

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input type="checkbox"/> New <input checked="" type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): _____
		* Other (Specify): _____

* 3. Date Received: _____	4. Applicant Identifier: _____
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5a. Federal Entity Identifier: _____	* 5b. Federal Award Identifier: 00J45901-0
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State Use Only:

6. Date Received by State: _____	7. State Application Identifier: _____
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8. APPLICANT INFORMATION:

* a. Legal Name: Shoshone-Bannock Tribes

* b. Employer/Taxpayer Identification Number (EIN/TIN): 82-0197554	* c. Organizational DUNS: 793139684
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d. Address:

* Street1:	PO Box 306
Street2:	_____
* City:	Fort Hall
County:	_____
* State:	ID
Province:	_____
* Country:	USA: UNITED STATES
* Zip / Postal Code:	83203-0306

e. Organizational Unit:

Department Name: Shoshone-Bannock Jr./Sr. High School	Division Name: Administration
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f. Name and contact information of person to be contacted on matters involving this application:

Prefix: _____	* First Name: Hank
Middle Name: _____	_____
* Last Name: Edmo-McArthur	_____
Suffix: _____	_____

Title: Interim Superintendent

Organizational Affiliation: _____

* Telephone Number: 208-238-4200	Fax Number: 208-238-2628
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* Email: hedmo-mcarthur@sb527.com

Application for Federal Assistance SF-424

9. Type of Applicant 1: Select Applicant Type:

I. Indian/Native American Tribal Government (Federally Recognized)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Dept. of Interior, Bureau of Indian Education

11. Catalog of Federal Domestic Assistance Number:

CFDA Title:

*** 12. Funding Opportunity Number:**

* Title:

13. Competition Identification Number:

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Fort Hall Reservation, Idaho

*** 15. Descriptive Title of Applicant's Project:**

Shoshone-Bannock Jr./Sr. High 21st Century Program

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant ID-002

* b. Program/Project ID-002

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date: 2/1/2013

* b. End Date: 7/1/2013

18. Estimated Funding (\$):

* a. Federal \$105,000.00
* b. Applicant \$ 0
* c. State 0
* d. Local 0
* e. Other 0
* f. Program Income 0
* g. TOTAL \$105,000.00

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- a. This application was made available to the State under the Executive Order 12372 Process for review on []
 b. Program is subject to E.O. 12372 but has not been selected by the State for review.
 c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.) Applicant Federal Debt Delinquency Explanation**

Yes No

21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: Mr. * First Name: Nathan

Middle Name: []

* Last Name: Small

Suffix: []

* Title: Tribal Chairman

* Telephone Number: 208-478-3805

Fax Number: 208-237-0797

* Email: nsmall@sbtribes.com

* Signature of Authorized Representative: *Nathan Small*

* Date Signed: 1-17-13



**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

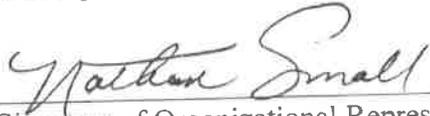
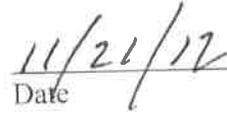
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	53773					
2. Fringe Benefits	12158					
3. Travel	9157					
4. Equipment	0					
5. Supplies	4500					
6. Contractual	6000					
7. Construction	0					
8. Other	11500					
9. Total Direct Costs (lines 1-8)	97088					
10. Indirect Costs *	7912					
11. Training Stipends	0					
12. Total Costs (lines 9-11)	105000					

*** Indirect Cost Information (To Be Completed by: Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No
- (2) If yes, please provide the following information:
 Period Covered by the Indirect Cost Rate Agreement: From: 10/01/2011 To: 09/30/2012 (mm/dd/yyyy)
 Approving Federal agency: ED X Other (please specify): BIA _____ The Indirect Cost Rate is 11.76 %
- (3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
 Is included in your approved Indirect Cost Rate Agreement? or Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is _____ %

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

Shoshone-Bannock Jr./Sr. High School	
Organization	
Hank Edmo-McArthur, Interim Superintendent	208-238-4200
Name of Contact Person	Telephone
hedmo-mcArthur@sbd537.org	208-238-2628
E-mail Address	Fax Number
Hank Edmo-McArthur, Interim Superintendent	November 21, 2012
Authorized Signature for Budget Revisions/ Record and Report of Local Expenditures	Date
<p>■ 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.</p>	
	
Signature of Organizational Representative	Date
Tribal Chairman, Shoshone-Bannock Tribes	
Title	

\$ 105,000
Total Funding Requested Per Year
\$ 315,000
Total Funding Requested for Three Years

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

Program Abstract/Summary

The Shoshone-Bannock Jr./Sr. High School serves the community of the Fort Hall Indian Reservation. There is a definite need for a 21st Century Community Learning Center in this community. Only twenty-three percent (23%) of the 5,672 tribal members of the community have a high school diploma, only two and one-half (2.5%) have a bachelor's degree or higher. Unemployment rates on the reservation have been approximately 25% for the past ten years. The high unemployment rate is especially critical in view of the fact that the median age on the reservation is only 27.9 years.

The 21st Century Community Learning Center program will primarily focus on students attending the Shoshone-Bannock Jr./Sr. High School. Over the past few years, the average enrollment is approximately 120, serving grades 6-12. The student population fluctuates in enrollment at the school due to the students transferring in and out of the surrounding public schools. For an example, during school year 2007-2008 there were 184 students enrolled at SBHS at some time during the school year. However, by the end of the school year, 47 either dropped out or transferred to a nearby public school or to Native American boarding schools.

