

**REPORT ON EXPENDITURES OF STATE FUNDING
REQUIRED UNDER W.S. 21-4-601(b)**



**SAINT STEPHENS INDIAN SCHOOL EDUCATIONAL
ASSOCIATION, INC.**

2016-17 School Year

Submitted by Frank No Runner, Superintendent

St. Stephens Indian School

December 11, 2017

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BACKGROUND AND HISTORY

St. Stephens Indian School (SSIS), located on the Wind River Indian Reservation, had its genesis in 1878, when Chief Black Coal of the Northern Arapaho Tribe spoke of the U.S. government's Indian Assimilation Program, saying, "This was the country of my fathers, now dead and dying. We love our children. We very much want a good school house, and a good man to teach our children to read your language, that they may grow up to be intelligent men and women, like the children of the White man. And then, when Sunday comes, we would be glad of some good man to teach our children about the Great Spirit."

The German Jesuits of Buffalo, N.Y., in 1884 sent Father John Jutz west to work with Chief Black Coal to erect the first building of the St. Stephens Mission. By 1888, with Missouri Jesuits overseeing the mission, St. Stephens Indian School had been built. The school operated as a boarding school until 1939 when it converted to its present status as a day school.

The mission eventually struggled to financially support the school, and in 1975, relinquished control of the school to a local community group. With support from the Northern Arapaho and Eastern Shoshone Business Councils, the St. Stephen's Indian School Educational Association was formed and began managing the school through a contract with the U.S. Bureau of Indian Affairs under the 1975 Indian Self-Determination and Educational Assistance Act, P.L. 93-638.

St. Stephens remains the only K-12 school district on the Wind River Reservation that is not operated within the Wyoming public school system, but it retains a proud heritage, a solid commitment to educational excellence and strong sense of community. The school board and administration endeavor to provide a well-rounded education for all students that includes Northern Arapaho language history, language and culture instruction with a consistent goal of success in and out of the classroom. Students travel from throughout the reservation to attend St. Stephens because of its tradition and commitment to student achievement and success.

STATUTORY FUNDING FORMULA

In the 2000s, the financial structure of the school changed with the recognition by the Wyoming Legislature that neighboring public school districts were experiencing a rapid increase in per-pupil funding. As the decade wore on, lawmakers occasionally appropriated money to support SSIS. In 2007, a statute was crafted to assist school officials in budget planning and ensure equitable educational opportunities for St. Stephens students by essentially equalizing funding across Wind River Country.

Wyoming Statute 21-4-601(b) includes a formula authorizing state funds to make up any shortfall in U.S. Bureau of Indian Education (BIE) per-pupil funding as compared to three “proxy” school districts: Fremont 14 (Ethete), Fremont 21 (Fort Washakie) and Fremont 38 (Arapahoe).

The formula comprises three funding components that interrelate: average per-pupil funding for the proxy districts, annual funding from BIE, and average attendance at St. Stephens. Simplified, the Wyoming Department of Education (WDE) calculates annual funding to SSIS in this way:

- 1) Each summer, per-pupil funding to the three proxy districts for the upcoming school year is determined via the state’s K-12 funding formula and then averaged.
- 2) The average is multiplied by the average daily attendance (ADM) at St. Stephens for the previous school year.
- 3) BIE funding for the upcoming year is deducted from the figure derived in Step 2, and the remainder is the amount that is due to be paid to SSIS, subject to final legislative approval.

It should be noted that a two-year budget must be prepared by WDE before the final numbers used in the formula are available to budget planners. Using the most recent numbers available, WDE budget staff prepare an estimate for legislators, and that estimate – usually incorporated into the state budget – results in a cap on the amount of state funding, even if the numbers in the final formula calculation would result in higher funding for the school.

It should also be mentioned that the statute requires WDE to contract with one or both tribal business councils, and this report is prepared on behalf of the Northern Arapaho Business Council, which was the contractor for the 2016-17 school year.

St. Stephens Indian School would like to take this opportunity to publicly thank the Eastern Shoshone and Northern Arapaho Business Councils, the Wyoming Legislature, Governor Matthew Mead, Superintendent of Public Instruction Jillian Balow and other state officials for their ongoing support of our students and our educational programs. Our students have benefited greatly.

State funding amounts dating to 2004 are listed below:

- 2004 \$320,091
- 2006 \$384,110
- 2008 \$1,049,946
- 2009 \$1,049,946
- 2010 \$1,049,946
- 2011 \$1,106,622
- 2012 \$1,106,622
- 2013 \$1,187,097
- 2014 \$1,187,097
- 2015 \$1,068,724
- 2016 \$918,450
- 2017 \$1,450,541

DEVELOPMENT OF GOALS AND STRATEGIES

St. Stephens is now 129 years old, but challenges remain and challenges are being addressed.

In the 2015-16 academic year, St. Stephens Indian School underwent significant change, beginning with the hiring of a new superintendent, Frank No Runner, who had served as superintendent of a Bureau of Indian Education school in Montana.

Early in the school year, the school was visited by the state's accreditation consulting entity, AdvancED, which included WDE accreditation staff, to determine if St. Stephens would be accredited for another five years. The determination is based on a school's self-assessment relating to 35 "indicators" identified by AdvancED as guideposts or benchmarks that guide school improvement, along with interviews by the AdvancED team of administrators, board members, teachers, staff, parents, students and stakeholders.

A recommendation was made by the review team for renewed accreditation (which was subsequently confirmed by the AdvancED board and the State Board of Education) and school officials are proud of retaining accreditation status.

However, the accreditation site review team noted areas where improvement was needed, outlined as "improvement priorities."

