

Application for Federal Education Assistance (ED 424)



U.S. Department of Education

Form Approved
OMB No. 1875-0106
Exp. 11/30/2004

RECEIVED
NOV 28 2012
RECEIVED
JAN 14 2013
By _____

Applicant Information

1. Name and Address
 Legal Name: St. Stephens Indian School
 Address: 128 Mission Road
 City: St. Stephens WY Fremont 82524 -
 State County ZIP Code + 4

2. Applicant's D-U-N-S Number 039780192

3. Applicant's T-I-N 23-7446316

4. Catalog of Federal Domestic Assistance #: 84
 Title: 21st Century Community Learning Center Grant Lights On

5. Project Director: Gerri Boesch
 Address: 128 Mission Road
St. Stephens WY 82524 -
 City State ZIP Code + 4
 Tel. #: (307) 856-4147 Fax #: (307) 856-3742
 E-Mail Address: gboesch@bresnan.net

6. Novice Applicant Yes No

7. Is the applicant delinquent on any Federal debt? Yes No
 (If "Yes," attach an explanation.)

8. Type of Applicant (Enter appropriate letter in the box.)

A State G Public College or University
 B Local H Private, Non-Profit College or University
 C Special District I Non-Profit Organization
 D Indian Tribe J Private, Profit-Making Organization
 E Individual K Other (Specify):
 F Independent School District B.I.E.

Application Information

9. Type of Submission:
 -PreApplication -Application
 Construction Construction
 Non-Construction Non-Construction

10. Is application subject to review by Executive Order 12372 process?
 Yes (Date made available to the Executive Order 12372 process for review):
 No (If "No," check appropriate box below.)
 Program is not covered by E.O. 12372.
 Program has not been selected by State for review.

11. Proposed Project Dates: Start Date: 1/1/2013 End Date: 9/30/2013

12. Are any research activities involving human subjects planned at any time during the proposed project period?
 Yes (Go to 12a.) No (Go to item 13.)

12a. Are all the research activities proposed designated to be exempt from the regulations?
 Yes (Provide Exemption(s) #):
 No (Provide Assurance #):

13. Descriptive Title of Applicant's Project:

Estimated Funding

14a. Federal	\$	105,000.00
b. Applicant	\$.00
c. State	\$.00
d. Local	\$.00
e. Other	\$.00
f. Program Income	\$.00
g. TOTAL	\$	105,000.00

Authorized Representative Information

15. To the best of my knowledge and belief, all data in this preapplication/application are true and correct. The document has been duly authorized by the governing body of the applicant and the applicant will comply with the attached assurances if the assistance is awarded.

a. Authorized Representative (Please type or print name clearly.)
Mike Hejtmanek

b. Title
Superintendent

c. Tel. #: (307) 856-4147 Fax #: (307) 856-3742

d. E-Mail Address: mhejmanek@st-stephens.net

e. Signature of Authorized Representative

 Date: 11/21/2013

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

St. Stephens Indian School	
Organization	
Gerri Boesch	307-856-4147
Name of Contact Person	
gboesch@bresnan.net	Telephone 307-856-3742
E-mail Address	
Fax Number	
	11/21/2012
Authorized Signature for Budget Revisions/ Record and Report of Local Expenditures	
<i>■ Note: The general certifications and assurances that are signed and submitted by the district each spring (or provided by the applicant to EED) will apply to this federally funded program.</i>	
	11/21/2012
Signature of Organizational Representative	
Date	
Superintendent	
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: \$ _____	

APPENDIX IX: Documentation Requirements

Table of Contents

Standard Form 424
Cover Page
Table of Contents
Program Summary and Abstract

	<u>Page</u>
Program Narrative	
A. Need for Project.....	1
B. Quality of Project Design.....	7
C. Adequacy of Resources.....	23/24
D. Quality of Management Plan.....	26
E. School Improvement Status.....	34
Other Required Documents	
• Participants Served Chart	
• Performance Measures Template	
• Schedule of Operation	
• Budget Forms	
1. Budget Narrative	
2. Budget Worksheets	
• 21 st CCLC Assurances	
Appendices:	
• Job descriptions for key staff members	
• Documents of support from school and tribe	
• Memorandums of Agreement	
• Assessment of objective data regarding the need for before and after school programming	
• Letter of support from the Grant Line Officer, B.I.E.	

Program Summary

Our Mission

St. Stephens Indian School's 21st Century Community Learning Center commonly known as Lights On is committed to providing and sustaining our students and community with a comprehensive out of school time program that ensures high-quality academic enrichment opportunities for all children, and that meaningfully engage adult family members in helping their children succeed academically and socially.

St. Stephens Indian School's Lights On program supports an afterschool community learning center that operates on our school campus. Services include academic intervention and enrichment activities along with a broad array of youth development opportunities. The after school and summer classes complement the student's regular school day program.

Our 21st CCLC program serves our at risk population of students who live in poverty and struggle with low-performance at school. Our after school programs help students meet the core standards in academic subjects such as language arts and math. In addition, other educational services are offered to family members of students participating in the program in order to further engage parents in their student's learning and achievement goals.

Abstract

Name and Address of Applicant:

St. Stephens Indian School
Educational Association, Inc.
128 Mission Road
St. Stephens, WY 82520

Contact Information:

Mike , Superintendent
307-856-4147 (Phone)
307-856-3742 (Fax)

Program Title: St. Stephens Indian School 21st Century Learning Center or Lights On

School: One (1) Local Educational Agency – St. Stephens Indian School

Champion Community Designation: Wind River Indian Reservation, St. Stephens, WY

Name of each school that will have a community learning center: St. Stephens Indian School, Educational Association, Inc. will serve two (2) Learning Centers at the following buildings: (1) St. Stephens K-8 building; (2) St. Stephens High School

Number of students served: Approximately 140 and 230 community members.

Grade levels served: Kindergarten-grade 8

Students who are eligible for free or reduced-priced lunch: 97%.

Needs being addressed encompass year-round learning so academic performance loss does not occur over the summer, increased opportunities for students and community to master competitive work skills, healthy life-style choices, with academic (specifically reading and math)and technological literacy to be infused throughout all activities.

Types of participants to be served: Arapaho and Shoshone students, drop outs; students at risk of academic failure, LEP students, special needs, parents/adults, and rural community members.

Goal 1: To plan, implement, and expand after-school learning opportunities that benefit the educational, health, social, cultural and recreational needs of residence of the Reservation communities.

Goal 2: The participating students and parents will be exposed to and experience a wide variety of enrichment activities which will enhance their learning and connect it to the students' world.

Activities: School based community learning center activities will provide safe, drug-free, supervised and cost effective after school, weekend and summer activities for rural children, youth and their families.

Outcomes: Increased student academic achievement that meets or exceeds state standards in core academic subjects; increased learning opportunities, and increased opportunities for acquiring competitive job skills, reduced drop-out rates; increased attendance, increase in technology literacy, and reentry of out-of-school youth.

Budget: \$105,000

1) Need for Project (18 points)

This section of the grant application addresses the extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure.

Program Narrative

I. Identifying Need

St. Stephens Indian School is located in west central Wyoming. It is a remote area that is geographically isolated. The Wind River Indian Reservation occupies 2,268,008 acres and is the third largest reservation in the country. Approximately 8000 Northern Arapaho and Eastern Shoshone tribal members reside on the Reservation. Children on the Reservation face many forms of isolation – physical, economic, educational and social. This service area of the Wind River Indian Reservation is vast. The school attendance boundaries cover 3,500 square miles. There is an extreme need for providing an educational support system that can transverse all the negative elements to offer services to the disadvantaged students in this area.

Students of St. Stephens Indian School face a myriad of challenges. These challenges include high rates of alcoholism, drug abuse and verbal or physical abuse within the home, severe poverty, unemployment, single parent families and Limited English Proficiency. The Wind River Indian Reservation made national headlines for having one of the highest teen suicide rates in the nation. Unfortunately, agencies to assist in servicing these problems are inadequate or nonexistent.

1A. Explain the annual growth of your student population and how you will address the catch up growth of your student population.

Complete the information in 1A above using the table format outlined below to provide information on the population to be served by this 21st CCLC grant.

Section 1A:

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), see table in Appendix IV	# of Family Members to be Served, if Appropriate	Grade Levels to be Served
<i>St. Stephens Indian School</i>	<i>Corrective Action Year 1</i>	<i>97%</i>	<i>140 students</i>	<i>230 adults</i>	<i>Elementary K-8</i>

The annual growth for our Lights On program is based, primarily, on normed referenced

NWEA test scores and teacher observation and classroom assessments. Catch-up is always an issue with our transient population. As students come into the school system we immediately begin assessments and tracking their academic progress. Our Lights On team is then able to collaborate with the classroom teacher to develop and offer enrichment and provide opportunities to enhance the core curriculum and engage students in the educational process. The non catch-up community and/or advanced students are directed into enrichment areas.

- **1B. Describe how your program will identify, target and recruit the sub-population of students and/or and will successfully address the needs of the target population.**

Identifying Students for the 21st Century Community Learning Center

St. Stephens Indian School will use the following criteria to identify students for the 21st Center Community Learning Center. Students will be at risk academically as indicated by standardized tests such as the STAR Reading and STAR Math scores, MAP and PAWS. Students performing at the partial proficient level and below the 35th percentile on approved normed tests will qualify for services. In addition, Limited English Proficient (LEP) students, as defined by the Department of Education and Bureau of Indian Affairs, will qualify for services. Also, students at risk behaviorally will qualify for program services. Behaviorally at-risk students are identified by high levels of absenteeism (more than three unexcused absenteeism's per quarter), students who have been involved in juvenile crimes or who have more than two disciplinary notices on file (as recorded using NASIS). In addition, students at-risk of dropping out or have dropped out also meet program criteria. *Student recruitment* will be on-going. Student test scores will be *evaluated quarterly* so that at-risk students are given priority and are placed in the program immediately. Additionally, all risk factors will be reviewed quarterly by the 21st Century Intervention Team. Students meeting the at-risk criteria as described below, will be referred for services. St. Stephens anticipates that 240 students will be involved in the program and approximately 430 community members will be involved and impacted at some time during the course of a year.

- **1C. Describe how the proposed project will address the risk factors linked to academic failure for each target population.**

Through parent and community meetings and needs assessments, St. Stephen's has identified the factors that place our students at risk of educational failure. These include:

- Low academic achievement
- High percentage of Limited English Proficient students
- High percentage of Title I students
- High dropout rates
- High poverty rates
- Low community education levels
- Low expectations and parental involvement
- Juvenile delinquent behavior, high incidence of substance abuse, and high teen death rate
- Limited out-of-school supervision
- Limited access to libraries and computers

St. Stephens Indian School specifically designed the 21st CCLP program and goals by analyzing the at-risk factors and correlating those factors with data provided through state

academic assessment and other instruments.

a. Low Academic Achievement

Concerned about student performance, Wyoming lawmakers passed school reform legislation in 1998 requiring the education system to develop and assess state content standards. By June of the same year, standards for reading, writing and math had been adopted. In April 1999, the first statewide Wyoming Comprehensive Assessment (WyCAS) was administered to 4th, 8th and 11th grade students. The state averages of students scoring at or above proficiency level were alarming. The WyCAS demonstrated similar results for FY2000, particularly in math, where only 27%, 32% and 37% of the state's 4th, 8th and 11th grade students respectively were considered proficient. Even more alarming is that St. Stephen's students are even further behind in the percentage of students performing at proficiency levels. The most recent Terra Nova scores indicate that Native American children at St. Stephens are behind their peers with composite scores of 29.5% and 18.1% for 8th and 11th grades, respectively.

b. High Percentage of Limited English Proficient Students

According to the U.S. Census Bureau 2000, 20% of the entire population of Fremont County is Native American. The Wind River Indian Reservation comprises nearly 85% of Fremont County. While 31% of the students in Fremont County are considered Limited English Proficient (LEP), St. Stephens serves 96% LEP students. These students typically are scoring well below their peers in state and national normed tests.

c. High Percentage of Title I Students

In Fremont County 54% of all students are eligible for free or reduced lunches. Currently 95% of students attending St. Stephen's Indian School are eligible for free or deduced lunches. Federal guidelines for Title I eligibility specifies a rate of 25%.

d. High Dropout Rates

The Fremont County BOCES tracked a cohort of students who completed 8th grade in 1996 and should have graduated from high school in 2000. It was discovered that 25% of these students did not enroll for 9th grade in any of the area high schools, and became "disappearing students." Of the original cohort, only 15% actually graduated from high school, resulting in a dropout rate of 85%.

e. High Poverty Rates

The Wind River Indian reservation once flourished due to major deposits of uranium, iron ore, and oil production. However, this energy-rich region has gone from "boom to bust" over a short period of time. The results are high unemployment and welfare.

- The Wind River Indian Reservation presents its own unique challenges: the average unemployment rate during prime employment months of the year ranges above 70%, as compared to 27.5% for Native Americans nationally.
- 95% of students attending St. Stephens Indian School receive free or reduced lunches.
- Fremont County has the highest rate of poverty for children (0-17) in the state, among the highest in the nation: Fremont County – 21.4%; Wyoming – 15.3%; U.S. –19.9%.

f. Low Community Education Levels

In Fremont County, one out of every three adults has less than a high school diploma or

equivalent (33.8%). The problem is most severe with populations from the Wind River Indian Reservation, where 64% of the adult Native American population has not completed high school. (Wind River Reservation Comprehensive Education Needs Assessment).

g. Low Expectations and Parental Involvement

Throughout the Wind River Indian Reservation Educational Assessment Survey, there were repeated findings demonstrating the presence of low expectations with Native American students. A total of 81% of the students felt they were not receiving adequate information to encourage them to continue in post-secondary education/training. Three of four (76%) parents or grandparents felt that their child would probably not go to college. With the lack of expectations coming from all sources, there is little self-motivation on the part of students to establish personal, educational or career goals.

h. Juvenile Delinquent Behavior, High Incidence of Substance Abuse, and High Teen Death Rate

The Wyoming's Youth Risk Behavior Survey (YRBS) indicated that the state of Wyoming had the 2nd highest percent of youth who carried a weapon on school property. The YRBS also documented some very alarming results concerning substance abuse throughout the state of Wyoming when compared to 29 other states that participated in the survey.

- 3rd highest in drinking and driving
- 1st in smokeless tobacco use
- 3rd in current alcohol use
- 1st in lifetime crack or freebase use

Statistics from Wyoming's Indicators of Substance Abuse 1987-1998 completed by Ellis' firm, coupled with the YRBS, indicate that the Wind River Indian Reservation and Fremont County are at a crisis level in many areas relating to juvenile crime and delinquency.

- Homicides or attempted homicides involving youth ages 5-25 were 17 per 100,000, while the state of Wyoming was just 6.
- Total index (individual actually charged) crime arrests for youth under the age of 18 were 501 per 100,000, compared to 376 for Wyoming and 306 nationally.
- The alcohol arrest rate was 608, compared to 486 for Wyoming and only 148 nationally.
- The mortality rate per 100,000 for children ages 5-24 related to combined substance abuse was 170% greater than that of the state and 320% above the national rate.
- Suicides and attempted suicides for youth 5-25 were 67 per 100,000. That is twice as high as the state rate of 29.

According to the Bureau of Justice Statistics, "Violent crime in Indian Country is increasing, while it goes down nationally." Child abuse and neglect among Native Americans on the Wind River Indian Reservation has increased 18% in the past five years, as the national rate fell 8%.

8 TH	10	10	220.6	8.4	218
-----------------	----	----	-------	-----	-----

****St. Stephens Indian School shows an increase of 2.24% in our overall MAP Math scores from school year 2010-2011.**

****Behavioral incidences have decreased by 1.75% from September 2011-September 2012. Behavior records are monitored by the school counselor and kept on file in the counselor's office.**

See Appendix for NWEA tests demonstrating academic growth.

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

On the 2011-2012 Community Needs Assessment, parents and teachers prioritized the services and activities that would provide remedies for these needs. These remedies include:

Students	%	Community /Families	%
Reading	63	Math	72
Tutoring	63	Reading	56
Recreation	56	Parenting skills support	51
Math	51	Technology	44
Homework assistance	49	GED preparation	42
Enrichment activities	39	Adult literacy	42

In addition, our NWEA tests and the state PAWS indicate a need for math and reading interventions as a significant portion of our population is scoring in proficient below proficient or basic ranges. The array of services that we offer will meet the absolute priority by providing expanded learning opportunities for children, youth, and adults. These remedies will include:

- Increased percentage of students who meet state and local standards in core academic subjects, particularly reading and math;
- Increased numbers of students, parents, and community members exposed to the latest technology and library services;
- Increased out-of-school time supervision for “latchkey” youth who would otherwise return to unsupervised homes;
- Decrease in substance abuse and suicides among youth;

- Increased number of youth and other community members who have dropped out of school without graduating will receive GED certificates;
 - Increased parental and community involvement in their child(ren)'s education.
- **1F. Cite any additional factors that place students at risk of educational failure or how your program aligns to other areas of consideration, such as dropout prevention etc.**

A main factor that places St. Stephens's students at risk is the high number of students that qualify for McKinney-Vento homeless funds. We have approximately 68 students that qualify for homeless services. Because of the high poverty rate and homelessness of these students, there is often high absenteeism, tardiness and missed classes. Our Lights On program coordinates with the McKinney-Vento liaison to provide after school tutoring and extended year classes to all McKinney-Vento homeless students.

2) Quality of Project Design (51 points)

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

The Project Design for the 21st Century Community Learning Center referred to as Lights On or SSIS Lights On is as follows. Our project is aligned with the Native Star SMART goals. SMART goals let us monitor which of our efforts are making a difference and by how much. They are:

Strategic and Specific

Linked to strategic priorities that are part of a larger vision of success for the entire school district.

Measurable

Being able to measure a change in results to determine whether actions resulted in the kind of difference we wanted.

Attainable

Setting a goal that is challenging yet attainable.

Results-based

Aimed at specific outcomes that can be measured or observed.

Time-bound

A timeline for results. The timeline should include assessments at 30, 60 and 90 days, and at the end of the year.

Quality of Project Design

Goals, Objectives and Outcomes

The Project will use the St. Stephen's Indian School facilities to establish strong, safe, and drug-free 21st Century Community Learning Centers to address the following goals:

Goal 1: To provide students with a safe, healthy, drug free (environment) learning program that will extend, enrich and remediate students' identified academic/social needs.