The SBSD was recently designated as a School Improvement Grant (SIG) School for a variety of reasons including the challenge of achieving the Annual Yearly Progress according to federal requirements of No Child Left Behind (NCLB). Due to the small student population, our AYP determination can vary widely from year to year but even with growth in some areas, according to the BIE AYP determinations, the school has never made AYP. According to 2011 Idaho State Achievement Test (ISAT), 72% of SB students were proficient in reading, 47% of students were proficient in math, and 5.17 % in Language Usage. Students showed growth in reading and math from previous years. The BIE 2010-2011 report card set SBHS at 49.15% proficient/advanced in reading, 16.95% proficient/advanced in math, and lower scores in both from the year before. By the Spring of 2012, ISAT reported that only 57.14% of our students tested and that 42.43% were proficient/advanced in reading, 66.33% tested with 18.46% proficient/advanced in math and 69.38% tested with 14.71% proficient/advanced in Language Usage. Regardless, SB students are scoring predominately in the basic and below basic score range.

Attendance is another contributing factor to SBSD not making AYP. Previous attendance data suggests that the higher the grade the student is in, the lower the attendance rates, which leads to a low graduation rate. At the end of school year 2010, the average daily attendance was 78% and the graduation rate was 28.99%. However, the following year the graduation rate jumped tremendously to 91.67%. Our attendance problems are exasperated by our low student achievement level. Additionally, there is a high percentage of students who qualify for special education and present problems associated with discipline and behavioral issues, attendance problems, difficulty with authority, and are at risk for dropping out of school.

None of the SBHS students are qualified as Limited English Proficient due to the fact that they were not formally tested to determine their qualification. However, the English spoken in most homes is limited and students learn improper use of the English language. During school year 2012-13, school administrators plan to implement the LEP assessment to determine if there is a need for LEP funding and support.

Section 1
Need for Project

Shoshone-Bannock Jr./Sr. High School would like to continue to be a 21st Century Community Learning Center for the Fort Hall Indian Reservation community. The Shoshone-Bannock Jr./Sr. High School will house the 21st CCLC center, but it will collaborate with various Tribal departments and agencies to better serve the needs of the community. We have shown continual growth every year, but our scores have been continually below basic and basic. Yet, we have increased our below basic and basic RIT scores overall.

The Shoshone-Bannock School District project focuses on four components:

1. Sho-Ban Jr./Sr. High School will work on their math skills and increase their scores on the NWEA and ISAT tests by 30% annually overall.
2. Sho-Ban Jr./Sr. High School will work on their writing skills and increase their scores on the NWEA and ISAT tests by 30% annually overall.
3. Sho-Ban Jr./Sr. High School will work on their Reading skills and increase their scores on the NWEA and ISAT tests by 30% annually overall.
4. Sho-Ban Jr./Sr. High School students will learn about Health and Wellness and more specifically Diabetes Prevention, Let's Move in Indian Country and how to make healthy choices in diet and exercise and lead a well-rounded and healthy lifestyle.

Shoshone-Bannock Jr./Sr. High School will rely on the teachers, school counselor to refer students to the 21st CCLC program and also those parent(s)/guardian(s) and/or students who self-identify themselves. We will be targeting the Intensive and Targeted students as identified by their NWEA scores according to the RTI Three Tier Model. The measurement tools that we will be utilizing are the NWEA test scores, ISAT scores and bi-monthly progress reports.

The students at Sho-Ban have expressed an inherent desire to learn about the Shoshone-Bannock Culture and Traditional Arts and the ability to correlate it to their core subjects and through informal discussions with BIE officials they have reaffirmed this desire. The 21st CCLC program will use this interest to drive their program by teaching the students the cultural practices and correlating it to core subjects such as Math, Language Usage and Reading. For example, when making willow boards you need to make measurements and estimate how many willows you will need or when making a flute you need to make precise measurements for the finger holes for the key desired. In Geneva Gay's article, *Preparing for Culturally Responsive Teaching*, she states that, "*Culturally Responsive Teaching* is defined as using the cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for teaching them more effectively. It is based on the assumption that when academic knowledge and skills are situated within the lived experiences and frames of reference of students, they are more personally meaningful, have higher interest appeal, and are learned more easily and thoroughly (Gay, 2000). As a result, the academic achievement of ethnically diverse students will improve when they are taught through their own cultural and experiential filters (Au & Kawakami, 1994; Foster, 1995; Gay, 2000; Hollins, 1996; Kleinfeld, 1975; Ladson-Billings, 1994, 1995)." By incorporating culture into the curriculum this deters behavior issues

At the beginning of the 2012-2013 school year, the Native Star team made an overall goal for each student to increase their scores by 15%. With the agreement to become a School Improvement (1003G) School, SIG mandated an increase in the overall goal to 30-40% annually. The 21st CCLC will look at all NWEA and ISAT test data for each student referred or self-identified. The program's overall goal in collaboration with the day school program is to increase each student's score by at least 15 % over the year of the program. We will work together with the school and provide enriching and interesting content for the students.

For the NWEA Math program at Sho-Ban School, they are purchasing Odyssey's Compass Learning program. This will allow teacher and the 21st CCLC program to integrate assessment data from the NWEA MAP data. The program will assess the student and then automatically creates an individualized learning path for the student with explicit instructions and learning activities for the student and the parents can monitor their child's progress and achievement on assigned activities also. Also, by incorporating core subject skills into the After School traditional and cultural offerings the student will take more and be able to integrate the skills into their regular day program. For the Reading program aspect, we would like to start a Book/Movie club. The students would read various books and have constructive discussions on the books while learning language usage vocabulary. Also, after seeing the movie they would have critiques on how the movie related to the book and so forth. For the Writing program, we are going to have our 21st CCLC students talk with their Elders and begin to write their own "Living History" complete with their familial background. The ultimate goal is that they would write about their experiences and keep a journal. Dr. Larry Murillo, Director of the 477 program, is willing to work with us on this aspect of the program to help preserve our culture and traditions. It also gives the students an opportunity to learn from their elders and share their information before they pass on and the information dies with them.

Section 2
Quality of Project Design

The Sho-Ban 21st CCLC's After School Program curricular activities for the Jr./Sr. High School students in the subject areas of reading, language arts, mathematics, are scientifically research based. Compass Learning is a research based program for Math and will provide professional development and any technical support needed. Also, this program will allow us to input our NWEA data and individualize the learning path for all students entered in. All teachers have received NWEA training on how to pull reports and read the test scores and interpret the RTI data. We also have two teachers from our school heading to a RtI training at the end of January and they will come back and provide professional development to our staff.

