

HOME OF THE BRAVES

Eagle Butte School District 20-1

2025 - 2026

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) and cooperative partner, the Eagle Butte School District 20-1 LEA, 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 Public School District 20-1. 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 separate 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 annual 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 9th 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: 20-1 Superintendent, BIE School Supervisor, Primary Principal, Upper Elementary (UE) Principal and Assistant Principal, Junior High Principal, High School Principal, E.A.G.L.E. Center Principal, Curriculum Coordinator, Upper Elementary Instructional Coaches, CRST Title I Director, Special Education Directors of both the 20-1 & BIE, 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.

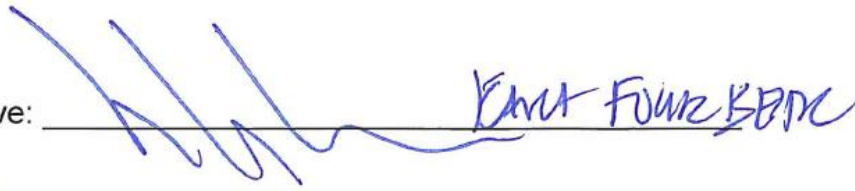
The High School Career and Technical Education program develops an annual action plan for program improvements, based upon data collected through surveys, student achievement data, and community & industry based economic and industry needs. The UE completed the CLNA process and will be entering into the 2025-2026 school year with a fresh plan and newly adjusted goals, as the UE is the only school in the district served by state Title I funds. The BIE and District 20-1 are independently accredited through the South Dakota State Accreditation Review Board.

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: _____

 Kent Four BDC

Date: _____

6/27/2025

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. Our LEA will continue to provide a well-rounded instructional program through an intentional focus on increasing student engagement, relevance, and rigor. Teachers will implement Project-Based Learning and standards-based lesson design strategies to boost student motivation and academic achievement. A literacy leadership team will guide implementation of the Science of Reading, and all instructional staff will participate in book studies and PD on explicit instruction. Curriculum reviews will be conducted in grade-level meetings with a focus on alignment to SD state standards and cultural relevance.

Trauma-Informed Care training and workshops in culturally relevant teaching practices will also be included to support students' social-emotional needs. Instructional programming includes core content, fine arts, Lakota language and culture, STEM SmartLab, digital literacy instruction, library skills, SEL curriculum, and health. Smaller class sizes, additional para support, and regional teachers for part-time intervention will enhance individualized instruction. A one-to-one student technology model remains in place to support learning.

- 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.