These priorities included:

- 1) Develop, implement, and evaluate a future-focused financial management plan that includes a process to recruit, hire, and retain highly effective instructional staff to support the purpose and direction of the system.
- 2) Engage school board members in the training necessary to fully understand their appropriate roles and responsibilities as effective leaders of continuous systems improvement.
- 3) Engage stakeholders in an intentional, formalized process to provide guidance and input into the system's improvement decisions, and widely disseminate information about student performance to all stakeholders.

Under the AdvancED protocol, schools are given one year to develop a plan and begin implementing changes to address the improvement priorities. The school's response, finalized in December 2016, is included as Appendix A to this report.

A total of 35 AdvancED indicators are embedded in the self-review by each school in Wyoming as part of the requirement under law to produce a School Comprehensive Improvement Plan. The 2017-18 St. Stephens School Comprehensive Improvement Plan is included as Appendix B.

All BIE-funded schools must operate schoolwide programs, and each of those programs must have a Schoolwide Program Plan that contains 10 component requirements and, per federal law, include evidence the plan has been implemented [Section 1114(b)(1); 34 CFR 200.25]. The Schoolwide Program Plan, included as Appendix C, is a summary of these 10 components that

meet the Elementary and Secondary Education Act (ESEA) and the Every Student Succeeds Act (ESSA) Sections 1112 and 1114. The Schoolwide Program Plans submitted for SY 2017-18 reflects the transition from ESEA to meet ESSA requirements [including Sections 1116 and 1119].

The BIE further requires a needs assessment and inclusion of SMART (specific, measurable, achievable, results-focused and time-bound) goals. The needs assessment and SMART goals are incorporated into Appendix D.

Because of the multiple requirements of the state and federal agencies that provide funding to St. Stephens, Superintendent No Runner, his staff and the SSIS board of directors initiated efforts during the 2016-17 school year for a more strategic approach toward planning in a more cohesive, streamlined and focused approach that would not only meet the mandates of AdvancED and state and federal law but also the specific goals of the board.

With that in mind, the staff and the board embarked on crafting a strategic plan (Appendix E) with an ambitious vision for the future.

The goals and strategies include:

Goal No. 1: Improve student achievement

Strategies:

1. Include teachers in the decisions regarding use of academic assessments to provide information on and improve the achievement of individual students and the overall instructional program.
2. Focus on using effective methods and instructional strategies based on scientifically based research to strengthen the core academic program of the school, increase the amount and quality of learning time, and address the needs of all children but particularly the needs of low-achieving children.
3. Provide effective and timely activities to assist students who have difficulty mastering the proficient or advanced levels of academic achievement standards.
4. Ensure curricula, instruction and assessments are linked to standards and vertically aligned from one grade level to the next.
5. Develop a process to collect multiple forms of data and train all staff members in analyzing and utilizing data to inform professional practice.
6. Develop, implement and evaluate the effectiveness of a professional development plan that is based on a comprehensive needs assessment, differentiates growth opportunities for both certified and classified staff, and is focused on achieving the system's goals.

Goal No. 2: Strengthen leadership and governance structures

Strategies:

1. Meet fiscal health and accountability to all stakeholders by following federal and state standards and by working within a balanced budget.
2. Engage school board members in the training necessary to fully understand their

appropriate roles and responsibilities as effective leaders of continuous systems improvement.

3. Engage stakeholders in an intentional, formalized process to provide guidance and input into the system's improvement decisions, and widely disseminate information about student performance to all stakeholders.
4. Involve stakeholders in developing, implementing and communicating a system strategic plan that is clearly focused on student academic success. Align all school improvement plans with the system's plan.

Goal No. 3: Ensure the embedded teaching of Native American culture, history and language into all classes

Strategies:

1. Create a cultural leadership team to advise the school system.
2. Create time in the daily school schedules to embed Native American culture, history, and language.
3. Adopt teaching and learning standards and align curriculum to those standards.
4. Create a link on the school website for cultural department and activities.
5. Work with the Elders Advisory Board.

Much work has been done toward all three goals, especially in development of an enhanced financial management system and embedding Northern Arapaho culture, history and language into the classroom and everyday activities at the school.

USE OF STATE FUNDING

W.S. 21-4-601(b) requires that “expenditure of contractual amounts, as verified annually in writing, is for programs tied to improvement of student performance on the statewide assessment.”

The statewide assessment, known previously as Proficiency Assessments for Wyoming Students (PAWS), and the table below indicates the performance of St. Stephens students over the past four years.

St. Stephens administration and staff are proud to see that the work of the current administration is beginning to pay off. A review of the numbers in the lower right corner show changes in the percentage of advanced and proficient students in each age group compared to the previous school year. In fact, improvement was shown in 6 of the 14 groups, the highest number of groups to show improved results during any one year of the four-year period. Significant improvement was seen in 8th grade science and reading, and in 4th grade math. We believe many of our efforts are bearing fruit – efforts that have been funded in part by the state of Wyoming.

These efforts, including retaining and recruiting quality staff, combined with immersion in Native American culture, language and history – leads to greater pride, sense of identity and desire for success – and eventually higher test scores. We always caution that PAWS results alone do not capture the full range of knowledge and skills acquired by students, but the assessment is certainly an appropriate measure among many, and we are encouraged with the latest results.

