework to do. There will be a staff member hired to work with students that have homework to catch up on. The staff will be aware of what course work and standards the students are struggle with; so tutoring can be provided in the subjects needed. The 21st CCLC Program will be using intervention programs that were suggested and approved by the staff.

The 21st CCLC Program will be able to provide enrichment programs for students that are in need of them. The project director will provide mathematics and language arts enrichment instruction as needed. The Rock Creek Grant School is in the process of implementing a school gifted and talented program for the 2013-2014 academic school year.

Section 2J: Describe how the proposed project proposes to attract youth and/or their families.

The proposed project will attract youth; because of the exciting activities offered. The project will also attract youth; because all the academic activities will be delivered and provide by hands-on and technology methods. The project will provide archery, art, and cultural activities (drum group, singing, and dancing). The program will also give the students the opportunity to be involved in mentoring and leadership activities. The program will also provide a meal for the students every night the program services are provided.

The project will attract families to the program by providing a community garden project during the spring and summer months. The project will also get the families involved with the culture part of the project. There will be elders and community people involved in teaching the students how to drum properly, sing the cultural songs, and teach them to dance.

Section 2K: Describes why students want to attend the proposed project/services.

The project will offer exciting activities for the students to be involved in. The school system is the center hub of the community of Bullhead. The majority of activities that happen in the community take place at the school facility. The students will enjoy attending the 21st CCLC Project at Rock Creek Grant School; because they will be using the computers to learn. They will also be actively involved when doing hands-on activities. The students learning will be exciting in the subjects of reading, mathematics, writing, science, art, and culture. The students will be active learners. All the activities included in the Rock Creek Grant School 21st CCLC Grant Program have the students actively involved.

The project will also provide the students with a meal every day before they go home. The students will receive three meals a day for four days a week. This is very important to some of our students; because the school provides the majority of the food that they consume. It is very important for Rock Creek Grant School to continue to have this grant program; so they can provide summer school for the students. This program will provide the students with a safe and constructive place to be.

The project director has directed other 21st CCLC after school programs. The previous project that he supervised has maintained an attendance of 428 students each night.

Section 2L: Describe how your program will coordinate with other providers of after school activities.

The project director is also the principal/superintendent of the school. All activities are coordinated through his office. The project director is the cross country and track coach. He works directly with the girls and boys basketball coach; so there will not be any major conflicts to overcome. The principal/superintendent works with the community people when an activity needs the use of the school facility. The school facility is used for wakes, funerals, community pow-wows, dances, and etc. The local tribal district officers are also school board members; so everything is coordinated between the school and communities. The use of the gym by adults to play basketball is also coordinated through the principal/superintendent. The majority of the summer community activities are also coordinated through the school principal/superintendent.

Section 2M: Describe how elders (senior citizens) will be used as volunteers to support activities.

The Rock Creek Grant School 21st CCLC Project will involve elders to provide assistance in the cultural area. The elders will be able to provide much needed assistance in the drum group and singing of the Lakota Songs. The elders will also provide much needed assistance in cooking and art. The elders can provide much needed assistance in sewing of star quilts. The elders can also provide assistance in teaching our students the traditional ways of dancing.

The elders can also help by volunteering to provide assistance in the community garden project that will be located on school grounds. These activities will allow our students to interact with elders of the tribe and community and learn much needed skills.

Section 2N: Describe how you will evaluate your program's effectiveness and need for improvement.

It is important to receive feedback from parents/guardians, elders, community people, and students' through survey instruments at least four or five times a year. It is also important for the project director to receive feedback from the staff members of the 21st CCLC Project as well as the regular school day staff.

Student attendance at the project is also a very good instrument to evaluate your program's effectiveness. The 21st CCLC Project as well as the regular school day program needs to be data driven. The project director and staff members need to look at student academic data in the

subjects of reading, mathematics, science, and writing to see if the students are raising their academic achievement. If the students are not improving academically then there needs to be other programs or methods looked at adopting. We need to as a 21st CCLC Staff keep looking how we can improve our program to improve student achievement.

Section 2O: Describe a sustainability plan designed to sustain key elements of the program after the end of federal funding.