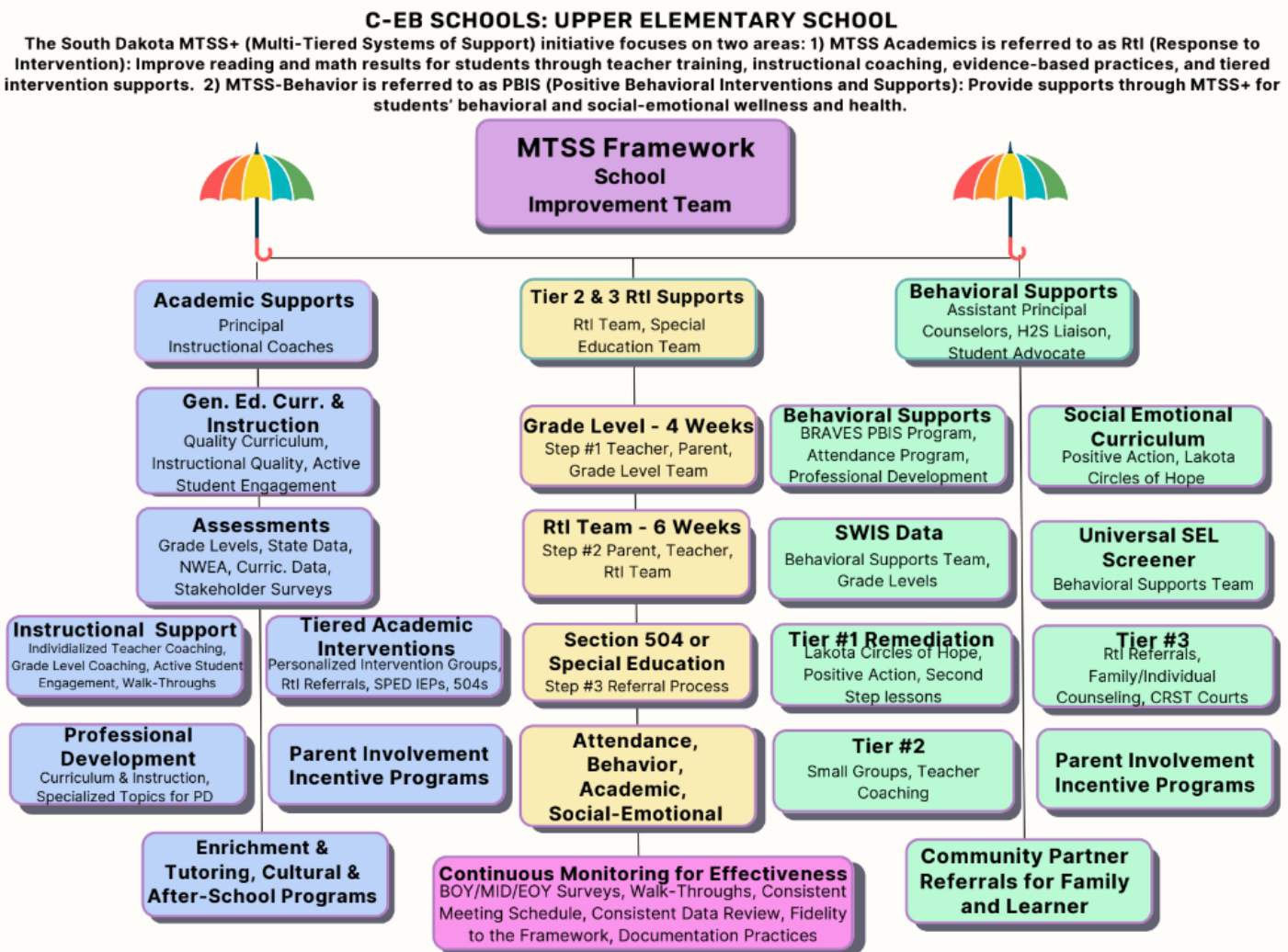
Our school will implement a robust monitoring system using a centralized data hub, supported by grade-level Data Captains. These captains will track and analyze student performance in reading and math using State Assessment, NWEA MAP, STAR, and other diagnostics. School-wide progress in behavior, SEL, and attendance will also be tracked through SWIS, NASIS, BESS, and teacher evaluation systems.

Standard operating procedures for data usage will be implemented and aligned with coaching cycles, lesson planning, and classroom walkthroughs. Staff will regularly review data to identify needs for academic interventions, behavior supports, or attendance actions. Data use will also guide group formation for small group instruction and enrichment.

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

PLC Coaches Week: The purpose of the PLC meeting is to discuss curriculum, materials, organizing, instructional support, professional learning topics related to each team or school-wide goals, etc. These teams meet to discuss data related to individual students. Interventions in reading and math are provided and organized with by data-driven student grouping: 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. Maintains a working agenda with tasks assigned as needed.

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



C. We will continue to prioritize attendance through an updated strategic plan supported by the SIT and Behavior Teams. Chronic absenteeism data will be reviewed twice a month to identify root causes and individual student needs. Supports include attendance contracts, family meetings, home visits, goal-setting, and referrals to outside partners.

Quarterly academic, attendance, after-school program attendance, and BRAVES Citizenship awards ceremonies will be implemented to bolster community-engagement efforts. Additionally, events such as Family Literacy Nights, Math Nights, and STEM Nights will be aligned to reinforce attendance improvement and academic engagement practices. Students will also experience educational field trips that are aligned with unit and curricular topics by grade level to reinforce learning standards and conceptualized learning. It is our intent to partner with state-wide organizations such as Sanford Labs, Ellsworth Air Force Base, Discovery Center, local GFP Hatcheries, and other like-minded organizations to provide these

enriching and extended off- and on-campus learning opportunities. A student and family engagement survey will monitor progress and inform needed adjustments.

Our after-school program is made available to all learners to support academic success and educational assistance. This program runs three evenings a week. Activities include academic tutoring driven by individualized learning needs in core subjects, and enrichment activities that include but are not limited to: STEM activities, archery, music lessons, 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.

- 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.
- Science of Reading and structured literacy implementation.
 - Relevance, Rigor, and Engagement (Explicit Instruction) book studies.
 - Culturally Relevant Teaching and Trauma-Informed Care workshops.
 - Unity Training and Standard Operating Procedures (SOPs).
 - Grade-level lesson planning, curriculum reviews, and data-driven individualized student supports for all levels of our MTSS.
 - Teacher/para partnership training.
 - Data-driven instructional coaching using Jim Knight's Impact Cycles and Danielson Framework.
- E. Both the Behavioral & Academic Teams hold meetings to develop and implement a strategic plan for increasing students' attendance and decreasing chronic absenteeism. Attendance goals and recognition awards are planned for the year by month/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 or work around 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.).