School Year	Subject	Grade	Below Basic	Basic	Proficient	Advanced	Basic and Below	Prof. and Advanced	Prof. and Advanced Change - Prev. Yr.
2013-14	MATH	3	0.0%	75.0%	25.0%	0.0%	75.0%	25.0%	
2013-14	MATH	4	27.3%	36.4%	36.4%	0.0%	63.6%	36.4%	
2013-14	MATH	5	42.9%	28.6%	28.6%	0.0%	71.4%	28.6%	
2013-14	MATH	6	20.0%	66.7%	13.3%	0.0%	86.7%	13.3%	
2013-14	MATH	7					>=90%	<=10%	
2013-14	MATH	8					>=90%	<=10%	
2013-14	READING	3	56.3%	31.3%	12.5%	0.0%	87.5%	12.5%	
2013-14	READING	4	27.3%	45.5%	27.3%	0.0%	72.7%	27.3%	
2013-14	READING	5	42.9%	35.7%	14.3%	7.1%	78.6%	21.4%	
2013-14	READING	6	26.7%	53.3%	20.0%	0.0%	80.0%	20.0%	
2013-14	READING	7	50.0%	33.3%	8.3%	8.3%	83.3%	16.7%	
2013-14	READING	8					>=90%	<=10%	
2013-14	SCIENCE	4	9.1%	72.7%	18.2%	0.0%	81.8%	18.2%	
2013-14	SCIENCE	8					>=90%	<=10%	
2014-15	MATH	3					>=90%	<=10%	-15%

School Year	Subject	Grade	Below Basic	Basic	Proficient	Advanced	Basic and Below	Prof. and Advanced	Prof. and Advanced Change - Prev. Yr.
2014-15	MATH	4					>=90%	<=10%	-26.4%
2014-15	MATH	5					>=90%	<=10%	-18.6%
2014-15	MATH	6	53.9%	30.8%	15.4%	0.0%	84.6%	15.4%	+2.1%
2014-15	MATH	7	16.7%	58.3%	25.0%	0.0%	75.0%	25.0%	+15%
2014-15	MATH	8					>=90%	<=10%	0
2014-15	READING	3	62.5%	25.0%	12.5%	0.0%	87.5%	12.5%	0
2014-15	READING	4					>=90%	<=10%	-17.3%
2014-15	READING	5					>=90%	<=10%	-11.4%
2014-15	READING	6	53.9%	30.8%	15.4%	0.0%	84.6%	15.4%	-4.6%
2014-15	READING	7	33.3%	50.0%	8.3%	8.3%	83.3%	16.7%	0
2014-15	READING	8					>=90%	<=10%	0
2014-15	SCIENCE	4					>=90%	<=10%	-8.2%
2014-15	SCIENCE	8					>=90%	<=10%	0
2015-16	MATH	3					>=90%	<=10%	0
2015-16	MATH	4					>=90%	<=10%	0
2015-16	MATH	5					>=90%	<=10%	0
2015-16	MATH	6					>=90%	<=10%	-5.4%
2015-16	MATH	7	47.4%	42.1%	10.5%	0.0%	89.5%	10.5%	-14.5%
2015-16	MATH	8	33.3%	50.0%	16.7%	0.0%	83.3%	16.7%	+6.7%
2015-16	READING	3					>=90%	<=10%	-2.5%
2015-16	READING	4					>=90%	<=10%	0
2015-16	READING	5					>=90%	<=10%	0
2015-16	READING	6	62.5%	25.0%	6.3%	6.3%	87.5%	12.5%	-2.9%
2015-16	READING	7	52.6%	26.3%	21.1%	0.0%	79.0%	21.1%	+4.4%
2015-16	READING	8					>=90%	<=10%	0
2015-16	SCIENCE	4					>=90%	<=10%	0
2015-16	SCIENCE	8					>=90%	<=10%	0
2016-17	MATH	3	78.6%	14.3%	7.1%	0.0%	92.9%	7.1%	0
2016-17	MATH	4	47.1%	23.5%	29.4%	0.0%	70.6%	29.4%	>=+19.4%
2016-17	MATH	5	88.2%	11.8%	0.0%	0.0%	100.0%	0.0%	0
2016-17	MATH	6	57.9%	42.1%	0.0%	0.0%	100.0%	0.0%	0
2016-17	MATH	7	47.1%	47.1%	5.9%	0.0%	94.1%	5.9%	-4.6%
2016-17	MATH	8	33.3%	50.0%	16.7%	0.0%	83.3%	16.7%	0
2016-17	READING	3	71.4%	21.4%	7.1%	0.0%	92.9%	7.1%	0
2016-17	READING	4	41.2%	47.1%	11.8%	0.0%	88.2%	11.8%	>=+1.8%
2016-17	READING	5	76.5%	11.8%	11.8%	0.0%	88.2%	11.8%	>=+1.8%
2016-17	READING	6	63.2%	31.6%	0.0%	5.3%	94.7%	5.3%	-7.2%

School Year	Subject	Grade	Below Basic	Basic	Proficient	Advanced	Basic and Below	Prof. and Advanced	Prof. and Advanced Change - Prev. Yr.
2016-17	READING	7	52.9%	35.3%	11.8%	0.0%	88.2%	11.8%	-9.3%
2016-17	READING	8	72.2%	5.6%	22.2%	0.0%	77.8%	22.2%	>=+12.2%
2016-17	SCIENCE	4	35.3%	52.9%	11.8%	0.0%	88.2%	11.8%	>=+1.8%
2016-17	SCIENCE	8	58.8%	23.5%	17.6%	0.0%	82.4%	17.6%	>=+7.6%

BUDGET NARRATIVE

The bulk of state expenditures for 2016-17, a total of \$797,982.97, as in the past, centered on improving salaries and benefits to render our instructors and staff competitive with other districts in the state. The expenditures help ensure highly qualified teachers specific for class-size reduction based on federal statute for student-to-teacher ratios. The state expenditures also include salary and benefits for supplemental certified teachers, highly qualified paraprofessionals, interventionists/specialists who are directly associated with delivering instruction to pupils, and consultants who provide instructional services to students to increase academic outcomes as outlined in the schoolwide improvement plans. Low teacher turnover creates a direct positive correlation in improvement in academic progress. Again, we are starting to see exactly that kind of improvement as evidenced by our students' PAWS scores.