The school has obtained the archery equipment to be used in the project. The project director, Clyde C. Naasz attended a one-day training and passed an assessment provided by the South Dakota Game, Fish, and Wildlife Department. By completing the training he became national certified as an instructor and trainer. He also received approximately \$ 5,800.00 worth of equipment for the school system.

The College For Every Student costs \$ 25,000.00 to belong to that organization each year. Clyde C. Naasz was awarded a \$ 12,500.00 grant from the College For Every Student Foundation; so the cost for the program to the school is \$ 12,500.00. After the federal funding ends the school system will use Title I funding to pay the \$ 12,500.00 proportion.

The Academies of Reading will be purchased by the grant; so the school will own the program; so to sustain this program. The school will only have to pay technical support each year.

The school system will need to use Title I funding to pay for the IXL License and Study Island License. The Handwriting Without Tears Program will be purchased by the 21st CCLC Grant. The Rock Creek Grant School will use Title I funds to replace any items used up in this program. The community garden project will be funded by other grant sources. The project director, Clyde C. Naasz is also a professional grant write that will work to provide additional funds to keep the project operating after the federal funding ends.

Section 2P: Describe how your program will coordinate services with the school and any other programs that are addressing the needs of your target population.

The Rock Creek Grant School 21st CCLC Program will coordinate services with the school. The Rock Creek Grant School 21st CCLC Program and the Rock Creek Grant School Regular School Staff are basically the same people. The regular school staff will be coordinating what academic instruction the students need to have to reach grade level on achievement tests.

The special education department work with the classroom staff and principal in a coordinated effort to provide the best services possible for the students to be academic successful. The regular school staff will know whether a student is behind in their homework; because of additional need for help or because they have been absent for a few days.

The principal and regular classroom teachers work together with the extra-curricular coaches to let each other know where the students are academically and behavior wise. It is very important that all the students are held accountable for their behavior and their academic achievement. It is also important for the 21st CCLC staff to know when a student needs additional help on homework or other academic needs.

Section 2Q: Describe your school's restructuring plan and the role the after school program has in raising academic achievement.

The school restructuring plan is to improve our students reading scores, mathematics scores, and writing skills. The school system will be purchasing a new core reading program for the 2013-2014 academic school year. The school system will be able to implement the 3-Tier Reading and Mathematics Program during the 2013-2014 academic school year with fidelity. At present time the school system has been using an intervention program as the only reading program; so all the students should be receiving core reading program which is not happening. Only the students that need the reading invention program should be receiving the Reading Mastery Program.

The school presently does not have a sixty (60) minute core reading and mathematics period. Then the students that needed invention help should receive an additional thirty (30) minutes of reading and mathematics instruction. Then the students that need even additional help should receive an additional thirty (30) minutes of reading and mathematics instruction.

The school system presently does not have a writing program in place. The goal is to have a writing program in place by the 2013-2014 academic school year. The 21st CCLC after-school program will also provide the school with time to address the subject of Science. Presently, the science program is neglected; because of no time; because of the reading and mathematics subjects.

The 21st CCLC Program will have the role of providing our students with additional time to work on reading, mathematics, writing, and science content. The 21st CCLC Program will work hand-in-hand with the regular school programs during the 2013-2014 academic school year to raise our student academic achievement

3. Adequacy of Resources (18 pts.)

Section 3A: Describe the staff capacity for proposed programs and services, including the student-to-staff ratios.

Program serves this number of students	Expected Coordinator's time
80 students	.50 FTE
Grades K-1 – 17 students	2.0 FTE
Grades 2-3 – 26 students	2.5 FTE
Grades 4-5 – 15 students	1.5 FTE
Grades 6-8 – 19 students	2.0 FTE
Culture Teacher	1.5 FTE
Head Cook & Assistant Cook	2.0 FTE
Janitor	1.0 FTE
Bus driver	1.0 FTE
Grand total staff capacity	14.0 FTE

Section 3B: Include job descriptions and schedules—what would be included for schedules and why of key staff in your proposal.