Measurable Improvement Objectives	Strategies	Person Responsible	Benchmark Dates	Evidence of Completion/Evaluation
1a. At least 40% of SSIS identified at-risk students will participate in the program by the end of the five year grant period.	On going recruitment. Meeting with program coordinators. Adds in school and local newspapers. Family night.	Project Coordinator and Administration	Monthly records using NASIS. 2017 final reporting.	Attendance records.
1b. At least 90% of after school students will participate in one or more enrichment classes per week.	Notices home to parents. Home-school coordinator to meet with delinquent students.	Project coordinator and home-school coordinator.	Monthly records using NASIS.	Attendance records.
1c. There will be documented collaboration between all teachers of participating students on bi-weekly basis.	Set up meeting schedule and adhere to it.	Program coordinator and teachers.	Bi-weekly records.	Program coordinator will archive collaboration data.

1d. 15% of Lights On students who participate for at least two consecutive years will demonstrate improvement in math and reading skills as evidenced by achievement test results.	On going recruitment efforts to keep kids in one school. Family nights. Media campaign.	Program coordinator, administration and staff.	2017 record of achievement.	Reading and math achievement test documents. Report cards.
--	---	--	-----------------------------	--

Goal 2: The participating students and parents will be exposed to and experience a wide variety of enrichment activities which will enhance their learning and connect it to the students' world.

Measurable Improvement Objectives	Strategies	Person Responsible	Benchmark Dates	Evidence of Completion/Evaluation
2a. At least 40% of SSIS identified at-risk students will participate in the program by the end of the five year grant period.	On going recruitment. Meeting with program coordinators. Adds in school and local newspapers. Family night.	Project Coordinator and Administration	Monthly records using NASIS. 2017 final reporting.	Attendance records.
2b. At least 90% of after school students will participate in one or more enrichment classes per week.	Notices home to parents. Home-school coordinator to meet with delinquent students.	Project coordinator and home-school coordinator.	Monthly records using NASIS.	Attendance records.
2c. At least 45% of students and	On going recruitment. Coordinate	Program coordinator and teachers.	Monthly records using	Attendance records. Program coordinator will archive

parents will participate in workshops on bullying, health, safety, GED clinics, computer technology clinics, parenting skills	with family night and school meals and feasts. Ads in local newspaper and school newsletter		NASIS.	collaboration data.
1d. 15% of Lights On students who participate for at least two consecutive years will demonstrate improvement in math and reading skills as evidenced by achievement test results.	On going recruitment efforts to keep kids in one school. Family nights. Media campaign.	Program coordinator, administration and staff.	2017 record of achievement.	Reading and math achievement test documents. Report cards.

Buses will be available to transport children home at 5:30 p.m. on weekdays and to and from Saturday and summer activities. Centers will be opened at least 8 hours per week during the school year and 25 hours per week for summer activities. A “menu” of offerings will be compiled at each school (i.e., elementary and high school) from the activities listed on the following pages. An example of supervised activities for an entire community of learners is as follows.

Times may vary	3:00pm-3:30pm	3:30pm-4:00pm	4:30pm-5:30pm	4:30pm-5:30pm
Sampling of Activity Menus	Free Choice/Snack	Academic	Enrichment/Recreational	Community
A- Mon-Wed B- Tue-Thursday C- Sat School D- Summer		Accelerated Reading Creative Writing Accelerated Math Tutoring Culture	Baby-sitter club Boys/Girls Scouts Golden Eagle Culture Club Art Club Drama Club Community	Accelerated Reading Accelerated Math GED prep Parenting Classes Extended Library

		Summer Institute Math and Reading Enrichment	Garden	
--	--	--	--------	--

2B. Provide a detailed description of all evidenced based or scientifically based research that supports your choice of programming and teaching strategies, as well as describing how the strategies link to measurable objectives and the needs identified in the Needs Section 1A through 1F.

St. Stephens Indian School will use the Literature and Authoritative Opinion Model in determining appropriate goals, objectives and activities designed to meet the needs of the target population. In the interest of space, examples of the research are briefly discussed below.

The 21st Century Community Learning Centers initiative is an important large-scale funding stream for afterschool and summer learning in high-poverty schools and neighborhoods across America. While some of these 21st Century Community Learning Centers provided students with intensive small-group instruction or individual tutoring, which has been shown to be an effective approach (Lauer et al., 2006), others provided relatively unstructured homework time, which is not likely to be successful. It is precisely because afterschool programs vary in form, structure and specific goals that they should be carefully evaluated along these dimensions. There is no question that many young people and their families need and want these expanded opportunities funded by the 21st Century Community Learning Centers. So the question should be not whether they should be offered, but rather what research-based design elements should be included to make them and other afterschool programs like them more successful.

Our review included studies in which those attending an afterschool program that had the specific goal of fostering personal and social development were compared to nonparticipating control youth. We did not review programs that focused exclusively on academic achievement. The reviewed programs were located across the country, operated in urban and rural areas and served school-aged youth between 5 and 18 years old. We were able to identify four practices used in some afterschool programs, but not in others. These four evidence based practices formed the acronym SAFE. In brief, our procedures identified whether or not program staff used a sequenced step-by-step training approach (S), *emphasized active forms of learning by having youth practice new skills (A), focused specific time and attention on skill development (F) Afterschool Programs That Follow Evidence-Based Practices to Promote Social and Emotional Development Are Effective and were explicit in defining the skills they were attempting to promote (E). Each of these practices has a strong research base in many skill training studies of youth.*

Should cite research

St. Stephens Indian School used the SAFE model when developing the measurable objectives outlined in section 2A and the needs identified in sections 1A through 1F. Our Lights On program emphasizes active forms of learning. We initiated a hands-on approach to learning. Our staff focuses on skill development and integrates the

curriculum with a whole-child centered approach to education. We routinely keep abreast of best practices and the current research on after school and extended year programs.

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82(1), 405–433.

Durlak, J. A., Weissberg, R. P., & Pachan, M. (2010). A meta-analysis of afterschool programs that seek to promote personal and social skills in children and adolescents. *American Journal of Community Psychology*, 45, 294–309.

Dynarski, M., James-Burdumy, S., Moore, M., Rosenberg, L., Deke, J., & Mansfield, W. (2004). When schools stay open late: *The national evaluation of the 21st Century Community Learning Centers Program: New findings* (NCEE 2004-3001). U.S. Department of Education, National Center for Education Evaluation and Regional Assistance. Washington, DC: U.S. Government Printing Office.

Granger, R. C. (2010). Understanding and improving the effectiveness of afterschool practice. *American Journal of Community Psychology*, 45, 441–446.

Hirsch, B. J., Mekinda, M. A., & Stawicki, J. A. (2010). More than attendance: The importance of after-school program quality. *American Journal of Community Psychology*, 45, 447–452.

Institute of Education Sciences. (2008). *What Works Clearinghouse procedures and standards handbook*. Retrieved from <http://ies.ed.gov/ncee/wwc/DocumentSum.aspx?sid=19>

James-Burdumy, S., Dynarski, M., Moore, M., Deke, J., Mansfield, W., & Pistorino, C. (2005). When schools stay open late: *The national evaluation of the 21st Century Community Learning Centers Program: Final report* (NCEE 2005-3002). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. Retrieved from <http://www.eric.ed.gov/PDFS/ED485162.pdf>.

Kane, T. J. (2004). The impact of after-school programs: Interpreting the results of four recent evaluations. Retrieved from <http://www.wtgrantfoundation.org/>
Lauer, P. A., Akiba, M., Wilkerson, S. B., Apthorp, H. S., Snow, D., & Martin-Green, M. (2006). Out-of school time programs: A meta-analysis of effects for at-risk students. *Review of Educational Research*, 76, 275–313.

Mahoney, J. P., & Zigler, E. F. (2006). Translating science to policy under the No Child Left Behind Act of 2001: Lessons from the national evaluation of the 21st-Century Community Learning Centers. *Journal of Applied Developmental*

Psychology, 27, 282–294.

- (Reading based activities) **Bowker** (1995) found that antisocial behavior and juvenile delinquency among Native American boys was closely related to lack of success in school and particularly the inability to read.
- (Computer and technology based activities) **Drs. Henry Jay Becker** (John Hopkins), **M.D. Roblyer** and **J.D. Fletcher** all report in separate studies a significant gain among students using computerized mathematics curriculum for lower-ability Native American children.
- (Arts, crafts, theatre, performing clubs) **The Arts Education Association** coordinates studies that show how the arts help children develop early reading readiness skills, enhance their creativity, and contribute to cultural understanding.
- (Student enrichment activities) **Pierce, Hamm, Vandell** say children who are involved in after school programs with a positive emotional climate exhibit fewer behavioral problems.
- (Parenting education) **The National Evaluation of Even Start** provides research that suggests that the extent to which parents took part in parenting education is directly related to gains in children’s vocabulary.
- (Early childhood partnerships) **CIERRA**, 1999 states “...that partnerships between primary-level educators and Head Start and other preschool providers are essential if children are to enter school with the foundations necessary to attain the goal of independent reading by the end of 3rd grade.”
- (Parent/community partnerships) **C.G. Velez-Ibanez** and **L.C. Moll** demonstrates that if parental involvement was aimed at building a community of learners involving parents and teachers, significant benefits could result.
- (Adult education/literacy) **Snow** (1998) has determined that children who come from homes where parents have reading difficulties are at greater risk of struggling to learn to read.

- **2C. Describe how your program will monitor students’ academic progress to meet the annual growth required and specifically the catch up growth needed to be on grade level.**

Student progress is monitored on a bi-weekly basis. This allows us to modify the students’ education plan so that he/she obtains the growth needed to obtain grade level performance.

Additionally, St. Stephens Indian School 21st Century Community Learning Center will participate in the Annual Performance Reporting (APR) process. The Coordinator will also implement procedures to enhance the process. The APR information is a tremendous way to view the successes of a program. They also help us to see where we can improve our programs. There will be a parent/guardian and student questionnaires for all participating families. This will allow another way to examine our success and areas that need improvement. If there is an area which does not seem to be effective as it could be, the APR will show what objectives and goals we need to modify. The school administration and tribal authorities were instrumental in the development of this plan. On-going monthly meetings are held with the school principal to discuss student academic progress and any changes in a student’s home situation that could impact learning.

- **2D. Describe how you will use NASIS behavior for the collection of student data for reporting purposes; include description of access to NASIS and staff who are familiar with its capabilities.**

All staff at St. Stephens are trained in NASIS reporting. Our Lights On program will use NASIS for behavioral incident collection of student data. Both our regular staff and Lights On staff enter behavioral incidences into NASIS. The project coordinator for Lights On monitors those incidence reports on a bi-weekly basis. This allows the project manager to address the needs of students with certain behavior challenges such as bullying. NASIS also allows the project coordinator to monitor attendance issues weekly. The Lights On coordinator, principal and home school coordinator are then able to take action to ensure that these children get to school.

- **2E. Include information on all planned data collection methods including PPICS, NASIS behavior rates, local student risk surveys.**

Our data system that will be used to support decision-making processes established for the grant, including the use of technology, is already in place. The district utilizes a student information system, supported by the B.I.E. and the state department of education, called Infinite Campus. Designated personnel can access the database to determine, for example, who is in school and who is not. Parents can even access the system through a “parent portal” to determine if their child/children are actually in class for any given period of the day. Designed originally to provide the state with data it needed (enrollment, attendance, test scores, etc.), the system also allows the district to set up its own databases. The project director, working with the district’s student information services, will be able to add additional data bases relevant to what is needed for this project.

- **2F. Describe how your program will expand opportunities and/or increase student motivation in an after school program that may not be addressed in the regular day.**

With the literature and authoritative opinions in mind, St. Stephens Indian School has designed a Learning Center that will serve approximately 140 students and 230 community members: St. Stephens K-8 Learning Center and St. Stephens High School. Both centers are housed on campus. In addition to 21st Century personnel, volunteers and paid mentors will conduct all activities.

The **St. Stephens Indian School Lights-On program is designed to support and link with the regular education program.** Weekly staff meetings are held each Friday with Lights-On staff and regular teachers and support staff. The following explains how the linkages will be addressed at each learning center. **The K-8 Learning Center** will focus on hands-on project based enrichment learning to increase reading, math and science achievement for participants. Strategies will include after school, Saturday and summer programs. The center is equipped with approximately twenty Dell computers, computers and printers. The computer lab will be available after school, select Saturdays and during the summer. The multimedia computer will be housed here and classes to facilitate the use of multimedia will take place in this center. The Learning Center grant will provide for a full-time coordinator, part-time instructors and mentors who will work with both the adults and

children to increase their academic and technological skills, including use of the Internet. Instruction and activities to be provided include: Accelerated Reading, Accelerated Math, Science based activities, Drama Club, the Community Garden, Tutoring, Cultural Activities, Computer Literacy, Reading and Math enrichment, Multimedia Skills and Career Exploration.

- **Services for Individuals with Disabilities** – St. Stephens Indian School has developed a summer program for students with disabilities. Students, who have been identified through the extended school year section of their IEP, as needing additional help to keep up their skills participate in a three week summer program. In addition, the special populations can take advantage of the after school tutoring and recreational activities that will be present at the two Learning Centers located at St. Stephens Indian School.
- **Health and Wellness Services** – Our program works with Indian Health Service and Fremont Counseling as well as following new state guidelines on Nutrition. We provide classes on health and wellness to our families and teach our students and families the importance of healthy choices and nutrition.
- **Service Learning Projects** –Our program works in tandem with our McKinney-Vento program to offer a Service Learning component to the after school/extended year program. The following are three of those projects that we have scheduled for the next three years:
 1. Food drives for food pantries – with cuts in funding and an increase of children in poverty, schools that participate in food drives can help their communities enormously, particularly around the holidays. Food drive boxes will be decorated and labeled by St. Stephens Indian School students and placed in retail stores such as Walmart and Kmart and also at local grocery stores. The students will monitor the boxes, empty the boxes and bring the groceries to the local food bank for distribution.
 2. Reading to elders at the local retirement homes. St. Stephens Indian School students would like to share their original stories and poetry with their elders in Nursing Homes. This serves a two-fold purpose --one to the students and then to the elders. Our students gain experience in confidence in reading their original works. Our elders, who often have intermittent visits from family and friends, benefit from the company and interaction from our students.
 3. Holiday Mail for Heroes – St. Stephens Indian School students would like to support our military by participating in the American Red Cross program Holiday Mail for Heroes. Each year the American Red Cross provides assistance to more than 2 million service members and many of our nation's 24 million veterans by sending Christmas cards to veterans, military families and active-duty service members in hospitals and installations around the world.
 4. Community Garden – SSIS Lights On students will plan, plant and tend the community garden. Vegetables will be sold and given to the community in the fall. Students will be responsible for any monetary transactions.
- **Cultural Activities** – Major emphasis will be placed on cultural activities that will increase the students' pride and dignity and respect; thus, increasing the

students' self-esteem in their Arapaho and Shoshone heritages (thus reducing the need for drug and alcohol by enhancing quality of life). All cultural activities will be directed at this effort. Students will form Indian Clubs and will host Indian drumming, dancing and singing groups after school, weekends and during the summer. Parents and students will develop documentary videos of the activities using the multi media equipment.

- Modern technology contributed to the rapid decline of the Arapaho language. We would like to reverse this effect by using technology to revive the language from the verge of extinction. Multimedia presentations will be created, then duplicated, on CDROM by students and community participants with Arapaho instructors and mentors as facilitators. Verbal lessons will be developed, recorded and distributed on audiocassette. In collaboration with St. Stephens Indian School's EXCEL (gifted and talented program), the 21st Century Community Learning Centers will sponsor the Cultural Summer Institute. The Institute will bring in leading experts in Arapaho language and culture to work with both our students and staff.
- **Healthy School Climate** – Our school counselor who works at our afterschool program runs courses in Positive Behavior Intervention and Supports (PBIS). PBIS is about improving student academic and behavior outcomes and ensuring all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions possible. In addition, we conduct classes on bully proofing, sexual harassment and readiness and emergency management.
- **Mentors** – Mentors will be hired on a contractual basis for the length of their workshop or institute. The mentors will serve as a positive role model for the youth. They will also enhance student knowledge about traditional cultural values and beliefs.
- Each center will operate between the hours of 3:00 p.m. and 5:30 p.m., and at times until 8:00 p.m. depending on the needs of the community. Saturday classes and summer programs will also be offered.
- **2G. Complete a "Schedule of Operations" for each proposed site.**

Schedule of Operations

Schedule of Operations

SCHOOL(S) SERVED: ST. Stephens Indian School

SCHOOL YEAR 2013-2014

Number of Weeks during the school year: 36

Activity	Time of Day	Where? By Whom?	M	T	W	TH	F	S	SU
Reading	3:00-5:00	SSIS classrooms Lights On Staff		X		X			

Math	3:00 – 5:00	SSIS classrooms Lights On Staff		X		X			
Technology	3:00 – 5:00	SSIS classrooms Lights On Staff		X		X			
Cultural and Recreational activities	3:00 – 5:00	SSis Classrooms Lights on Staff		X		X			

Family Activities **12:00 – 5:00 Staff**

XX

SUMMER: June 2013

Number of Weeks during the summer: 3.5 week

Activity	Time of Day	Where? By Whom?	M	T	W	TH	F	S	SU
Remediation In Reading & Math	11:00-2:00	Elem. School Lights On Staff	x	x	x	x	x	X	
Culture, Recreation and Technology	11:00 – 2:00	Elem School Lights on Staff	X	X	X	X	X		
Pottery	11:00 2:00	Special project leaders	x	x	x	x	x		
Physical education, outdoor projects	Times vary depending on activity	Lights On staff	X	X	X	X	X	X	

SWIM **12:00-5:00** **SPECIAL**
X

- **2H. Identify the key community partners for your project. Describe the specific roles to be played by each of the partners. (If funds are to be provided for subcontractors, provide a copy of the contract or Memorandum of Agreement as an Appendix.)**

St. Stephens Indian School eagerly accepts the challenge and is strongly committed to the success of the program. St. Stephens has established linkages with other agencies and organizations committed to provide education, training and support to students, parents, families and teachers.

- Shoshone Boys and Girls Club: St. Stephens Indian School will work cooperatively with the Wind River Indian Reservation's Boys and Girls Club. Boys and Girls Club personnel will assist with after school and summer recreational programs and cultural activities. They will also provide nutritious snacks for all participants.
- Indian Health Services: Professionals will conduct health screenings and provide mini-workshops in topics such as: chronic disease prevention, diabetes, nutrition, tobacco education and smoking cessation classes, self-esteem, communicable diseases, growth and development and accident prevention.
- The "With Eagle Wings" Project: Will provide mental health related services for families in need. The services and support they offer utilize the wraparound philosophy that is family centered rather than child-centered. The life domains that they will assist with are, spiritual, family, living situations, finances, cultural, educational/vocational, psychological, health, legal and safety.
- Tribal Recreational Committee: Will collaborate with the school by expanding services that help to create a safe, drug and violence free environment. They will accomplish this in the following ways: Ricky Blackburn is the project coordinator. He will have youth activities throughout the summer.
- Northern Arapaho Economic Development Corporation: They will work with the project coordinator to identify appropriate training strands for underemployed Tribal members. They will also assist with cultural projects. Elders and historians from the community will be called upon to provide the expertise and cultural and language activities included in this project.
- Central Wyoming College: GEAR UP personnel will provide parent and student workshops, staff and tutor training, community mentors and assistance with curriculum development. Upward Bound activities will include workshops for parents and community participants. They will also provide assistance with drug/alcohol issues, study skills, tutoring and give motivational talks. Support services and counseling will be provided for qualifying students.

