

HOME OF THE BRAVES

Eagle Butte School District 20-1

2024-2025 LEA PLAN



CHEYENNE-EAGLE BUTTE MISSION STATEMENT:

To prepare students with the academic, spiritual, physical, cultural, and social skills needed to be productive world citizens and lifelong learners in a technological world.

OUR VISION:

Keeping our Wakanyaja (children) sacred through positive thinking and positive actions.

C-EB LOCAL EDUCATION AGENCY SCHOOL IMPROVEMENT PLAN SUMMARY:

SCHOOL PROFILE: The Cheyenne-Eagle Butte Schools (C-EB) are in Eagle Butte, South Dakota on the Cheyenne River Sioux Tribal Reservation. C-EB school serves six geographic districts designated by the Cheyenne River Sioux Tribe (CRST), encompassing a 160-mile radius that includes many small communities. The Bureau-operated school is unique in that the school is cooperatively operated with the Eagle Butte 20-1 Public School District. In addition, the Cheyenne River Sioux Tribe aligns with the operation of the school, through P. L. 93-638 contract of the CRST Title I Program.

The school staff are a mixture of BIE, 20-1, and CRST Title I in financial alignment with budgets used cooperatively to meet the School-Wide Program plan that addresses the needs of each building. The policies and procedures of each entity are followed and incorporated in the cooperative daily operation. The approximate enrollment of the K-12 school is 1,200. Of these students, approximately 99% are Native Americans. The school is divided into five centers: Primary (K-2), Upper Elementary (3-6), Junior High (7-8), High School (9-12), and E.A.G.L.E. Center (7-12 Alternative). The Primary School currently houses the 2nd grade students at the Upper Elementary due to one wing of the K-2 building needing mold remediation, heating/cooling updating, and many more fixtures to the wing prior to their return; we are currently in the 8th year of the students being displaced. Student mobility and student absenteeism is a chronic issue.

The three school agencies cooperatively engage in decision-making. The Administrative Leadership Team collaborates and problem solves weekly regarding programming from the following areas: BIE School Supervisor, 20-1 Superintendent, Primary Principal, Upper Elementary Principal and Assistant Principal, Junior High Principal, High School Principal, E.A.G.L.E. Center Principal, Curriculum Coordinator, Upper Elementary Instructional Coaches, Upper Elementary School Safety Coordinator, CRST Title I Director, Special Education, Athletics, Technology, Business, Transportation, Food Services, Residential, and Custodial. The Administrative Leadership Team recognizes and celebrates successes within our combined school system; the information is communicated to each area by the building Principal and through weekly staff meetings.

The High School Career and Technical Education program develops an annual action plan for program improvements, based upon data collected through surveys, student achievement data, and community & industry based economic and industry needs. K-6 is in the 5th year of a CNA with Root Cause Analysis, with goals delineated. This plan will be for the Upper Elementary School, using the primary school as a feeder school, as the Upper Elementary is the only school in the district served by state Title I funds. We will be starting a new CNA within the coming year. The school improvement plan is written in the Title I document and uploaded as needed to Title I Crate. However, those goals and strategies will be included in the three-year C-EB school improvement plan. The BIE and District 20-1 are independently accredited through the South Dakota State Accreditation Review Board through 2024-2025.

Section 1112(b) (1 through 13) PLAN PROVISIONS.

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, each local educational agency plan shall complete the following information and submit the plan to the South Dakota Department of Education as part of the application for

federal funding. Each component of each question must be addressed, if applicable, in order for the plan to be considered complete.

The Local Educational Agency (LEA) assures the South Dakota Department of Education that the information contained in this plan is accurate and complete and is signed by an authorized representative of the LEA. This plan will be uploaded into the Grants Management System annually.

LEA Representative: _____

Date: _____

Describe how the LEA will monitor students' progress in meeting the challenging State academic standards by—

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

(B) identifying students who may be at risk for academic failure;

(C) providing additional educational assistance to individual students the local educational agency or school determines need help in meeting the challenging State academic standards;

(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning;

(E) developing and implementing a strategic plan for increasing students' attendance and decreasing chronic absenteeism;

(F) collecting and monitoring school wide data sources to make data driven decisions for program improvements.

- A. A well-rounded program of instruction has been developed to meet the academic needs of all students. The LEA develops and uses curriculum maps as guidance for meeting the State academic standards in the subjects of math, reading, science, music, art, PE/Health, Lakota Language & Culture, CTE Clusters, and Digital Literacy. Implementation is carried out under the leadership of principals in each building.

The well-rounded education program consists of core instruction in math, language arts, and science with social studies topics taught in K-6 as part of reading; a specials block of classes including music, art, computer and digital literacy instruction, STEM SmartLab, library skills, SEL Curriculum & Lakota Circles of Hope classes, PE, PBIS & B.R.A.V.E.S. Expectations, Lakota Language & Culture instruction, and Health.

Our school operates on one-to-one technology with each student being provided with a laptop for daily use within the classroom.

- B. Students who may be at risk for academic failure are identified initially through our structured Multi-Tiered Systems of Support. Our school has developed an Academic Team, a Behavioral Team, and a dedicated RTI Team. These teams and grade level teams review academic data, attendance, and behavioral & at-risk SEL data to identify trends for each of the three (3) MTSS tier's needs. Interventions, both academic and SEL/behavioral are then provided to support school-wide, small group, and individual needs. Additionally, should individual students need further support, they are referred to the RTI team for an in-depth and individualized approach to providing interventions and identifying means of support for learners. Subsequently, this may result in the development of an IEP or Section 504 Plan. Students at risk for academic failure are given opportunities for increased instruction after school, as well as an academic intervention during the school day that fits his/her learning level.

Collaboration Cycle: On a weekly rotation, teachers meet together during one prep time each week.

Grade Level Week: The purpose of the meeting is for team collaboration, common planning, PRE-RTL colleague consultation, and data purposes. Maintains a working agenda with tasks assigned as needed.

Coaches Week: The purpose of the meeting is to discuss curriculum, materials, organizing, instructional support, professional learning topics related to each team or school-wide goals, etc. Maintains a working agenda with tasks assigned as needed.