Job Descriptions: Appendix A – Elementary School Teacher & Instructional Aide

Monday				
Grades	K-1	2-3	4-5	6-8
3:30 - 4:30	Reading	Math	Science	Culture
4:30 - 5:30	Art	Reading	Culture	Math
5:30 - 6:00	Dinner	Dinner	Dinner	Dinner

Tuesday

Grades	K-1	2-3	4-5	6-8
3:30 - 4:30	Math	Art	Reading	Archery
4:30 - 5:30	Science	Culture	Math	Reading
5:30 - 6:00	Dinner	Dinner	Dinner	Dinner

Wednesday

Grades	K-1	2-3	4-5	6-8
3:30 - 4:30	Culture	Reading	Art	Science
4:30 - 5:30	Reading	Science	Math	Reading
5:30 - 6:00	Dinner	Dinner	Dinner	Dinner

Thursday

Grades	K-1	2-3	4-5	6-8
3:30 - 4:30	Science	Math	Reading	Math
4:30 - 5:30	Math	Science	Art	Cooking
5:30 - 6:00	Dinner	Dinner	Dinner	Dinner

Students will board the school bus to be taken home at 6:00 p.m.

The Elementary School Teachers will be paid 30 minutes for a prep period each day.

Section 3C: Describe how you will ensure that students will travel safely to and from your program and get home from school-based and/or off-site programs.

All the students will ride home on the school bus after the 21st CCLC Program. The students will be taken home on the school bus with a CDL School Bus Licensed Driver. The school bus driver will be licensed by the state of South Dakota Licensing Department.

Student Safety Precautions

Authorized school officials shall approve all requests for early release of students from the after school program to ensure that they are released only for proper reasons and into appropriate hands. No student may be released only on the basis of a telephone call.

Individuals requesting early release of student(s) must report to the school office and fill out a student Release Form before the student(s) will be taken out of the after school program. Only parents and those authorized persons listed at the time of registration by parent will be allowed to remove a child on an early release unless a parent sends a signed note authorizing another adult to take the child out of the after school program.

Student Conduct

Students are expected to adhere to reasonable standards of behavior and conduct themselves in an acceptable manner while attending school and the after school program, school sponsored or school related activities. Any deviation from acceptable behavior by the student will result in immediate disciplinary action by the principal. Students shall adhere to the following rules of conduct.

1. Not cause damage or steal school or personal property.
2. Not cause physical pain or injury to another person except in the proper use of self-defense.
3. No possession or use of any potentially harmful or dangerous objects, such as firearms, knives, or explosives. These will be confiscated and not returned.
4. No possession, use, distribution, nor be under the influence of any inhalants or illegal substance(s), nor use such substance(s) brought by others.
5. Obey all reasonable requests and directions from proper authorities.

6. Not communicate threatening, abusive, or obscene language or gestures, not possess obscene materials.
7. Will return home at the end of the after school program, unless other arrangements have been made and the principal is fully informed.
8. Keep the school buildings, grounds, materials, and equipment clean and neat.
9. Not use or copy the academic work of another and present it as his/her own.

The violation of these or other established rules while at school, on school grounds, school sponsored or school related activities by the student may result in detention, suspension, expulsion or ineligibility to participate in school related activities by the student.

Student Conduct on School Buses

When a student is riding, boarding, or leaving the bus, the bus driver has supervisory control over the student and may exercise reasonable and necessary physical restraint to maintain that control. The bus is an extension of the classroom and the board will require students to conduct themselves in the bus in a manner consistent with established standards for classroom behavior.

In case a student does not conduct himself/herself properly on a bus, such instance will be brought to the attention of the principal by the bus driver. The principal will inform the parents immediately of the misconduct and request their cooperation in checking the student's behavior.

Students who become a serious disciplinary problem on the school bus may have their riding privileges suspended by the principal. In such cast, the parent(s) of the student involved become responsible for seeing that their child(ren) get to and from school safely without any form of compensation from the board.

Students are expected to behave and comply with the instructions of the bus driver. The driver will be in full charge of the bus and the passengers. There must be no disturbance of any kind that might distract the driver and imperil the safety of the passengers. Students will observe the following rules of conduct while riding school buses.