The 21st Century Program staff will meet on a weekly basis to discuss the target students' progress, weekly written reports will be completed for each target student. The weekly reports will include student performance information, such as how students are doing in their regular day classes, grades, attendance, and related test score information. In addition, weekly 21st Century Program meetings with the Sho-Ban High School Administrator, counselor and the regular day school teacher who referred students to the 21st CCLC After School Program. Once NWEA test data is released we will have a better snapshot of where our students needs are and how to tailor the 21st CCLC program to their specific needs.

All staff have completed a DOI Federal Information Systems Security Awareness + Privacy and Records Management (FISSA+) online training to have access to NASIS to view student's behavior. We will also be apprised of any negative behavior that maybe grounds for dismissal from the 21st CCLC program. Before any action is taken we will consult with the Sho-Ban School Dean of Students Mr. Gary Gibson. The 21st CCLC key staff will also attend Sho-Ban's Positive Behavior Support professional development.

Sho-Ban Jr./Sr. High School utilizes NASIS to maintain all student data information such as grades, test scores, attendance, teacher lesson plans, school enrollment data, student demographics, student health data, ethnic data, special education and Gifted & Talented IEP information, and class scheduling. Every Sho-Ban teacher has access to their grade book, student attendance for each class day. They can also find out how a student is doing in their other classes. The Sho-Ban School Administrator has access to the Ad Hoc Reporting windows, in which they can access student data, and retrieve broad report information. In addition, evaluation and needs assessment data is available through the NASIS portal. Currently, Sho-Ban has a website linking to the Parent Portal, so that Parent/Guardians may view their students' grade reports, transcripts, daily class period attendance, test results, the school calendar, missing student assignments and messages from the Sho-Ban School. The 21st CCLC program will adhere to all reporting due dates from Native Star, PPICS and will also do monthly reports for the School Board and the Tribal Council.

The Shoshone-Bannock Jr./Sr. High School 21st CCLC program will increase student motivation by offering culturally relevant programs and a Building Trades club and offer a Welding course through our local TERO office. We plan on offering traditional arts (making buckskin gloves, willow boards, learning how to cook traditional foods, and various leatherwork). We have

consulted with various tribal members about teaching the youth their trades. We have also received commitment from our school Facilities department Mr. Wayne Cortez and Mr. Ramon Rascon that they would oversee a Building Trades club. This would allow student to put their mathematical skills to use in a trade area. According to a 2002 article in the Journal of Teacher Education, "Research indicates that culturally relevant examples have positive effects on the academic achievement of ethnically diverse students. Boggs, Watson-Gegeo, and McMillen (1985), and Tharp and Gallimore (1988) demonstrated these effects for Native Hawaiians; Foster (1989), Lee (1993), and Moses and Cobb (2001) for African Americans; Garcia (1999) for Latinos and limited-English speakers; and Lipka and Mohatt (1998) for Native Alaskans. Observations made by Lipka and Mohatt on their research and practice with using cultural examples to teach math and science to Yup'ik students in Alaska underscored the importance and benefits of these strategies for improving school achievement." The students have expressed the desire to learn about the culture and various teachings and also want to learn about woodworking and building trades.

Our 21st CCLC Program will design our After School Program with high-interest, engaging, traditional and cultural real world activities. We definitely do not plan on having our After School Program being a continuation of the regular school day. We will prepare lessons that will make learning fun for students; we plan on incorporating technology within our After School Program when feasible. We will invite interesting and motivational guest speakers, and go on enriching academic field trips. We plan on providing healthy snacks and periodic incentive rewards for our target students. *See Appendix VI-Schedule of Operation.*

The Shoshone Bannock Jr./Sr. High School's 21st CCLC program has plans to partner with the Shoshone-Bannock Tribal Education Office, Idaho State University, and the Shoshone Bannock Indian Health Program. Idaho State University's partnership role will be to provide academic skills support, career information, college application process and financial aid information for Sho-Ban students. Shoshone-Bannock Indian Health Program's role will be to provide Diabetic Health Education Prevention Activities in conjunction with the 21st CCLC After School Program activities. There are plans to work with the tribes education program, but could not obtain a letter of commitment before submission of our grant. We have received letters of commitment from our School Board, the Shoshone-Bannock Tribes, and Idaho State University. The Shoshone-Bannock Tribes also implemented a Memorandum of Understanding for the incorporation of career mentoring, health and prevention education and educational support.

The 21st CCLC program will offer homework help and tutoring programs every day and intervention and enrichment programs every other day. The school policy states that there should be homework assigned every day. If a student comes to the After School program and has no homework then they will be provided with tutoring in an identified area of need.

The Shoshone-Bannock Jr./Sr. High School understands the importance of parent involvement and strives to provide parents opportunities to be involved in their child's education. Studies have shown that parents who volunteer convey confidence in the schools they serve and at the same time send a message to the students that parents care about the school and the students. If parents were viewed by the school as they are viewed by their community, the school would see a pool of potential volunteers from clerical support to technology specialists; gardeners to craftsmen; musicians, artist, environmentalists, business professionals, and humanitarians. Putting the expertise of parents to use in the school provides support to educators and administrators and offers a meaningful and productive use of parental talent. Having knowledge of the specific talents and interests of the parent resource pool can serve to benefit the school and strengthen parental involvement. School volunteers need not be restricted to serving the school only during school hours. Good planning can create task lists that can be completed at home, before school, after school, or during evening school activities.

Our plan is to utilize and collaborate with current parent programs, (trainings and meetings). The Shoshone-Bannock Jr./Sr. High Schools 21st CCLC program will encourage and invite parents to participate and allowing them the opportunity to volunteer within the program. Parent meeting and trainings specifically in NWEA will allow the parents and students to set goals and work on progress making them an active partner in their child's education and in programs that support and enhance their child's educational needs and goals. The Shoshone-Bannock Jr./Sr. High Schools 21st CCLC program will also attract both students and parents by offering interactive family activities that are both fun and educational.