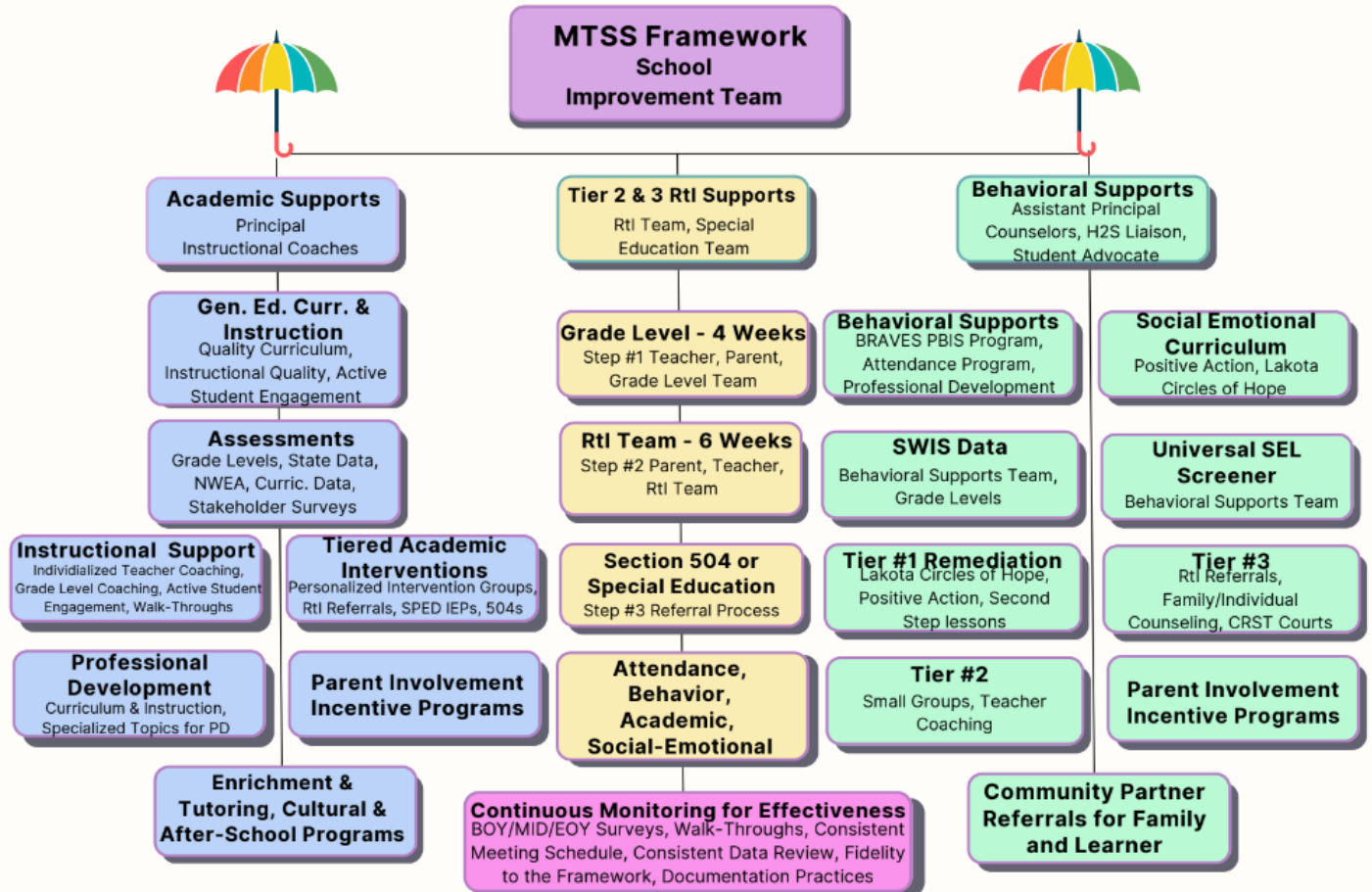
Focus Week: School-wide topics, related to instructional programming, and behavioral & SEL programming - Maintains a working agenda with tasks assigned as needed.

Grade-level teams meet to discuss data related to individual students. Interventions in reading and math are provided: Read Right Program, Reading Mastery Intervention Program, Hand2Mind

Differentiated Math Centers, small group and individual counseling sessions, SEL mentor/mentee relationships and attendance contracts are developed as outcomes of data trends identified.

C-EB SCHOOLS: UPPER ELEMENTARY SCHOOL

The South Dakota MTSS+ (Multi-Tiered Systems of Support) initiative focuses on two areas: 1) MTSS Academics is referred to as RtI (Response to Intervention): Improve reading and math results for students through teacher training, instructional coaching, evidence-based practices, and tiered intervention supports. 2) MTSS-Behavior is referred to as PBIS (Positive Behavioral Interventions and Supports): Provide supports through MTSS+ for students' behavioral and social-emotional wellness and health.



- C. As part of educational programming, an after-school program is made available to students. This program runs three evenings a week. Activities include academic tutoring utilizing the Edmentum Exact Path program, reading enrichment, STEM activities, archery, music lessons, assistance with tutoring, a walking club/yoga/dance, and Lakota language and cultural activities. All students in the after-school program are provided with a snack. Funding for the after-school program comes from several different programs within the combined school, including federal funds from Title I and IVa. Funding is provided for students to participate in educational competitions for: archery, Academic Olympics, Lakota Hand Games Tournaments, chorus and music, Lakota language & cultural events, beading and sewing, Destination Imagination, STEM competitions, First Lego League competitions, and science fairs. Students also experience content-related field trips to expand upon educational programming.
- D. Large group instruction is provided using Gagne's instructional model to implement the content standards for the core content subjects, including reading, writing, math, social studies, and science. Teachers' instruction utilizes standards-based materials during grade level and intervention programs. Small groups throughout the day concentrate on

individualized student needs in working toward meeting the standards with benchmark and progress monitoring to determine instructional focus. Para-professionals assist in classrooms to optimize teacher instructional time for small groups. Strategies of the PBIS BRAVES Program and systematic supervision are used throughout to increase safety so that students can learn. This includes para support for supervision during lunch, recesses and PE times, as well as extra supervision during transitions and bus times.

- E. Both the Behavioral & Academic Teams hold meetings to develop and implement a strategic plan for increasing students' attendance and decreasing chronic absenteeism. Attendance incentives are planned for the year by month and quarter, including students with proficient attendance and those with improved attendance. This initiative is supported through the implementation and reinforcement of PBIS & B.R.A.V.E.S. Expectations. Students are identified through the MTSS process, data tracking, and referrals for needing attendance supports and are supported in the following ways: communications with families/care-givers is increased, meetings with families & students are held, attendance contracts are developed with individualized goals, personalized barriers are identified and work is initiated to remove them, school-wide and community education on the topic of attendance and chronic attendance is provided, transportation is provided before and after school as needed, referrals are made to outside community partners and agencies as needed, community partners & agencies are invited to provide services to students in collaboration with our school (dental, vision, hearing, etc.).
- F. Data driven decisions for academic, intervention, and attendance plans are developed utilizing multiple data sources which include: NASIS Infinite Campus, NWEA MAPS assessment, STAR Reading, SD Summative Assessment, Edmentum Exact Path, IXL, BASC-3 BESS Universal Screener, SWIS Behavior Management Data, curricular assessments, intervention assessments, behavioral data, and stakeholder surveys.

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

Eagle Butte 20-1 School District hires the most qualified teachers that apply. The school and instructional leadership attend job fairs to seek out qualified teachers. A strategic recruiting advertising campaign is utilized and includes newspaper advertisements, social media campaigns, job postings in online platforms, and the school website.

All students are placed into appropriate classes, and classroom teachers work together to bring the students of our school high quality education. 99.74% of our students are demographically low-income and of Native American descent. 100% of our student population qualifies for Free and Reduced Lunch.

Describe how the LEA will carry out the responsibilities under paragraphs (1) and (2) of Section 1111(d).

The LEA will carry out the responsibilities under paragraphs (1) and (2) of Section 1111(d).