Efforts to further increase student attendance rates, family and community engagement, and to decrease chronic absenteeism will be focused through a variety of intentional activities:

- Family Literacy/Math Nights, STEM Events, and Curriculum Trainings.
- Forums to share school progress and collect feedback.
- Participation in academic competitions and cultural events.
- Expanded access to after-school enrichment and tutoring.
- Surveys to inform program planning and improvement.

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.

Instructional practices will focus on lesson design that supports higher-order thinking, engagement, and scaffolding. Curriculum map completion and lesson planning will be embedded in weekly grade-level collaboration meetings.

The district will use Reveal Math, Savvas Science consumables, and Reading Mastery as core resources, shifting away from online-only content. Hands-on STEM projects and differentiated math centers will support application and engagement, with subsequent data tracking and monitoring.

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.

Our LEA is committed to ensuring equitable access to effective instruction for all students. With nearly 100% of students identifying as low-income and Native American, equity is at the center of all recruitment, placement, and professional development decisions.

The district implements a strategic staffing plan to match teacher assignments with certification and licensure. If out-of-field placements are necessary due to rural staffing challenges, the district provides support for teachers to obtain appropriate credentials through mentorship, coursework, and professional development. Recruiting efforts include attending teacher job fairs, building partnerships with tribal and regional colleges, and utilizing state-wide and national job platforms. The district also works to retain educators through positive culture & climate building practices such as unity training, collaboration cycles, a structured induction program, a new teacher and staff mentoring program, and morale-building activities.

Instructional coaching aligned with the Danielson Framework and Jim Knight's Impact Cycle is used to build teacher capacity, and teachers are evaluated through classroom observations and self-assessments. Data from evaluations and walk-throughs are used to monitor instructional quality and to identify targeted supports. Annual reviews through the CLNA and Title planning process ensure continued monitoring of equitable teacher access and guide corrective action where needed.

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

Our LEA carries out its responsibilities under Section 1111(d) by developing, implementing, and monitoring a school improvement and action plan for the Upper Elementary School. The plan aligns with all requirements under ESSA and is based on a comprehensive needs assessment that incorporates the indicators outlined in Section 1111(c)(4)(B), including student performance against state-determined long-term goals.

The Plan:

- (i) includes evidence-based interventions such as Read Right, Reading Mastery, Hand2Mind Differentiated Math Centers, MTSS frameworks for academic and behavioral support, and academic support programs including but not limited to: Edmentum Exact Path, IXL, and ALEKS;
- (ii) is grounded in goals developed through a school-level action planning process informed by both the SD DOE School Improvement Framework, Danielson Framework for Teaching, the Science of Reading Principals, Explicit Instructional Research and Strategies, and McREL Balanced Leadership principles, and Lakota-based culturally relevant practices;
- (iii) identifies and addresses resource inequities, including access to certified staff, intervention personnel, and high-quality instructional materials, through ongoing review of school- and district-level implementation, data-monitoring, and budgeting.
- (iv) is reviewed and approved by the school, LEA, and State Educational Agency and monitored for progress toward meeting the improvement goals.

Students residing in the district also maintain the option of public school choice under South Dakota's open enrollment policy, which allows families to seek educational opportunities in other districts as space allows.

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.

Our LEA uses State/Federal Title I funds only for its eligible school attendance area: the Upper Elementary School. This is the only school within the district under direct LEA operation that qualifies for State Title I funding. All other schools in the community are operated primarily by the Bureau of Indian Education (BIE) and therefore do not qualify for funding under the State-administered Title I program.

The district utilizes the Community Eligibility Provision (CEP) to determine poverty status. The Upper Elementary School has a 100% identified student percentage under CEP, meaning all students are eligible to receive free school meals. 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. This meets the federal poverty threshold required for Title I eligibility and funding under Section 1113.

As a result, no ranking of multiple school attendance areas is necessary. The LEA follows state and federal guidelines to ensure Title I funds are allocated appropriately and solely within this eligible attendance area.

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.

Our LEA operates a Title I, Section 1114 school-wide program that supports the academic and social-emotional success of all students. Title I funds are used to enhance the core instructional program, increase access to academic and behavioral interventions, and provide services that meet the diverse needs of students and families.