1. Students will enter the bus in an orderly fashion and go directly to a seat.
2. Students must stay in their seats and in a sitting position when the bus is in motion.
3. Bus riders should leave their seats only after the bus has come to a complete stop at their bus stop.
4. Bus riders who must cross a street at their bus stop will cross in front of the bus.

5. Students will keep their hands, arms, and heads inside the bus.
6. Shouting, screaming, smoking, running, fighting, bulgar talk, and pushing are not permitted.
7. No drinking or eating is permitted on the bus.
8. All riders should help to keep the bus clean and sanitary on the inside.
9. Bus riders should not move to board a bus until it is completely stopped and the door is open.
10. Any damage to the bus will be paid for by the rider inflicting the damage and will subject to suspension or expulsion from school.
11. Bus riders are expected to be courteous and obedient to bus drivers at all times.

Section 3D: Describe how you will leverage existing school resources like computer labs, libraries, and classrooms to carry out your activities.

The Rock Creek Grant School 21st Century Community Learning Center Program will use the computers located in the classrooms and the library to use the IXL Mathematics Program, Academies of Reading Program, and the Study Island Computerized Programs. The 21st CCLC Program will also use reading books provided by the American Indian Relief Fund Literacy Program, classroom library books, and the school library books to carry out the Literacy Program and the Catching the Dream Reading Awards Program. The 21st CCLC Program will use the Archery Equipment that was donated by the South Dakota Game, Fish, and Wildlife Organization. The 21st CCLC Program will also use the STEM Kits from Sitting Bull College for learning activities. The 21st CCLC Program will be using a Child Care License in order to provide dinner for four nights a week. The school will also be providing a bus to transport the students home after the after school program.

Section 3E: Describe the resources that partners are contributing, such as the use of community recreational areas, staff, supplies, in-kind matches etc.

The South Dakota Game, Fish, and Wildlife donated \$ 5,645.85 in archery equipment to be used by the 21st CCLC Program. The College For Every Student has donated \$ 12,500.00 toward the membership of our school in this program. This provides our school with a fall training session in Denver for six (6) people to attend to develop the annual program with all expenses paid. This funding also provides for four (4) people from our school to attend the National College For Every Student Conference in Albany, New York with all expenses paid. This funding also provides a consultant from the CFES Program to come to our school five (5) times during the academic school year to provide assistance to our students and adult advisors. The American Indian Relief Fund is providing our program with incentives for the literacy program. The

Catching the Dream Reading Awards Program has provided us with \$ 1,930.23 to be used to increase the number of books our students read. They will earn gift certificates to purchase books of their choice at Barnes and Noble Bookstore in Bismarck, North Dakota. Joy Bailey has provided our school with \$ 100.00 to purchase plant seeds to use in our kid gardens. The Rock Creek Grant School will be providing the building and utilities to operate the 21st CCLC Program. The school will also be using the supplies and equipment to prepare dinner each night for the students and staff.

Section 3F: Describe and document how school administrators and tribal authorities were consulted during the development of the proposal and how communication with these authorities will occur during the grant period.

The program director is the only administrator of the Rock Creek Grant School. The administrator had meetings with the staff to receive suggests on developing the program. The Rock Creek Grant School is in a unique situation. The school board of Rock Creek Grant School has two (2) school board members that are also Standing Rock Sioux Tribal Council Officers. The school board of Rock Creek Grant School has two (2) school board members that are also tribal district officers. The Standing Rock Indian Reservations is made up of eight (8) local tribal districts. The local district is the Rock Creek District.

4. Quality of the Management Plan: (24 points)

Section 4A: Include clearly defined 21st CCLC SMART goals, responsibilities and milestones aligned with Native Star SMART goals accomplishing project tasks.