A school wide improvement and action plan has been developed for the Upper Elementary School. The plan is informed by all indicators described in sub-section (c)(4)(B), including student performance against State-determined long-term goals;

- (i) includes evidence-based interventions; Interventions include Read Right, Reading Mastery, Hand2Mind Differentiated Math Centers, MTSS to meet academic and behavioral needs, and online intervention programs such as McGraw Hill Plus/ALEKS, IXL and Edmentum Exact Path.
- (ii) is based on goals developed through a school-level action plan resulting from recent needs assessments - SD DOE School Improvement & McRel Balanced Leadership;
- (iii) identifies resource inequities, which may include a review of local educational agency and school-level budgeting, to be addressed through implementation of such comprehensive support and improvement plan;
- (iv) is approved by the school, local educational agency, and State educational agency; and upon approval and implementation, is monitored and periodically reviewed by the State educational agency.

Public school choice is allowed for any student in Eagle Butte School District to enroll in a school in another district through open enrollment. Students may open-enroll as per state law and as long as the enrolling school has room for students.

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

(a) DETERMINATION. —

a. IN GENERAL. —A local educational agency shall use funds received under this part only in eligible school attendance areas.

(b) DISCRETION. ---

a) IN GENERAL.—Except as provided in subparagraph (B), a local educational agency shall use the same measure of poverty, which measure shall be the number of children aged 5 through 17 in poverty counted in the most recent census data approved by the Secretary, the number of children eligible for a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.), the number of children in families receiving assistance under the State program funded under part A of title IV of the Social Security Act, or the number of children eligible to receive medical assistance under the Medicaid Program, or a composite of such indicators, with respect to all school attendance areas in the local educational agency—

i) to identify eligible school attendance areas;

ii) to determine the ranking of each area; and

iii) to determine allocations under subsection.

The 20-1 LEA uses all Title I funds received under this part only in the Upper Elementary School Building, which is the only eligible school attendance area. Our combined school is a CEP school with 100% of students eligible for free lunch for 2022-2023 and through the 2026-2027 school year.

Other schools within the district are operated primarily by the Bureau of Indian Education and are therefore not eligible for State LEA Title I funds.

Describe, in general, the nature of the programs to be conducted by such agency's schools under Sections 1114 – School wide Programs and 1115 – Targeted Assistance Programs and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

In general, the Section 1114 school wide Title I program at the Upper Elementary School consists of many activities to support children. Title I funds are used to pay salaries: part of a principal salary to support improved instruction by allowing more time to work with teachers on needs, 1 Student Advocate, 6 teachers, intervention teachers, and 7 para educators. It pays for supplies to supplement the base education of the children at the Upper Elementary school wide program, including intervention materials and programs for reading, math, language arts, and science. Monies are used to assist with providing technology hardware, software, and on-line licenses for use in classrooms, intervention rooms, and after-school programs.

Through the school wide program, students are also provided:

- Counseling for students on a by-student basis, group counseling as needed. Counseling curriculum includes the Lakota Circles of Hope Program and Second Step Curriculum.
- A well-rounded education including core subjects as well as PE/Health, Art, SmartLab, Computer & Digital Citizenship Education, Music, Lakota Language & Culture, and Library Education.
- School social worker, or other adult in the position of Home-to-School liaison, to work with students and parents to get them to school and see the importance of school, work with homeless students and their parents, and help make a plan for each family to help the students be successful in school regardless of homelessness or in a shelter situation.
- Rides to school, extra help for homeless students to get to and from school.
- Tutoring and homework help 3 days per week with tutoring, homework assistance, enrichment activities, a snack, and health/wellness activities.
- Buses around town and in communities around the area to take students to school in the morning.
- Parent/Guardian contacts when students are not at school to determine why they are absent and plan for better attendance.
- Social media & marquee posts and home notes about activities go home weekly to let parents know what is happening at school and parent involvement activities that are offered to students and parents/guardians.

Describe the services that will be provided to homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.).

Eagle Butte 20-1 School works with other entities to serve all the students in our school. The Home-to-School Liaison works with the McKinney-Vento Homeless Coordinator for the combined school to provide needed services for students. This includes counseling, day-to-day needs as they come up, including the need for winter clothing, extra clothes, weekend food, shoes, laundry needs, and help with getting to and from school. The nurse has a supply of hygiene products for students as needed. The school nurse provides attention to medical needs, and she has some breakfast foods and snacks for students who did not get the needed food for the day. Parents of homeless students have a way on the registration form to indicate that they are homeless. Then the Homeless Coordinator works with each family to determine needs and provide help for them. They communicate with our Home-to-School Liaison to fill the gaps for students in grades 3-6, as needed.

Describe the strategies that will be used to implement effective parent and family engagement under Section 1116 – Parent and Family Engagement.

NOTE: The strategies described here should reflect what is in the district level Parent and Family Engagement Plan.

C-EB has a Parent and Guardian Involvement Plan available to all parents, which includes, but is not limited to the following:

- The Wakpa Waste' Tiospaye Committee is composed of parents/guardians to provide input on and support programming to meet student needs.
- Parent/Guardian involvement activities for academics and for holiday activities
- We've developed collaborative partnerships with early-childhood community partners to promote parent involvement and family engagement
- Pancakes for parents/guardians, breakfast for buddies, and other activities
- Parent Teacher Conferences
- Awards breakfasts and Awards at end of the year
- Signed homework and take-home activities
- Home Notes are posted on social media and our school website
- Ideas for helping their students academically and with attendance at home
- Fall and spring parent/guardian forums
- Parent/Guardian training as determined by survey data
- Help parents get students to school
- Through a Title IV(a) grant, the home to school liaison works with parents on attendance and other needs. This person helps with transportation to/from school and to/from appointments.

Describe how the LEA will support, coordinate, and integrate services with early childhood education programs, including plans for the transition of participants in such programs to local elementary school programs. Section 1119.

Early childhood to Kindergarten transition happens in the spring including the Head Start and Birth to 5 Program. Students come to Kindergarten for a day and work with the teachers, while Kindergarteners are not at school for that day. The principal coordinates this with head start and advertises also for any student coming to Kindergarten to come in for this day.

The first grade has a visitation day to the Upper Elementary for the transition of first to second grade. The principals coordinate with each other to make a smooth transition for 1st grade students progressing onto 2nd grade.

In June, there is a 4-week Jump Start Program for incoming students in the Kindergarten classrooms with a teacher and para.

The Birth to 5 Program transitions students to Kindergarten by having transition meetings with the Kindergarten Special Education Teachers and the Principal.