Under the school-wide program, Title I funds support:

- **Staffing:** 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 school counselor and one home-to-school liaison (Grades 3-6), and an after-school coordinator and assistant coordinator, 7 teachers/intervention teachers, and 7 para educators.
- **Instructional Resources:** Supplemental curriculum materials and intervention programs in reading, math, language arts, social studies, and science.
- **Technology Access:** Hardware, software, and digital licenses to support classroom learning, interventions, and after-school enrichment.

Students benefit from a comprehensive support system that includes:

- **Counseling services:** individual and group, with curricula such as *Lakota Circles of Hope* and *Second Step*.
- **A well-rounded educational program:** including core academics, STEM SmartLab, PE/Health, Art, Music, Computer & Digital Citizenship, Library, and Lakota Language & Culture.
- **Home-to-School Liaison services:** to support attendance, work with families facing homelessness, and assist in planning for student success despite housing instability.
- **Daily transportation support:** including morning and after-school bus routes within town and outlying communities.
- **After-school programming:** three evenings per week with tutoring, enrichment, cultural activities, wellness opportunities, and snacks.
- **Regular family outreach:** including attendance contacts, social media communication, marquee postings, and weekly flyers to promote parent involvement and awareness of school activities.

Although the district does not currently operate services for students residing in local institutions for neglected or delinquent children or community day school programs, the LEA remains prepared to coordinate such services in partnership with appropriate agencies if the need arises.

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.).

Our LEA coordinates closely with the district's McKinney-Vento Homeless Liaison and other community agencies to ensure that homeless children and youth are fully supported in their enrollment, attendance, and academic success. The LEA uses funds reserved under Section 1113(c)(3)(A) to provide targeted services that remove or work around barriers to school participation.

Key services include:

- Immediate enrollment of homeless students without delay due to missing documents, as required by McKinney-Vento.
- Daily transportation assistance to and from school, including expanded bus routes and pick-up accommodations for students in temporary or unstable housing.
- Clothing and hygiene support such as winter coats, shoes, clean clothing, hygiene products, and access to laundry services.
- Access to meals and snacks through coordination with the school nurse and after-school program staff, who provide breakfast items and snacks to students in need.
- School supplies and backpacks to ensure students are prepared to engage in learning.
- Individualized support planning conducted by district's Home-to-School Liaison and administration and SEL/Behavioral Supports Team, including attendance monitoring and referral to counseling, mentoring, or outside services as needed.

Families can indicate housing insecurity during the school registration process. Once identified, the McKinney-Vento Liaison contacts the family to assess needs and coordinate supports. This includes ongoing communication with school staff to monitor each student's academic progress and well-being.

These services are designed to ensure that students experiencing homelessness in grades 3–6 at the Upper Elementary School receive the support they need to fully participate in school life and succeed academically.

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.

Our LEA implements a comprehensive parent and family engagement plan that prioritizes strong school-family partnerships, cultural responsiveness, and consistent communication. The district uses a variety of strategies to engage parents and guardians as active partners in student learning, attendance, and school climate.

Key strategies include:

- Wakpá Wašté Tióšpaye Committee: A parent/guardian advisory group that meets regularly to provide input on programming, school improvement planning, and culturally relevant practices that support student needs.
- Family-centered events that promote school connection, such as “Pancakes with Parents,” “Breakfast for Buddies,” awards ceremonies, family literacy nights, and holiday celebrations.
- Parent-Teacher Conferences and academic forums to review student progress, support goal-setting, and gather parent feedback.
- Home-to-School Communication through social media posts, Home Notes, marquee announcements, the school website, informational mailings, and printed flyers sent home weekly to inform families about academic activities, events, and expectations.
- Academic and attendance support at home, including take-home assignments, signed homework logs, and resource guides for parents to help their children succeed academically and maintain regular attendance.
- Parent trainings and workshops, informed by parent survey data, on topics such as supporting literacy at home, chronic absenteeism, digital safety, and understanding student assessments.
- Home-to-School Liaison (grades 3-6) support funded by Title I, who assists families and students with transportation, attendance improvement, and accessing wraparound supports such as health appointments and housing services.
- Collaboration with early childhood and tribal partners to promote seamless transitions into elementary school and support family engagement from preschool through elementary grades.

These strategies reflect our LEA’s commitment to empowering families as valued partners in student success, in alignment with the requirements of Section 1116 and the district’s parent and family engagement plan.

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.