- Department of Employment: Will cooperate with extended services by providing job search workshops on a regular basis, helping students and community participants with interviewing skills, assessment and subsidized employment.
- **2I. Describe how the program will link to the school day for homework, tutoring, intervention and enrichment programs.**

St. Stephens Indian School Light's On program will meet with our classroom teachers to determine the needs of our after school students. The program coordinator will attend weekly staff meetings and review student needs. Because we are a small of school with approximately 160 elementary students, we are able to meet with all the teachers regularly and adapt our program to specific themes, enrichment or interventions that the classroom teachers identify. It is our goal to offer enrichment and interventions in ways that are different from the regular day classroom and engages our students. For example we will enhance reading through our Dramatic Arts program and supplement science and math with our Community Garden Project and Solar System Museum.

- **2J. Describe how your program proposes to attract youth and/or their families.**

St. Stephens Indian School will attract youth and their families to are programs through the following means:

- We will actively recruit students through their classroom teachers.
- We will offer a variety of programs to meet the needs of all referred students.
- We will use project based learning in our curriculum and offer an array of programs that appeal to a diverse group.
- We will advertise our program in our school newsletter, the local paper and through bulletins home.

- **2K. Describe why students will want to attend your programs/services. Also, explain how you will maintain student enrollment over time. If you have made agreements with the day school regarding participation for sports eligibility requirements or for students performing below a certain standard, describe these agreements.**

This extended scheduling will was designed to promote a high level of interest in our programs and services so that students will be excited about attending.

Academic Enrichment Opportunities: technology applications such as: Accelerated Reader and Accelerated Math. One on one tutoring or small group project based enrichment Students will participate in Drama Club and the Community Garden to support academics such as reading and math/science.

Leadership Classes and Teambuilding: activities and program designed to build cohesiveness among the students while promoting cooperation among members, interpersonal skills, respect for others, and team building.

Enrichment Classes in the Fine Arts: sessions in lifelong leisure activities such as: art, music, and drama with emphasis on activities in clay, drawing, painting, storytelling, calligraphy, and guitar.

Personal Health Classes: enrichment opportunities which focus on developing and maintaining healthy bodies and minds through classes in nutrition, personal enhancement, **exercise, fitness, and personal grooming.**

Red Cross Babysitting/First Aid/CPR: classes provided by the local Red Cross chapter designed to train adolescents in becoming competent babysitters and in acquiring knowledge relative to First Aid/CPR.

Physical Activities: classes such as karate, weightlifting, basketball, volleyball, and dance.

Science and Math Tutoring and Enrichment: hands-on learning experiences to supplement and strengthen the student's classroom performance, specifically in the content areas of science and math. This "hands-on" approach will assist the students in translating and transferring abstract concepts into meaningful activities related to the student's world.

Organizational Skills and Homework Clinic: systematic staff contact with classroom teachers of participating students for the purpose of determining student performance and needs; daily assignment book checks, training in and development of organizational management and study skills, and daily assistance with homework in a focused learning environment.

Open Technology Access: students will be trained and encouraged to utilize technology labs and computers during extended hours.

Open Library Research /Study: extended library hours will be available daily to afford both students and parents the opportunity to check out books and work with community volunteers on reading skills and/or conduct. We also have a limited library on site for participants and their parents use.

Our Lights On will also provide recreational and organized team sports program. These services will be provided to any program participant and transportation will be provided to the students at the conclusion of these programs at 5:30 p.m.

Nutrition education will also be incorporated into the program. Following guidelines delineated for childcare agencies, a daily nutritious snack for each participant will be provided.

Classes and activities for parents and guardians of the participating students will be provided at the site. A recruitment strategy will be to use parent conferences scheduled three times during the school year to provide information regarding the available parent classes and activities. A variety of classes will be offered on selected nights throughout the year. Many of the targeted students' parents are currently unemployed. This program will offer classes designed to assist parents in strengthening and acquiring **employment skills**, enabling them to better their level of employment. An additional focus will be that of providing a variety of parent training classes. Examples of adult classes to be offered are Parent Training (such as Systematic Training for Effective Parenting, S.T.E.P. , a

program grounded in scientifically based research), Computer and/or Technology skills training (basic keyboarding/word processing/multimedia applications.) Developing coping skills for parents (ADHD/teenage sexuality/drug awareness), basic literacy education programs, and GED classes, will also be offered as needed.

Transportation services: will be provided for students/parents who have no other means for attending the programs. NO child will be excluded from the program because of lack of transportation. These buses/vans will transport students to their residences as needed. These buses/vans will also be used to transport students for educational and enrichment field trips.

- **2L. Describe how your program will coordinate with other providers of after school activities (including school sponsored extracurricular sports activities and other extracurricular activities offered by the school and/or community, if applicable).**

Our program will coordinate with our gifted and talented program on various projects throughout the year. One project that we work on together is a school-wide book writing project. We have also worked together to bring in authors and illustrators or other professionals to talk with our students.

Our Lights On program also coordinates with the sports department for transportation needs. Some of the time our Lights On students are able to take the school activities bus home.

- **2M. Describe how elders (senior citizens) will be used as volunteers to support activities (if applicable).**

Mentors and Elders— Mentors and elders are an integral part of our classroom community at St. Stephens Indian School. We will continue to utilize their expertise for Lights On. The mentors and elders will serve as a positive role model for the youth. They will also enhance student knowledge about traditional cultural values and beliefs.

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

Evaluation is woven into this project at two levels—process measures and outcome measures. Some components of the evaluation will be conducted internally by the project director, some will be conducted externally by our external evaluator and some will be conducted jointly as a collaboration among the external evaluator, the project director, participating staff and administrators, project partners, and the district's assessment and evaluation coordinator.

- **Process Measures:** This level of evaluation pertains to training and implementation specific to each of the elements and their associated goals and objectives. What is happening within professional development sessions and how well does the professional development translate to student services? What is the impact of the additional support provided by this project? Are providers providing students with a steady diet of high-quality opportunities and services? Do services reflect the professional development that staff is experiencing as they try to meet the overall goals of the project?
- This level of evaluation will be implemented as a cooperative effort among the external evaluator, project partners, and project director. The external evaluator will provide observation training, calibrate local

observers, and analyze all observation data.

- Important tools for this part of the evaluation include the observation protocols; they provide a starting point for quantifying the quality of professional development and its impact. St. Stephens has put in place many of the research-based strategies such as smaller classes sizes, increase time on task, increase uninterrupted class time for reading and math.

- **2O. Describe a sustainability plan designed to sustain key elements of the program after the end of federal funding. For 2011-12 school year grantees, you must provide documentation of what has been sustained since last year and carried forward for this application plus you must describe the process of developing a three year sustainability plan for your program.**

St. Stephens Indian School has identified the following factors that will help us succeed in sustaining our Lights On program.

Collaborative partnerships – By developing strong partnerships with Indian Health Service, the Tribal College, and others, we develop a mutually beneficial relationship that will transcend the grant period.

Diverse portfolio of funding sources—Diverse funding sources that we have identified include the school district general budget, Title I, federal child care subsidies, Americorps and local oil and gas businesses such as Haliburton and Encana.

High-quality programs and proven results—Research indicates that 21st Century Award participants that have the ability to prove and document the quality of their programs found it is an asset when seeking support beyond a 21st CCLC grant. Given the current focus on academic standards,, it is important to demonstrate a program’s impact on academic outcomes.

Support from school administration and community—Supportive superintendents, principals, and other administrators can provide an entry point for programs to access funds from the district budget and can serve as champions for the program as it seeks other funds.

Community engagement – With community support comes school board and administrative support. Parental involvement is critical. Also, community fund-raising events, such as raffles, pancake breakfasts or bake sales, raise public awareness and also help develop a small pot of flexible funds to support the program.

St. Stephens Indian School has shown a commitment to sustaining the Lights On program. Part of our funding for our 2011-2012 program has come from other funding sources such as Title I, Special Ed. (we utilize their Suburbans to transport students) and Gifted and Talented. As we are only eligible to receive 75% of funding from this grant, our school board and administration are committed tot supporting the program by funding the other 25% from other funding sources listed above for the years 2012-2017.

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

Our school is a school-wide Title I school. We are able to coordinate with a variety of programs to meet the needs of our target population. We coordinate with the McKinney-

Vento Homeless program to provide tutoring and remediation services to all homeless students. In addition, we provide transportation for these students. We also coordinate with the gifted and talented department on enrichment programs. We coordinate with the Reading Recovery and Math Recovery programs to offer a curricula bridge so that materials are reinforced in the regular classroom and during afterschool and extended year programs.

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

St. Stephens Indian School (SSIS) does not have a restructuring plan because we are listed at Corrective Action Year 1 under NCLB. Part of our Corrective Action Plan is: SSIS uses scientifically based researched instructional programs in all content areas. SSIS uses programs to ensure that the academic and instructional needs are met for every student who attends SSIS.

SSIS provides an enrichment program that will help at risk students gain studying skills as well as close the achievement gap during a 4 week course held in the summer months.

SSIS provides a 4 week course for all Special Education students throughout the summer. Summer school is conducted for special education students that require continued education. Students continue with individual work in the core areas where a deficiency is known. Progress and regression charts are used. The extended school year is provided for special education students if it has been determined in the student's individual IEP. This is not the same as a traditional summer school program. Our Lights On program often coordinates with the SpEd summer school program so that the two run simultaneously. Activities during summer school must align to and support the Common Core.

SSIS has an after school tutoring supported by the Lights On program for 4-12 grade, principals keep track and monitor after school tutoring to ensure that students do not fall behind and all graduation requirements are met.

SSIS provides a 21st Century After School (Lights On) program for all students who would like to attend in grades K-8, and students who are in need of remediation. The afterschool program is integral to the success of our students and is part of our overarching philosophy to education on the Wind River Indian Reservation. So many factors interrupt and negate the educational process on the reservation. But in offering afterschool and extended year programs, we are able to ameliorate some of those factors. Lights On keeps individual files of student achievement growth and participation. We are particularly supportive of aligning our afterschool program with our reading and math programs. By offering small group and individual tutoring services afterschool and extended year, our students are able to make substantial gains in math and reading. We are finding that students who enroll in Lights On and participate for two or more years are on, near or above grade level in math and reading. This shows substantial gains from this valuable program.

3) Adequacy of Resources (18 points)

- **3A. Describe the staffing capacity for proposed programs and services, including the student-to-staff ratios. It is recommended that the academic portion of the program has the support of certified teachers and ratios should be no more than 1:10. Enrichment/Recreational Program ratios should be no more than 1:15.**

St. Stephens Indian School operates all grants and contracts throughout a centralized computerized accounting system for management efficiency and effectiveness. Gerri Boesch has been proposed as the Coordinator for the 21st Century program. Staff pay is based on the school board approved rate. Please see the budget and appendix for additional information. The student teacher ratio for the program is a maximum of 1:15 for enrichment activities and 1:10 for academics.

A full-time project coordinator will be employed to provide management and leadership for the project. Se will collaborate closely with the project's MOA partners and with the external evaluator to implement the project' goals, objectives, and strategies. The Project Coordination must have grant management skills along with a master's level education and current experience in education, counseling, mental health, or law enforcement.

Staff employed to provide direct services to students and families will be highly qualified and certified in the specialized areas of serve they are providing.

Contracted service providers must meet the eligibility expectations of their agency. The core management group will assist the partnership in making decisions, operating, communicating, sharing information and resources, overcoming barriers, increasing levels and intensity of collaboration, and planning for mutual sustainability. In addition to a review of any available data, the agenda for each of the core management team's monthly meetings will include the above as agenda items. Minutes from these meetings will reflect the discussion of any outcomes or actions of each. The project director, as a district employee, will make sure that attendance data are maintained on an hourly basis. Safe Schools data are summarized annually, but can be collected at any time, Other data (state testing and graduation rates) are typically collected annually and can be compared from year to year to determine successes. These data will also be reviewed by the core management team and reported to the community during the semi-annual community meetings.

St. Stephens has ready access to supplementary assistance from the Indian Health Services, Arapaho and Shoshone Tribal government offices, Tribal Social Services, Bureau of Indian Affairs, Tribal Employment Rights Office and other tribal programs. All of these agencies and institutions will provide outreach services.

All St. Stephens facilities are equipped with ease of access for the handicapped as required by federal law. All facilities, trained and certified instructors, computer labs, software, library, office furnishings, copiers, tables, desks, binding equipment are available to students, staff and community members.

Utilization of partnership personnel, facilities, equipment and supplies has been planned to avoid excessive costs to the project. The budget reflects the project design, which has been described in other sections of the application. The budget items detail the types and extent of resources necessary to implement and operate an effective 21st Century Learning Center project. An itemized listing of costs is provided for the reader in the budget and budget narrative. The requested funding, along with local contributions is reasonable to support the project and accomplish the goals and objectives set forth.

To avoid unnecessary duplication, please refer to the budget narrative for a detailed listing of justifications. Salaries and benefits are based on existing schedules and are

consistent with prevailing wages in the target area. Travel costs are also based on federally approved rates. The program will have an activities bus at their disposal and two suburban vehicles for transporting students. Supplies and equipment have been derived from vendor quotes. Due to rather limited resources for the Learning Center Project in and around the Wind River Indian Reservation and the State of Wyoming, the requested funding is considered adequate, reasonable, justified and cost effective to support the project and accomplish the objectives proposed.

The school administration and tribal authorities were instrumental in the development of this plan. On-going monthly meetings will be held with all stakeholders. Newsletters will also be disseminated monthly.

- **3B. Include job descriptions and schedules---what would be included for schedules and why of key staff in your proposal. Please refer to the table below for FTE expectations of a coordinator.**

The .75 time project coordinator is Ms. Gerri Boesch. Ms. Boesch is a highly qualified, certified teacher with over 25 years of experience managing federal programs. We have included job descriptions of key staff in the Appendix as you requested. Ms. Boesch's Lights On schedule begins at 2:00 p.m. and runs to 6:00-8:00 p.m. weekdays depending on the activities. She also works approximately two Saturdays per month and four weeks during the summer.

- **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. Cite all student safety policies, procedures and requirements that ensure a safe and secure learning environment.**

St. Stephens Indian School puts safety first. Our students are transported to school in our buses that are meticulously maintained. All drivers attend Driver Safety training once a year. All of our buses have cameras installed. Activity buses have bus monitors who ride with the students. Our suburban's are also well maintained. Drivers attend safety training and are outfitted with cell phones to call in a specific times or if help is needed. St. Stephens is a REMS --Readiness and Emergency Management School. We have school board approved policies and procedures that have outlined response specifications for all emergencies. We also have a COOP plan that is updated each year.

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

St. Stephens Lights On program has the full support of the administration and staff to utilize the entire building for Lights On activities. We have access to two computer labs, two libraries, the gymnasium, classroom, playground, art room, cafeteria and kitchen (when we do cooking activities).

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

St. Stephens has established partnerships with other agencies and organizations committed to providing educational training and support to students', parents, families

and teachers. Each goal and objective has been linked to resources and personnel of partners. Such an effort will ensure a seamless program from birth through grade 8, as well as adults and parents, to the greatest extent possible.

In terms of space, our partners within the school graciously allow us to take over the library, art room and gym for Lights On activities. While we have some funds for supplies, the art department has supplied Lights On with construction paper, paint, markers, scissors, and other art related supplies. Similarly, our P.E. department contributes treadmills, bicycles, and balls. Our library contributes computers, books, books on CD and DVD's. Excel, our gifted and talented program, will contribute the materials for the book-publishing project.

With Eagle Wings contributes mental health related services for families in need. The life domains that they will assist with are spiritual, family, living situations, finances, cultural, educational/vocational, psychological, health, legal and safety.

Indian Health Services will conduct health screenings and provide mini-workshops in topics such as: chronic disease prevention, diabetes, nutrition, tobacco education and smoking cessation classes, self-esteem, communicable disease, growth and development and accident prevention.

- **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.**

At St Stephens Indian School we have a Reading Leadership Team that is our avenue of communication. Administrators, Classroom teachers, Lights On Staff, Gifted and Talented Staff, and support members are all invited to be a part of the team. At the meetings we share what is happening at the school and ask those to communicate to their colleagues what we discuss in those meetings.

One way that we involve the Tribal Councils on what is happening in our school is every year we write a comprehensive plan that is to be read and signed off on by the Wyoming Department of Education, Shoshone Business Council and Northern Arapaho Business Council. This document goes over our school improvement plans from the Bureau of Indian Education as well as the Wyoming Department of Education. It also gives insight on what monies we receive and how we allocate those funds to be used.

4) Quality of the Management Plan (24 points)

Charts and timetables are required in describing the structure of your project and the procedures for managing it successfully.

- **4A. Include clearly defined 21st CCLC SMART goals tables, responsibilities, and milestones for accomplishing project tasks aligned with Native Star SMART goals.**

Strong internal leadership is key to long-range success. Therefore, St. Stephens will appoint a Project Coordinator who possesses leadership ability, knowledge of technology and distance education, and a personal commitment to the concept of a lifelong community of learners. The Project Coordinator will make regular, ongoing assessment of program performance and will monitor and evaluate support staff to ensure that best practices are consistently implemented and used.. Monthly monitoring of program

activities will help focus attention on both strengths and weaknesses of the program (more detail on procedures to ensure feedback and continuous improvement can be observed in the Evaluation design). The superintendent and principals are responsible for assuring compliance with all rules and regulations governing 21st CCLCs. The superintendent and principals are responsible for all academic federal programs, assists with administration, planning directing, budgeting and evaluation. Cultural mentors will be selected according to their areas of expertise. In addition, staff orientation will be held at the onset of the grant and on-going professional development is mandatory (ten days are currently scheduled).

Standard monthly report forms, as well as specific program reports, are used within the St. Stephen's school system to assure proper documentation of program progress. In addition, a stringent purchasing procedure is in place that provides checks and balances for all requested expenditures, with two signatures required for expenditures of funds. A double entry computerized bookkeeping system is utilized within the system.