The current MOU with the Cheyenne River Sioux Tribe stipulates the following:

1. Develop and implement a systematic procedure for receiving records regarding such children, transferred with parental consent from a Head Start program by transferring records of the four-year-old group to the C-EB Primary school at the time of the spring transition activity. The transfer will be between CRST Head Start staff and C-EB Primary office staff and principal.
2. Establish channels of communication between school staff and their counterparts (including teachers, social workers, and health staff) in such Head Start agencies or other entities carrying out early childhood education programs, as appropriate, to facilitate coordination of programs by having head start teachers and Kindergarten teachers meet for collaboration at least once yearly, to discuss standards and strategies relating to readying students for Kindergarten. This meeting will be coordinated by the C- EB Primary School Principal and the Head Start Director.
3. Conduct meetings involving parents, Kindergarten, or elementary school teachers, and Head Start teachers, as well as staff from the birth to five programs, to discuss the developmental and other needs of individual children. Again, this may be on a "when needed" basis, but at least once a year. The Head Start Director or the C-EB Primary Principal may plan and coordinate these meetings.
4. Organize and participate in joint transition-related training of school staff, Head Start program staff, and where appropriate, other early childhood education program staff. The C-EB Primary principal and the Head Start Director will coordinate this training along with the transition visit of students from the Head Start to the C-EB Primary School. While Kindergarten students are not at school for the day, Head Start students will visit the Kindergarten classrooms for a transition visit day. The Head Start teachers of the 4-year-olds who are visiting will meet with the C-EB Primary school principal and a lead Kindergarten teacher. During this training, Kindergarten standards and the Kindergarten NWEA Learning Continuum, and pre-Kindergarten standards will be discussed. An agenda,

minutes, and sign in sheet will be kept. Head Start teachers will be invited for a day of observing and team teaching with the Kindergarten teachers.

5. Link the education services provided by Eagle Butte School District 20-1 with the services provided by local Head Start agencies. This will be accomplished by completing the actions above, and by communication between the CRST Head Start director and the C-EB Primary School Principal. When Head Start has training that would apply to the Kindergarten staff, they may be invited to the training. And if training at C-EB is appropriate for Head Start staff, they will be invited to participate, as well.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part. If the district does not have any targeted assistance programs, please indicate that below.

We do not have a targeted assistance school program.

Describe how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable—

(A) through coordination with institutions of higher education, employers, and other local partners; and

(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

At the beginning of the school year, we hold an open-house to invite families and their students into the schools and classrooms to facilitate the annual transition process. The school, including Special Education, participates in a transition program due to the campus locations. The sixth grade has a visitation day to the Jr. High School for sixth to seventh grade; and the eighth grade has a visitation day to the High School eighth to ninth grade. Each of these transitions is tailored to the grade level and includes such things as a tour of the new building, information about moving classes, where special classes are held, and for High School, making a tentative schedule.

Staff collaborate with the grades above and below their own during an annual transition meeting to review MTSS data, and other factors relating to the students to provide teachers with knowledge for the next year's planning.

And the special education teachers have a transition meeting with each of the students moving from one case manager to the next. This involves the case managers and the principals, as well as other support people as determined necessary.

High school students are provided opportunities for post-secondary campus visits and tours, career fairs, attend subject and career specific events, meeting with military recruiters, receive assistance with FAFSA and scholarship applications. The students complete personal learning plans utilizing the SD My Life learning platform in partnership with the TRIO Program. Personal learning plans are used to counsel students on post-secondary opportunities and college and career readiness. Students also can develop career pathways by completing cluster courses through the Career and Technical Education Program.

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students, as defined in Section 1111(c)(2).

The school, in enforcement of the Elementary and Secondary Schools Education Act (ESEA), expects our schools to have a safe and supportive learning environment for all students and staff.

Positive Behavior Intervention and Support (PBIS) BRAVES program is used school wide to ensure that students are being taught procedures for thriving and success. The BRAVES store was implemented to reinforce positive procedure and management, and continues each year to offer a variety of incentive options for students K-12. The students need to meet the criteria of the BRAVES expectations to be eligible for BRAVES bucks which can then be used at the BRAVES store. BRAVES --- Be prepared, be Responsible, have a good Attitude, demonstrate positive Values, strive for Excellence, and practice Safety. This year, documentation for 2nd-6th grades behavior will use the PBIS-SWIS system, with funds directed to support grades 3-6.

This fall, we will relaunch PBIS with staff development for everyone on effectively using the program. Each classroom teacher is asked to have a class meeting to review Second Step lessons, and students grades 2-6 and the Alternative Center (E.A.G.L.E. Center) have Lakota Circles of Hope training which is grade level appropriate for 12 weeks each fall and winter. This training centers around the Lakota Values and helps students thrive in and out of school.

Also, new teachers have two days of training before other staff arrive. They have training which includes appropriate classroom management techniques, Crisis Prevention & Intervention (CPI), engagement strategies, curriculum use, instructional models, and other topics.

Time-out is used as a last resort for the classroom teacher when a child is not able to follow the procedures and rules of the classroom. Each teacher has measures within the classroom to gain student compliance, and only when none of those measures work do they resort to calling for help or removing the child to Time Out. Time Out is a short-term option and the child is returned to the classroom at the earliest possible time when he/she is ready to work. ISS is reserved for times when the student is unable to follow rules and procedures, and is assigned a work time away from the classroom. OSS is reserved for students breaking rules such as weapons or drug violations, or multiple infractions of insubordination.

The school wide discipline matrix has been redesigned to include restorative and trauma informed practices and measures to decrease or eliminate the need for students to be removed from the educational setting to the greatest extent possible.

If the LEA determines this to be appropriate, describe how the LEA will support programs that coordinate and integrate—

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

The E.A.G.L.E. Center is an alternative academic setting with individualized learning programs for all students in attendance. Students in attendance at the E.A.G.L.E. Center are placed through meeting a local criterion list (i.e., attendance, academics, counseling, behavior, and teen-pregnancy).

The high school provides a well-rounded CTE program with courses in Family and Consumer Science, Welding and Agriculture and Wildlife, Manufacturing, Business & Finance, STEM & Computer Science Education, and Building Trades & Construction.

Students from Junior High are utilized as mentors in Primary School. Students from the High School are utilized as mentors in the Upper Elementary School. The students receive an orientation for expectations as student mentors. This orientation consists of a tour of the school, going over the school rules, and training in how to support foundational reading skills-phonemic awareness, phonics, fluency, comprehension, and vocabulary.

High school students are provided opportunities for post-secondary campus visits and tours, career fairs, attend subject and career specific events, meeting with military recruiters, receive assistance with FAFSA and scholarship applications. The students complete personal learning plans utilizing the SD My Life learning platform in partnership with the TRIO Program. Personal learning plans are used to counsel students on post-secondary opportunities and college and career readiness. Students also can develop career pathways by completing cluster courses through the Career and Technical Education Program. Additionally, work-based opportunities are developed in partnership with community businesses by CTE (Career and Technical Education) Cluster teachers.

Describe any other information on how the funds will be used to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and

(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Gifted and Talented students are served by a GT program supported by other funding sources. Students that are identified have gifted IEPs and are served within the parameters of the BIE Gifted programming. District 20-1 students are afforded services within this program, with district funds being allocated as needed for services related to serving these students.

Library programs are funded throughout the school with several different funding sources. Student checkout is by barcode; library books may be checked out at three different libraries across the combined school. In the Upper Elementary, Library needs are supplemented with Title I funds, and the Media Center teacher spends 5 extra days at each end of her contract cataloging new books, finishing reports for Library usage, and readying the library for a busy year. This is part of the Title I budget to supplement the basic program. Funding for books and computers for the library are also part of Title budgeting. Digital literacy education is embedded within the computer courses, SMART Lab, and classroom settings.