Staff incentives of \$145,569.90 help increase retention of all highly qualified teachers by providing schoolwide monetary incentives. These incentives aim to improve teacher and principal retention and ensure all teachers are highly qualified. State monies provide the flexibility to use funds creatively to address the challenges of teacher and principal retention. This includes teacher preparation and qualifications of new teachers, recruitment and hiring, induction, professional development, and retention. In addition, funds are used to improve the skills and knowledge of principals for effective school leadership.

The amount of \$8,399.72 was spent on curriculum development to ensure embedded teaching of Native American culture, history and language into all classes. This includes partnering with other entities to develop and deploy a curriculum; provide training for new staff members; and explore and share options for staff to interact with the community.

A total of \$160,195.94 was spent on technical consultants such as former superintendents and individuals with expertise on data, school finance and school improvement to assist St. Stephens' efforts to address the accreditation improvement priorities. This funding also paid for the keynote speaker for the Native American Education Conference and training of teachers through Silverback Learning Solutions, a professional development company.

State funds totaling \$219,986.87 was used for food service, a critical provision since many of our students are from low-income families who aren't always able to provide proper nutrition, a key component in student learning. In fact, 100 percent of our children come from families at or below 130 percent of the federal poverty level, requiring the district to provide meals for free. Afternoon snacks are provided to students on the same income eligibility basis as school meals.

Finally, \$113,115.80 of state funds was used to buy a school bus, as student transportation costs continue to consume a significant portion of budget and are not reimbursed dollar-for-dollar as for public school districts.

The Administration at St. Stephens Indian School developed their own Wyoming School Comprehensive Plan (WySCP). This plan was completed using the AdvancED Standards for Quality School Systems Rubric with input from all stakeholders in the district. Specific

indicators from this plan align directly with our expenditures and are noted below for your reference in the plan appended to this plan.

The actual breakdown of expenditures from the state's allocation is as follows:

REVENUE

State Appropriation for 2016-17 **\$1,450,541.00**

EXPENDITURES

Salaries and Benefits **\$816,505.14**

- Domain 1: Teaching and Learning, Standard 3: Teaching and Assessing for Learning, Indicator 3.1-3.12 (WySCP p. 4-19)
- Domain 1: Teaching and Learning, Standard 5: Using Data for Continuous Improvement, Indicator 5.1-5.4 (WySCP p. 20-24)
- Domain 2: Leadership Capacity, Standard 1: Purpose and Direction, Indicator 1.1-1.3 (WySCP p. 26-29)
- Domain 2: Leadership Capacity, Standard 2: Leadership, Indicator 2.4-2.6 (WySCP p. 33-35)
- Domain 3: Resource Utilization, Standard 4: Resources and Support Systems, Indicator 4.1-4.2 & 4.4-4.7 (WySCP p. 36-37 & p. 40-43)

Staff Incentives **\$145,569.90**

- Domain 3: Resource Utilization, Standard 4: Resources and Support Systems, Indicator 4.1 (WySCP p. 36)

Curriculum Development/Training **\$8,399.72**

- Domain 1: Teaching and Learning, Standard 3: Teaching and Assessing for Learning, Indicator 3.1, 3.4, 3.7, 3.8, 3.11 (WySCP p. 4-19)
- Domain 1: Teaching and Learning, Standard 5: Using Data for Continuous Improvement, Indicator 5.3 (WySCP p. 23)

Meals and Travel (WSBA, AdvancED) **\$22,306.56**

- Domain 2: Leadership Capacity, Standard 1: Purpose and Direction, Indicator 1.1-1.3 (WySCP p. 26-29)
- Domain 2: Leadership Capacity, Standard 2: Governance and Leadership, Indicator 2.1-2.6 (WySCP p. 30-35)

Dues and Subscriptions - SNA **\$2,100.00**

- Domain 1: Teaching and Learning, Standard 3: Teaching and Assessing for Learning, Indicator 3.11 (WySCP p. 18)
- Domain 3: Resource Utilization, Standard 4: Resources and Support Systems, Indicator 4.2, 4.3, 4.6, 4.7 (WySCP p. 37-43)

Communication **\$167.62**

- Domain 1: Teaching and Learning, Standard 3: Teaching and Assessing for Learning, Indicator 3.8 (WySCP p. 14)

Domain 1: Teaching and Learning, Standard 5: Using Data for Continuous Improvement, Indicator 5.5 (WySCP p. 25)
 Domain 3: Resource Utilization, Standard 4: Resources and Support Systems, Indicator 4.4-4.5 (WySCP p. 40-41)

<u>Technical Consultants</u>	<u>\$172,095.66</u>
Domain 1: Teaching and Learning, Standard 3: Teaching and Assessing for Learning, Indicator 3.1, 3.4, 3.7, 3.8, 3.11 (WySCP p. 4-19)	
Domain 1: Teaching and Learning, Standard 5: Using Data for Continuous Improvement, Indicator 5.3 (WySCP p. 23)	
Domain 2: Leadership Capacity, Standard 1: Purpose and Direction, Indicator 1.1-1.3 (WySCP p. 26-29)	
Domain 2: Leadership Capacity, Standard 2: Governance and Leadership, Indicator 2.1-2.6 (WySCP p. 30-35)	
Domain 3: Resource Utilization, Standard 4: Resources and Support Systems, Indicator 4.5 (WySCP p. 41)	