Our LEA supports a robust, collaborative early childhood transition process in partnership with the Cheyenne River Sioux Tribe (CRST) Head Start and the CRST Infant & Toddler Program (Birth-to-Five programs). The district ensures smooth transitions from early childhood settings into elementary education through coordinated planning, communication, and joint activities aligned with Section 1119.

Key strategies include:

1. Kindergarten Transition Visit Day: Each spring, CRST Head Start and Birth-to-Five students spend a full day in the Kindergarten classrooms while current Kindergarten students remain home. During this visit, incoming students participate in classroom routines and activities with Kindergarten teachers. The C-EB Primary School Principal coordinates this transition event, which is open to all prospective Kindergarten students.
2. Jump Start Summer Program: A 4-week June Jump Start Program is provided for incoming Kindergarten students, offering structured early academic experiences led by Kindergarten teachers and paraprofessionals in the Kindergarten classrooms. This helps students build foundational readiness skills prior to the start of the school year.
3. Head Start–Kindergarten Collaboration: The district maintains an active Memorandum of Understanding (MOU) with CRST Head Start and an MOA with the CRST Infant & Toddler Program, outlining shared responsibilities for effective transition planning. Highlights of the agreement(s) include, but are not limited to:
 - Record Sharing: With parental consent, Head Start transfers student records for the four-year-old cohort to the C-EB Primary School during the spring transition period.
 - Professional Collaboration: Annual collaboration meetings are held between Kindergarten, Head Start teachers, and CRST Infant & Toddler staff to discuss instructional standards, readiness strategies, and student needs.
 - Family Meetings: At least once annually, parents, Kindergarten teachers, Head Start staff, and Birth-to-Five personnel meet to review the developmental and academic needs of children transitioning to Kindergarten.
 - Joint Staff Training: Kindergarten and Head Start staff participate in joint transition-related professional development. Topics include pre-K and Kindergarten standards alignment, assessment tools (e.g., NWEA Learning Continuum), and readiness benchmarks. Observations and team teaching opportunities are offered to Head Start teachers.
 - Shared Resources and Communication: Our LEA, CRST Head Start, and CRST Infant & Toddler Program maintain open lines of communication regarding professional development. Each program invites the other to applicable training sessions and planning meetings to ensure service alignment and continuity.
 - Grade-Level Transitions Within our LEA: The district also supports internal transitions, such as the 1st-to-2nd grade transition. First-grade students participate in a visitation day to the Upper Elementary building to meet teachers and familiarize themselves with the

new setting. Principals from both schools coordinate the process to promote a smooth adjustment.

These coordinated efforts ensure continuity of services for young learners, build strong school-readiness foundations, and support families throughout the early learning journey.

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.

The LEA's Upper Elementary School, serving grades 3–6, is the only building designated to receive State Title I funds, and it operates under a Title I program model. The school is currently identified for Comprehensive School Improvement (CSI) support.

This model allows the school to provide comprehensive academic, behavioral, and social-emotional supports, with particular focus on students identified as most at risk of not meeting grade-level expectations.

Identification of students most in need is carried out through a collaborative, data-driven process involving teachers, paraprofessionals, interventionists, school leaders, counselors, families, and specialized instructional support personnel. This process includes:

- Review of assessment data from MAP, STAR, Edmentum Exact Path, and other benchmark tools
- Classroom-based performance data and teacher observations
- Behavior, SEL, and attendance data monitored through SWIS and NASIS
- MTSS team meetings to determine tiered supports
- Parent consultation during academic or behavioral intervention planning

Supports are aligned to the district's School-wide Plan and CSI Action Plan, ensuring that Title I resources are strategically used to improve outcomes for all learners, especially those with the greatest needs, in grades 3–6 at the Upper Elementary School.

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, 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).

Our LEA is committed to fostering a safe, inclusive, and supportive learning environment where all students can thrive. To reduce reliance on exclusionary discipline practices such as in-school suspension (ISS) and out-of-school suspension (OSS), the district has adopted a multi-tiered, trauma-informed approach to behavior that integrates culturally responsive practices.

Positive Behavior Intervention and Supports (PBIS):

The district continues to implement the school-wide PBIS BRAVES program for students in grades 3–6, reinforcing clear behavioral expectations: Be Prepared, be Responsible, have a good Attitude, demonstrate positive Values, strive for Excellence, and practice Safety. Students earn BRAVES Bucks for positive behavior and redeem them at the BRAVES Store. PBIS-SWIS is used as the primary behavior data system for tracking student incidents in grades 3–6. Data

are disaggregated by subgroup (race/ethnicity, disability status, English learner status, economic disadvantage, etc.) to identify trends and address disproportionate disciplinary practices.