ACCESS TO AND OPPORTUNITIES FOR A WELL-ROUNDED EDUCATION FOR ALL STUDENTS -

The Cheyenne-Eagle Butte Schools provides many opportunities for all students to partake in academic, enrichment, credit recovery, intervention, and extra-curricular activities.

Primary and Upper Elementary (K-6) -

- Core Academics:
 - The Primary and Upper Elementary School utilizes Open Court for K-5 reading/language arts curriculum and Study Sync for grade 6-12 reading/language arts curriculum. Reveal Math is utilized as a K-12 core math curriculum. There are specific blocks of time dedicated to the reading and math program. During this time, students are provided whole group instruction followed by differentiated instruction.
 - The classroom teachers utilize the NWEA Measure of Academic Progress Learning Continuum results to drive instruction, in addition to curricular assessments. Students engage in activities that align with their specific needs while maintaining use of grade level material.
 - Higher order thinking skills and engagement strategies are utilized in delivering our core academic instruction. (SEAM Strategies)
 - Instructional Coaches support teachers with strategies to successfully implement the core curriculum to promote high-quality instructional delivery using the Jim Knight's Impact Cycles for Instructional Coaching. Building Principals support teachers using the Danielson Framework for Teaching Model.
- Intervention:
 - The Primary and Upper Elementary School utilizes the NWEA Measure of Academic Progress - Learning Continuum, SD State Assessment, and curricular assessments to make data driven decisions for intervention services. There is a specific time scheduled throughout the day explicitly for reading and math intervention. During this time all

students work on skills that are specifically identified as a need to increase their academic achievement and growth.

- **Enrichment:**
 - The Primary School utilizes online programs that address specific skill sets for students and aligns with NWEA MAP. These online programs are facilitated by the classroom teachers. All K-1 students have a customized program to increase academic achievement.
 - The Upper Elementary School utilizes a combination of direct instruction and online programming to support enrichment, core instruction, differentiation, intervention and remediation of skills.
- **Parent Involvement:**
 - The C-EB Schools partner with the Cheyenne River Title I Program and the Wakpa Waste' Tiospaye Committee (WWTC) to provide parent involvement services and activities. The activities are scheduled on a monthly basis with staff members from each entity (BIE/CRST Title I and Eagle Butte School District 20-1). The activities have historically been themed. The C-EB Schools and CRST Title I Program partner for an annual Fall and Spring Forum. During this time information regarding Federal Programs is shared along with a question-and-answer session. When the Spring Forum is hosted the C-EB Schools and CRST Title I Program provides a stakeholder survey to determine the needs and outcomes of the school year to create a better upcoming school year. Our school engages in gathering stakeholder and Tribal input through multiple means.
- **Extra-Curricular:**
 - The Primary and Upper Elementary School is involved in music and drama. Grades K-6 collaborates with Missoula Children's Theater to host a Fall play. The Upper Elementary extracurricular activities include Destination Imagination (DI), Youth Sports Development Program, First Lego League, Lakota Language & Culture activities, and our robust after-school enrichment program.
 - The Upper Elementary hosts concerts in winter, right before the winter holiday, and another concert in May. In conjunction with the After School program, piano students invite parents/guardians to listen in on their concert in the spring, and some students perform at a contest and at the spring concert.
 - The Upper Elementary School offers art as a part of the regular specials schedule, and an Advanced Art class as well.
 - Extra-curricular activities that are offered after-school includes a dance skills class, health/wellness activities, archery team/program, hand games, Lakota cultural & language activities, flag football, 5th & 6th grade basketball, First Lego League, Destination Imagination, and STEM activities.

Junior High -

- *Core Academics:* English Language Arts, Math, Science, Social Studies are core classes in the Junior High. Other classes include Lakota Language and Culture, Computers, PE, and Health,

- *Intervention:* Each day, one period is set aside for intervention for every student. Level Best is used as programming for that 40-minute period.
- *Summer School* – Summer school is designed to help students gain skills that they did not attain during the regular school year, through credit recovery.
- *Parent Involvement* - Parents are invited to Parent Teacher Conferences twice yearly, and to themed parent involvement activities on a periodic basis.
- *Enrichment:* The last hour of the day is set aside for enrichment and exploratory options for students. At this time, students may enroll in one enrichment class, including academic board game options, PE options such as archery, fine arts, and writing, etc.
- *Extra-Curricular:* Junior High offers competitive sports including football, basketball, volleyball, cross country, and track. Cheerleading is also an option in Junior High.

High School -

- *Core Academics* -- High School is accredited with the state of South Dakota to offer a program of High School Graduation where students can meet the minimum graduation requirements, or if so, desired can meet the regent scholar status of diploma with higher levels of classes and cross curricular areas of language (Lakota), Math and Science, English, Social Studies, and Fine Arts.
- *Intervention* - Students who require interventions are referred through the RTI process where data is reviewed and plans are developed to best support individual student needs.
- *Enrichment* - The High School Principal occasionally signs off on students' requests for dual credit where the State of South Dakota picks up two-thirds of the cost of college credit and the student the other third of the cost for on-line college classes. The high school offers a wide range of Career & Technical Education classes including ag mechanics, welding and wildlife and fisheries, manufacturing, business and finance, and a range of Family and Consumer Science classes, a range of Art classes, and other enrichment opportunities.
- *Credit Recovery*—Opportunities for High School students to recover credit to remain with their cohort group are provided, when they were not successful in a class for assorted reasons.
- *Parent Involvement* -- Parents are invited to Parent Teacher Conferences twice yearly, and to themed parent involvement activities on a periodic basis
- *Extra-Curricular* - C-EB High School is a member of the South Dakota High School Athletics Association. As an A-Class school, the High School offers Cross Country, Football, Volleyball, Boys and Girls Basketball, Track, Golf, and Cheerleading. The High School also offers Fine Arts options of Art, Chorus, FFA (Future Farmers of America), and Business Planning through CTE (Career and Technical Education) courses. Hand games, Lakota Drumming, and Traditional Singing are also offered to interested students.

SCHOOL CONDITIONS FOR STUDENT LEARNING -

HEALTHY:

The school adheres to a Wellness Policy with the premise that “living a healthy lifestyle and maintaining a healthy weight requires a combination of reliable access to healthy food and physical activity options, knowledge of nutrition, and appropriate amounts of physical activity. A coordinated effort by the entire community including child nutrition professionals, school board members,

parents/guardians, students, school administrators, teachers, and the business community is warranted. These efforts involve adults serving as role models and community members being informed of the policies that improve the long-term health and well-being of South Dakota students.

In the Child Nutrition and WIC Reauthorization Act of 2004, PL 108-265, the U.S. Congress established a new requirement for all local agencies (including public and nonpublic, as well as Residential Child Care Institutions) with a federally funded National School Lunch Program (NSLP) to have a Wellness Policy. The Healthy Hunger Free Kids Act of 2010 strengthens the nutrition and physical activity requirements for school wellness policies and includes goals for nutrition promotion, while still permitting local flexibility so districts can tailor policies to their needs. These requirements are reflected within our Wellness Plan.