21 st CCLC SMART GOALS	Responsibilities	Milestone Aligned to Native Star SMART Goals
Increase students Reading Achievement by 40% increase at each grade level (South Dakota State Assessment & NWEA -MAP Assessment)	Elementary School Teachers School Principal 21 st CCLC Teachers 21 st CCLC Teacher Aides 21 st CCLC Project Director	Native Star SMART Goals will be aligned to 21 st CCLC SMART Goals by March 2013
Increase students Mathematic Achievement by 40% increase at each grade level (South Dakota State Assessment & NWEA-MAP Assessment)	Elementary School Teachers School Principal 21 st CCLC Teachers 21 st CCLC Teacher Aides 21 st CCLC Project Director	Native Star SMART Goals will be aligned to 21 st CCLC SMART Goals by March 2013
Increase students writing skills & Abilities by 20% (South Dakota State Assessment, NWEA-MAP Assessment, and WIDA Access)	Elementary School Teachers School Principal 21 st CCLC Teachers 21 st CCLC Teacher Aides 21 st CCLC Project Director	Native Star SMART Goals will be aligned to 21 st CCLC SMART Goals by March 2013
Increase students Science Achievement by 20%	Elementary School Teachers School Principal 21 st CCLC Teachers 21 st CCLC Teacher Aides 21 st CCLC Project Director	Native Star SMART Goals will be aligned to 21 st CCLC SMART Goals by March 2013

The Rock Creek Grant School has a new school principal/superintendent. For the past six (6) years the former principal and staff were not held accountable to complete the Rock Creek Grant School – School wide Plan and the Rock Creek Grant School – Native Star – School Improvement Plan. The goal set by the new school administrator and staff is to complete the Rock Creek School – School wide Plan by the end of the month of December 2012. The goal set by the new school administrator and staff is to complete the Rock Creek Grant School – Native Star – School Improvement Plan by the end of the month of March 2013. The goals expressed in the 21st CCLC Grant application will be the same goals contained in the School wide Plan and the Native Star – School Improvement Plan.

Section 4B: Includes a detailed timeline for program implementation and continued planning for the first year of grant. Includes a three month pre-implementation phase with associated costs for the first year. The 2011-12 school year grantees must include timelines related to sustainability of the program in future years.

The Rock Creek Grant School was a grantee during the 2011-2012 school year. The school has an experienced program director for the 21st CCLC Program. The Rock Creek Grant School would be ready to start programming during the month of January 2013 if the funds are received for the first year. The program would be delayed if the 21st CCLC funds would not be received by the school by the beginning of the month of January 2013.

The Rock Creek Grant School will be completing and submitting the Child Care License Application and have the inspection and approval of the facility during the month of December 2012. The IXL Program, Academies of Reading Program, Story Island Program, Archery, Literacy Program, Saxon Math, Kid Garden Project, Catching the Dream Reading Awards Program, and STEM Kits Program will be available during the month of January 2013. This all depends on the Rock Creek Grant School receiving the 21st CCLC Funding for the 2013-2014 academic school year. The Writing Without Tears, Dolly Parton Foundation, and Common Core Resources would start during the month of February 2013. The community garden project would start in the month of April 2013. The College For Every Student Project would start during the month of August 2013.

The Rock Creek Grant School will purchase some of these programs during the 2013-2014 academic school year to be used in the 21st CCLC Program. The school will use some Title I Funding to provide these services after the three (3) year grant period of time ends. The project director/school principal is a professional grant writer that will continue to write and submit grants for funding to sustain the program.

Section 4C: Describe the management materials that will be used, such as forms, student and staff handbooks, policy information, lesson plans aligned to Common Core and/or state standards, job descriptions etc.

The Rock Creek Grant School 21st CCLC Project will be using the school student and staff handbook to cover the program. There will be 21st CCLC staff meetings as needed. There will be calendar of events issued to parents/guardians, community people, and 21st CCLC staff members on a monthly basis. The 21st CCLC Program will be using the school forms for student permission slips to participate in field trips of the 21st CCLC. These forms will need to be returned signed by the parent/guardians for the students to participate. The policy information will follow the school policies. All elementary school teachers employed by the 21st CCLC Program will need to submit week lesson plans that are aligned to the state standards and Common Core Standards. The job descriptions for the 21st CCLC Program are included in the appendix A section of this grant application.

Section 4D: Describe your organizational Structure and how it will support effective management of the 21st CCLC, including how program quality and service delivery will be monitored through Native Star.