<u>Lunch Program Subsidy</u>	<u>\$169,986.61</u>
Domain 3: Resource Utilization, Standard 4: Resources and Support Systems, Indicator 4.2, 4.3, 4.6, 4.7 (WySCP p. 37-43)	

<u>Bus Transportation</u>	<u>\$113,115.80</u>
Domain 3: Resource Utilization, Standard 4: Resources and Support Systems, Indicator 4.2-4.3 (WySCP p. 37-39)	

TOTAL STATE EXPENSES FY 16-17	\$1,450,247.01*
Amount Remaining	\$293.99*

**Amount reported has not been audited and is subject to change pending final audit adjustment.*

Without the state’s assistance, St. Stephens would be unable to make up the roughly \$1-1.5 million received annually from the state, the bulk of which goes to enhance instructional salaries. The school system would lose about a quarter of its funding, which would severely cripple the ability to hire dedicated, passionate staff and offer a sound education to its students. Again, the administration, faculty, staff and board of trustees thank the Wyoming Legislature and state elected officials for continued support of the students of St. Stephens Indian School.

APPENDICES

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APPENDIX A

St. Stephens Response Plan to AdvancEd's October 2015 Improvement Priorities

Dec. 5, 2016

Improvement Priority 1:

Develop, implement and evaluate a future-focused financial management plan that includes a process to recruit, hire, and retain highly effective instructional staff to support the purpose and direction of the system. (4.1, 4.4)

District Reported Progress Status as Implemented

Notes from APR meeting regarding IP #1:

1. District has focused extensive manpower and fiscal resources to implementing IP #1.
2. Emphasis is twofold:
 - a. Developing sound financial processes to ensure transparency and accountability
 - b. Hiring and Retaining Highly Qualified teachers
3. The narrative as presented in the APR draft outlines specific actions taken to address the action items of the IP. This is important and necessary information. However, the discussion in the APR Status Meeting provided extensive support for how these actions were implemented. We would suggest adding information to the narrative related to:
 - The District focus on transparency and accountability through increased Board involvement in the financial responsibilities of the District.
 - a. i.e. work with financial leaders from tribal organizations
 - b. hiring of Board consultant to help develop governance documents and procedures
 - c. development of District leadership teams to support development and implementation of the financial management plan
 - d. a team of financial advisers supporting Board and leadership & federal audit
 - e. the Board now having a greater understanding of "transparency" and the need to be actively involved in the financial oversight of the District
 - f. a description of the District financial plan is determined and what is the role of the admin team have in determining that plan
 - g. discuss the process to align educational decisions to financial plan--budget
 - h. many levels of accountability scrutiny—i.e. responsibility flowcharts, procurement policies, directors budgets,
 - i. budget reviews in all departments every three months
 - j. new banking policies—two signatures on bank documents
 - k. use of Quickbooks will soon provide real time account balance for all departments
 - l. new server
 - The District focus on developing a culture to support teachers
 - a. Emphasis on retention: i.e., Working hard to repair low teacher morale through increased emphasis on insurance, two-year raise plan, Xmas bonus, payment for longevity
 - b. Providing federal trainings for access to student records and other federal BIE requirements
 - c. Teacher membership on leadership teams—emphasis on teamwork
 - d. Recruitment at several teacher recruiting job fairs
 - e. National endorsement paid by BIE
 - f. Currently working on a new salary schedule
 - g. New District focus—Why people STAY in our District—not why the LEAVE.

- Add to artifacts:
 - a. Responsibility flowcharts and the internal control policy—evidence of checks and balance in financial policies
 - b. Other artifacts to support narrative additions

Recommendation to Wyo AdvancED State Council:

Improvement Priority 1: Implemented, Change Score to ER score to 3

Improvement Priority 2:

Engage school board members in the training necessary to fully understand their appropriate roles and responsibilities as effective leaders of continuous systems improvement. (2.2)

District Reported Progress Status as Plan Implemented

Notes from APR meeting regarding IP #2:

1. District has focused extensive manpower and fiscal resources to implementing IP #2.
2. Emphasis is twofold:
 - a. Developing a solid relationship between all staff and Board based on trust and communication
 - b. Reviewing, revising and adopting current Board policies to ensure a clear direction for the appropriate roles and responsibilities of District leadership
3. The narrative as presented in the APR draft outlines specific actions taken to address the action items of the IP. (Information for IP 1 & 2 are interconnected.) This is important and necessary information. However, the discussion in the APR Status Meeting provided extensive support for how these actions were implemented. We would suggest adding to the information to the narrative related to:
 - a. How the Superintendent educates his Board and current and upcoming information—i.e. review of curricular area, staffing issues, student progress
 - b. Example of Update: Culture Curriculum
 - Culture Curriculum Organizational Chart
 - Lesson plan review
 - Review of culture training materials
 - Add to artifacts
 - a. Culture Curriculum Organizational Chart
 - b. Draft of Strategic Plan—add following January update and March finalization
 - c. Other artifacts to support narrative additions
4. Status Review of IP by Supt. Indicated these items need to be completed by the Board in order to move to Implemented Status:
 - a. Finish financial realignment
 - b. Finish Board policy review and adoption to include roles and responsibilities
 - c. Increase Board engagement in studying documents and school issues

Recommendation to Wyoming AdvancED State Council:

Improvement Priority 2: Plan in Progress, Change Score to ER score to: 2

Improvement Priority #3:

Engage stakeholders in an intentional, formalized process to provide guidance and input into the system's improvement decisions, and widely disseminate information about student performance to all stakeholders. (2.5, 5.5)