The South Dakota Department of Education (SDDOE) recommends that some aspects of a broader conception of “wellness” can be addressed after the initial policy of nutrition, nutrition education, physical education, and other aspects have been adopted. Social-emotional wellness is supported through the implementation of curriculum and our PBIS BRAVES program. According to the Wellness Policy the C-EB Schools will focus on the following:

- Nutrition Standards
- Nutrition Education and Promotion
- Physical Activity, Physical Education and Promotion
- Other School Based Activities

The Cheyenne Eagle Butte Schools have a strategic role to play in improving the health and well-being of children. Additionally, the implementation of this plan will help our students to become more aware of the positive impact that good nutrition has on deterring the risk of preventable diseases.

SAFE ENVIRONMENT:

A School Safety Assessment was completed in 2019-2020 and is used to bolster emergency and facilities improvements to support a safe learning environment.

Building security increased by installing campus safety bollards, video entry intercom systems at high density entrance points, with all other doors as emergency exits, and on the exterior of the facility for monitoring and safety purposes.

Working cameras, staff using Positive Behavior Intervention and Support (PBIS) strategies for supervision, and all staff being aware and in charge of students' work to decrease discipline issues and increase safety.

SCHOOL-WIDE DATA:

NWEA Data: 4 years of AYP (NWEA MAP) with pre-pandemic comparison data *(two years before, as there was no testing in Spring 2020)* with Number and % of students meeting the 50th percentile:

Grade Math	Spring 2024	Spring 2023	Spring 2022	Spring 2021	Comparative data from Fall of 2018
K	32/72 44.4%	19/97=19.6%	6/81= 7.4%	15/68= 22.1%	9/76 = 11.8%
1	14/94 14.9%	4/85=4.7%	7/71 = 9.9%	3/79= 3.8%	18/97 = 18.5%
2	18/91 19.8%	22/83=26.5%	15/90=16.7%	14/66= 21.2%	29/75 = 38.7%
3	22/82 26.8%	15/91=16.5%	12/75= 16.0%	6/76= 7.9%	17/102 = 16.7%
4	17/87 19.5%	14/81=17.3%	7/78= 9.0%	3/61= 4.92%	18/96 = 18.75% (96)
5	11/86 12.8%	6/80=7.5%	3/61= 4.9%	9/79= 11.4%	18/87 = 20.7% (87)
6	6/83 7.2%	6/75=8%	5/80= 6.3%	8/80= 10%	16/78 =20.5% (78)
7	10/72 13.9%	6/85=7.1%	6/65= 9.2%	11/73= 15.1%	12/91 = 13.2% (95)
8	14/85 16.5%	7/76=9.2%	11/66= 16.7%	6/62= 9.7%	19/102 = 18.6%

9	15/79 19.0%	21/81=25.9%	6/52= 11.5%	11/54= 20.4%	10/86 = 11.6%
10	12/68 17.6%	11/59=18.6%	12/42= 28.6%	16/52= 30.8%	17/74 = 23.0%
11	8/50 16.0%	16/55=29.1%	10/36= 27.8%	15/48= 31.25%	25/75 = 33.3%
12	14/49 28.6%	10/49=20.4%	7/34= 20.6%	8/32= 25.0%	7/44 = 15.9%
Proficient / total tested	193/998 19.3%	157/997=15.7 %	107/831 =12.9%	125/798 = 15.7%	215/1083 =19.9%

Grade Reading	Spring 2024	Spring 2023	Spring 2022	Spring 2021	Comparison data 2018 - 2019
K	20/71 28.2%	10/98=10.2%	7/85= 8.2%	12/70 =17.1%	9/76 = 11.8%
1	12/94 12.8%	6/85=7.1%	3/71=4.2%	9/79 = 11.4%	17/96 = 17.7%

2	10/90 11.1%	13/83=15.7%	7/90=7.8%	12/66 = 18.2%	29/75 = 38.7%
3	20/82 24.4%	13/91=14.3%	16/75=21.3%	12/76 =15.8%	19/100 =19.0%
4	18/87 20.7%	23/81=28.4%	10/76=13.6%	10/61 = 16.4%	23/96 = 24.0%
5	20/85 23.5%	11/80=13.8%	12/61=19.7%	11/79 = 13.9%	22/87 = 25.3%
6	12/81 14.8%	14/75=18.7%	16/80=20%	19/78 = 24.4%	23/78 = 29.5%
7	14/70 20%	16/85=18.8%	13/65= 20%	12/74 = 16.2%	21/91 = 23.1%
8	5/85 5.9%	23/74=31.1%	15/66= 23%	13/63 = 20.6%	28/100 = 28%
9	23/80 28.8%	23/78=29.5%	13/42= 30%	15/53 = 28.3%	32/99 = 34.1%
10	18/67 26.9%	12/59=20.3.%	15/41= 36.6%	18/47 =38.3%	28/67 = 41.8%

11	11/51 21.6%	18/54=33.3%	15/37= 40.5%	16/46 = 34.8%	35/73 = 47.9%
12	18/49 36.7%	10/49=20.4%	9/34= 26.5%	16/31 = 51.6%	26/44 = 59.1%
overall	201/992 20.3%	192/995= 19.3%	151/888= 17.0%	175/823= 21.3%	312/1082= 28.84%

PROFESSIONAL DEVELOPMENT:

Professional Development is planned for Cheyenne-Eagle Butte Schools and is a Cooperative effort between District 20-1, the Bureau of Indian Education (BIE), and the Cheyenne River Sioux Tribe Title I Program. Funds are utilized only for those purposes which are the responsibility of each individual entity.

Each year, the administrative team develops a professional development plan and estimated budget, utilizing needs based upon CNAs (Comprehensive Needs Assessment), School Improvement Plans, and other data points to best support the school improvement process. The plan includes training and professional development for teachers, para professionals, and all other staff, as well as PD for parents occasionally. This is not an all-inclusive list, and subject to change through the year as needs change, but it is a plan for the three entities to document the professional development needed through the year.

**CHEYENNE – EAGLE BUTTE SCHOOL
PROFESSIONAL DEVELOPMENT ESTIMATED BUDGET 2024-2025**

DATE(S)	TOPIC	SOURCE	AMOUNT
BOY In-Service: Fall 2024 Week of Aug 12-16	All Staff Training week. <ul style="list-style-type: none"> • Cultural Presenters (2) • CPR, First Aid, AED Training • CPI Training • Stand Down, ATOD (varies) • PD Choice Board Sessions • SPED Training 	District 20-1: CRST Title I BIE	District 20-1: Cultural Presenter Fees for Choice Board and \$4,480 CRST Title I: \$4,000 BIE: \$4,500