Collaboration Strategies with Stakeholders A diversity of perspective will continue throughout the operation of the Project. In addition, commitments of participation represent a cross-section of disciplines and agencies in the community. The St. Stephens Indian School Board and the advisory board are made up of diverse people with divergent perspectives. Students, parents, community members who will be clients, business leaders, Tribal leaders and school staff hold seats on the board and advisory board. St. Stephens Indian School has institutionalized several former federally funded projects to ensure continuance of services. It will seek additional resources to sustain the extended services after 21st Century funding ceases. Finally, as will all St. Stephens programs, the fairness, equity, and representation of this project will be watched carefully by the citizens of the community.

Evaluation: St. Stephens views evaluation and accountability as an opportunity to document progress of the program's mission, goals, activities and outcomes. Evaluation will assess total implementation of strategies, provide quantifiable indicators of attainment of objectives, and identify modifications which might be appropriate to enhance success.

The Project Coordinator will be responsible for internal monitoring of progress in achieving objectives and implementation of strategies. Overall progress will be assessed; potential barriers identified; solutions proposed; and appropriate action taken. Internal evaluation and monitoring can help administrative and on-site staff maintain their focus, improve effectiveness and accountability and ensure parent and students satisfaction, and identify necessary changes.

Due to the importance of the evaluation process, the Project will retain the services of an external evaluating team. Ms. Dara Weller and Ms. Elaine Patterson have agreed to serve as the external evaluator. Combined this team has over forty years of experience in evaluating federally funded programs with an emphasis on diagnostic measures and special education. The external evaluator will utilize the *Stufflebeam's Context, Input, Process, Product (CIPP)* Evaluation method.

The Project Goals and 21st Century Learning Centers *Performance Indicators* have provided a framework for the evaluation design and are *clearly related to the intended outcomes of the project*. Clear benchmarks and outcomes are measured to assess the impact on student learning and behavior by identifying (1) what types of data will be

collected; (2) when various types of data will be collected; (3) what designs and methods will be used, and; (4) what instruments will be developed and when.

Data will be analyzed to ascertain the total program impacts and will be both qualitative and quantitative. Student information will be analyzed using the gain score to provide a view of the data in a general sense to determine the significance between pre- and post-means. Other performance standards will include the state criterion referenced test PAWS, MAP, STAR reading and math scores, performance checklists, attendance, reports cards, portfolios and data recorded on NASIS. These standards have all proven to be equally valuable in measuring performance. Data will be compared with desired outcomes and quality indicators to determine effectiveness of the offerings at each Center.

Reports of results and outcomes will become available through quarterly reports compiled by the program coordinator, which will detail progress in achieving the Project objectives. Evaluation will be ongoing and as such must provide immediate feedback. These reports will also detail those problems encountered or anticipated and will offer recommendations for action to rectify such problems. The external evaluation will provide an objective assessment of services and activities and will be an extremely useful resource for such feedback.

Information will be used to monitor progress and to provide accountability information to stakeholders about success at the Project sites. Information relative to various activities will be shared so that both Project staff and stakeholders can examine them in terms of effectiveness and to improve upon strategies. This will be accomplished through monthly reports from the Project Coordinator, quarterly reports from the evaluator and the Annual Performance Report. These will be shared with the Advisory Council as well as stakeholders at each Center, including regular teachers, Project staff, parents and students.

Lights On Smart Goal

Goal 1: To provide supplemental educational services to homeless students. To expand and extend school-based learning opportunities which will increase the rate of success for homeless students from St. Stephens Indian School in meeting state and local standards in core academic subjects, particularly math and reading.

Goal 2: The participating students and parents will be exposed to and experience a wide variety of enrichment activities which will enhance their learning and connect it to the students' world.

Needs to be Addressed	Objective	Outcomes
<ul style="list-style-type: none"> • Low academic achievement • High dropout rates • Erratic attendance • Unhealthy lifestyles • Bullying, abusive behavior 	<p>1a. At least 40% of SSIS identified at-risk students will participate in the program by the end of the five year grant period.</p> <p>1b. At least 90% of after school students will participate in one or more enrichment classes per week.</p> <p>1c. There will be documented collaboration between all teachers of participating students on bi-weekly basis.</p> <p>1d. 15% of Lights On students who participate for at least two consecutive years will demonstrate improvement in math and reading skills as evidenced by achievement test results.</p> <p>2a. At least 40% of SSIS identified at-risk students will participate in the program by the end of the five year grant period.</p> <p>2b. At least 90% of after school students will participate in one or more enrichment classes per week.</p> <p>2c. At least 45% of students and parents will participate in workshops on bullying, health, safety, GED clinics, parenting skills.</p>	<ul style="list-style-type: none"> • Increased number of students who meet proficiency on the MAP and PAWS in reading and math. • Improved English language proficiency. • Increased graduation rates. • Participation and attendance in programs increased.
<p>Activity Menu – Student Academics before, after school and extended year.</p> <ul style="list-style-type: none"> • Tutoring; homework helpers; Saturday school; summer remedial programs to meet state standards; summer reading and math programs • Technology education including distance learning, Nova Net, A+, concurrent college and high school courses, computer club, web page design. • Peer mentoring/tutoring – specifically children with special needs. 		<p>Time</p> <ul style="list-style-type: none"> • 1-2 hours daily. • 2-3 hours Saturday and Summer. • 3 times per week year round.

<ul style="list-style-type: none">• Native American mentors, elders and tutorial services.• Extended library hours and computer lab services.• Reading based activities including: Accelerated Reading, Reading Recovery and Early literacy.		
--	--	--

- **4B. Include a detailed timeline for program implementation and continued planning for the first year of your grant. Include a three month pre-implementation phase with associated costs for the first year.**

➤ **Timeline-Activities/Milestones/Responsibility**

Activities/Milestones	Responsibility	Year 1	Year 1-5	Year 6+
Pre-implementation phase Hire 21 st Century Learning Center Project Coordinator	Superintendent, Board of Directors, Staff Selection Committee	X		
Organize Advisory Committee	Superintendent, Project Coordinator	X		
Staff Development and Training	Project Coordinator	X	X	X
Choose activities to address each goal and survey.	Project Coordinator, Advisory Committee, Partners, Students	X	X	X
Advertise Public Awareness of each center.	Project Coordinator, Advisory Committee, Partners, Students	X	X	X
Advisory Council Meeting	Project Coordinator, Advisory Council	X	X	X
Supervision of Centers during out- of-school time	Project Coordinator, Project staff and school principals	X	X	X
Evaluate effectiveness of services on students	Project Coordinator, Evaluator, and administrators	X	X	X
Week day activities from 3:30 p.m. – 8:30 p.m.	Project Coordinator, Project Staff, volunteers, partners	X	X	X
Friday, Saturday and summer activities	Project Coordinator, Project Staff, volunteers, partner	X	X	X
Gather data to determine effectiveness	Project Coordinator, Evaluator, Clerical	X	X	X
Quarterly Evaluation and reports to stake holders	Project Coordinator, Evaluator, Clerical	X	X	X
Final evaluation/annual performance report	Project Coordinator, Evaluator	X	X	

- **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.**

Our Lights On program has a variety of management materials that we use to manage the program. Forms include: teacher referral forms, permission forms for participation, to transport students and to use photographs and the names of students on the school website or in the newsletter/newspaper. Lights On students are each issued a student handbook and policy information at the beginning of the school year. A lesson plan form is used by all certified and non-certified staff teaching at SSIS. Our lesson plans are aligned to the Common Core and Wyoming state standards. Job descriptions are kept on file. We use NASIS to track our students' attendance, grades and behavior incidence.

- **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.**

In our Organizational Chart the Coordinator of 21st Century Grant program falls under the supervision of the K-8 Principal. The administration fully support the Lights On

program and the enriching activities it provide to our students on a weekly basis

Native Star is based on the premise that district and school improvement is best accomplished when directed by the people closest to the students. SSIS uses Native Star to help us chart the course of our district and community. Native Star is fully implemented into the 21st Century Lights On program in the following ways:

- An Educative Process: indicator of effective practice contributes to Lights On member's understanding of research-based practice and the level of implementation of the practice in our school. Furthermore, the Guest Login allows all faculty, school board members, and parents to view the ongoing work and progress of the Lights On and to understand the indicators.
- Effective Teams: Lights On team members meet weekly and bi-weekly. We insist that every member attends regularly, meetings start and end on time, and a focus is maintained on the work at hand. Team members do their homework, preparing for each meeting by reviewing Wise Ways® and Indicators in Action.. Minutes are kept and recorded in the system.
- Data for Decision Making: To accurately assess current performance relative to an indicator of effective practice, the Lights On coordinator and team members need information. This allows Lights On staff to participate in peer observations, principal observations, or self-reports by teachers to gauge the prevalence of specific instructional practices in classrooms. Planning and gathering data is also used as an important part of the team's work.

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

St. Stephens Indian School will utilize the You for Youth: Online Professional Development Program: The You for Youth website <http://y4y.ed.gov> provides support to grantees of 21st Century Community Learning Centers program. Based on research and best practices, Y4Y offers training in the "what, why and how" of a variety of topics. Y4Y also presents a rich collection of resource materials, along with a variety of opportunities to connect with education experts and practitioners. Current course topics include project-based learning; aligning with the school day; science, technology, engineering, and mathematics; strengthening partnerships; and family involvement. Y4Y offers webinars with expert practitioners. The after school tool kit-features tools, models and expertise to improve afterschool learning.

Professional development opportunities will be on-going. They will be offered to staff members, parents and community four times per year. The first offering will be in August, prior to the start of school. Professional development will then be held in October, late January and April. Full day professional development will be offered in August, October and January. The April date will consist of two early release afternoons.

- **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.**

We have a monthly open house where all stakeholders are invited to participate. We call these evenings Family Night. During our Family Night we show case different projects that our students are working on and have meeting times set aside for stakeholder information sharing. Our Family Nights are advertised well in advance via the School Newsletter and reminder notices.

- **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. Must be easily understood by the parents and community of the students being served.**

The SSIS Lights On program will publish and disseminate information on our program at least once per month using a newsletter format. This publication, that features our friendly smiling light bulb, will be given to students, staff, parents, community and board members. Our Lights On technology students will assist in writing and publishing the monthly newsletter. In addition, we will also send out announcements and reminders of various activities such as Family Night and recreational swimming.

- **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. BIE requires that student progress will be monitored quarterly during the school year and that student progress is monitored with pre and post testing for the summer programming.**

Data will be collected in order to reassess the needs of our students and families and revisit our goals and objectives and activities based on updated needs. We will collect and analyze baseline formative and summative data. Data results will be disseminated to our stakeholders. Data will be used to refine the program and activities for the next year based upon the evaluation. Our summer school or extended year program will monitor programming using pre- and post-testing.

Evaluation Requirements--• Formative (Ongoing) Assessment • Summative (Annual) Assessment • PPICS database system.

Students' progress is monitored quarterly using NWEA MAP, PAWS, Dibbles and STAR reading. Our Lights On coordinator will look at a variety of norm referenced tests in order to triangulate the data. Despite the limitations associated with the current data collection process, the current GPRA indicators and PPICS data provide comprehensive information on the 21st CCLC program that can be exceptionally useful in identifying additional areas of inquiry related to program effectiveness and efficiency. The primary purpose of the data collected and analyzed using PPICS is to address the following questions:

- To what extent did programs operating during the course of the reporting period meet the GPRA performance targets established for the program?

5) School Improvement Status (12 points)

- **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.**

Maintaining "highly competent teachers" here at St. Stephens is a high priority. We have sustained the increase of our teacher's salaries keeping it comparable to schools of similar size in Wyoming through the W.S 21-4-601(b) funding. One of our School Improvement goals were to have all certified staff 100% certified and "Highly Qualified" by the year 2013, we met that goal early and currently have all certified staff listed as "Highly Qualified".

The administration and School Board recognizes the importance of retaining our dedicated staff that provides a quality education for our students. We recognize that teachers need to provide differentiated instruction to their students because of different abilities, and or learning needs. To assist our teachers in becoming diverse in their instructional styles to meet the different needs of students, we continue to support our teachers with a variety of professional development opportunities.

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

We have continued to address the problems of low achievement, attendance, and graduation rates. Some of the measures taken are continuing to improve and continue with comprehensive literacy program grades K-5, and a reading intervention program for Middle School and High School students. We have worked to align our curriculum with state standards, developing a scope and sequence for all grades. We continue to work on strengthening the curriculum by identifying areas of weakness in core academic classes, and we will continue to make improvements for the 2012-2013 school year. To focus on these areas SSIS implemented a comprehensive literacy program. Since the implementation of our comprehensive literacy program K-12 we have seen amazing results in our Proficiency Assessment for Wyoming Students (PAWS). A direct result is in 2009 our third graders tested at 81% Below Basic in Reading and in 2011 the same cohort tested as fifth graders at 0% in Below Basic. Another result is in 2010 0% of our third graders tested Proficient and in Reading, but in 2011, testing as fourth graders those same students tested at 83% Proficient in Reading, which is higher than the state average of 82%.

In the school improvement process we are coordinating our efforts with the state and federal dollars available to integrate and deliver a rigorous curriculum individualized for each student to maximize student achievement. We have begun and sustained programs that are scientific research based in conjunction with our performance driven school wide improvement plan. To help coordinate the efforts to make sure quality instruction is occurring we have hired a Reading Coach and Math Coach. They ensure that continued development will occur during the school year, as well as our Lights On Program. They ensure that vertical and horizontal articulation is on target for both the instructional day as well as after school activities. This ensures that there is a constant dialogue of data driven instruction and effective classroom strategies.

To address other needs identified in our School Improvement plan we have begun garnering parental support in our school with collaboration and shared decision making through the help of Parent Education Network (PEN), Lights on program and staff members at SSIS. Our parent group 'Eagle Parents' help bridge the school and home communication barrier that many schools face. We have also held several Family Nights, to gain parental support and understanding of our core academic programs. These Family Nights have been a huge success in the school and has direct impact of our positive perception from the community point of view.

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

We have focused on St. Stephens School Improvement Plan and have continued to address the need to improve in the areas of reading and math. We have made gains in these areas; it is shown by the fact that we made Annual Yearly Progress (AYP) for the 2010-2011 school year. We made AYP by showing that we are effectively moving students from Below Basic to either Basic, Proficient, and Advanced as demonstrated on the PAWS. An example is in 2009-2010 51% of our 3rd – 11th grade students tested in Below Basic and in 2010-2011 we lowered that to 17.5% school-wide.

- **5D. ORBS and Residential Programs: Describe the 21st CCLC role in partnership with the day program or public school. Provide a capacity statement that explains the process of engagement between the programs. Identify the activities for students participating in the program.**

N/A

Participants Served Chart

Section 1A:

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), see table in Appendix IV	# of Family Members to be Served, if Appropriate	Grade Levels to be Served
<i>St. Stephens Indian School</i>	<i>Corrective Action Year 1</i>	<i>97%</i>	<i>140 students</i>	<i>230 adults</i>	<i>Elementary K-8</i>

Performance Measure Template

Goal 1: To provide students with a safe, healthy, drug free (environment) learning program that will extend, enrich and remediate students' identified academic/social needs.

Measurable Improvement Objectives	Strategies	Person Responsible	Benchmark Dates	Evidence of Completion/Evaluation
1a. At least 40% of SSIS identified at-risk students will participate in the program by the end of the five year grant period.	On going recruitment. Meeting with program coordinators. Ads in school and local newspapers. Family night.	Project Coordinator and Administration	Monthly records using NASIS. 2017 final reporting.	Attendance records.
1b. At least 90% of after school students will participate in one or more enrichment classes per week.	Notices home to parents. Home-school coordinator to meet with delinquent students.	Project coordinator and home-school coordinator.	Monthly records using NASIS.	Attendance records.
1c. There will be documented collaboration between all teachers of participating students on bi-weekly basis.	Set up meeting schedule and adhere to it.	Program coordinator and teachers.	Bi-weekly records.	Program coordinator will archive collaboration data.
1d. 15% of Lights On students who participate for at least two consecutive years will demonstrate	On going recruitment efforts to keep kids in one school. Family nights. Media	Program coordinator, administration and staff.	2017 record of achievement.	Reading and math achievement test documents. Report cards.

improvement in math and reading skills as evidenced by achievement test results.	campaign.			
--	-----------	--	--	--

Goal 2: The participating students and parents will be exposed to and experience a wide variety of enrichment activities which will enhance their learning and connect it to the students' world.

Measurable Improvement Objectives	Strategies	Person Responsible	Benchmark Dates	Evidence of Completion/Evaluation
2a. At least 40% of SSIS identified at-risk students will participate in the program by the end of the five year grant period.	On going recruitment. Meeting with program coordinators. Ads in school and local newspapers. Family night.	Project Coordinator and Administration	Monthly records using NASIS. 2017 final reporting.	Attendance records.
2b. At least 90% of after school students will participate in one or more enrichment classes per week.	Notices home to parents. Home-school coordinator to meet with delinquent students.	Project coordinator and home-school coordinator.	Monthly records using NASIS.	Attendance records.
2c. At least 45% of students and parents will participate in workshops on bullying, health, safety, GED clinics, parenting skills.	On going recruitment. Coordinate with family night and school meals and feasts. Ads in newspaper and school newsletter.	Program coordinator, mentors, collaborating partners and teachers.	Monthly records using NASIS.	Attendance Program coordinator will archive collaboration data.

Schedule of Operations

Schedule of Operations

SCHOOL(S) SERVED: ST. Stephens Indian 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: 36

Activity	Time of Day	Where? By Whom?	M	T	W	TH	F	S	SU
Reading	3:00-5:00	SSIS classrooms Lights On Staff		X		X			
Math	3:00 – 5:00	SSIS classrooms Lights On Staff		X		X			
Technology	3:00 – 5:00	SSIS classrooms Lights On Staff		X		X			
Cultural and Recreational activities	3:00 – 5:00	SSis Classrooms Lights on Staff		X		X			

Family Activities 12:00 – 5:00 Staff

XX

SUMMER (Dates-e.g. 06-15-2013 to 08-15-2013):

Number of Weeks during the summer: 2 week

Activity	Time of Day	Where? By Whom?	M	T	W	TH	F	S	SU
Remediation In Reading & Math	11:00-2:00	Elem. School Lights On Staff	x	x	x	x	x	X	
Culture, Recreation and Technology	11:00 – 2:00	Elem School Lights on Staff	X	X	X	X	X		
Pottery	11:00 2:00	Special project leaders	x	x	x	x	x		
Physical education, outdoor projects	Times vary depending on activity	Lights On staff	X	X	X	X	X	X	

SWIM

12:00-5:00

SPECIAL Program Instructors

X

6) Budget/Budget Narrative

Narrative: St. Stephens Indian School has been receiving 21st Century funds and providing after school programs for several years. We are applying this year for 75% of our last year's funding of \$140,000 which was used completely through the 2011-12 school year. Our budget will be based on a total of \$105,000. Additional funds needed to continue the program and fund salaries will be provided through Title I and/or the Formula grant. Title I students make up approximately 60% of the students attending after school along with an 18% group of special education students. The other 22 % are regular and gifted and talented students.