The Principal/Project Director will be the lead administrator of the 21st CCLC Program. The 21st CCLC Program will employ seven (7) elementary school teachers to provide the academic instruction. The 21st CCLC Program will employ three (3) teacher assistants to help the elementary school teacher provide the academic instruction in larger size grades. The program will employ a head cook and an assistant cook to provide dinner for the 21st CCLC Program through the Child Care License Program. The program will employ one bus driver to transport students home after the program and for field trips that transportation is needed. There will be 1.5 positions employed for the language and culture activities. There will be one janitor employed by the program to clean up the rooms used, lunchroom, and carrying out and disposing of trash. All the employees will be answering to the project director.

The school day education program will work hand-in-hand with the 21st CCLC after-school program; so all instruction from the regular school day and 21st CCLC program will be monitored through the Native Star Program.

Section 4E: Describe the types of professional development that will be offered, how often, when and to whom.

The Rock Creek Grant School 21st CCLC Program will be directly related to the regular school day academic program. There will be weekly regular staff meetings for the 21st CCLC Program and the regular school day academic school program. The vast majority of the regular school day staff and the 21st CCLC program staff will be the same group of people; because of the size of our school.

The school will be providing professional development in the areas of NWEA-MAP Assessment; so the staff members can interpret the student assessment data. The school will continue to provide common core standard professional development during the academic school year and summer months. The school will be hosting a data retreat during the week after school gets out for the 2012-2013 academic school year. The staff and principal have been meeting weekly to work on the school wide plan during the months of September through December 2012. The staff and principal will continue having weekly meeting to work on the Native Star – Program Improvement Plan during the months of January through March 2013.

The school will be working on plans and providing professional development on a weekly basis. The school administrator wants to guard against burning the staff out with too many requirements during the first academic school year. Once the school wide and Native Star – program improvement plan are completed. Then the staff will need to work on developing the common core standards that need to be implemented completely during the 2013-2014 academic school year.

The 21st CCLC staff and the regular academic school staff are the same people. This will help with knowing which students need tutoring and help with homework assignments. The regular academic school day program and the 21st CCLC program will be completely student data driven for the services provided. This has not happened in previous academic school years at the school. The school system will continue to work to develop and use enrichment activities for the students. The Rock Creek Grant School is planning to implement a gifted and talented program during the 2013-2014 academic school year.

Section 4F: Describe how you will collaborate with all tribal and community stakeholders (partners, community members, businesses, parents, youth, staff, school, etc.) during the grant period.

The Rock Creek Grant School is a tribal operated school. The school system will collaborate with the Standing Rock Sioux Tribe Health, Education, and Welfare Committee during the grant period. The Rock Creek Grant School has two (2) school board members that are also Standing Rock Sioux Tribe Councilmen. The school has two (2) school board members that are officers of the Rock Creek District Board. The Rock Creek 21st CCLC Program will collaborate with community stakeholders during local district meetings and parent and family fun nights held at the school facility during the grant period.

The 21st CCLC Program will provide articles in the school newsletter, Teton Times Newspaper, and the Corson/Sioux County Newspaper; so people are aware of what is happening with the program. The Rock Creek Grant School will have two (2) eighth grade students serving on the Standing Rock Sioux Tribe Education Consortium Youth Advisory Board. The Rock Creek Grant School will be organizing a student council committee. This will allow the school to receive more input from the student body. The staff will have the opportunity to provide input and collaboration at weekly staff meetings. The school will need to collaborate with businesses outside the community of Bullhead; because the only business in town is a trading post. We will look to have partners and businesses get involved in supporting our program with services and funding.

Form 4G: Describe your plans to disseminate information about your program using a monthly plan format highlighting weekly themes and outline the process of dissemination to the community, parents, school staff, and school board in a manner that is understandable and accessible.

There will be a 21st CCLC program monthly calendar issued the last week of each month for the next month. This calendar will provide events and weekly themes covered during the 21st CCLC programming. The principal/project director will be sending a weekly memorandum home with students that tell about the next week events. The school system will also be issue a school newsletter each month telling about past school events and future school events. Information will be provided to the school board about the 21st CCLC program at each monthly school board meeting. Information will be provide to parents/guardians and community people at each parent/guardian and family fun night. There will be 21st CCLC programming information also provided at each Rock Creek Tribal District Meeting each month.