Restorative & Trauma-Informed Practices:

The district has updated its School-wide Discipline Matrix to incorporate restorative approaches and trauma-informed practices, reducing the need for exclusionary discipline. Classroom teachers are encouraged to use tiered supports before initiating removal. Time-Out is used as a short-term intervention, and students are returned to class as soon as they are regulated and ready to reengage. In-School Suspension (ISS) is used sparingly and only when classroom-based interventions are unsuccessful. Out-of-School Suspension (OSS) is reserved for serious offenses, such as weapons or drug violations, or repeated insubordination.

Social-Emotional Learning & Culture-Based Programming:

To build student coping skills and prevent behavior escalation, students in grades 3-6 participate in Lakota Circles of Hope, a culturally grounded SEL program delivered in 12-week cycles. Class meetings and lessons from the Second Step curriculum are used by classroom teachers for all learners to reinforce emotional regulation, conflict resolution, and peer relationships.

Staff Development & Capacity Building:

New teachers receive two days of pre-service training on classroom management, CPI (Crisis Prevention & Intervention), culturally relevant strategies, and trauma-informed instruction. Returning staff receive annual PBIS retraining and participate in Unity Training sessions designed to build shared expectations and staff cohesion. Teachers also engage in ongoing professional learning tied to behavior support, student engagement, and effective supervision practices. Teachers and staff will participate in culturally responsive and trauma informed care workshops for extended professional growth as an additional support to learners.

Data Monitoring and Equity:

The district tracks all behavioral data using PBIS-SWIS and NASIS and reviews monthly discipline trends during staff meetings, PBIS/Behavioral Team sessions, and administrative walkthroughs. Data are regularly disaggregated by subgroup to identify equity gaps and implement targeted supports. Indicators are reviewed as part of the school's Comprehensive School Improvement (CSI) monitoring process and inform updates to the school-wide improvement plan.

These combined efforts promote a safe learning environment while keeping students in class, addressing the root causes of behavior, and reducing discipline disparities across subgroups.

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 SEPs 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 -

Our LEA 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 (Grades 3-6), 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. A diagnostic tool will be identified by our school improvement team to be added to this complement of intervention

assessments. 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 Primary students have a customized program to increase academic achievement.
 - The Upper Elementary School utilizes a combination of direct instruction, individualized intervention programming, 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

Our LEA has 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. We will undergo and update of the School Safety Assessment in 2025-2026 to further update and 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. The UE has also consolidated campus entry to a single-entry system with detection equipment and security personnel as an added layer of safety.

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 proficiency or higher.

Grade Reading	Spring 2025	Spring 2024	Spring 2023	Spring 2022	Spring 2021	Comparison data 2018 2019
K	20 of 67 29.85%	20/71 28.20%	10/98=10.2%	7/85= 8.2%	12/70 =17.1%	9/76 = 11.8%
1	6 of 70 8.50%	12 of 94 12.80%	6/85=7.1%	3/71=4.2%	9/79 = 11.4%	17/96 = 17.7%
2	10 of 101 9.90%	10 of 90 11.10%	13/83=15.7%	7/90=7.8%	12/66 = 18.2%	29/75 = 38.7%
3	10 of 95 10.50%	20/82 24.40%	13/91=14.3%	16/75=21.3%	12/76 =15.8%	19/100 =19.0%
4	10 of 85 11.70%	18/87 20.70%	23/81=28.4%	10/76=13.6%	10/61 = 16.4%	23/96 = 24.0%
5	8 of 91 8.79%	20/85 23.50%	11/80=13.8%	12/61=19.7%	11/79 = 13.9%	22/87 = 25.3%
6	17 of 85 20%	12 of 981 14.80%	14/75=18.7%	16/80=20%	19/78 = 24.4%	23/78 = 29.5%
7	9 of 72 12.50%	14/70 20%	16/85=18.8%	13/65= 20%	12/74 = 16.2%	21/91 = 23.1%
8	7 of 62 11.20%	5 of 85 5.90%	23/74=31.1%	15/66= 23%	13/63 = 20.6%	28/100 = 28%
9	12 of 87 13.79%	23/80 28.80%	23/78=29.5%	13/42= 30%	15/53 = 28.3%	32/99 = 34.1%
10	21 of 76 27.63%	18/67 26.90%	12/59=20.3.%	15/41= 36.6%	18/47 =38.3%	28/67 = 41.8%
11	10 of 55 18.18%	11 of 51 21.60%	18/54=33.3%	15/37= 40.5%	16/46 = 34.8%	35/73 = 47.9%
12	N/A N/A	18/49 36.70%	10/49=20.4%	9/34= 26.5%	16/31 = 51.6%	26/44 = 59.1%
overall	140 of 946 14.80%	201/992 20.30%	192/995= 19.30%	151/888= 17.00%	175/823= 21.30%	312/1082= 28.84%