In-kind is provided through use of school facilities and equipment. The program has use of a computer lab and the library/media center after school. Transportation costs are supplemented by school wide funds. Individual school staff members have been supportive and provide direct services in areas in which they are certified.

- **6A. Certified and Non-Certified Staff:** A Project Coordinator for the program is a certified teacher who is paid at their school salary level. The salary listed is 75% of the regular salary. Other certified staff who provide services receive a rate of \$30.00 per hour and non-certified staff are paid \$20.00 per hour. Employee benefits will be paid at the grant rate of 25%.

Grant Director – 75% of \$32,232. Salary Total \$26,423.

Certified Staff \$30.00/hr x 4 x 4 hrs./wk +4 hrs. weekends/summer (approximately \$600./wk x 36). Weeks = \$21,600 x .75 = \$16,200.

Non-Certified Staff \$20.00/hr x 8 people x 4 hrs./wk x 36 wks. = \$23,040. X .75 = \$17,280.

Total \$59,903.

- **6B. Professional/Technical:** Subcontract agreement with Community Swimming Pool for Community Swimming Program/Life guard and pool use \$2,000./year.

Total \$2,000.

- **6C. Staff and Student Travel:** Staff travel will include funds for the required travel to the mandatory annual 21st CCLC conference and one annual regional/national conference. Student travel is primarily the busing required to transport students' home on Tuesdays and Thursday after the regular program activities, weekend classes and programs and transportation for summer school

Staff travel -- to mandatory annual regional conference and national conference from Riverton, Wyoming. Amounts based on totals from past year with a 2% increase.\$4,000. 1 person x \$2,000. X 2 trips = \$4,000. This includes hotel room and per diem.

Student travel – Program provides \$140./dayx108 days=\$15,121. Travel includes 6 drivers, 6 vehicles and gas averaging \$4.00/gallon. The general education budget will subsidize the travel expenses when they exceed \$15,121.

Total \$15,121.

- **6D. Supplies/Materials/Curriculum/Testing:** Supplies include materials for projects which are provided at the after school sessions. The school pays for testing materials, computer usage and all curriculum materials that are needed. The school utilizes the MAP tests for on-going review of individual students' progress in the core subjects. We are requesting \$11,000 for instructional supplies. Snacks will be paid for using the funding provided by the Department of Agriculture's Dinner program.

Instructional Supplies include:

- Site license Renaissance Learning \$6,000.
- Site license Enchanted Learning \$200.
- Site license Fun Brain \$200.
- Plants, soil, fertilizer and seeds for Community Garden \$1,000.
- Student Treasures School-wide book project. Expenses shared equally with Gifted and Talented. \$1,600.
- Scripts for Drama Program \$1,200.
- Miscellaneous paper, art supplies, markers, paint, etc. \$800.

Total \$11,000.

- **6E.** Funding for the 21st CCLC program is coordinated with Title I and is well supervised by the Principal and Superintendent at the school. The summer programs are also coordinated with the special education to include more students.

Title I and Gifted and Talented \$1,600 for Student Treasures Book Project

Sodexo Foundation assist in supporting Community Garden \$1,500.

Wind River Heritage Center fees, dues and salary for instructor \$2,200.

Wind River Tribal College adjunct instructor for one year \$2,400.

Wyoming Department of Education Jenny Krause inservice/transportation and fees \$1,200.

Total in-kind \$8,900.

Appendix III- 21st CCLC Budget Worksheet

ELO			
Name of School		St. Stephens Indian School	
Grant Name		21 st Century Community Learning Center	
Award Number			
Project Start Date		9-1-2012	
Project End Date		8-30-2013	
PREVIOUS SCHOOL YEAR ALLOCATION			
		\$140,000.00	
EXPENDED PREVIOUS SY ALLOCATION			
		\$140,000.00	
TOTAL CARRYOVER AVAILABLE			
		\$0.00	
CURRENT SCHOOL YEAR ALLOCATION			
		\$0.00	
TOTAL AVAILABLE 75% of last year's allocation			
		\$105,000.00	
LINE ITEMS			
LINE ITEMS	DESCRIPTION	AMOUNT	TOTAL
Direct Instruction			
Personnel Services			\$42,623
Certified Staff-Project Coord.	Full-time certified coordinator 32,232 X .75=	26,423	\$26,423
Certified staff after school	4 persons @ \$30.00 per hour X 4 hours/wk		
	+ 4 hours Sunday approx. \$600/week x 36	\$ 16,200	\$ 16,200
	Weeks =21,600 X .75=\$16,200		
Employee Benefits			\$ 10,656
Certified staff	25%	\$ 10,656	
Professional Development			\$ 0
All staff take part in school wide professional development on-going during the school year.			
Purchased Services			\$ 2,000
Community Swimming Program	Lifeguard and pool use	\$2,000	
Equipment			\$ 0
Materials and Supplies			\$ 3,000
Supplies and materials		\$ 3,000	
Other Expenses:			\$ 4,000

Appendix III- 21st CCLC Budget Worksheet

Travel to mandatory conferences	1 person X 2000 X 2 trips	\$4,000	
Instructional Support			
Personnel Services			\$ 17,280
Non-certified staff	8 persons @ \$20.00 per hour X 4 hours/wk		
	X 36 weeks =23,040 X .75 = 17,280	\$ 17,280	
Employee Benefits			\$ 4,320
Non-certified staff	25%	\$ 4,320.00	
Professional Development			\$ 0
All staff take part in school wide professional development –on-going			
Purchased Services			\$ 0
Equipment			\$ 0
Materials and Supplies			\$ 6,000
Supplies and materials for activities		\$ 6,000.00	
Other Expenses:			\$15,121
Transportation for students after program, Sunday swimming, weekend and summer school programs	2 nights per week and Sunday, weekend and summer school programs \$140 X 108 days utilizing 6 drivers and 6 vehicles. 300 miles per day and gas estimated at \$4.00 per gallon	\$15,121	
Non-Instructional Services			
Material and Supplies			\$ 0
TOTAL BUDGET			\$105,000
Difference (Allocation less Budget)			\$0

APPENDIX VII: Assurance Form

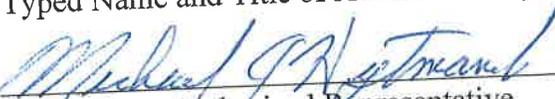
Assurances for BIE 21st CCLC

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).

Mike Hejtmanek, Superintendent

Typed Name and Title of Authorized Representative


Signature of Authorized Representative

11/21/2012

Date

Job Descriptions

Director

Certified Staff: Teachers

Non-Certified

Position Title: Director (regular, salaried)

Reports to: Principal

Date:

Responsibilities:

- Develop and maintain after-school learning programs at participating schools.
- Manage and oversee operations and budget including grant and contract preparation and administration.
- Follow policies and guidelines using good judgment, prioritization skills and ability to work collaboratively.
- Assist in developing funding sources for sustainability and expansion.
- Expand and strengthen partnerships to promote and strengthen the program.
- Work effectively with Principal to accomplish program vision.

Duties:

- Work effectively with Principals, teachers, staff, community members, local government and State representatives, BIE program director and BIE line officer to effectively implement the after school program at school sites.
- Manage contracts and grants, including negotiating, monitoring and reporting.
- Manage program staff and operations within guidelines set by the Board, and consistent with Federal, State or other grant requirements.
- Develop and implement human resource and operational policies that ensure the quality of program operations.
- Manage development and implementation of staff training and development programs.
- Assist in developing and maintaining internal information systems to analyze and track program data.
- Assist in development of community resources to support after school activities and provide positive experiences for children.
- Assist in developing and implementing an effective marketing and media relations program to raise community consciousness about the progress and importance of after-school programs for children.
- Assist in funding development to include federal, state, county, city and private sources.
- Develop effective evaluation of all phases of the program to assure goals and guidelines have been met and submit timely reports to funding agencies, the Board, and other partners.
- Make periodic inspections at sites to maintain quality control and health and safety requirements.
- Participate in public policy development that address the needs of children.

- Perform other related duties as assigned.

Qualifications:

I. Knowledge or experience in:

- Leadership and management
- Program planning, development and administration
- Grant development and management
- Coalition building
- Public speaking and media relations
- Effective Oral & Written Communication Skills

II. License Requirement:

- Valid Wyoming Driver's License

Must pass a background check.

Position Title: Academic Instructor (hourly)

Reports to: Project Director

Date:

Responsibilities:

Qualifications: 1. Minimum of Bachelors Degree in Education.

2. Meet state certification requirements.

3. Prior teaching experience.

Supervisor: Project Director and Principal

Summary: Provides academic instruction to students and 21st Century Community Learning Center Program.

Essential duties and responsibilities include the following:

1. Meets and instructs assigned classes in the locations and at the times designated.

2. Plans a program of study, within the curriculum guidelines that, as much as possible, meets the individual needs, interests, and abilities of the students.

3. Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of the students.

4. Encourages students to set and maintain standards of classroom behavior.

5. Guides the learning process toward the achievement of curriculum outcomes and, in harmony with the outcomes, established clear objectives for all lessons, units, projects, etc., in order to communicate these objectives to students.

6. Employs a variety of instructional techniques and media, consistent with the physical limitations of the location provided and the needs and capabilities of the individuals or student groups involved.

7. Assesses the accomplishments of students on a regular basis and provides progress reports as required to school day staff. Implements student's Individual Success Plan (ISP). Documents student progress in student journal.

8. Works cooperatively with other school personnel in the identification, diagnosis, and remediation of individual students with specialized needs.

9. Assists with coaching/mentoring by adopting 1-2 students of greatest need due to attendance/behavior, etc.

10. Works collaboratively with classroom teachers, mentors and community partners and community volunteers to ensure best instructional environment and services for all students in the program.

11. Provides feedback and communication with school day teachers to ensure continuous seamless educational instruction for all students.

12. Assist with program evaluations (i.e. surveys, etc.) student progress, and other information as needed.

13. Assure the Confidential Information shall not be used or disclosed-information includes employee, volunteer, student, or teacher data included, but not limited to name, address, student identification number, social security number, phone number, email address, gender, date of birth, ethnicity, race, foster care status, disabilities, school, grade, gradepoint average, standardized test scores, assessment data, after school

activities, highest grade completed, discipline history, criminal history, free or reduced lunch qualifications, housing status, income, household income or payroll information.

CONDITION OF EMPLOYMENT:

Contractual: After school and or summer school programming.

EVALUATION:

Performance will be evaluated regularly on the ancillary personnel form by the Program Director and Principal.

Must pass a background check.

Position Title: Non-Certified Staff and Mentors(Part-time, Hourly)
Reports to: Project Director

Responsibilities:

- To successfully incorporate the vision and mission at the site
- To work with the site team to design and deliver lesson plans to improve literacy and numerical learning of students; provide homework and tutoring assistance; conduct enrichment and recreation activities.
- To improve learning and social skills and raise self-esteem and self-confidence, of the children, consistent with the policies and directives of the Program.
- To develop and maintain a safe, supportive learning environment in which children thrive.
- To actively participate in staff development workshops that are designed to contribute to personal and professional growth.

Duties:

Education

- Raise the literacy and numerical learning levels of children.
- Develop and implement individual and group lesson plans.
- Ensure that literacy outcomes are being met.
- Ensure positive, measurable academic and social outcomes are being achieved.

Cluster/Classroom Management

- Provide ongoing opportunities for children to experience success.
- Maintain the safety of children.
- Ensure that children are well behaved.
- Make the program fun for children and volunteers.
- Assist in managing classroom operations, including preparing and completing reports.

School/Community Relations

- Actively participate in all training and staff support activities and workshops required by the Program.
- Be a part of an effective team.
- Develop positive relationships with the children, parents, volunteers and school staff.
- Work effectively with volunteers.
- Ask for help or assistance when needed.
- Maintain professionalism with parents, staff members and community members.
- Model good behavior with children, parents and staff.
- Perform related duties as assigned.

Qualifications:

1. Education:

- High School Diploma or the equivalent - course work in child development or related area and/or volunteer experience with students.
- 2. Knowledge of:
 - Basic concepts of child development and atypical child behavior characteristics; appropriate human relations and student needs; duties and responsibilities of a school district Instructional Aide; proper English usage, spelling, grammar, and arithmetical concepts; routine filing and record keeping procedures.
- 3. Fingerprinting / Background Check
- 4. 3 References

Northern Arapaho Business Council

P.O. Box 396

Ft. Washakie, Wyoming 82514

Phone: 332-6120 — 332-5006 - 307-856-3461



November 18, 2012

To Whom It May Concern:

This is a letter commitment and support for the proposed efforts of the St. Stephens Indian School to provide quality after school opportunities for the children of the community. As a Northern Arapaho Business Councilman, I recognize the exceptional efforts of the school in past endeavors aimed at improving the welfare of their students. The School has successfully provided many unique opportunities for the students. The 21st Century project is ambitious, and has proven their ability to run such a comprehensive after school program.

The 21st Century Community Learning Center proposal which St. Stephens Indian School is submitting is much needed program on the Wind River Indian Reservation. By providing thee expanded learning opportunities and other activities outside of the regular school hours for children and adults will be instrumental in providing a safe and healthy environment for our community.

I believe that if all the programs and agencies on the Wind River Indian Reservation work together and with our combined efforts we will better be able to serve our community.

The Northern Arapaho Business Council on behalf of the Northern Arapaho Tribe has a good working relationship with St. Stephens Indian School and we are looking forward to expanding on our present collaborations.

Sincerely,

Norman Willow Sr.

Norman Willow, Sr. Council Member

Northern Arapaho Business Council

Saint Stephens Indian Mission

P.O. Box 250

Saint Stephens, Wyo. 82524

Residence (307) -856-5937

Business Office (307) 856-7806

November 18, 2012

To Whom It May Concern:

We fully support St. Stephens Indian School's 21st Century Learning Center program. As you know, St. Stephens 'vision is to assist students towards higher academic skills, with an emphasis on family and community support. Given our common goals, the partnership of St. Stephens Indian School and the 21st Century Learning Center will enhance opportunities for all of our students.

The academic, recreational and cultural programs offered compliment the regular day school programs. The St. Stephens 21st Program coordinates tutoring, cultural and recreational programs to benefit all of St. Stephens's students. As a partner, we commit to many services to assist with a common goal;

- Parent Night Activities: Tutoring; Transportation; Use of school facilities; Availability to technical equipment

We are pleased to include the 21st Century Learning Center in our education principles in order to pursue the concept of family and community based education. This project will open up opportunities for our students, and their families and our community to grow.

Sincerely,



St. Stephens School Board

St. Stephens Indian School

SAINT STEPHENS INDIAN SCHOOL EDUCATIONAL ASSOCIATION, INC.

P.O. BOX 345
SAINT STEPHENS, WYOMING 82524
307 856-4147 307 332-6742 FAX 307 856-3742



To Whom It May Concern:

As a member of the St. Stephens Indian School Board, I fully support St. Stephens Indian School's 21st Century Learning Center program. As you know, St. Stephens vision is to assist students towards higher academic skills, with an emphasis on family and community support. Given our common goals, the partnership of St. Stephens Indian School and the 21st Century Learning Center will enhance opportunities for all of our students.

The academic, recreational and cultural programs offered compliment the regular day school programs. The St. Stephens 21st Program coordinates tutoring, cultural and recreational programs to benefit all of St. Stephens's students. As a partner, we commit to many services to assist with a common goal;

- Parent Night Activities: Tutoring; Transportation; Use of school facilities; Availability to technical equipment

We are pleased to include the 21st Century Learning Center in our education principles in order to pursue the concept of family and community based education. This project will open up opportunities for our students, and their families and our community to grow.

Sincerely,

/s/

A handwritten signature in cursive script, appearing to read 'Keja Whiteman'.

Keja Whiteman

Vice Chairperson

St. Stephens School Board

SAINT STEPHENS INDIAN SCHOOL EDUCATIONAL ASSOCIATION, INC.

P.O. BOX 345
SAINT STEPHENS, WYOMING 82524
307 856-4147 307 332-6742 FAX 307 856-3742



November 18, 2012

To Whom It May Concern:

St. Stephens Indian School is pleased to be a partner with the 21st Century Learning Center. As you know, St. Stephens 'vision is to assist students towards higher academic skills, with an emphasis on family and community support. Given our common goals, the partnership of St. Stephens Indian School and the 21st Century Learning Center will enhance opportunities for all of our students.

As a partner, we commit to many services to assist with our common goal;

- Parent Night Activities: We will provide workshops for parents and community members. Focused areas will include study skills, family literacy and encouragement for students to excel in their entire academic challenges.
- Tutoring: The 21st CCLC will provide tutoring to all qualified students.
- Transportation: The school transportation department will take students home following the 21st CCLC activities.
- Use of school facilities: The school will provide space in the school for physical activities, rooms for tutors and cultural instruction.
- Technical equipment will be available for 21st CCLC programs.

We are please to include the 21st Century Learning Center in our education principles in order to pursue the concept of family and community based education. This project will open up opportunities for our students , and their families and our community to grow.

Sincerely,

A handwritten signature in blue ink that reads "Elma Brown". The signature is written in a cursive, flowing style.

Elementary Principal

St. Stephens Indian School

SAINT STEPHENS INDIAN SCHOOL EDUCATIONAL ASSOCIATION, INC.

P.O. BOX 345

SAINT STEPHENS, WYOMING 82524

307 856-4147 307 332-6742 FAX 307 856-3742



November 19, 2012

Re: 21st Century Grant

To Whom It May Concern:

It is my pleasure to write this letter of support for the 21st Century Grant for the 2013-2014 School Year. This program is very beneficial to our students here at St. Stephens Indian School. This program provides educational services to underprivileged students in our area. Our participation in this program is very significant in the number of students that it serves. Without this grant many students would be affected in a negative way. If you have any questions, feel free to call me at (307) 856-4147.

Sincerely,

Michael J. Hejtmanek
Superintendent

November 21, 2012

To Whom It May Concern:

Dear Sirs:

This is a letter of commitment and support for the proposed efforts of the St. Stephens Indian School to provide quality after school opportunities for the children of the community. As a Northern Arapaho Tribal College President, I recognize the exceptional efforts of the school in past endeavors aimed at improving the welfare of their students. They have successfully provided many unique opportunities for the students. The 21st Century project is ambitious, and has proven their ability to run such a comprehensive after school program.

The 21st Century Community Learning Center proposal that St. Stephens Indian School is submitting is a much needed program on the Wind River Reservation. By providing expanded learning opportunities and other activities outside of the regular school hours for children and adults will be instrumental in providing a safe and healthy environment to our community. I believe that if all the programs and agencies on the Wind River Reservation work together and with our combined efforts we will better be able to serve our community.