Section 4H: Describe what data will be collected to monitor student progress and behavior as well as what data from the Profile and Performance Information Collection Survey (PPICS) data collection and electronic information gathering instrument on 21st CCLC programs administered by the U.S. Department of Education for federal reporting purposes will be included in your data reporting to BIE and the community, school staff, and school board.

The Rock Creek Grant School will have all their behavior incidents recorded on the NASIS Student Report Program. The school will have the information available for data reporting to the BIE and community with the NWEA-MAP Assessment Student Data available three times a year (September, January, and April). The Rock Creek Grant School will have the South Dakota State Assessment Data available for data reporting to the BIE and community during the month of June each academic school year. The Rock Creek Grant School will administer a pre-test and posttest for progress monitoring for the summer school 21st CCLC programming program. This data will be available to the BIE and community for data reporting purposes.

The Rock Creek Grant School 21st CCLC Program will also gather data from assessments provided by the intervention and enrichment programs listed in the grant application to be used by the program. The Rock Creek Grant School regular school program and the 21st CCLC program will be using student achievement data and behavior data to design the academic instruction. This will allow our school to monitor the academic progress of our students.

The 21st CCLC staff will receive training on NWEA-MAP interpretation of data. The staff will also receive training on being able to administer proper instruction to address the academic needs of each student. The staff will receive training in this area at least twice an academic school year. The staff will be looking at student data at least every two weeks. The 21st CCLC staff will receive training in the Positive Behavior Systems (PBS) Program at least twice a year. The PBS program is used during the regular school day. The staff will be monitored on a daily basis. The staff will be supervised on a daily basis. The staff will be formally evaluated at least twice a year. The staff will be formally evaluated at least once every month.

5. School Improvement Status (18 points)

Form 5A: School Improvement Grant (SIG) Projects: The application must clearly identify the capacity of the staff to participate, implement, and engage resources for the 21st CCLC program while implementing the selected model.

The Rock Creek Grant School does not have a School Improvement Grant (SIG) Project at present time; so this question does not apply to our school system.

Form 5B: School Improvement: The application must clearly identify the capacity of the staff to implement the 21st CCLC program while implementing school improvement strategies.

Yes, the Rock Creek Grant School does have the capacity of staff to implement the 21st CCLC program while implementing school improvement strategies. The administration and staff involved with the 21st CCLC program will be the same people involved in the regular academic school day program. The administration and staff have been working hard to complete and then implement the Rock Creek Grant School – School wide Plan. This plan will be completed by the end of the month of December 2012. The administration and staff will be working on the Native Star – School Improvement Plan starting in the month of January. The Rock Creek Grant School Native Star School Improvement Plan will be completed by the end of the month of March 2013. These plans will help our school system and staff to know what we are trying to accomplish.

These plans and student data will be used to drive our school operations in the school improvement process. The plans and student data will drive our regular academic school programs and our 21st CCLC program. There is no doubt in my mind that we have the staff with the motivation and drive to implement the 21st CCLC program while implementing school improvement strategies.

Form 5C: Schools making AYP: The application must clearly identify the additional supports to engage student participation, recruitment, and retention.

The Rock Creek Grant School 21st CCLC program will be using hands-on and technology instruction during the course of the program. Our students learn by being actively involved in their learning; so the hands-on activities will provide this learning style. Our students enjoy using the computer equipment. The technology instruction will be used, and the students won't even know that they are learning academic skills. The Rock Creek Grant School will provide a monthly incentive trip program for students attending the programming at least 85% of the time. There will not be any excuses in order to qualify you must be physically at the program.

The Rock Creek Grant School 21st CCLC program will be an exciting program to be part of. This program will provide the students of our school with something constructive and safe to attend and participate in. The program will provide the students with a meal every night. The student's peers will help in the recruitment of other students to our program.

The Rock Creek Grant School 21st CCLC program will retain its students. The program will be exciting for the students to attend. The 21st CCLC program will also look into adding some new programs and events by other grant funding.

Form 5D: ORBS and Residential Programs: Describe the 21st CCLC role in partnership with the day program or public school.