BOY In-Service and ongoing as the Lakota Program Develops	Lakota Language & Culture Training - Chris Bordeaux Consulting; Jonni Hertel, Consulting	District 20 -1 CRST Title I BIE	\$0 \$0 \$0
BOY	C-EB: Each Area Years of Service & Staff Recognition <ul style="list-style-type: none"> Awards Banquet 	District 20 -1 CRST Title I BIE	\$500 \$500 \$500
SY 24-25	New Teacher Mentoring <ul style="list-style-type: none"> (1) K-1, (3) UE, (1) 7-8, (2) 9-12, (3) E.C. \$1,200 to Mentor \$600 to Mentee 	District 20 -1 CRST Title I BIE	\$6,000 \$6,000 \$0
SY 24-25	K-12 + E.C. School Success Team: 2 meetings monthly and 1 meeting for May. 4:15-5:15 pm (25) certified teachers \$35/hr. and (1) paraprofessional staff \$30/hr. in-person attendance only	District 20 -1 - Split CRST Title I - Split BIE	\$20,000 \$25,000 \$0
SPED Training	SPED Training -BOY SPED Training -Early-out SPED Presenters- Parent Connections -\$800 for 4 days of SPED Presenters BOY Training	District 20 -1 CRST Title I BIE	\$3,200 \$1,600 \$3,000
Online individually	DOI Required Trainings: Defensive Driving, Credit Card Training, IMT, FERPA, Federal Programs, Ethics, etc.	District 20 -1 CRST Title I BIE	\$0 \$0 \$0
Substitute Training	<ul style="list-style-type: none"> Substitute Training <ul style="list-style-type: none"> 4 hours x 75 staff 	District 20 -1 CRST Title I BIE	\$4,000 \$0 \$0
ParaPro - ETS Praxis	<ul style="list-style-type: none"> BIE pays for those who are employed by BIE 	District 20 -1 CRST Title I BIE	\$0 \$0 \$1,000
SEL Learning	<ul style="list-style-type: none"> K-12 PBIS/Second Step (supplies for Kick Off) Jr. High/High School PBIS E.A.G.L.E. Center: Acellus 7 K-12 & E.A.G.L.E. Center: Digital Citizenship 	District 20 -1 CRST Title I BIE	\$3,000 \$9,000 \$9,000

SY 24-25	Continued Education classes as applied for through PD forms	District 20-1	\$12,000
		CRST Title I	\$20,000
		BIE	\$10,000
SY 24-25	Parent Forums Fall/Winter/Spring	District 20 -1	\$2500
		CRST Title I	\$2500
		BIE	\$0
SY 24-25	Technology in Education (TIE) (Registration/Travel)	District 20 -1	\$10,000
		CRST Title I	\$5,000
		BIE	\$10,000
SY 24-25	<ul style="list-style-type: none"> ● Book Studies/Workshops - <ul style="list-style-type: none"> ● Stipends: 40 staff x 16 hours x \$35/hour ● 2 Semesters–1 Book Studies/Workshops per semester 	District 20 -1	\$22,400
		CRST Title I	\$2,000
		BIE	\$0
SY 24-25	<ul style="list-style-type: none"> ● Lakota Language Instructor Certification <ul style="list-style-type: none"> ● 2 Semesters 	District 20 -1	\$0
		CRST Title I	\$0
		BIE	\$15,000
SY 24-25	Lakota Circles of Hope Grades 3 - 6	District 20 -1	\$2,500
		CRST Title I	\$0
		BIE	\$0
May 2025	Primary Planning <ul style="list-style-type: none"> ● 6 staff x 4 days x \$35/hour 	District 20 -1	\$0
		CRST Title I	\$2,562
		BIE	\$4,000
May 20, 2025	UE Planning <ul style="list-style-type: none"> ● 20 staff @ \$35 x 6 Hours 	District 20-1	\$4,200
May 2025	JH Planning <ul style="list-style-type: none"> ● 6 staff x 3 days x \$35/hour ● 1 para x 3 days x \$30/hour ● 1 counselor x 3 days x \$35/hour = 	District 20 -1	\$0
		CRST Title I	\$3,480
		BIE	\$1,000
May 27-June 6, 2025	HS Planning <ul style="list-style-type: none"> ● 4 staff x 9 days x \$35/hour 	District 20 -1	\$0
		CRST Title I	\$2,100
		BIE	\$10,080
June 13, 2025	EC Planning	District 20-1	\$0

	<ul style="list-style-type: none"> ● BIE: 4 staff x 1 day x \$35/hour ● 20-1: 3 staff x 1 day x \$35/hour 	CRST Title I	\$840
		BIE	\$1,120
SY 24-25	<ul style="list-style-type: none"> ● SPED Forums and Child Find ● Parents/Guardians/Community 	District 20 -1	\$500
		CRST Title I	\$500
		BIE	\$5,000
SY 24-25	Grades 3-6: Instructional Coaching PD	District 20-1	\$1,000
		CRST Title I	\$0
		BIE	\$0
SY 24-25	Acellus Quick Start Training	District 20-1	\$0
		CRST Title I	\$0
		BIE	\$1,500
SY 24-25	Edivate - Professional Development	District 20-1	\$6,500
		CRST Title I	\$0
		BIE	\$0
SY 24-25	CTE PD	District 20-1	\$5,000
		CRST Title I	\$2,000
		BIE	\$1,000
SY 24-25	Achieve 3000 Literacy	District 20-1	\$0
		CRST Title I	\$11,000
		BIE	\$0
Summer 2025	TBA–Other Conferences	District 20-1	\$4,000
		CRST Title I	\$15,000
		BIE	\$20,000
SY 24-25	J1 Visa Teacher Cultural Experience	District 20-1	\$7,000
		CRST Title I	\$0
		BIE	\$0
SY 24-25	NWEA MAPS PD Training	District 20-1	\$0
		CRST Title I	\$1,260
		BIE	\$0

SY 24-25	Staff Development: Administration	District 20-1	\$0
		CRST Title I	\$10,000
		BIE	\$10,000
SY 24-25	Cognia	District 20-1	\$0
		CRST Title I	\$0
		BIE	\$10,000

CHEYENNE – EAGLE BUTTE TITLE & PARENT/GUARDIAN INVOLVEMENT POLICY:

In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents/guardians of participating children a written parental involvement policy that contains information required by section 1116 of Every Student Succeeds Act (ESSA). The policy concerning how to submit comments concerning Federal Programs is in this student handbook. Every parent/guardian receives a copy of the handbook at registration each year.

PART I. GENERAL EXPECTATIONS

Cheyenne – Eagle Butte Schools agrees to implement the following statutory requirements:

- Consistent with section 1116, the school will work to ensure that the required school level parental involvement policies meet the requirements of section 1116 of the ESEA, and each include, as a component, a school-parent compact consistent with section 1116d) of the ESEA.
- Schools will notify parents/guardians of the Parent/Guardian Involvement Initiative through various methods and evidence of locations will be housed in the 20 -1 Superintendent and BIE School Supervisor's offices. The policy will be made available to the local community and updated periodically to meet the changing needs of parents/guardians and the school.
- In carrying out the Title I, Part A, parental involvement requirements, the Cheyenne – Eagle Butte School will provide full opportunities for the participation of parents/guardians with limited English proficiency, parents/guardians with disabilities, and parents/guardians of migratory children, including providing information and school reports required under section 1111 of the ESEA.
- The school will involve the parents/guardians of children served in Title I, Part A schools in decisions through invitation and encouragement to volunteer on the Wakpa Waste' Tiospaye Committee (Parent Involvement Committee).
- The school will build its own and the parent's/guardian's capacity for strong involvement through monthly Wakpa Waste' Tiospaye Committee (Parent Involvement Committee) meetings. Wakpa Waste' Tiospaye Committee (Parent Involvement Committee) will review data and provide input toward improving academic achievement.
- Inform parents/guardians of the curriculum, state academic and content standards at the fall open house, and assist parents/guardians in building their capacity for academic achievement through understanding content standards, requirements of Title I programs, monitoring of their child's progress and parents/guardians working with educators.
- The school will provide other reasonable support for parent/guardian involvement activities under section 1116 of the ESEA as the parent's/guardian's request.