We have a good working relationship with St. Stephens Indian School and are looking forward to expanding on our present collaborations.

Marlin Spoonhunter,
Wind River Tribal College President.



Central Wyoming College
Upward Bound Program
2660 Peck Avenue
Riverton, WY 82501
307-855-2025



November 18, 2012

Dear Mrs. Boesch;

I fully support the Lights ON! 21st Century Program at St. Stephens Indian School. The academic, recreation and cultural programs offered to high school students compliment the services offered through the CWDC Upward Bound Program. The Upward Bound participants from St. Stephens have access to and benefit from the tutoring offered through the Lights On! Program.

The Upward Bound Program staff will collaborate with the Lights ON! Project staff to coordinate tutoring cultural programs and recreational activities to benefit all St. Stephens students, including the Upward Bound participants. The Lights On! Staff may assist the Upward Bound program by identifying and referring students that may be interested in and eligible for Upward Bound.

I look forward to working with the staff at St. Stephens during the new funding cycle, building stronger relationships between the two programs and improving the benefits the St. Stephens high school students experience by participating in both programs.

Please contact me if I can provide additional information or assistance.

Sincerely,

Lisa Appelhans, Director
307.855.2224
lappelhans@cw.edu



January 3, 2013

To Whom It May Concern:

Dear Sirs:

This is a letter of commitment and support for the proposed efforts of the St. Stephens Indian School to provide quality after school opportunities for the children of the community. I currently work for the Wyoming Department of Education, as an Education consultant. As an educator I recognize the exceptional efforts of the school in past endeavors aimed at improving the welfare of their students. They have successfully provided many unique opportunities for the students. The 21st Century project is ambitious, and has proven their ability to run such a comprehensive after school program.

The 21st Century Community Learning Center proposal that St. Stephens Indian School is submitting is a much needed program on the Wind River Reservation. By providing expanded learning opportunities and other activities outside of the regular school hours for children and adults will be instrumental in providing a safe and healthy environment to our community. I believe that if all the programs and agencies on the Wind River Reservation work together and with our combined efforts we will better be able to serve our community.

We have a good working relationship with St. Stephens Indian School and are looking forward to expanding on our present collaborations.

Please contact me for further questions or concerns.

Sincerely,



Jennifer D Krause
307-851-0961

January 3, 2013

To Whom It May Concern:

Dear Sirs:

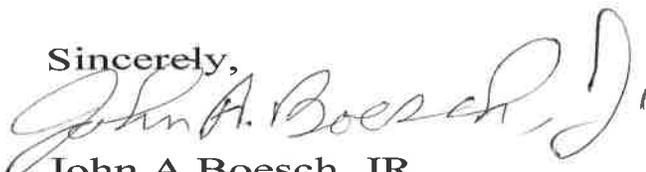
This is a letter of commitment and support for the proposed efforts of the St. Stephens Indian School to provide quality after school opportunities for the children of the community. I am currently on the Board of Directors and serve as Treasurer for the Wind River Heritage Center. As a community participant I recognize the exceptional efforts of the school in past endeavors aimed at improving the welfare of their students. They have successfully provided many unique opportunities for the students. The 21st Century project is ambitious, and has proven their ability to run such a comprehensive after school program.

The 21st Century Community Learning Center proposal that St. Stephens Indian School is submitting is a much needed program on the Wind River Reservation. By providing expanded learning opportunities and other activities outside of the regular school hours for children and adults will be instrumental in providing a safe and healthy environment to our community. I believe that if all the programs and agencies on the Wind River Reservation work together and with our combined efforts we will better be able to serve our community.

We have a good working relationship with St. Stephens Indian School and are looking forward to expanding on our present collaborations.

Please contact me for further questions or concerns.

Sincerely,



John A Boesch, JR
307 856-7306

January 3, 2013

To Whom It May Concern:

Dear Sirs:

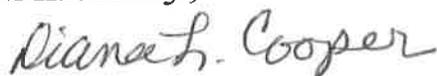
This is a letter of commitment and support for the proposed efforts of the St. Stephens Indian School to provide quality after school opportunities for the children of the community. I currently work for the Riverton Aquatic center, Riverton School district #25. As an educator I recognize the exceptional efforts of the school in past endeavors aimed at improving the welfare of their students. They have successfully provided many unique opportunities for the students. The 21st Century project is ambitious, and has proven their ability to run such a comprehensive after school program.

The 21st Century Community Learning Center proposal that St. Stephens Indian School is submitting is a much needed program on the Wind River Reservation. By providing expanded learning opportunities and other activities outside of the regular school hours for children and adults will be instrumental in providing a safe and healthy environment to our community. I believe that if all the programs and agencies on the Wind River Reservation work together and with our combined efforts we will better be able to serve our community.

We have a good working relationship with St. Stephens Indian School and are looking forward to expanding on our present collaborations.

Please contact me for further questions or concerns.

Sincerely,



Diane Cooper
RAC Manager

January 3, 2013

To Whom It May Concern:

Dear Sirs:

This is a letter of commitment and support for the proposed efforts of the St. Stephens Indian School to provide quality after school opportunities for the children of the community. I recognize the exceptional efforts of the school in past endeavors aimed at improving the welfare of their students. They have successfully provided many unique opportunities for the students. The 21st Century project is ambitious, and has proven their ability to run such a comprehensive after school program.

The 21st Century Community Learning Center proposal that St. Stephens Indian School is submitting is a much needed program on the Wind River Reservation. By providing expanded learning opportunities and other activities outside of the regular school hours for children and adults will be instrumental in providing a safe and healthy environment to our community. I believe that if all the programs and agencies on the Wind River Reservation work together and with our combined efforts we will better be able to serve our community.

We have a good working relationship with St. Stephens Indian School and are looking forward to expanding on our present collaborations.

Please contact me for further questions or concerns.

Sincerely,



H.I.V./AIDS COORDINATOR

January 3, 2013

To Whom It May Concern:

Dear Sirs:

This is a letter of commitment and support for the proposed efforts of the St. Stephens Indian School to provide quality after school opportunities for the children of the community. I recognize the exceptional efforts of the school in past endeavors aimed at improving the welfare of their students. They have successfully provided many unique opportunities for the students. The 21st Century project is ambitious, and has proven their ability to run such a comprehensive after school program.

The 21st Century Community Learning Center proposal that St. Stephens Indian School is submitting is a much needed program on the Wind River Reservation. By providing expanded learning opportunities and other activities outside of the regular school hours for children and adults will be instrumental in providing a safe and healthy environment to our community. I believe that if all the programs and agencies on the Wind River Reservation work together and with our combined efforts we will better be able to serve our community.

We have a good working relationship with St. Stephens Indian School and are looking forward to expanding on our present collaborations.

Please contact me for further questions or concerns.

Sincerely,



Gerald Gambler

Truancy Officer

Wind River Tribal Youth Program

January 3, 2013

To Whom It May Concern:

Dear Sirs:

This is a letter of commitment and support for the proposed efforts of the St. Stephens Indian School to provide quality after school opportunities for the children of the community. I recognize the exceptional efforts of the school in past endeavors aimed at improving the welfare of their students. They have successfully provided many unique opportunities for the students. The 21st Century project is ambitious, and has proven their ability to run such a comprehensive after school program.

The 21st Century Community Learning Center proposal that St. Stephens Indian School is submitting is a much needed program on the Wind River Reservation. By providing expanded learning opportunities and other activities outside of the regular school hours for children and adults will be instrumental in providing a safe and healthy environment to our community. I believe that if all the programs and agencies on the Wind River Reservation work together and with our combined efforts we will better be able to serve our community.

We have a good working relationship with St. Stephens Indian School and are looking forward to expanding on our present collaborations.

Please contact me for further questions or concerns.

Sincerely,

Ad H-C.
Imbaljudy

Grade File :

School Name: St.Stephens Indian School

Subject: Reading Date Tested: October, 2012

Grade tested	Number of std	Valid tests	Mean RIT	Std Dev	Median RIT
3 rd	15	15	175.1	11.4	172
4 th	16	16	175.3	18.5	175
5 th	15	15	196.8	10.1	201
6 th	16	16	199.5		202
7 th	7	7			203.5
8 th	10	10	200.1	10.2	199
8th	10	10	211.3	16.2	213

Grade File :

School Name: St.Stephens Indian School

Subject: Math Date Tested: October, 2012

Grade tested	Number of std	Valid Tests	Mean RIT	Std Dev	Median RIT
3 rd	15	15	179.3	11.7	179
4 th	15	15	192.6	12.9	187
5 th	15	15	206.7	8.1	207
6 th	16	16			212.5
7 th	7	7			
8 TH	9	9	220.6	8.4	221
8 TH	10	10	220.6	8.4	218

See Appendix for NWEA tests demonstrating academic growth.

Teacher Report - Reading Fall 2012

Goal Performance

School: St. Stephens Indian School (St. Stephens Indian School)
 Class: 130613 Forbis 5thPeriodAMAttendance AM
 Teacher: Forbis, Peggy
 Test: Reading Survey w/ Goals 2-5 WY V4

Student ID	Name	Grd	Test Type	Test Date	RIT	Std Err	RIT Range	%ile	%ile Range	Lexile® Range	Decode / Vocab	Comprehension	Understand / Interpret Lit	Understanding Inform Texts
111255239	Hill, Toorey T.	5	S/G	Oct 4	175	3.4	172-178	1	1-2	51-201	178-193	167-180	161-176	165-179
116408358	Oldman, Josephine S.	5	S/G	Oct 4	184	3.3	181-187	5	3-8	213-363	181-195	170-184	173-187	183-196
074859541	Kilcrease, Summer R.	5	S/G	Oct 4	186	3.2	183-189	7	4-11	249-399	187-201	173-186	177-190	182-196
1387572	Oldman, Curtis M.	5	S/G	Oct 4	187	3.3	184-190	8	5-13	267-417	181-194	173-187	187-201	181-194
6972034	Felter, Little-Sun D.	5	S/G	Oct 4	191	3.3	188-194	13	8-18	339-489	175-188	175-211	185-199	181-195
121418150	Gould, Precious R.	5	S/G	Oct 4	198	3.3	195-201	26	18-33	465-615	192-206	190-203	184-198	197-211
077351156	SunRhodes, Jerome T.	5	S/G	Oct 4	199	3.4	196-202	28	22-39	483-633	190-203	196-209	187-200	198-212
096428035	Warren, Singingwater	5	S/G	Oct 4	201	3.3	198-204	33	26-41	519-669	196-209	190-204	201-215	189-202
071653975	Barraza, Darien S.	5	S/G	Oct 4	201	3.3	198-204	33	26-44	519-669	187-201	194-207	200-213	198-211
108939257	Dewey, David S.	5	S/G	Oct 4	202	3.3	199-205	36	28-44	537-687	203-217	186-201	197-210	193-206
082108812	C'Hair, Dale	5	S/G	Oct 4	202	3.4	199-205	36	26-44	537-687	194-208	190-203	193-207	202-215
104441206	Warren, Paul H.	5	S/G	Oct 4	203	3.3	200-206	39	31-47	555-705	202-216	201-214	189-203	194-207
071789095	Fletcher, Cody H.	5	S/G	Oct 4	204	3.3	201-207	41	33-53	573-723	202-215	197-211	192-206	199-212
073446196	Oldman, Jillika V	5	S/G	Oct 4	206	3.3	203-209	47	39-58	609-759	196-209	198-211	201-214	204-218
073512163	Kilcrease, Alyssa R.	5	S/G	Oct 4	213	3.3	210-216	66	58-76	735-885	210-223	209-222	203-216	205-219

Totals For: Reading Survey w/ Goals 2-5 WY V4

Students: 15
 Valid tests: 15
 Mean RIT: 196.8
 Std Dev: 10.1
 Median RIT: 201

Mean: 198.4
 Std Dev: 10.1
 Median: 199

Decode / Vocab
 Comprehension
 Understand / Interpret Lit
 Understanding Inform Texts

@Adv. = +220

Proficient
 2 @ 205-219

Basic
 8 @ 192-204

Below Basic
 5 @ < 192



Teacher Report - Mathematics Fall 2012

Goal Performance

St. Joseph's (Catholic School)

Test Date	RIT	Std Err	RIT Range	%ile	%ile Range	Number Concepts & Operations	Geometry	Measurement	Algebra	Data Analysis & Probability
Oct 2	190	3.0	187-193	2	1-3	187-200	180-194	186-200	183-196	179-193
Oct 2	205	2.9	202-208	11	8-15	205-218	192-206	198-212	196-209	202-215
Oct 2	208	3.2	205-211	15	11-19	214-230	194-209	210-225	191-207	194-209
Oct 2	214	3.1	211-217	24	19-30	204-218	205-220	207-220	209-223	210-224
Oct 2	215	3.0	212-218	26	21-33	223-237	212-227	205-219	198-212	198-213
Oct 2	221	3.1	218-224	39	33-46	218-232	209-223	220-235	208-222	214-229
Oct 2	228	3.0	225-231	56	49-63	226-241	217-230	222-235	223-238	218-232

211 | 212.5 | 213.5 | 215 | 217 | 219 | 208 (14) | 208 (21) | 219 - 236 (14) | 237

Below Basic = 2

Basic = 3

Prof = 2

Adv. = 0

7th

Statistics are not applicable when there are fewer than 10 valid test scores.

Tests occurred outside the testing window or within a term, or was a MAP

Teacher Report - Reading Fall 2012

Goal Performance

School: St. Stephens Indian School (St. Stephens Indian School)
 Address: 001206 Field 3rdGradeAMAttendance AM
 Teacher: Field, Betty
 Test: Reading Survey w/ Goals 2-5 WY V4

Student ID	Name	Grd	Test Type	Test Date	RIT	Std Err	RIT Range	%ile	%ile Range	Lexile® Range	Decode / Vocab	Comprehension	Understand / Interpret Lit	Understanding Inform Texts
84298686	Lujan, Denolla	3	S/G	Oct 2	156	3.7	152-160	1	1-2	BR	148-163	128-149	158-172	157-172
29000426	Sunrhdodes, Patrick J.	3	S/G	Oct 2	163	3.3	160-166	4	2-6	BR	150-164	161-175	165-177	150-164
16538064	Sitting, Eagle, Antione	3	S/G	Oct 2	165	3.4	162-168	5	3-7	BR	151-165	164-179	155-168	161-175
00001905	Felber, Lakota	3	S/G	Oct 2	166	3.4	163-169	6	3-8	BR	157-171	157-170	160-174	161-175
82540725	Coles, Kaden	3	S/G	Oct 3	167	3.3	164-170	6	4-9	BR-57	166-180	171-185	146-161	159-173
01645213	Felberly, Ruben A.	3	S/G	Oct 2	170	3.3	167-173	9	6-13	BR-111	157-171	167-181	170-182	158-171
05892544	St. Clair, Datsy	3	S/G	Oct 2	171	3.3	168-174	10	7-16	BR-129	159-172	162-175	176-190	161-174
19259177	Smith, Jesus M.	3	S/G	Oct 2	172	3.3	169-175	12	8-18	BR-147	171-186	176-192	166-180	150-164
24088146	Oldman, Ardin J.	3	S/G	Oct 2	173	4.0	169-177	13	8-19	15-165	173-188	157-174	174-190	155-173
15233096	Loneman, Brianna M.	3	S/G	Oct 2	182	3.3	179-185	30	23-37	177-327	176-189	167-181	176-189	181-195
02964582	Felberly, Leah T.	3	S/G	Oct 2	183	3.2	180-186	32	25-42	195-345	180-193	175-187	179-192	174-187
96558693	Amos, Alyson S.	3	S/G	Oct 2	186	3.3	183-189	40	32-48	249-399	175-188	182-196	181-195	179-192
90612046	Barraza, Jordan R.	3	S/G	Oct 2	187	3.4	184-190	42	32-50	267-417	182-196	191-205	171-185	174-189
00002478	Brown, Daya	3	S/G	Oct 2	192	3.3	189-196	56	48-63	357-507	185-198	191-205	194-208	169-185
00001841	Oldman, Summer D.	3	S/G	Oct 2	194	3.3	191-197	61	50-68	393-543	179-194	189-203	188-201	190-204

Students: 15
 Valid tests: 15
 Mean RIT: 175.1
 Std Dev: 11.4
 Median RIT: 172

Mean: 174.3
 Std Dev: 12.4
 Median: 179

Mean: 174.3
 Std Dev: 12.4
 Median: 179

Total = 15

174-189
 190-204

Teacher Report - Reading Fall 2012

Goal Performance

School: St. Stephens Indian School (St. Stephens Indian School)
 Address: 003038 Juddkins 4thGradeAMAttendance AM
 Teacher: Juddkins, Jeff
 Test: Reading Survey w/ Goals 2-5 WY V4

Student ID	Name	Grd	Test Type	Test Date	RIT	Std Err	RIT Range	%ile	%ile Range	Lexile® Range	Decode / Vocab	Comprehension	Understand / Interpret Lit	Understanding Inform Texts
9221626	Oldman, Elijah	4	S/G	Oct 2	148	4.1	144-152	1	1-1	BR	134-150	144-160	146-162	139-156
17451655	Friday, Achareya R.	4	S/G	Oct 3	149	4.0	145-153	1	1-1	BR	142-157	147-162	156-172	124-145
2960857	Dice, Cheyenne P.	4	S/G	Oct 3	155	4.0	151-159	1	1-1	BR	158-177	131-154	141-156	158-176
7090121	Brown, Laura M.	4	S/G	Oct 3	158	3.4	155-161	1	1-1	BR	163-177	139-156	142-157	153-168
0936359	Warren, Edmund K.	4	S/G	Oct 3	163	3.4	160-166	1	1-1	BR	155-170	162-176	158-172	151-164
8554951	Addison, Taylor L.	4	S/G	Oct 3	163	3.4	160-166	1	1-1	BR	161-175	153-167	161-174	151-165
9563226	CiBeating, Angel M.	4	S/G	Oct 3	171	3.3	168-174	2	1-4	BR-129	168-181	161-174	161-175	169-182
0701180	Gould, Priscilla F.	4	S/G	Oct 3	173	3.3	170-176	3	2-5	15-165	172-186	156-170	171-186	166-179
7381440	Crispin, April M.	4	S/G	Oct 3	177	3.4	174-180	6	4-9	87-237	182-197	170-185	176-190	153-169
5685328	Blackburn, Timberly	4	S/G	Oct 3	182	3.3	179-185	11	7-17	177-327	179-193	168-182	184-199	170-184
1599860	Felter, Isalah W.	4	S/G	Oct 3	182	3.5	179-186	11	7-17	177-327	170-185	175-189	172-186	184-199
0001835	Rodriguez, Alyssa M.	4	S/G	Oct 3	188	3.4	185-191	20	13-27	285-435	177-191	181-195	188-202	178-191
7838739	Carpenter, Powiah	4	S/G	Oct 3	188	3.2	185-191	20	13-27	285-435	181-195	178-191	190-203	173-187
6705434	After Buffalo, Jamison W.	4	S/G	Oct 3	202	3.3	199-205	56	48-64	537-687	195-208	195-208	197-210	195-208
3669211	Bells, Kaitlyn A.	4	S/G	Oct 3	202	3.2	199-205	56	48-67	537-687	198-212	197-210	189-202	198-212
9653493	Surhodes, Kenya	4	S/G	Oct 3	204	3.3	201-207	62	53-69	573-723	200-213	192-205	201-214	197-210

als For: Reading Survey w/ Goals 2-5 WY V4

Students:	16
Valid tests:	16
Mean RIT:	175.3
Std Dev:	18.5
Median RIT:	175

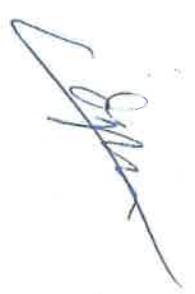
Mean:	178.3	172.9	178.0	173.7
Std Dev:	18.4	19.2	19.2	20.5
Median:	178	172	179	173

② Adv. = +212

179 - 145
Basic ④

Below Basic ⑨

146 - 211 Proficient ⑤



is shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, was a special test for a student within a term, or was a KAP Primary Grades test segment.