District Reported Progress Status as Implemented

Notes from APR meeting regarding IP #3:

1. District has focused extensive manpower and fiscal resources to implementing IP #3.
2. Emphasis is fivefold:
 - a. Determining stakeholder input through a "true qualitative assessment" of stakeholder perspective
 - b. Expanding stakeholder input through dialog within advisory groups
 - c. Review and use of theoretical models of collegiality and respect to enhance effectiveness of stakeholder participation
 - d. Expanding community cultural events
 - e. On-going parent communications via events, written and electronic information and surveys
3. The narrative as presented in the APR draft outlines specific actions taken to address the action items of the IP. This is important and necessary information. However, the discussion in the APR Status Meeting provided extensive support for how these actions were implemented. We would suggest adding information to the narrative related to:
 - a. Use of "listening" sessions with parents and students—speak your mind sessions which resulted in development of vision for parent group, core values for the parent groups and a plan to increase parent involvement
 - b. Emphasis on goal to develop an "Ongoing" dialog between teachers and parents, to create a voice for parents—i.e. parents explaining to parents MAP results
 - c. Developing and sharing the "*Continuum of Collegiality*" and "*Respect Rubric*" to foster an effective communication structure in all facets of District operation
 - d. Increasing communications about student achievement
 - Add to artifacts
 - a. *Continuum of Collegiality and Respect Rubric*
 - b. Other artifacts to support narrative additions

Recommendation to Wyoming AdvancED State Council:

Improvement Priority 3: Implemented, Change Score to ER score to: 3

Priority Improvement #4:

Involve stakeholders in developing, implementing and communicating a system strategic plan that is clearly focused on student academic success. Align all school improvement plans with the system's plan. (1.1, 1.2)

District Reported Progress Status as Plan Created

Notes from APR meeting regarding IP #4:

1. District has focused extensive manpower and fiscal resources to implementing IP #4.
2. Emphasis is threefold:
 - a. Strategic Plan is developed with input and communication from Board, District Leadership, all staff and stakeholders
 - b. The Strategic plan is aligned to District and school improvement goals and action plans

- c. The strategic plan and its components will be monitored and evaluated for effectiveness in supporting continuous improvement and student achievement.
- 3. The narrative as presented in the APR draft outlines specific actions taken to address the action items of the IP. This is important and necessary information. However, the discussion in the APR Status Meeting provided extensive support for how these actions were implemented. We would suggest adding information to the narrative related to:
 - a. Monitoring mechanisms of Strategic Plan—i.e. PLC monitoring, weekly staff meetings, book study
 - b. Detail use of student achievement data to monitor Strategic Plan—i.e. MAP data, K-2 reading data
 - c. Discuss problems related to lack of data warehousing of student achievement data by WDE and the need to access ACT data
 - d. Freshman Leadership course for Fall
 - e. Positive Reputation—enrollment up to 260 this year
 - f. List of Community Stakeholder Groups
 - Add to artifacts
 - a. List of Community Stakeholder Groups
 - b. Other artifacts to support narrative additions

Recommendation to Wyoming AdvancED State Council:

Improvement Priority 4: Implemented, Change Score to Plan in Progress: Score: 2

Summary of Findings: As a result of our one-day visit to St. Stephen's School, interviews, and 8 eleot® observations, we found the following themes underscore the continuous improvement processes of the District:

1. There is a strong sense of momentum in the District to commitment to continuous improvement through a focus on teamwork, clear goals, and high expectations.
2. District leadership is engaged in growing a new culture to support community, staff, and student needs; i.e. "put culture back into the school" and support for teachers
3. Leadership seeks out and utilizes experts in finance; board structure, governance and policies; BIE, tribal, state, and local policies; curriculum, and technology.
4. Comprehensive processes are now in place to address the detailed, complex components of the District financial system.
5. Processes to ensure shared leadership are in place; i.e. advisory groups, team norms and models.
6. Processes are in place to build the capacity of stakeholders, leadership, staff, and students to positively impact District Improvement.

Additionally, we recommend that the District consider addressing the need to:

1. Prioritize your interventions (aligned to the Strategic Plan) to ensure careful and intentional implementation. Narrow down how much is being implemented—too many activities all at one time may very well lead to ineffective implementation.
2. Develop a communication plan to articulate the many communication strategies being used by the district.
3. Research possible data warehouse source.
4. Begin to upload artifacts to support your improvement processes—Google Docs
5. Communicate Strategic Plan when finalized.
6. Consider developing a Board Handbook to clearly set out roles and responsibilities.
7. Consider completing an AdvancED Self-Assessment each May as part of your on-going review of school and district improvement goals.
8. Continue/ensure data training for all staff.

APPENDIX B

Wyoming School Comprehensive Plan St. Stephen's Indian School



128 Mission Road, St. Stephens, Wyoming

Frank No Runner, Superintendent

2017-18

PLAN SIGNATURES

Frank No Runner, Superintendent (Signature on File)

Superintendent

Marilyn Groesbeck (Signature on File)

Board Chairman



DISCLAIMER

This comprehensive plan was developed by the Wyoming Department of Education (WDE) in cooperation with AdvancED Wyoming to align state and federal plan requirements to a common framework. This document meets the requirements of both the WDE and AdvancED for school continuous improvement.