We've received verbal support from our athletic coaches that they will encourage their athletes to attend the After School program if they are in jeopardy of failing or are behind in a class or classes. We believe we have mapped out a culturally engaging program to help incorporate and make connections to the student's core subject area and will also interest students in participating in the 21st CCLC program.

The 21st CCLC Staff, Administrator, and Guidance Counselor will together determine the effectiveness of our After School Program by monitoring target student academic performance on a daily, weekly, monthly, and quarterly basis. The Compass Learning and NWEA test data and curriculum will all have student data based systems, which will allow immediate access and view of program and student information data. We will utilize our school's NASIS system, another student data system to review ISAT, and achievement pre/post test scores. We will regularly meet with regular day school staff, our 21st Century Advisory Team, School Board, Partnership representatives and parent/student groups. We will be flexible to make sure our 21st CCLC Program is meeting the needs of our target students. The 21st CCLC staff will continually research new and innovative ideas so that we can improve our program year after year.

As you know there are several ways to sustain a program such as offering quality after school services to the Fort Hall community. Another way to sustain a program is to let the community know through the newspaper of our program successes. In addition, we will network with tribal and community-based organizations to build partnerships and co-sponsors for our academic and enrichment programs. We will also work closely with the Shoshone Bannock Tribal Education Program to coordinate and not duplicate services. Lastly, we will coordinate with our Tribal Grants and Contracting department and will continuously research funding opportunities to support the Sho-Ban 21st Century Program, through various tribal, state and federal agencies.

Section 3
Adequacy of Resources

The 21st CCLC program ratio will be less than 1:10. We plan on hiring at least two certified teachers, one Math and one English, for the academic portion of the program. Our 21st CCLC After School Teachers will be certified in their specific academic program areas and at appropriate grade levels. We will recruit our 21st Century Program staff from within the Sho-Ban School and through the Shoshone-Bannock Personnel office. All 21st Century Program staff positions will be posted in the community and appear in the Sho-Ban newspaper, and on our school website. We've also made verbal contacts with people within the Fort Hall community and consulted with the Tribal Cultural department for referrals for specialized projects we would like to offer (leatherwork, making buckskin gloves, making traditional foods, etc.)

See Appendix 1-Job Description for key staff.

The Sho-Ban 21st Century Program students will be able to ride the Sho-Ban 21st CCLC bus home at the end of the After School sessions. The Sho-Ban 21st CCLC bus is safe and is used to transport students to/from school on a daily basis. All 21st CCLC students will adhere to the 2012-2013 Shoshone-Bannock Jr./Sr. High School Student Handbook pg. 19 Transportation Policy. We will be having Positive Behavior Support training with Miss Heather Robbins and we will include our bus drivers in this on-going professional development. At the beginning of the 2011-2012 school year we had all staff undergo First Aid and CPR training.

The Sho-Ban Jr./Sr. High School has adequate resources to support the proposed project. The school facility's resources consists of a gymnasium, computer labs, a school library, home economics room, classrooms, wood shop, welding shop, outdoor recreation fields, storage space for supplies and equipment, and office space. Also, available are overhead projectors, VCRs, TVs, student computers, textbooks, computer software, videos, and fax machines. Other resources available are Food Services, bus transportation, and school support staff.

The 21st Century Program will be able to utilize the expertise of various Tribal Departments. The Shoshone-Bannock Tribal Health Department has agreed to provide health prevention presentations and to also teach the kids how to make healthy snacks and foods. The Tribe's education departments and the proposed project will work together in co-sponsoring featured guest speakers, and educational programs. We are currently working on setting up various mentorships with various departments within the Tribe, such as Ride with a Cop and working with our local TERO office to set up a Welding program. The program will also have access to all Tribal facilities as needed.

Shoshone-Bannock Jr./Sr. High School consulted with its' Interim Administrator on how he envisioned the program working and the services they would like to see the program utilize and the Fort Hall Business Council was consulted and they wrote a letter of support stating that all tribal departments would be willing to cooperate and provide services for the 21st CCLC program. The Fort Hall Business Council would like to see the school provide more vocational and technical programs in the school to prepare our students for the post-high school experience. The 21st CCLC program would allow us to expand our offerings and better prepare our students to either enter the workforce or go on to seek additional educational opportunities.

Section 4

Quality of Management Plan

Name of Each After School Site	Designation - School Status	% Free or Reduced Lunch	Estimated # of Students to be Served	Percentage of Day School population Served	# of Family Members to be Served, if Appropriate	Grade Levels to be Served
Shoshone-Bannock Jr./Sr. High School	1003g	100%	35 students	30%	40 adults	6-12

APPENDIX V: Performance Measures Template

Measurable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (Dates)	Evidence of Completion/Evaluation
Students will improve their Math NWEA and ISAT scores by 15%.	<ol style="list-style-type: none"> Small group activity: students will practice various math skills. Computer modules & worksheets 	21 st CCLC Math Teacher 21 st CCLC Math Teacher	NWEA score (3x a year) Weekly	<ol style="list-style-type: none"> Teacher generated math skill tests. Compass Learning assessments.
Students will improve their Language Usage NWEA and ISAT scores by 15%.	<ol style="list-style-type: none"> Small group activity: students will practice various language usage skills. 	21 st CCLC English Teacher	NWEA score (3x a year)	<ol style="list-style-type: none"> Teacher selected readings. Teacher generated writing assignments.
Students will improve their Reading NWEA and ISAT scores by 15%.	<ol style="list-style-type: none"> Small group activity: Reading aloud/group discussions. 	21 st CCLC English Teacher	NWEA score (3x a year)	<ol style="list-style-type: none"> Teacher observation and student interviews.
Students will learn about Diabetes Prevention and healthy choices and increase their overall physical activity.	<ol style="list-style-type: none"> Workshop Activity: Guest speakers/videos about health issues. Fitness activity: Everyday students will engage in 15 mins. Of physical activity. 	21 st CCLC Teacher/Tribal Health 21 st CCLC Teacher	Monthly	<ol style="list-style-type: none"> Pre/Post student surveys Student health results (Heart rate, blood pressure, etc.)