Grade Math	Spring 2025	Spring 2024	Spring 2023	Spring 2022	Spring 2021	Comparative data from Fall of 2018
K	21 of 67 31.34%	32/72 44.40%	19/97=19.6%	6/81= 7.4%	15/68= 22.1%	9/76 = 11.8%
1	10 of 70 14.28%	14/94 14.90%	4/85=4.7%	7/71 = 9.9%	3/79= 3.8%	18/97 = 18.5%
2	20 of 100 20%	18/91 19.80%	22/83=26.5%	15/90=16.7%	14/66= 21.2%	29/75 = 38.7%
3	4 of 94 4.25%	22/82 26.80%	15/91=16.5%	12/75= 16.00%	6/76= 7.90%	17/102 = 16.7%
4	4 of 86 4.65%	17/87 19.50%	14/81=17.3%	7/78= 9.0%	3/61= 4.92%	18/96 = 18.75% (96)
5	4 of 91 4.39%	11 of 86 12.80%	6/80=7.5%	3/61= 4.9%	9/79= 11.4%	18/87 = 20.7% (87)
6	9 of 86 10.46%	6 of 83 7.20%	6/75=8%	5/80= 6.3%	8/80= 10%	16/78 =20.5% (78)
7	6 of 73 8.21%	10 of 72 13.90%	6/85=7.1%	6/65= 9.2%	11/73= 15.1%	12/91 = 13.2% (95)
8	7 of 64 10.93%	14/85 16.50%	7/76=9.2%	11/66= 16.7%	6/62= 9.7%	19/102 = 18.6%
9	6 of 87 6.89%	15/79 19.00%	21/81=25.9%	6/52= 11.5%	11/54= 20.4%	10/86 = 11.6%
10	11 of 76 14.47%	12 of 68 17.60%	11/59=18.6%	12/42= 28.6%	16/52= 30.8%	17/74 = 23.0%
11	7 of 54 12.96%	8 of 50 16.00%	16/55=29.1%	10/36= 27.8%	15/48= 31.25%	25/75 = 33.3%
12	5 of 38 13.15%	14/49 28.60%	10/49=20.4%	7/34= 20.6%	8/32= 25.0%	7/44 = 15.9%
Overall	114 of 986 11.56%	193/998 19.30%	157/997=15.7%	107/831 =12.9%	125/798 = 15.7%	215/1083 =19.9%

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 and Action 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, with varying sources of funds utilized by entity.

CHEYENNE – EAGLE BUTTE SCHOOL
PROFESSIONAL DEVELOPMENT ESTIMATED BUDGET 2025-2026

DATE(S)	TOPIC	SOURCE	AMOUNT
August 5 - 6, 2025	New Teacher Training –BIE: 10–10 staff x \$35 x 13.5 hrs. = –UE: 7–7 staff x \$35 x 13.5 hrs. = –CRST Title I: 0	District 20 -1	\$3,308
		CRST Title I	\$4,725
		BIE	\$0
Before BOY - Thursday & Friday August 7 - 8	District 20-1 Pre-contract Classroom Prep. Days	District 20 -1	\$24,000
		CRST Title I	\$0
		BIE	\$0
BOY In-Service: Fall 2025 Week of Aug 11-15	All Staff Training week. <ul style="list-style-type: none"> • Cultural Presenters • CPR, First Aid, AED Training • CPI Training • Stand Down, ATOD (varies) • PD Choice Board Sessions • SPED Training • Motivational Speaker 	District 20 -1	\$4,500
		CRST Title I	\$4,000
		BIE	\$4,500
Staff Recognition	BOY: Each Area Years of Service & Staff Recognition. EOY: Retirement Recognition.	District 20 -1	\$500
		CRST Title I	\$500
		BIE	\$500
SY 25-26	New Teacher Mentoring - <ul style="list-style-type: none"> • K-1 (0), UE (2), JH (1), HS (1) • \$1,000 to Mentor • \$0 to Mentee • Travel Reimbursements 	District 20 -1	\$6,000
		CRST Title I	\$6,000
		BIE	\$0
SY 25-26	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	\$20,000
		CRST Title I - Split	\$20,000
		BIE	\$0
SPED Training	SPED Training -BOY SPED Training –Early-out SPED Presenters–Parent Connections -\$800 for 4 days of SPED Presenters Training -Alpine Academy Trainings	District 20 -1	\$3,200
		CRST Title I	\$1,600
		BIE	\$3,000