- The school will be governed by the following statutory definition of parent/guardian involvement, and will carry out programs, activities, and procedures in accordance with this definition: Parental involvement means the participation of parents/guardians in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 1. that parents/guardians play an integral role in assisting their child’s learning;
 2. that parents/guardians are encouraged to be actively involved in their child’s education at school;
 3. that parents/guardians are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
 4. the carrying out of other activities, such as those described in section 1116 of the ESEA (See appendix A)

PART II. DESCRIPTION OF HOW SCHOOLS WILL IMPLEMENT REQUIRED SCHOOL PARENT/GUARDIAN INVOLVEMENT POLICY COMPONENTS:

The Cheyenne - Eagle Butte Schools will take the following actions to involve parents/guardians in the joint development of its school parental involvement plan under section 1116 of the ESEA:

1. The Wakpa Waste’ Tiospaye Committee (Parent Involvement Committee) meets throughout the year. C-EB Schools will recruit parent/guardian volunteers to attend these meetings.
2. Involve parents/guardians in the planning, review, and implementation of school activities along with school program changes and improvements, review surveys, providing parents/guardians the opportunity to submit comments and ideas on the individual improvement plan of each school.

The Cheyenne - Eagle Butte Schools will take the following actions to involve parents/guardians in the process of school review and improvement under section 1116 of the ESEA:

1. Parents/Guardians are notified of the annual meeting through the newspaper, posters, signs, school messenger and a letter home.
2. Parent/Guardian meetings are scheduled throughout the school year to give them the opportunity to make program recommendations for the school reform process.

The Cheyenne - Eagle Butte Schools will hold an annual meeting to inform parents/guardians of the school’s participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents/guardians to be involved in Title I, Part A programs. The school will convene the meeting at a time convenient for parents/guardians and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents/guardians as possible are able to attend. The school will invite all parents/guardians of children participating in Title I, Part A programs to this meeting, and will encourage them to attend, by:

1. Fall, Winter, and Spring Parent/Guardian Forums (in accordance with all Federal Program requirements).

Cheyenne - Eagle Butte Schools will provide parents/guardians of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the

school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet these ways by:

1. Informing parents/guardians of academic achievement using various assessment results given throughout the school year and proficiency levels for each assessment will be provided at that time.
2. Assisting parents/guardians in building their capacity for academic achievement through understanding assessment results and South Dakota student content standards.
3. Having teachers provide progress monitoring results to the parents/guardians for data-driven instruction that will assist in creating individualized learning for their child throughout the school day.

Cheyenne - Eagle Butte Schools will, at the request of parents/guardians, provide opportunities for regular meetings for parents/guardians to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible by:

1. Keeping communication open between the parents/guardians and the school, which in turn will give the parents/guardians an opportunity to submit personal views of the school's programming.
2. Receiving parent/guardian suggestions and share them with the appropriate administrative team to determine the feasibility of programming changes.
3. Implementing all agreed upon programming changes will be implemented at the building level with School Board approval.

Cheyenne - Eagle Butte Schools will provide each parent/guardian with an individual student report about the performance of their child on the State assessment in at least math, language arts and reading by:

1. Informing parents/guardians of academic achievement using various assessment results given throughout the school year and proficiency levels for each assessment will be provided at that time.
2. Assuring curriculum is aligned with the State of South Dakota content standards.
3. Assisting parents/guardians in building their capacity for academic achievement through understanding, assessment results and South Dakota student content standards.
4. Having teachers provide progress monitoring results to the parents/guardians for data-driven instruction that will assist in creating individualized learning for their child throughout the school day.

The Cheyenne - Eagle Butte Schools will take the following actions to provide each parent/guardian timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002) by:

1. Providing a notice will be provided to the parents/guardians in letter format from the building level principal of each classroom teacher who is not highly qualified by the first two weeks of the school year.
2. Notifying Parents/Guardians within four weeks that their student is being taught by a non-highly qualified teacher during the school year.

The Cheyenne-Eagle Butte Schools will aid parents/guardians of children served by the school, as appropriate, in understanding topics by undertaking the actions described in this paragraph:

1. the state's academic content standards,
2. the state's student academic achievement standards,
3. the state and local academic assessments including alternate assessments,
4. the requirements of Part A,
5. how to monitor their child's progress, and
6. how to work with educators through Family Nights, Parent Involvement Coordinator, Parent Involvement Newsletter, local workshops, Parent/Teacher Conferences, Wakpa Waste' Tiospaye Committee (Parent Involvement Committee), Classroom Teacher Newsletter but not limited to these activities.

The Cheyenne – Eagle Butte Schools will provide materials and training to help parents/guardians work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by providing:

1. Academic Family Nights
2. Classroom Teacher Newsletter
3. Parent/Guardian - Teacher Conferences
4. Wakpa Waste' Tiospaye Committee (Parent Involvement Committee)
5. Technology Family Night.

The Cheyenne - Eagle Butte Schools will, with the assistance of its parents/guardians, educate its teachers, principals, outside agency contractors and other staff in how to reach out to, communicate with, and work with parents/guardians as equal partners in the value and utility of contributions of parents/guardians, and in how to implement and coordinate parent/guardian programs and build ties between parents/guardians and schools, by:

1. Fall In-service
2. Wakpa Waste' Tiospaye Committee (Parent Involvement Committee)
3. Evening workshops
4. Professional literature dissemination
5. Inform parents/guardians of additional resources and organizations available published in the school information pamphlet given out at registration. The pamphlet will also provide parents/guardians with an opportunity to respond and have input into the progress of the school.

The Cheyenne - Eagle Butte Schools will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, the Infant & Toddler Program, TRIO Program, the CRST Higher Education Program, and other programs. The school will also conduct other activities, such as resource centers that encourage and support parents/guardians in more fully participating in the education of their children by:

1. Coordinate with Head Start to align programming into the academic setting
2. Visitation and Transition meetings from Head Start to Kindergarten, 1st to 2nd grade, 6th to 7th grade, 8th to 9th grade, 12th to post-secondary activities (college, employment and living skills)
3. Pre-registration to Kindergarten; academic setting expectations/readiness
4. Jumpstart; summer school program for incoming Kindergarteners

5. Community health partners such as the CRST Youth Diabetes Program to promote health and wellness

Cheyenne - Eagle Butte Schools will take the following actions to ensure that information related to the school and parent/guardian-programs, meetings, and other activities is sent to parents/guardians of participating children in alternative formats:

1. Encourage parents and guardians to visit directly with their children's teachers and/or principal regarding school concerns.
2. Translation of information to first language upon request.
3. Invite and encourage parents/guardians to volunteer their time and talents in the school by serving as chaperones, classroom helpers, and class guests.
4. Provide support for parental involvement activities as requested by parents and guardians.
5. Educate parents/guardians on the Elementary and Secondary Education Act