Section 5

School Improvement Status

Shoshone-Bannock Jr./Sr. High School is a SIG 1003(g). The staff of Sho-Ban have in years past helped greatly with the 21st CCLC program to identify students and their targeted skill deficiencies. Some of the teachers have verbally committed to being a part of the 21st CCLC program. The staff as a whole know that we need to continually strive for improvement and the need to work together. The 21st CCLC program will help to enhance and enrich the day program and provide the students with different aspects of learning not traditionally used in the classroom by incorporating culture and tradition.

BUDGET NARRATIVE

Personnel Services: Project director stipend 10,000.00

Coordinates school's 21st CCLC program as assigned and monitors all components
Assists the Principal in the development, implementation, monitoring, and evaluating of the 21ST CCLC program

Develops and maintains ongoing programs (with collaborative) partners, private sector providers, parents, students, and district representatives. Oversees coordination of program data collection, record keeping, evaluation, time cards and grant expenditures and submits reports for the program. Participates in public presentations both oral and written regarding the grant funded program, as appropriate.

Bus driver 6773.16

Bus Driver will drive student from the school to their homes, historically the 21st Century program drives about 6000 miles per year this includes transportation for field trips and transportation from the school to their homes. With the funding cycle shortened we have adjusted the wages to reflect the shorter time frame.

Teachers / Temp employees

Highly qualified teachers will be responsible for the delivery of specified course content. The teachers will adapt lessons to fit student needs, based on their needs they will deliver innovative curricula and professional learning that enables personalized, differentiated instruction. We will rotate 3 teachers to provide instruction to the students, through the school year and extend the services 4 weeks past the end of the school year.

6 Temporary employees we will hire temporary employees to show the students about their craft, for example leather working they can show the students how the work and prepare leather works. Willow board making, we can hire a member of the tribe to show the students how to make willow boards for babies. This will be a positive traditional connection. We will also have wood working classes, and OSHA certification classes to prepare them for the work force they will receive the OSHA training from a certified instructor.

Travel and training

We will have the 21st Century grant coordinator attend any mandatory meetings as required by Bureau of Indian Education. 2500.00

The students will also take 2 field trips, for behavior incentives this will be for 35 students and staff.

Contracted Services 5000.00

Contracted services we will utilize the company creating change they will help with the following services: Grant review, program pre-evaluation, program evaluation, use of the OSTLMS, monthly program review, data review, analysis and report, webinars, personal consultations monthly.

Supplies 4500.00

Program related supplies separately by type (office supplies, copy paper, etc.) that are expendable or consumed during the course of the program and show the formula used to arrive at total program costs. This may include computer software and other computer related items.

Educational/Awareness Materials – Costs of program related curricula, including workbooks, pamphlets, videos and other educational/awareness materials proposed to be used by the program.

Parental involvement 1500.00

We will have a parental dinner to showcase student achievement, end of the year program.

Other Direct

Background Screening – Itemize the costs of background screening of employees and volunteers utilized in the program's operation.

Postage/Printing/Equipment Rental & Maintenance -Program specific costs to implement the program by pro-rata share or applicable percentage of the total costs of these items. List each item separately and show the formula used to derive at total program costs.

Project Director	\$ 10,000.00
Bus Driver	\$ 6,773.16
Teachers / Temp Employees	\$ 37,000.00
Fringe Benefits	\$ 12,157.73
Indirect Cost	\$ 7,911.71
Travel & Training	\$ 9,157.40
Contracted Services	\$ 6,000.00
Supplies	\$ 4,500.00
Parental Involvement	\$ 1,500.00
Other Direct	\$ 10,000.00
	\$ 105,000.00

Schedule of Operations

SCHOOL(S) SERVED: Shoshone-Bannock Jr./Sr. High School

Directions: Complete a typical Schedule of Operations form for each proposed site. If the schedule is the same for each site you may use one form to include all sites.

SCHOOL YEAR (Dates-e.g. 08-26-2012 to 05-30-2013):

Number of Weeks during the school year: 23

Activity	Time of Day	Where? By Whom?	M	T	W	TH	F	S	SU
Brain Teasers	4:00 p.m.	Library	X	X	X	X			
Fitness	4:05 p.m.	Gym	X	X	X	X			
Homework/ Tutoring	4:20 p.m.	Library/ Home Ec room	X	X	X	X			
Presentation/ Classes	4:40 p.m.	Library/ Home Ec room	X	X	X	X			
Snack	5:15 p.m.	Home Ec room	X	X	X	X			
Load Bus	5:30 p.m.	Front of School	X	X	X	X			

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

ADD			
ELO			
Name of School			
Grant Name			
Award Number			
Project Start Date			
Project End Date			
PREVIOUS SCHOOL YEAR ALLOCATION			
EXPENDED PREVIOUS SY ALLOCATION			
TOTAL CARRYOVER AVAILABLE			\$0.00
CURRENT SCHOOL YEAR ALLOCATION			
TOTAL AVAILABLE			\$0.00
LINE ITEMS	DESCRIPTION	AMOUNT	TOTAL
Direct Instruction			
Personnel Services			\$ -
36000-26-401	Bus Driver	3000.	3000.00
36000-26-411	Paraprofessional	33264.	33264.00
36000-26-412	Teachers	29700.	29700.00
Employee Benefits			\$ -
	25%		
Professional Development			\$ -
36000-26-600	Travel & Training	9157.40	9157.40