CHEYENNE – EAGLE BUTTE SCHOOL
PROFESSIONAL DEVELOPMENT ESTIMATED BUDGET 2025-2026

Online individually	<ul style="list-style-type: none"> DOI Required Trainings: Defensive Driving, Credit Card Training, IMT, FERPA, Federal Programs, Ethics, etc. 	District 20 -1	\$0
		CRST Title I	\$0
		BIE	\$0
Substitute Training	<ul style="list-style-type: none"> Substitute Training 4 hours x 75 staff 	District 20 -1	\$9,700
		CRST Title I	\$0
		BIE	\$0
ParaPro - ETS Praxis	<ul style="list-style-type: none"> BIE pays for those who are employed by BIE 	District 20 -1	\$0
		CRST Title I	\$0
		BIE	\$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 Gold K-12 & E.A.G.L.E. Center: Digital Citizenship 	District 20 -1	\$3,000
		CRST Title I	\$9,000
		BIE	\$9,000
SY 25-26	<ul style="list-style-type: none"> Continued Education classes as applied for through PD forms 	District 20-1	\$12,000
		CRST Title I	\$20,000
		BIE	\$10,000
SY 25-26	<ul style="list-style-type: none"> Parent Forums Fall/Winter/Spring 	District 20 -1	\$2,500
		CRST Title I	\$2,500
		BIE	\$0
SY 25-26	<ul style="list-style-type: none"> COMPASS Workshop (TIE Conference) (Registration/Travel) 	District 20 -1	\$10,000
		CRST Title I	\$5,000
		BIE	\$10,000
SY 25-26	<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 25-26	<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

CHEYENNE – EAGLE BUTTE SCHOOL
PROFESSIONAL DEVELOPMENT ESTIMATED BUDGET 2025-2026

May 2026	Primary Planning • 6 staff x 4 days x \$35/hour	District 20 -1	\$0
		CRST Title I	\$2,562
		BIE	\$4,000
May 2026	JH Planning • 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 2026	HS Planning • 4 staff x 9 days x \$35/hour	District 20 -1	\$0
		CRST Title I	\$2,100
		BIE	\$10,080
May 2026	EC Planning • BIE: 4 staff x 1 day x \$35/hour • 20-1: 3 staff x 1 day x \$35/hour	District 20-1	\$0
		CRST Title I	\$840
		BIE	\$1,120
SY 25-26	• SPED Forums and Child Find • Parents/Guardians/Community	District 20 -1	\$500
		CRST Title I	\$1,500
		BIE	\$5,000
SY 25-26	• Grades 3-6: Instructional Coaching PD	District 20-1	\$10,000
		CRST Title I	\$0
		BIE	\$0
SY 25-26	• Edviate - Professional Development	District 20-1	\$6,500
		CRST Title I	\$0
		BIE	\$0
SY 25-26	• CTE PD	District 20-1	\$5,000
		CRST Title I	\$2,000
		BIE	\$1,000
Summer 2026	• TBA–Other PD Workshops/Trainings	District 20-1	\$10,000
		CRST Title I	\$15,000
		BIE	\$20,000

CHEYENNE – EAGLE BUTTE SCHOOL
PROFESSIONAL DEVELOPMENT ESTIMATED BUDGET 2025-2026

SY 25-26	J1 Visa Teacher Cultural Experience	District 20-1	\$7,000
		CRST Title I	\$0
		BIE	\$0
SY 25-26	Navy PD Training	District 20-1	\$10,000
		CRST Title I	\$10,000
		BIE	\$10,000
SY 25-26	Staff Development: Administration	District 20-1	\$10,000
		CRST Title I	\$10,000
		BIE	\$10,000
SY 25-26	Cognia & COSA	District 20-1	\$0
		CRST Title I	\$0
		BIE	\$10,000
SY 25-26	Explicit Instruction & The Science of Reading & Teacher/Parapro Partnerships - Workshops	District 20-1	\$19,600 (Title)
		CRST Title I	\$5,000
		BIE	\$15,000

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