The Rock Creek Grant School 21st CCLC program is not a residential program. The Rock Creek Grant School 21st CCLC program will not be in a partnership with a public school. The Rock Creek Grant School 21st CCLC program will be in partnership with the Rock Creek Grant School regular school academic program. It was stated that the vast majority of the staff work for the Rock Creek Grant School. The individuals not working for the school would be elders that will be helping with the culture and language program. There will be community volunteers that will be involved in the community garden project; so the majority of this question does not apply to our program.

6. Budget/Budget Narrative: (15 points)

6A: Certified and Non-Certified Staff:

Elementary School Teacher	Provide instruction in the subjects of reading, mathematics, science, & writing	Academic School Year	\$20.00 per hour – 3 hours per night (4 nights per week)
		Summer Program	\$ 20.00 per hour – 5 hours per day

The Rock Creek Grant School 21st CCLC Program will need seven (7) elementary school teachers during the academic school year. The program will also need seven (7) elementary school teachers during the summer program.

Teacher Assistants	Provide aide to the elementary school teacher in the subjects of reading, mathematics, science, & writing	Academic School Year	\$15.00 per hour – 3 hours per night (4 nights per week)
		Summer Program	\$15.00 per hour – 5 hours per day

The Rock Creek Grant School 21st CCLC Program will need three (3) teacher assistants during the academic school year. The program will also need three (3) teacher assistants during the summer program.

Culture Personnel	Provide dancing, singing, and drumming instruction	Academic School Year	\$ 12.50 per hour – 3 hours per night (4 nights per week)
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The Rock Creek Grant School 21st CCLC Program will need one and one-half (1.5) culture personnel during the academic school year.

Cook/Assistant Cook	Provide the students and staff dinner through Child Care License Program	Academic School Year	\$ 15.00 per hour – 3.5 hours per night (4 nights per week)
		Summer Program	\$ 15.00 per hour – 6 hours per day

The Rock Creek Grant School 21st CCLC Program will need two (2) positions in this category for the academic school year. The Rock Creek Grant School 21st CCLC Program will need two (2) positions in this category for the summer program.

School Bus Driver	Provide transportation for students home and field trips	Academic School Year	\$ 15.00 per hour – 1 hour per night (4 nights per week)
		Summer Program	\$ 15.00 per Hour – 2 Hours per day

6B: Professional/Technical

Hire a professional company to monitor our 21 st CCLC program and complete the annual report and any other report requirements of the program	\$ 7,500.00
College for Every Students annual membership	\$ 12,500.00
Academies of Reading purchasing the program	\$ 4,500.00
IXL annual license fee	\$ 1,500.00
Story Island annual license fee for three subject areas	\$ 4,500.00

6C: Staff and Student Travel:

Students incentive trips during the academic school year (Includes movies, swimming, bowling, etc.) (10 trips x \$ 900.00)	\$ 9,000.00
Staff Travel to attend the National 21 st CCLC Conference	\$ 3,000.00

6D: Supplies/Materials/Curriculum/Testing:

Dolly Parton Foundation – Reading Books for 12 months for students (60 students x \$ 29.00)	\$ 1,740.00
Writing Without Tears Material/Curriculum/Instructor material	\$ 2,500.00
Art supplies	\$ 1,000.00
Cultural materials	\$ 3,000.00
Cooking materials	\$ 2,000.00

6E: Coordinated Funding:

South Dakota Game, Fish, Wildlife Department donated \$ 5,645.85 in archery equipment for the program. The Catching the Dream Organization provided a \$ 1,930.00 reading incentive grant. The American Indian Relief Fund is providing reading incentive prizes for the reading literacy program. Joy Bailey is providing a \$100.00 donation for the kid garden program. The College for Every Student Organization has provided our program with a \$ 12,500.00 matching grant fund for annual membership to the organization.

The Rock Creek Grant School 21st CCLC Program will be awarded a Child Care License from the South Dakota Child and Adult Nutrition Program to provide a dinner each night of the program. The Rock Creek Grant School 21st CCLC Program will use some Title I funds to help provide some needed assistance to the program. The school will be apply for some grant funds in order to provide some additional funds to the kid garden program and the community garden program.