Purchased Services			\$ -
Equipment			\$ -
Materials and Supplies			\$ -
36000-26-700	Supplies	4500.00	4500.00
Other Expenses:			\$ -
36000-26-500	Indirect Cost	11111.11	11111.11
36000-26-490	Fringe Benefit	16906.07	16906.07
36000-26-900	Parental Involvement	1500.00	1500.00
36000-26-901	Other Direct	10000.00	10000.00
Instructional Support			
Personnel Services			\$ -
36000-26-405	Project Director-ms	19687.50	43187.50
Employee Benefits			\$ -
	25%	\$ -	
Professional Development			\$ -
Purchased Services			\$ -
		\$ -	
Equipment			\$ -

			-
		\$	
Materials and Supplies			\$
			-
Other Expenses:			\$
			-
36000-26-650	Contracted Services	6000.00	6000.00
Non-Instructional Services			
Material and Supplies			\$
			-
		TOTAL BUDGET	\$ 168,326.08
		Difference (Allocation less Budget)	\$0.00

APPENDIX VII: Assurance Form

Assurances for BIE 21st CCLC

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

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

Nathan Small, Tribal Chairman, Shoshone-Bannock Tribes

Typed Name and Title of Authorized Representative

Nathan Small
Signature of Authorized Representative

Nov 21, 2012

Date

**JOB DESCRIPTIONS
FOR KEY STAFF MEMBERS**

JOB DESCRIPTION

GENERAL STATEMENT

The teacher shall provide students with instruction in the applicable subject matter area(s). The teacher will focus on classroom instruction and the development of lesson plans of study in accordance with the approved education development plan.

SUPERVISION

The teacher will be under the direct supervision of the Administrator of the Shoshone-Bannock Jr./Sr. High School.

DUTIES AND RESPONSIBILITIES

1. The teacher must plan and implement an instructional program in the applicable subject matter area(s).
2. The teacher must establish and maintain classroom discipline in accordance with District Policies.
3. The teacher must obtain and keep accurate student records, which include: grades, discipline referrals, parental contact log, etc.
4. The teacher must provide an atmosphere where students are able and enthusiastic to learn.
5. The teacher will sponsor or chaperone school activities or groups related to teacher's responsibilities.
6. The teacher must attend all administrative meetings and school activities/functions, unless given written permission not to attend by teacher's supervisor.
7. The teacher must develop curriculum tailored to students' individual needs.
8. The teacher must prepare necessary reports and paperwork to document and demonstrate student progress.
9. The teacher must maintain the equipment and inventory for the department in which the teacher is assigned.
10. The teacher will comply with requests made by the Administrator or School Board.
11. The teacher must maintain a sensitive and positive relationship with Indian people and other professional staff.

12. The teacher must use good judgment, flexibility, imagination, patience, be realistic, optimistic, persevere, and establish and maintain positive relationships with students and professional staff.
13. The teacher must demonstrate a high level of personal and professional conduct and trustworthy behavior at all times.
14. The teacher must be able to adapt quickly to change(s).
15. The teacher must project a professional attitude and appearance.
16. The teacher must maintain strict confidentiality of all student information processed through the Shoshone-Bannock Jr./Sr. High School, including records, reports, documents, conversations, etc. A breach of confidentiality will be subject to appropriate disciplinary action, including termination from employment.
17. The teacher must conduct her/himself in a professional manner that will bring credibility to the Tribal Government and Shoshone-Bannock School District Jr./Sr. High School.
18. The teacher's performance standard shall include but is not limited to;
 - a. An ability to maintain dependable attendance and reliability;
 - b. An efficient use of public communication skills to provide teaching;
 - c. Maintains contacts with parents;
 - d. An ability to establish and maintain effective working relationships with staff;
 - e. An ability to work independently with little supervision; and,
 - f. An ability to demonstrate knowledge of practices and procedures utilized in the teaching environment.
19. The teacher's duties and responsibilities will include other activities directed by the Administrator to carry out position functions.

QUALIFICATIONS

1. A Bachelor's Degree or Master's level degree from an accredited college or university in Education within the content area that will be taught.
2. Certified in the State of Idaho as a secondary education teacher in the specified field.
3. Experience working with computers; a knowledge of WordPerfect and Excel is preferred.
4. Knowledge of the Fort Hall area, community, and the customs of its residents.
5. Must work well with school faculty and other personnel.

6. Must have the ability to work with and around 6th – 12th grade students.
7. Must have proof of a valid Idaho driver's license and be insurable through the Tribes insurance carrier.
8. A background investigation must be completed and acceptable under the provisions of the policies of the Shoshone-Bannock District #537, and the Indian Child Protection and Family Violence Protection Act.
9. Must participate in and pass the alcohol/drug screen.
10. Must demonstrate the ability to understand and follow laws, rules and regulations, resolutions, and policies.
11. Employment history must demonstrate dependability, and teacher must demonstrate exceptional organizational capabilities.
12. Self-starter; complete tasks in a timely manner with the ability to work independently with little or no supervision.
13. Excellent verbal and written communication skills.
14. Ability to understand and execute a variety of complex written and oral instructions.

JOB DESCRIPTION

TITLE: Para-professional
DEPARTMENT: Sho-Ban School, 21st Century After School Program
SALARY: \$12.00-\$15.00 per hour
STATUS: Temporary

GENERAL STATEMENT:

Position functions under the direct supervision of the 21st Century Coordinator and will work to assist students in a classroom or group setting with teacher assignments, make-up work, home work, or prepare students for classroom testing and/or standardized testing.

DUTIES AND RESPONSIBILITIES:

- The Para-professional will assist After School teachers as assigned.
- Will work with students on a one-to-one basis.
- Will assist the teacher in recording student progress and completion of assignments.
- Will assist in reviewing homework assignment for correctness.
- Will assist in tracking attendance by ensuring that students are in the assigned area.
- Will encourage students to complete work assignments.
- Will complete necessary forms that document daily activities and list of students assisted during each session.
- Will be available to assist in preparation of snacks as assigned.
- Will be available and expected to participate in any extended After School functions, such as parent/student meetings, staff meetings, and other school functions.
- Will maintain strict confidentiality.
- Will perform others duties as assigned by supervisor.