Teacher Report - Reading Fall 2012

Goal Performance

Tool: St. Stephens Indian School (St. Stephens Indian School)
 ss: 130613 Forbis 5thPeriodAMAttendance AM
 Teacher: Forbis, Peggy
 Test: Reading Survey w/ Goals 2-5 WY V4

Student ID	Name	Grd	Type	Test Date	RIT	Std Err	RIT Range	%ile	%ile Range	Lexile® Range	Decode / Vocab	Comprehension	Understand / Interpret Lit	Understanding Inform Texts
1256239	Hill, Torey T.	5	S/G	Oct 4	175	3.4	172-178	1	1-2	51-201	178-193	167-180	161-176	165-179
6408358	Oldman, Josephine S.	5	S/G	Oct 4	184	3.3	181-187	5	3-8	213-363	181-195	170-184	173-187	183-196
4859541	Kilcrease, Summer R.	5	S/G	Oct 4	186	3.2	183-189	7	4-11	249-399	187-201	173-186	177-190	182-196
2387572	Oldman, Quirta M.	5	S/G	Oct 4	187	3.3	184-190	8	5-13	267-417	181-194	173-187	187-201	181-194
6972034	Feller, Little-Sun D.	5	S/G	Oct 4	191	3.3	188-194	13	8-18	339-489	175-188	195-211	185-199	181-195
1418150	Gould, Precious R.	5	S/G	Oct 4	198	3.3	195-201	26	18-33	465-615	192-206	190-203	184-198	197-211
7351156	SunRhodes, Jerome T.	5	S/G	Oct 4	199	3.4	196-202	28	22-39	483-633	190-203	196-209	187-200	198-212
6428035	Warren, Singingwater	5	S/G	Oct 4	201	3.3	198-204	33	26-41	519-669	196-209	190-204	201-215	189-202
1653975	Barraza, Darien S.	5	S/G	Oct 4	201	3.3	198-204	33	26-44	519-669	187-201	194-207	200-213	198-211
8939257	Dewey, David S.	5	S/G	Oct 4	202	3.3	199-205	36	28-44	537-687	203-217	186-201	197-210	193-206
2108812	CHair, Dale	5	S/G	Oct 4	202	3.4	199-205	36	26-44	537-687	194-208	190-203	193-207	202-215
14441206	Warren, Paul H.	5	S/G	Oct 4	203	3.3	200-206	39	31-47	555-705	202-216	201-214	189-203	194-207
17789095	Fletcher, Cody H.	5	S/G	Oct 4	204	3.3	201-207	41	33-53	573-723	202-215	197-211	192-206	199-212
3446196	Oldman, Illikea V.	5	S/G	Oct 4	206	3.3	203-209	47	39-58	609-759	196-209	198-211	201-214	204-218
5512163	Kilcrease, Alvessa R.	5	S/G	Oct 4	213	3.3	210-216	66	58-76	735-885	210-223	209-222	203-216	205-219

als For: Reading Survey w/ Goals 2-5 WY V4

Students: 15
 Valid tests: 15
 Mean RIT: 196.8
 Std Dev: 10.1
 Median RIT: 201

Mean: 198.4
 Std Dev: 10.1
 Median: 199

Proficient
 2 @ 205-219
 8 @ 192-204
 @ Adv. = + 220

Teacher Report - Reading Fall 2012

Goal Performance

School: St. Stephens Indian School (St. Stephens Indian School)
 Class: 130530 Childers 6thGradeMath 3
 Teacher: Childers, Carol
 Test: Reading Survey w/ Goals 6+ WY V4

Student ID Name	Grd	Test Type	Test Date	RIT	Std Err	RIT Range	%ile	%ile Range	Lexile® Range	Decode / Vocab	Comprehension	Understand / Interpret Lit	Understanding Inform Texts
1295107200 Coles, TJay M.	6	S/G	Oct 1	188	3.5	185-192	5	2-7	285-435	195-210	187-201	168-185	166-183
0833255695 Gould, Michael A.	6	S/G	Oct 2	197	3.4	194-200	14	9-20	447-597	190-204	188-202	195-209	187-200
078203410 Smith, Nathaniel R.	6	S/G	Oct 1	197	3.3	194-200	14	9-20	447-597	192-205	188-201	192-205	188-201
077298236 SunRhodes, Arnone J.	6	S/G	Oct 1	197	3.2	194-200	14	10-22	447-597	190-203	189-201	193-207	192-206
070124741 Lange, Arnon J.	6	S/G	Oct 1	199	3.4	196-202	18	11-24	483-633	205-219	180-196	183-198	192-207
079172026 SunRhodes, Mabel M.	6	S/G	Oct 1	203	3.3	200-206	26	20-36	565-705	197-211	196-211	182-198	207-220
072061620 SunRhodes, Dovorah L.	6	S/G	Oct 1	206	3.4	203-209	33	24-41	609-759	215-228	201-216	197-213	171-192
070044239 Antelope, Bessie C.	6	S/G	Oct 1	226	3.6	222-230	83	75-88	969-1119	215-229	222-238	222-236	216-230

Total of 6th in

Below Basic = 2 ✓
 Basic = 11 ✓
 Prof = 2 ✓
 Adv = 1 ✓
 Total Tested = 16 ✓

Median = 199
 Ave = 199, 192.5, 195.5, 199.5

Summary statistics are not applicable when there are fewer than 10 valid test scores.

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, was a repeat test for a student within a term, or was a MAP for Primary Grades test segment.

Lexile® is a trademark of MetaMetrics, Inc., and is registered in the United States and abroad.

Teacher Report - Reading Fall 2012

Goal Performance

School: St. Stephens Indian School (St. Stephens Indian School)
 Class: 130530 Childers 6thGradeMath 1
 Teacher: Childers, Carol
 Test: Reading Survey w/ Goals 6+ WY V4

Student ID	Name	Grd	Test Type	Test Date	RIT	Std Err	RIT Range	%ile	%ile Range	Lexile® Range	Decode / Vocab	Comprehension	Understand / Interpret Lit	Understanding Inform Texts
107483386	Twohearts, Timothy E.	6	S/G	Oct 1	188	3.4	185-191	5	3-8	285-435	183-198	179-192	189-203	174-188
115089229	Snyder, Olivia A.	6	S/G	Oct 2	202	3.4	199-205	24	16-31	537-687	180-197	180-197	199-213	208-222
081509096	Bell, Bebe Noo Q.	6	S/G	Oct 1	203	3.5	200-207	26	18-33	555-705	192-206	192-206	203-217	195-209
077684744	Felker, Winterhawk S.	6	S/G	Oct 1	203	3.5	200-207	26	18-33	555-705	195-211	205-218	202-217	180-196
072552646	Teran, Patton A.	6	S/G	Oct 2	203	3.3	200-206	26	20-33	555-705	192-205	195-208	199-212	200-213
075160689	Little, Alia Jai L.	6	S/G	Oct 2	205	3.4	202-208	31	22-38	591-741	201-213	197-211	202-216	188-204
094630700	Prue, Sath Ta T.	6	S/G	Oct 1	214	3.4	211-217	55	44-63	753-903	207-220	207-220	199-216	212-225
129209483	Redfield, Kenlin R.	6	S/G	Oct 1	218	3.4	215-221	65	57-75	825-975	220-235	210-224	208-220	209-222

Median

200	206	207	229.5
-----	-----	-----	-------

229.5



Summary statistics are not applicable when there are fewer than 10 valid test scores.

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, was a repeat test for a student within a term, or was a MAP for Primary Grades test segment.
 Lexile® is a trademark of MetaMetrics, Inc., and is registered in the United States and abroad.
 Report Created: 10-11-2012 (version 3.00.005)

Teacher Report - Reading Fall 2012

Goal Performance

School: St. Stephens Indian School (St. Stephens Indian School)
 Class: 130530 Childers 7thGradeMath 6
 Teacher: Childers, Carol
 Test: Reading Survey w/ Goals 6+ WY V4

Student ID	Name	Grd	Test Type	Test Date	RIT	Std Err	RIT Range	%ile Range	%ile	Lexile® Range	Decode / Vocab	Comprehension	Understand / Interpret Lit	Understanding Inform Texts
078209751	Dodge, Darryl J.	7	S/G	Oct 1	188	3.3	185-191	2-14	2	285-435	183-197	177-191	169-185	192-205
075605936	Shakespeare, Lannourt S.	7	S/G	Oct 3	194	3.3	191-197	3-9	6	393-543	186-199	197-210	181-195	182-195
070855177	Smith, Josiah K.	7	S/G	Oct 1	195	3.3	192-198	4-10	7	411-561	189-203	188-202	184-197	191-204
076365505	James, Brent	7	S/G	Oct 2	199	3.3	196-202	8-16	11	483-633	191-204	183-197	198-213	197-210
070525753	Ghost Bear, Wendell W.	7	S/G	Oct 1	204	3.4	201-207	14-26	19	573-723	205-219	190-205	205-219	188-202
123034739	Big Lake, Joliete T.	7	S/G	Oct 2	205	3.4	202-208	16-28	21	591-741	213-229	178-194	193-209	205-220
110492101	CBearing, Mario A.	7	S/G	Oct 1	215	3.3	212-218	38-55	46	771-921	211-224	208-221	208-221	207-221

Median =

199 190 205.5 203.5

Below Basic = 3
 Basic = 4
 Proficient = 0
 Advanced = 0

Summary statistics are not applicable when there are fewer than 10 valid test scores.

7

Below Basic = 200
 Basic = 200-216
 Prof. = 217-236
 Adv. = 237

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, was a repeat test for a student within a term, or was a MAP for Primary Grades test segment. Lexile® is a trademark of Metametrics, Inc., and is registered in the United States and abroad.

Teacher Report - Reading Fall 2012

Goal Performance

School: St. Stephens Indian School (St. Stephens Indian School)
 Class: 130530 Childers 8thGradeMath 5
 Teacher: Childers, Carol
 Test: Reading Survey w/ Goals 6+ WY V4

Student ID	Name	Grd	Type	Test Date	RTT	Std Err	RTT Range	%ile	%ile Range	Lexile® Range	Decode / Vocab	Comprehension	Understand / Interpret Lit	Understanding Inform Texts
112755328	Oldman, Arnon M.	8	S/G	Oct 1	185	3.3	182-188	1	1-2	231-381	186-198	177-191	179-193	168-185
072390997	Sunthodes, Kendall R.	8	S/G	Oct 1	191	3.5	188-195	3	2-5	339-489	195-210	173-188	182-196	184-198
075479954	Brown, Lolena E.	8	S/G	Oct 1	196	3.3	193-199	6	4-10	429-579	194-209	191-204	177-191	197-211
75540331	Antelope, Nathaniel L.	8	S/G	Oct 2	196	3.2	193-199	6	4-9	429-579	194-207	174-190	194-207	194-207
77010515	Fletcher, Morgan L.	8	S/G	Oct 3	199	3.3	196-202	9	6-12	483-633	199-214	197-210	188-202	185-199
113600442	Addison, Kayle L.	8	S/G	Oct 1	199	3.3	196-202	9	6-14	483-633	198-213	181-196	194-206	196-210
079778489	Yellowbear, Nathan B.	8	S/G	Oct 2	201	3.3	198-204	11	8-17	519-669	204-220	194-207	194-207	186-200
074333387	Dewey, Jonathan	8	S/G	Oct 1	202	3.3	199-205	12	9-17	537-687	200-213	206-220	180-196	193-207
074333387	Dewey, Jonathan	8	S/G	Oct 3	204	3.3	201-207	15	11-22	573-723	203-217	199-213	189-203	199-212
126361572	Sunthodes, Tashala F.	8	S/G	Oct 1	210	3.4	207-213	27	20-36	681-831	199-214	212-226	204-217	197-212
406934986	Brown, Lila A.	8	S/G	Oct 1	222	3.3	219-225	57	49-67	897-1047	219-234	201-215	227-243	218-232

Totals For: Reading Survey w/ Goals 6+ WY V4

Students: 10
 Valid tests: 10
 Mean RTT: 200.1
 Std Dev: 10.2
 Median RTT: 199

Mean: 206.1
 Std Dev: 8.8
 Median: 206

Total # of 8th in

Below Basic = 8
 Basic = 7
 Prof = 5
 Adv = 0
 Total Tests = 20

Advanced 2347
 Proficient 216-723
 Below Basic - 204
 Basic 201-215
 Prof 216-233
 Adv. 234

Tests shown in grey are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, was a repeat test for a student within a term, or was a MAP for Primary Grades test segment. Lexile® is a trademark of MetaMetrics, Inc., and is registered in the United States and abroad.

Teacher Report - Reading Fall 2012

Goal Performance

School: St. Stephens Indian School (St. Stephens Indian School)
 Class: 130530 Childers 8thGradeMath 4
 Teacher: Childers, Carol
 Test: Reading Survey w/ Goals 6+ WY V4

Student ID	Name	Grd	Type	Test Date	RIT	Std Err	RIT Range	%ile	%ile Range	Lexile® Range	Decode / Vocab	Comprehension	Understand / Interpret Lit	Understanding Inform Texts
125060187	Behan, Ozshnee R.	8	S/G	Oct 3	176	4.0	172-180	1	1-1	69-219	188-207	171-191	159-176	155-172
087597626	Addison, Katie	8	S/G	Oct 3	197	3.3	194-200	7	4-11	447-597	192-205	189-202	200-213	177-193
087597626	Addison, Katie	8	S/G	Oct 2	199	3.4	196-202	9	6-14	483-633	193-207	193-207	188-202	195-208
76523816	Duran, Braydon A.	8	S/G	Oct 1	207	3.3	204-210	20	15-27	627-777	199-212	209-225	208-224	187-201
23745792	Bushyhead, Amanda J.	8	S/G	Oct 1	207	3.7	203-211	20	14-27	627-777	194-210	202-217	206-220	194-209
072495582	Jenkins, Ashlyn Y.	8	S/G	Oct 2	212	3.3	209-215	31	24-39	717-867	202-216	202-216	208-221	208-221
073099112	Farris, Tianah K.	8	S/G	Oct 1	214	3.3	211-217	36	27-44	753-903	199-212	208-221	212-226	210-223
079244583	Whistling Elk, Emmaruell T.	8	S/G	Oct 1	218	3.4	215-221	47	39-57	825-975	210-223	211-224	210-223	218-231
075747806	Whiteplumre, Brandon M.	8	S/G	Oct 1	223	3.3	220-226	60	49-67	915-1065	212-225	212-225	222-236	219-232
121612491	Beydler, Carlie J.	8	S/G	Oct 1	226	3.3	223-229	67	60-74	969-1119	218-231	213-227	221-234	225-239
103620441	Friday, Nolan	8	S/G	Oct 2	233	3.3	230-236	82	74-87	1095-1245	229-242	231-246	214-228	230-244

Totals For: Reading Survey w/ Goals 6+ WY V4

Students: 10
 Valid tests: 10
 Mean RIT: 211.3
 Std Dev: 16.2
 Median RIT: 213

Mean: 211.2 212.1 213.0 209.1
 Std Dev: 12.1 15.5 17.4 23.2
 Median: 207 216 216 215

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, was a repeat test for a student within a term, or was a MAP for Primary Grades test segment.
 Lexile® is a trademark of MetaMetrics, Inc., and is registered in the United States and abroad.