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DOMAIN 1: TEACHING AND LEARNING

AdvancED Standard 3: Teaching and Assessing for Learning

Standards and Curriculum (3.1)

<p>The school’s curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level. (3.1 Rubric)</p>	<p>Acceptable</p>
<p>YES</p>	<p>The school provides educational programs sufficient for all students to meet uniform content and performance standards in all areas of the common core of knowledge and skills. (Wyoming)</p>
<p>YES</p>	<p>The school has adopted and implemented strategies to monitor the teaching of standards. (Wyoming)</p>
<p>YES</p>	<p>Instruction is provided in the essentials of the state and federal constitutions. (Wyoming)</p>
<p>YES</p>	<p>If applicable, all Hathaway Scholarship Program course requirements, including the Eighth Grade Unit of Study and Hathaway Success Curriculum, have been met and implemented. (Wyoming)</p>
<p>YES</p>	<p>If applicable, the school is providing foreign language instruction in grades K-2. (Wyoming)</p>
<p>YES</p>	<p>If applicable, Career Technical Education courses are offered in a three-course sequence in grades 9-12. (Wyoming)</p>

- All staff members were given tabbed notebooks for their targeted grade level(s). Each notebook contains ALL Common Core State Standards and vocabulary specific for each content area to use for instructional purposes.
- The curricula or teacher prepared units are aligned to Common Core for each subject and grade level.
- Staff were given a curriculum needs assessment survey in March 2017 and from that, we adopted a new math curriculum.
- Focus on using effective methods and instructional strategies based on scientifically based research (SBR) to strengthen the core academic program of the school, increase the amount and quality of learning time, and address the needs of all children, but particularly the needs of low achieving children.
 - Curriculum alignment documents to common core state standards
 - Mapping documents; curriculum guides
 - Teacher lesson plans
 - Core instructional materials meet SBR requirements
 - System in place for identifying, assessing and monitoring students in need of instructional interventions.
 - Intervention instructional strategies (RtI)/Differentiated instruction in place
- Include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve the achievement of individual students and the overall instructional program.
 - The school creates agendas for Teacher Collaboration Professional Learning Communities (PLCs) meetings. Minutes are taken to record work sessions and decisions.
 - School PLCs have defined building practices/norms and procedures.
 - School Improvement Team / Leadership Team agendas work session documents are uploaded in Native Star and on file.

Monitoring and Adjusting Curriculum, Instruction and Assessment (3.2)

Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice. (3.2 Rubric)	Acceptable
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- **Curriculum is aligned to Common Core State Standards**
- **Mapping documents and curriculum guides are implemented**
- **Teacher Lesson Plans are aligned to standards**
- **Core Instructional materials meet SBR requirements**
- **System in place for identifying, assessing and monitoring students in need of instructional interventions**
- **Intervention instructional strategies (RtL)/Differentiated Instruction in place**
- **School needs to create a process to consistently update curricula**
- **Standards must be used to drive instruction**
- **School needs to produce evidence that the assessments appropriately measure the effectiveness of the curriculum**
- **Teaching a written curriculum with fidelity will drive decisions about vertical alignment and ensure assessments accurately measure student performance**
- **Provide effective and timely activities to assist students who have difficulty mastering the proficient or advanced levels of academic achievement standards.**
 - **Defined/written description of school wide intervention strategies - process and procedures**
 - **School has a Multi-tiered instructional approach - Rtl program**
 - **School has student rosters and staff assignments, schedule of service delivery for the Rtl program**
 - **School has an after school program**
 - **School plans to have a summer program**
- **Ensure the curricula, instruction, and assessments are linked to standards and vertically aligned from one grade level to the next.**
 - **Utilize PLC's to align curriculum and develop standards clarity and assessments. Determine if some curricula needs updated or enriched**
 - **Develop a schedule for meeting on alignments, (possibly K - 2, 2-3, 3-5, 5 - 6, 6 - 8, 8 - 9, 9 - 12, with a focus on content by grade and standards alignment at the secondary level (middle school science meets with high school science regularly).**
 - **Monitor fidelity to curricula via PLC's, classroom observations, targets posted and taught (students should know what they are learning) and student performance.**

Instructional Strategies that Engage Students (3.3)

Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations. (3.3 Rubric)	Acceptable
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- **The Leadership Team & Core teachers have been provided professional development of Charlotte Danielson’s Framework for effective teaching. The expectation is that the teacher’s self-reflect on instructional strategies that deliberately move their professional practice to the “Distinguished” category.**
- **Teachers are expected to include “Culturally Relevant” lesson planning when appropriate to personalize instructional strategies for Native American students.**
- **The school provides additional enrichment opportunities for students. The Gifted and Talented (G&T) program is for students who are proficient and advanced. Online educational programs, excel activities and afterschool programs. The G&T program allows students to apply knowledge and skills, integrate content and skills with other disciplines, by integrating technology (book publishing, publishing software, research presentations, individual student portfolios etc.), with a safe, fun learning environment.**

Instructional Leadership (3.4)

School leaders monitor and support the improvement of instructional practices of teachers to ensure student success. [\(3.4 Rubric\)](#)