QUALIFICATIONS:

- Must have a high school diploma or GED.
- Must have two years of college or equivalent work experience.
- Must have experience in working with Native American students.
- Must be able to pass an investigative background check.
- Must submit to an alcohol and drug test.
- Must be have valid Driver's license for insurance purposes.
- Have willingness and the ability to work with parents and community members which will be essential to the success of the program.
- Have a general knowledge of the Fort Hall area, community, customs and its resources.
- Must work well with school staff, faculty and other personnel.
- Must have ability to work well around and with school students.

**DOCUMENTS OF SUPPORT FROM SCHOOL
AND TRIBE**



Shoshone-Bannock Jr./Sr. High School

School Office (208) 238-4200
Fax (208) 238-2628
Adm. Office (208) 238-4300
Fax (208) 238-2629

Shoshone-Bannock School District #512
Post Office Box 790
Fort Hall, Idaho 83203-0790

School Board Approval Letter

November 19, 2012

Mr. Nathan Small, Chairman
Shoshone-Bannock Business Council
Box 306
Ft. Hall, Idaho 83203

Dear Mr. Small:

This letter is to inform you that on Monday, November 19, 2012, the Sho-Ban School Board reviewed and approved the submission of the Shoshone-Bannock Jr./Sr. High School's Five Year 21st Century Grant Application.

If you have any question, please feel free to contact me (208) 241-8483.

Sincerely:

A handwritten signature in cursive script, appearing to read "Anna Broncho".

Anna Broncho, Chairperson
Sho-Ban School Board

The SHOSHONE-BANNOCK TRIBES

FORT HALL INDIAN RESERVATION
PHONE (208) 478-3700
FAX # (208) 237-0797



FORT HALL BUSINESS COUNCIL
P.O. BOX 306
FORT HALL, IDAHO 83203

November 21, 2012
21st Century Grant Board,

The Shoshone-Bannock Jr./Sr. High School is a tribally controlled B.I.E funded school dedicated with the passion and willingness to improve and enrich student learning and achievement.

The Shoshone-Bannock Tribes and its program departments and the Shoshone-Bannock Jr./Sr. High School have developed and implemented a Memorandum of Understanding for the incorporation of career mentoring, health and prevention education and educational support. This collaboration is a shared commitment to improve the overall education and health and wellness of the students.

The Shoshone Bannock Tribe and its programs and departments recognize, appreciate and support any endeavors that the school board, administrators, and staff implement.

For more information about the working relationship between the Shoshone-Bannock Tribes and the Shoshone-Bannock Jr./Sr. High School, Please contact Hank Edmo-McArthur, Interim Superintendent, at (208) 238-4200.

Respectfully,

A handwritten signature in cursive script that reads 'Nathan Small'.

Mr. Nathan Small, Chairman
Shoshone-Bannock Tribes

Idaho State UNIVERSITY

TRiO Student Services
Student Success Center
921 South 8th Avenue, Stop 8345 • Pocatello, Idaho 83209-8345
Museum Building Room 434

November 19, 2012

Mr. Hank Edmo, Interim Superintendent
Shoshone-Bannock Jr./Sr. High School
P.O. Box 790
Fort Hall, ID 83202

Dear Mr. Edmo:

I am pleased to write a letter of support for Shoshone Bannock Jr./Sr. High School's 21st Century Program. TRiO provides services to 9th-12th grade low income, first-generational students in the areas of career information, college application process, financial aid, and academic skills support. The TRiO program would be willing to consider advising students and providing workshops in the above areas.

We look forward to collaborating with you in the 21st Century Program at Sho-Ban Jr./Sr. High School. If you need any further information, please do not hesitate to contact me.

Sincerely,



Sari Byerly
TRiO Director

**ASSESSMENT OBJECTIVES –
BEFORE AND AFTER SCHOOL PROGRAMMING**

beginning, middle, and end of year tests

	BOY		'11		EOY		BOY		'12-13		EOY		grade
	READING	READING	12	READING	2012	READING	2012	READING	2013	READING	2013		
115577748	195		216		185		194						6
1446							218						6
123668053							195						6
124782544							212						6
1444							171						6
1456							189						6
108579482							180						6
118921730	186		194		203		176						7
111299947	186		193		199		179						7
1445							174						7
117414028	198		193		203		209						7
116325856	201		200		189		205						7
113562212	181		194		179		196						7
125227289							196						7
115552794	205		209		206		193						7
119179918	203		209		206		216						7
115390113	224		217		216		225						7
117413979	184		190		206		206						7
1342							195						7
109988907					183		203						7
1442							159						7
119523188	213		204		204		179						8
101607021	197		196		184		196						8
1449							196						8
106219499	213		223		224		218						8
115384955	200		202		199		203						8
103175741	198				194		204						8
106106118	235		232		235		233						8
106677719	179		204		198		187						8
106540659	207		209		208		206						8
100351750	212		219		217		215						8

beginning, middle, and end of year tests

	BOY		MOY '11		EOY		BOY		MOY		EOY		grade
	READING	2011	READING	12	READING	2012	READING	2012	READING	'12-13	READING	2013	
100002157	196		225		192		187						10
100551805	201		208		212		205						10
99497844	220		235		216		212						10
100002140	199		210		206		197						10
103270982							202						10
100002139	225		223		216								10
97306369	206		193		199		178						10
91358148	210		208		196		209						10
90035359	223		222		228		199						10
107767062							201						10
113067578					202		197						10
114045663	183		172		178		182						10
1461							206						10
112308663	210		195		201		203						10
1425					224								10
98332836	215		222		215		213						10
117413707	208		219		224		214						10
110977150	202		227		202								10
120196577							201						10
105856594	211		206		219		214						10
89860575	207		217		210		212						10
100001877	208		210		216								10
102275155	211		195				212						10
100002769	212		208				212						10
1455							208						10
103891748	230		221		227		221						10
100001821	202		226		209		213						11
85284884	191		209		205		197						11
104143847	220		233		212		206						11
101959596	191		198		170		209						11
118020217	192		216		194		203						11