Handwritten notes:
 Advanced 2344
 2 BB - 208
 4 Basic 201-215
 4 P.F 216-233
 0 188 + 239

Teacher Report - Mathematics Fall 2012

Goal Performance

School: St. Stephens Indian School (St. Stephens Indian School)
 Class: 001206 Field 3rdGradeAMAttendance AM
 Teacher: Field, Betty
 Test: Math Survey w/ Goals 2-5 WY V4

Student ID	Name	Grd	Test Type	Test Date	RIT	Std Err	RIT Range	%ile	%ile Range	Number Concepts & Operations	Geometry	Measurement	Algebra	Data Analysis & Probability
08242988686	Lujan, Denolla	3	S/G	Oct 1	150	3.6	146-154	1	1-1	123-144	167-189	135-157	146-168	129-150
16538064	Sitting Eagle, Antione	3	S/G	Oct 4	167	2.9	164-170	2	1-4	165-179	155-169	162-177	172-188	149-163
124088146	Oldman, Andin J.	3	S/G	Oct 1	170	3.0	167-173	4	2-6	162-176	158-169	174-187	162-176	158-173
119259177	Smith, Jesus M.	3	S/G	Oct 1	173	2.9	170-176	6	4-10	162-175	171-185	166-180	162-174	171-184
129000426	Sumnoodas, Patrick J.	3	S/G	Oct 1	177	3.1	174-180	11	8-17	165-178	169-183	180-194	166-179	171-185
105892544	St. Clair, Datsy	3	S/G	Oct 1	177	3.0	174-180	11	8-17	166-180	166-180	180-193	162-176	178-193
100001905	Feller, Lakola	3	S/G	Oct 2	177	3.0	174-180	11	8-17	159-173	176-190	169-183	172-187	175-188
082540725	Coles, Kaden	3	S/G	Oct 1	179	3.0	176-182	15	10-21	163-179	169-183	189-205	176-190	161-175
102964582	Feliberty, Leah T.	3	S/G	Oct 1	180	2.9	177-183	17	11-23	171-185	184-198	188-177	180-193	173-187
101645213	Feliberty, Ruben A.	3	S/G	Oct 1	184	3.1	181-187	26	19-34	173-188	165-179	201-216	167-182	176-191
096558893	Amos, Allyson S.	3	S/G	Oct 1	187	3.0	184-190	34	26-43	181-194	185-198	180-194	173-186	183-196
100002478	Brown, Daiya	3	S/G	Oct 4	189	3.2	186-192	40	31-50	187-202	180-194	176-189	179-194	188-202
090612046	Barrara, Jordan R.	3	S/G	Oct 1	191	3.0	188-194	47	37-56	188-202	180-194	179-193	195-209	177-190
115233096	Loneman, Brianna M.	3	S/G	Oct 1	193	3.0	190-196	53	43-62	191-206	179-194	186-199	189-202	184-197
100001841	Oldman, Summer D.	3	S/G	Oct 4	196	2.9	193-199	62	53-71	187-201	192-205	178-192	185-199	201-214

Stats For: Math Survey w/ Goals 2-5 WY V4

Students: 15
 Valid tests: 15
 Mean RIT: 179.3
 Std Dev: 11.7
 Median RIT: 179

Mean: 176.9
 Std Dev: 16.2
 Median: 173

Total = 15

6 Above = 184
 1 Below = 178

Signature

Teacher Report - Mathematics Fall 2012

Goal Performance

Tool: St. Stephens Indian School (St. Stephens Indian School)
 SS: 003038 Juddkins 4thGradeAM/Attendance AM
 Teacher: Juddkins, Jeff
 Title: Math Survey w/ Goals 2-5 WY V4

Student ID	Name	Grd	Test Type	Test Date	RIT	Std Err	RIT Range	%ile	%ile Range	Number Concepts & Operations	Geometry	Measurement	Algebra	Data Analysis & Probability
7451655	Friday, Achareya R.	4	S/G	Oct 2	168	2.9	165-171	1	1-1	159-172	155-169	166-179	166-180	159-172
7381440	Crispin, April M.	4	S/G	Oct 2	180	3.0	177-183	3	2-6	171-185	189-204	173-188	158-174	168-181
3554951	Addison, Taylor L.	4	S/G	Oct 2	183	3.0	180-186	6	3-9	179-193	171-185	182-195	173-187	174-188
2960857	Dice, Cheyenne P.	4	S/G	Oct 2	184	3.0	181-187	7	5-10	173-187	194-210	171-186	175-190	169-183
5685328	Blackburn, Timberly	4	S/G	Oct 4	186	3.0	183-189	9	6-13	177-191	178-191	172-186	193-209	178-192
3701180	Gould, Priscilla F.	4	S/G	Oct 2	187	2.9	184-190	10	7-15	174-189	180-194	177-190	191-205	178-192
7090121	Brown, Laura M.	4	S/G	Oct 2	187	3.0	184-190	10	7-15	177-191	171-186	184-197	183-196	183-196
3936359	Warren, Edmund K.	4	S/G	Oct 2	187	2.9	184-190	10	7-15	182-195	185-198	184-197	173-187	178-191
3563226	C'Bearing, Angel M.	4	S/G	Oct 2	192	3.0	189-195	18	13-25	183-196	191-206	194-209	192-207	166-182
7838739	Carplicher, Powlah	4	S/G	Oct 2	197	2.9	194-200	30	25-39	191-205	199-213	180-194	195-208	187-201
1399860	Fuller, Isalah W.	4	S/G	Oct 2	202	3.0	199-205	45	36-54	190-204	204-218	195-209	200-214	186-201
3001835	Rodriguez, Alyssa M.	4	S/G	Oct 2	203	2.9	200-206	48	39-57	196-210	201-213	197-210	196-209	192-206
3689211	Betts, Kaitlyn A.	4	S/G	Oct 2	207	3.0	204-210	60	51-68	191-204	214-230	196-209	193-208	207-221
3705434	After Buffalo, Jamison W.	4	S/G	Oct 2	213	2.9	210-216	76	68-82	197-211	217-232	200-214	209-222	205-218
3653493	Sunrhodes, Kenya	4	S/G	Oct 2	213	3.0	210-216	76	68-82	199-212	210-223	212-225	202-216	208-222

① Abs. = +214

149 - 213

⑤

190 - 198 Basic

②

<190 Below Bas

⑧

Students: 15
 Valid tests: 15
 Mean RIT: 192.6
 Std Dev: 12.9
 Median RIT: 187

Mean: 189.4
 Std Dev: 11.1
 Median: 188

197.7
 17.6
 199

192.5
 12.7
 191

193.8
 14.5
 199

189.5
 15.1
 185

Students in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, was a repeat test for a student within a term, or was a MAP Inventory Grades test score.
 See the Legend of Mathematics, Inc., and is registered in the United States and abroad.
 NWEA MAP Report

Teacher Report - Mathematics Fall 2012

Goal Performance

Tool: St. Stephens Indian School (St. Stephens Indian School)
 ss: 130613 Forbis 5thPeriodAMAttendance AM
 Teacher: Forbis, Peggy
 Title: Math Survey w/ Goals 2-5 WY V4

Student ID	Name	Grd	Test Type	Test Date	RIT	Std Err	RIT Range	%ile	%ile Range	Number Concepts & Operations	Geometry	Measurement	Algebra	Data Analysis & Probability
1255239	Hill, Torey T.	5	S/G	Oct 2	194	3.0	191-197	9	6-13	162-184	207-221	178-195	183-199	182-198
2108812	CHair, Dale	5	S/G	Oct 2	198	3.1	195-201	15	10-20	198-212	195-209	197-212	187-201	178-193
4859541	Kilcrease, Summer R.	5	S/G	Oct 2	198	3.0	195-201	15	10-20	192-208	215-236	191-207	187-202	162-183
2387572	Oldman, Curtis M.	5	S/G	Oct 2	198	3.0	195-201	15	10-20	188-202	182-196	195-209	197-211	196-210
1418150	Gould, Precious R.	5	S/G	Oct 2	200	3.0	197-203	18	13-24	208-224	191-206	182-196	197-212	188-203
6408358	Oldman, Josephine S.	5	S/G	Oct 2	202	3.0	199-205	22	16-29	200-213	195-209	193-206	197-210	191-206
4441206	Warren, Paul H.	5	S/G	Oct 2	207	3.0	204-210	34	27-42	188-203	208-222	202-216	210-226	191-205
1653975	Barraza, Darlen S.	5	S/G	Oct 2	207	3.0	204-210	34	27-42	199-213	196-209	200-213	200-213	206-221
1789095	Fletcher, Cody H.	5	S/G	Oct 4	208	2.9	205-211	36	29-45	203-215	206-219	200-214	194-209	205-218
6428035	Warren, Singingwater	5	S/G	Oct 2	210	3.0	207-213	42	34-50	212-226	204-218	198-213	205-218	196-210
5512163	Kilcrease, Alyssa R.	5	S/G	Oct 2	213	2.9	210-216	50	42-59	188-203	207-221	220-235	208-223	209-224
7351156	SunRhodes, Jerome T.	5	S/G	Oct 2	213	3.2	210-216	50	42-59	202-217	212-227	209-224	212-227	195-210
3446196	Oldman, Jillka V.	5	S/G	Oct 2	215	2.9	212-218	56	47-64	199-213	211-225	202-216	216-230	212-225
8939257	Dewey, David S.	5	S/G	Oct 2	219	3.1	216-222	67	59-74	203-218	220-234	196-213	216-231	220-234
6972034	Feller, Little-Sun D.	5	S/G	Oct 4	219	3.0	216-222	67	59-74	221-235	222-237	204-219	204-218	205-220

9 @ 207-222
 Proficient
 5 @ 198-206
 Basic
 1 @ < 198
 Below Basic

Students: 15
 Valid tests: 15
 Mean RIT: 206.7
 Std Dev: 8.1
 Median RIT: 207

Mean: 205.0
 Std Dev: 12.7
 Median: 206

Teacher Report - Mathematics Fall 2012

Goal Performance

School: St. Stephens Indian School (St. Stephens Indian School)
 Class: 130530 Childers 6thGradeMath 3
 Teacher: Childers, Carol
 Test: Math Survey w/ Goals 6+ WY V4

Student ID	Name	Grd	Test Type	Test Date	RIT	Std Err	RIT Range	%ile Range	%ile	Number Concepts & Operations	Geometry	Measurement	Algebra	Data Analysis & Probability
079172026	SunRhodes, Mabel M.	6	S/G	Oct 4	188	3.3	185-191	2	1-3	184-198	187-201	177-193	187-185	183-198
070044239	Antelope, Bessie C.	6	S/G	Oct 2	196	3.0	193-199	6	4-10	188-201	190-204	192-206	191-204	188-202
077298236	SunRhodes, Antone J.	6	S/G	Oct 2	201	3.0	198-204	11	8-16	184-198	188-203	203-218	195-208	201-215
093325585	Gould, Michael A.	6	S/G	Oct 2	202	3.0	199-205	13	9-17	190-203	200-213	199-213	195-209	194-207
129510700	Coles, TJay M.	6	S/G	Oct 2	202	3.0	199-205	13	9-17	193-208	209-225	197-211	184-197	194-208
078203410	Smith, Nathanyale R.	6	S/G	Oct 2	208	3.0	205-211	23	17-29	194-209	216-232	201-215	182-198	208-223
072061620	SunRhodes, Dovonah L.	6	S/G	Oct 2	213	2.9	210-216	33	27-41	205-219	215-229	209-223	212-226	189-205
070124741	Large, Arron J.	6	S/G	Oct 3	222	3.0	219-225	56	48-64	222-236	212-226	222-240	199-214	223-237

Medians =

217 212.5 205 196.5 201

211-232

Avg

211 212.5 208 201 207

All 6th in

Below

Basic = 4 ✓

Basic = 7 ✓

Profic = 4 ✓

Adv = 1 ✓

Total Tests = 16 ✓

[Signature]

Summary statistics are not applicable when there are fewer than 10 valid test scores.

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, was a repeat test for a student within a term, or was a MAP Lexile® is a trademark of MetaMetrics, Inc. and is registered in the United States and abroad.

Teacher Report - Mathematics Fall 2012

Goal Performance

School: St. Stephens Indian School (St. Stephens Indian School)
 Class: 130530 Childers 6th Grade Math 1
 Teacher: Childers, Carol
 Test: Math Survey w/ Goals 6+ WY V4

Student ID	Name	Grd	Test Type	Test Date	RIT	Std Err	RIT Range	%ile	%ile Range	Number Concepts & Operations	Geometry	Measurement	Algebra	Data Analysis & Probability
107483386	Twohearts, Timothy E.	6	S/G	Oct 2	198	3.0	195-201	8	5-11	183-198	208-224	180-196	188-203	188-202
075160689	Little, Alia Jai L.	6	S/G	Oct 2	208	3.1	205-211	23	17-31	195-209	202-215	209-223	196-210	206-221
115089229	Snyder, Olivia A.	6	S/G	Oct 2	209	2.9	206-212	25	19-31	207-220	203-216	197-210	202-215	205-219
081509096	Bell, Bee Noo Q.	6	S/G	Oct 2	209	3.0	206-212	25	19-31	204-218	207-222	201-215	203-217	194-208
077684744	Feller, Winterhawk S.	6	S/G	Oct 2	210	3.0	207-213	27	21-33	194-208	203-217	210-223	193-206	216-231
094630700	Prue, Sath Ta T.	6	S/G	Oct 2	218	2.9	215-221	46	38-51	220-234	218-232	203-217	207-221	204-218
072552646	Teran, Patton A.	6	S/G	Oct 2	220	3.0	217-223	51	43-59	216-231	215-228	212-225	219-232	206-220
129209483	Redfield, Kenlin R.	6	S/G	Oct 2	235	3.2	232-238	84	79-88	225-240	232-246	216-231	235-250	231-245
115089229	Snyder, Olivia A.	6	S/G	Oct 2	***19					Proctor terminated without option to resume				

Median = 206

208 (6)
 202-210 (4)
 211-231 (2)
 232-246 (1)
 232-246 (1)

Summary statistics are not applicable when there are fewer than 10 valid test scores.

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, was a repeat test for a student within a term, or was a MAP for Primary Grades test segment. Lexile® is a trademark of MetaMetrics, Inc., and is registered in the United States and abroad.

Teacher Report - Mathematics Fall 2012

Goal Performance

School: St. Stephens Indian School (St. Stephens Indian School)
 Class: 130530 Childers 8thGradeMath 5
 Teacher: Childers, Carol
 Test: Math Survey w/ Goals 6+ WY V4

Student ID Name	Grd	Test Type	Test Date	RIT	Std Err	RIT Range	%ile	%ile Range	Number Concepts & Operations	Geometry	Measurement	Algebra	Data Analysis & Probability
112755328 Oldman, Arron M.	8	S/G	Oct 2	188	3.0	185-191	1	1-1	178-193	192-206	184-197	178-192	174-188
113600442 Addison, Kayle L.	8	S/G	Oct 2	209	2.9	206-212	11	8-14	205-219	193-207	204-218	206-219	203-215
075840331 Antelope, Nathaniel L.	8	S/G	Oct 3	210	3.1	207-213	12	9-16	201-215	197-211	206-220	202-215	211-226
9778489 Yellowbear, Nathan B.	8	S/G	Oct 2	211	3.0	208-214	13	10-17	210-223	207-221	208-221	205-220	189-204
J6334986 Brown, Lila A.	8	S/G	Oct 2	216	3.1	213-219	20	16-26	221-236	203-218	215-229	202-217	201-216
072390997 Sunhodes, Kendall R.	8	S/G	Oct 2	225	3.0	222-228	38	32-45	229-243	215-229	215-229	215-228	214-228
077010515 Fletcher, Morgan L.	8	S/G	Oct 3	225	3.2	222-228	38	32-45	216-230	236-257	218-235	206-220	215-230
074333387 Dewey, Jonathan	8	S/G	Oct 2	230	3.0	227-233	50	43-57	237-250	217-232	219-233	212-227	225-240

Medians =

- 223
- 210.5
- 216.5
- 208
- 202.5
- 221
- 217
- 219
- 211
- 216

All of 8th in

Below Basic = 8 + Below

Basic = 7 ✓

Prof = 4 ✓

Adv. = 0 ✓

Total Task = 19

Summary statistics are not applicable when there are fewer than 10 valid test scores.

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, was a repeat test for a student within a term, or was a MAP for Primary Grades test segment. Lexile® is a trademark of MetaMetrics, Inc., and is registered in the United States and abroad.

Teacher Report - Mathematics Fall 2012

Goal Performance

School: St. Stephens Indian School (St. Stephens Indian School)
 Class: 130530 Childers 8thGradeMath 4
 Teacher: Childers, Carol
 Test: Math Survey w/ Goals 6+ WY V4

Student ID	Name	Grd	Test Type	Test Date	RIT	Std Err	RIT Range	%ile	%ile Range	Number Concepts & Operations	Geometry	Measurement	Algebra	Data Analysis & Probability
072495562	Jenkins, Ashlyn Y.	8	S/G	Oct 2	209	3.0	206-212	11	8-14	205-218	199-212	207-221	197-210	206-220
087597626	Addison, Katie	8	S/G	Oct 2	210	3.0	207-213	12	9-16	212-226	205-218	204-218	195-210	194-209
123745792	Bushyhead, Amanda J.	8	S/G	Oct 2	215	2.9	212-218	19	14-24	197-211	210-224	214-227	206-220	211-224
073099112	Farris, Tianah K.	8	S/G	Oct 2	217	3.2	214-220	22	17-27	215-229	193-210	214-229	206-222	216-231
103020441	Friday, Nolan	8	S/G	Oct 2	217	2.9	214-220	22	17-27	206-219	207-221	210-223	209-222	218-232
125060187	Behan, Ozshnee R.	8	S/G	Oct 3	220	3.0	217-223	27	22-34	218-231	206-221	218-231	204-218	220-233
079244583	Whistling Elk, Emmanuel T.	8	S/G	Oct 2	226	2.9	223-229	40	34-47	210-224	231-246	232-248	216-230	202-218
075747806	Whiteplume, Brandon M.	8	S/G	Oct 2	230	3.0	227-233	50	43-57	225-239	228-242	221-234	224-237	220-233
121812491	Beydler, Carlie J.	8	S/G	Oct 3	230	3.1	227-235	50	43-57	232-246	219-234	241-225	226-242	224-238
078523816	Duran, Braydon A.	8	S/G	Oct 2	232	3.0	229-235	54	47-61	213-229	236-250	226-240	221-234	221-235

Totals For: Math Survey w/ Goals 6+ WY V4

Students: 10
 Valid tests: 10
 Mean RIT: 220.6
 Std Dev: 8.4
 Median RIT: 218

Mean: 220.3 220.9 222.6 217.6 220.3
 Std Dev: 10.2 14.2 8.9 10.7 9.3
 Median: 220 215 221 215 224

218.5 213.5 220.5 213 217.5

3 216
 216-226
 227-214

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, was a repeat test for a student within a term, or was a MAP for Primary Grades test segment. Lexile® is a trademark of MetaMetrics, Inc., and is registered in the United States and abroad.

Dara Weller

From: "Parisian, Barbara" <Barbara.Parisian@BIE.EDU>
To: "Dara Weller" <dwyeller@wyoming.com>
Cc: "Edmo, Jack" <Jack.Edmo@BIE.EDU>
Sent: Monday, November 19, 2012 6:25 AM
Subject: RE: McKinney-Vento and 21st CCLC

Dara and Jack,

I will be out in the field the next 2 days. I fully support St. Stephens applying and complying with the assurances.

Barbara Parisian
 Education Program Specialist (MT, ID, WY)
 Phone: 406-247-7953, Fax: 7965



BUREAU OF INDIAN EDUCATION
Doing What's Best for Students!

From: Dara Weller [mailto:dwyeller@wyoming.com]
Sent: Friday, November 16, 2012 12:07 PM
To: Parisian, Barbara
Subject: McKinney-Vento and 21st CCLC

Hi Barbara,

St. Stephens is applying for the McKinney-Vento grant. It is due on Nov. 26th. I will be sending you an original copy to be signed. Would you then forward the signed covered sheet to Albuquerque?

Also, we just found out about 21st Century. It is also due on the 26th. Gerri Boesch needs the following from you:

BIE Operated Schools: Include a letter of support from the Education Line Officer stating full compliance, support, and financial integrity with the BIE's 21st CCLC RFP application requirements and all subsequent requirements issued in a grant award made to any grantee.

Pat told me that you would be in the office later today (Friday). I will be headed back to Lander shortly. If you need to reach me, please call 307-332-7770.

Thanks for your help, Barbara. Wishing you and your family a Happy Thanksgiving!!!

Dara