beginning, middle, and end of year tests

	BOY		MOY		11-12		EOY		BOY		MOY		EOY		grade
	READING	READING	12	READING	2012	READING	READING	2012	READING	2012	READING	2013	READING		
100744400		210		201		194		214						11	
100270801				209		200		222						11	
1282								222						11	
121079222								232						11	
110923990								216						11	
79664464		193		203		205		192						11	
81726509		214		200		205		211						12	
91334531		217		219		219		213						12	
86876335		212		221		196		216						12	
101153118		234		240		236		231						12	
95119656		190		190		185		184						12	
74491390		208		215		202		217						12	
73466167				233		219		175						12	
98418319		227		231		224		218						12	
79073522		219		212		196		207						12	
90522683		224		224		211		219						12	
96768740		189		179		215		204						12	
92753363						215		204						12	
109489071						187		199						12	
average		203.64179		208.30435		204.98611		203.53846							
averages for															
grade for	8th		9th		10th		11th		12th						
Fall 2011		199.42		195.63		209.32		199.86		213.40					
Winter 11-12		205.27		202.33		208.36		211.88		214.91					
spring 2012		205.08		206.18		209.61		197.71		207.92					
Fall 2012		205.67		204.05		203.86		211.45		209.00					

NWEA Math Scores

SHO-BAN JR/SR HIGH SCHOOL
beginning, middle, and end of year tests

	BOY 2011	MOY MATH	EOY 2012	BOY 2012	MOY MATH	EOY 2013	grade
115577748	200	202	205	208			6
124782544				215			6
123668053				202			6
1446				225			6
108579482				194			6
1456				172			6
1444				202			6
118921730	194	198	201	194			7
111299947	190	199	220	206			7
117414028	206	209	218	208			7
1342				200			7
116325856	199	197	213	209			7
113562212	177	181	184	184			7
115552794	191	192	210	199			7
119179918	208	210	213	221			7
115390113	226	213	227	217			7
117413979	188	204	211	196			7
1455				197			7
125227289				209			7
109988907		207	215	216			7
1442				193			7
101607021	189	208	209	208			8
1449				195			8
106219499	215	220	225	225			8
115384955	200	213	211	209			8
103175741	207	208	201	207			8
106106118	228	235	242	237			8
106677719	194	212	221	214			8
106540659	216	217	226	206			8
100351750	215	214	220	220			8
106213492	194	202	206	211			8
107791161	188	193	193	201			8

	BOY 2011	MOY MATH	EOY 2012	BOY 2012	MOY MATH	EOY 2013	grade
1462				209			8
102004493	202	202	202	208			8
122448807			229	224			8
103191413	192	211		199			9
116645843	197	222	224	208			9
102712800	207	205	208	147			9
116881928	204	206	205	197			9
102735368	214	219	211	210			9
122375218				222			9
1395				216			9
1458				204			9
1286				204			9
				210			9
				237			9
120641095				218			9
1452				210			9
100002127	217		214	210			9
112930594			220	208			9
184863739	200	197		196			9
114471862	199	201		194			9
80974518		203		193			9
129267660			215	219			9
1460				222			9
100001877				213			9
125484535				216			9
100002157	205	205	203	219			10
100551805	206	211	209	220			10
99497844	205	212	215	206			10
100002140	210	201	212	210			10
97306369	197	186	200	189			10
91358148	214	216	219	225			10
90035359	221	225	227	226			10
113067578			203	199			10

	BOY 2011	MOY MATH	EOY 2012	BOY 2012	MOY MATH	EOY 2013	grade
114045663	182	183	186	191			10
112308663	213	217	216	224			10
98332836	222	227	221	218			10
117413707	223	224	235	225			10
110977150	180	194	194	201			10
89860575	215	208	212	203			10
102275155	194	198		200			10
100002769	195	187		209			10
1455				210			10
103270982				210			10
107767062				209			10
1461				205			10
120196577				224			10
103891748	219	229	222	221			10
100001821	206	205	206	191			11
85284884	207	229		220			11
104143847	252	244	209	236			11
101959596	199	202	209	214			11
118020217	209	219	213	204			11
100744400	170	199	200	191			11
100270801		216		203			11
1282				237			11
121079222				235			11
110923990				220			11
79664464	216	214		210			11
81726509	215	212	215	204			12
91334531	217	228	222	214			12
86876335	229	221	225	214			12
101153118	264	268	262	255			12
95119656	202	200	204	208			12
74491390	211	218	218	209			12
73466167	218	206	200	216			12

beginning, middle, and end of year tests

	BOY 2011	MOY MATH	EOY 2012	BOY 2012	MOY MATH	EOY 2013	grade
98418319	233	242		231			12
79073522	243	227		232			12
96768740	191	191		181	206		12
92753363				234			
109489071				206			12
119523188	211	215		210			
100001818	216			219			
104078039	201	205		214			
197834828		199		197			
100002139	225	237		218			
1425				218			
105856594	227	234		239			
100001877	208			218			
90522683	218	211					
average	207.91	210.93	213.66	210.08	#DIV/0!	#DIV/0!	
averages by							
grade for 6th	7th	8th	9th	10th	11th	12th	
fall 2011	199.27	200.57	207.17	209.32	216.82	221.21	225
winter 11-	201.83	206.81	211.44	209.86	220.3	221.95	217
spring 201	211	215.07	212.88	212.77	217.88	219.31	205.5
fall 2012	202.5714	203.5	212.4286	206.8095	211.0909	214.6364	219.0833

SHO-BAN JR/SR HIGH SCHOOL
beginning, middle, and end of year tests

	BOY 2011	MOY MATH	EOY 2012	BOY 2012	MOY MATH	EOY 2013	grade
	proficiend	226	231	234	235	238	

Edmo, Jack

From: Hank McArthur (Adobe SendNow Invitations) <sendnow-invitations@acrobat.com>
Sent: Thursday, January 17, 2013 2:30 PM
To: Edmo, Jack
Subject: Sho-Ban 21st Application

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