Acceptable

- **School leaders (BIE Leadership Team/LT) from the superintendent to departmental leaders are actively engaged in a web based continuous school improvement system named Indistar (or Native Star). The system is used to inform, coach, sustain, track, and report improvement activities. This system is offered through the Bureau of Indian Education and has been implemented since 2009. All school improvement initiatives are archived since 2009 up to the most recent initiatives. This system monitors instructional practices and assists in planning the best research based instructional practices using an accountability method. The LT meets twice a month for an hour each meeting to ensure that the evaluations and classroom observations are aligned with the school’s vision and mission statement. The system categorizes: School Leadership & Decision Making; Curriculum, Assessment & Instructional planning; Classroom Instruction; School Community; Cultural & Language. Research based indicators allow the LT to prioritize school improvement based off of the categories and using technology allows the LT to Assess, Plan and Monitor tasks created by the L.T.**
- **Develop a process to collect multiple forms of data and train all staff members in analyzing and utilizing data to inform professional practice.**
 - **Using assessment matrixes, develop a system for data management and collection to be included as part of the District Report Card continuously**
 - **Print data reports and analyze data to inform instruction on a continuous basis as part of PLC teams and reporting to SIT team.**
 - **Include students in their own data and goal setting to increase performance schoolwide.**
 - **Designate a place in each school for a visible data wall and post current and longitudinal data. Classrooms have data walls.**
 - **Include current and longitudinal data on District Report Card communicated on system website and as part of system newsletter.**
 - **Plan professional development as per staff surveys on data analysis and/or specific assessments like NWEA MAP, ACT, or statewide testing. Include training on data management systems (Infinite Campus) or other for test data.**
 - **SIT team to research data management systems and determine if a new one should be purchased. Consider a reading/math data collection management system.**
 - **Collect achievement, demographic, perceptions, and program data in a systematic and comprehensive process and analyze to maximize effect on student performance; this will be included as part of strategic planning.**
- **Develop, implement and evaluate the effectiveness of a professional development plan that is based on a comprehensive needs assessment, differentiates growth opportunities for both certified and classified staff, and is focused on achieving the system’s goals.**

- **Develop a staff survey to determine Professional Development needs K-12; include component to cover recommendations from AdvancED for PD in differentiating instruction, higher order thinking questions, and data collection and analysis to improve student performance.**
- **Administration will collect data from staff evaluations to determine areas of strength and weakness that indicates a need for further training to improve student performance.**
- **PD schedule for school year 2017-2018 has been developed that includes time allotment for PLC's and PTSB credits, and or college credit.**

Collaborative Learning Community (3.5)

Teachers participate in collaborative learning communities to improve instruction and student learning. (3.5 Rubric)	Acceptable
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- School creates agendas for Teacher Collaboration (PLC) meeting(s). Minutes are taken to record work session and decisions. School PLC's have defined building practices/norms and procedures
- Leadership team agenda(s) work session documents are recorded in Native Star/on File
- The superintendent has built in time in the school's weekly schedule for teachers to collaborate on student lesson planning and Unit designs. This process ensures pacing schedules and standards reconciliation for grade levels.
- Staff work sessions (PLCs) review Formative Assessments; agenda, work documents are recorded in NATIVE Star/On File
- Professional development activities - Data review(s) are used to make instructional decisions.
- The school actively engaged in a process called the "BIE Data Roll Up" process since Fall 2011. The school was active until Fall 2013, upon the Bureau's lead to quit the initiative. The process included using NWEA (MAP Data) to create a systemic process is discussing interim data progress 3 times a year. The process included, teachers aggregating their own classroom/grade level data sets. They were required to discuss with building level administrators. The building administrators were then required to aggregate school wide data and present in a PowerPoint format the data to the Line Office (District level) in Billings, MT. The Line Office was then required to present aggregated data from both the line office and the school's data to the Associate Deputy Director of West (BIE/State level). This collaborative process was scheduled regularly three times a year. To improve this practice the school has hired a data coordinator and various PD trainings focused on data have been scheduled.

Instructional Process (3.6)

Teachers implement the school’s instructional process in support of student learning. (3.6 Rubric)	Acceptable
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- **Most teachers at St. Stephen's Indian School have been trained in Charlotte Danielson’s Teaching and Learning Domain and new teachers receive training as a part of their mentoring process. Setting objectives and clearly informing students of learning expectations and standards of performance is a fundamental component the Teaching and Learning Domain. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including informal and formative assessments that inform the continuous modification of instruction. The process provides students with feedback about their learning. Student friendly learning targets are posted each day in most classrooms, and walk-throughs indicate that a higher percentage of students can fully articulate the daily learning target. Some teachers are using exemplars to guide and inform students, but this practice needs to occur more frequently.**

Mentoring, Coaching and Induction (3.7)

Mentoring, coaching, and induction programs support instructional improvement consistent with the school’s values and beliefs about teaching and learning. (3.7 Rubric)	Acceptable
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YES	The school employs qualified instructional facilitators to provide professional development, teacher mentoring and educational leadership based on identified needs and school improvement planning. (Wyoming)
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- **New teachers to St. Stephen's Indian School are provided an induction prior to beginning employment with the district. Administration will assign and monitor teacher mentors for new teachers. The primary focus of mentoring is to ensure new teachers have a working knowledge of the instructional framework and strategies, classroom management, and cultural awareness. Mentoring for new teachers takes place throughout the year; however mentors may also work with new teachers on as-needed topics.**
- **Ensure the embedded teaching of Native American culture, history, and language into all classes**
 - **Create a cultural leadership team to advise the school system**
 - **Create time in the daily school schedules to embed Native American culture, history, and language**
 - **Adopt teaching and learning standards and align curriculum to those standards**
 - **Create a link on the school website for cultural department and activities**
 - **Work with the Elders Advisory Board**

Family Engagement (3.8)

The school engages families in meaningful ways in their children’s education and keeps them informed of their children’s learning progress. (3.8 Rubric)	Acceptable
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YES	Parent contact procedures and history regarding unexcused absences and student misconduct resulting in suspension is documented (Wyoming)
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- School has a Parental Involvement Plan/policy in NATIVE Star/on file
- School has a Calendar/Schedule of Parental Involvement Activities
- School has documentation - parent notices, flyers and posters announcing meeting date and location
- Annual title 1 meeting agenda, handouts and sign in sheets are on file
- Title I Parent-School compact
- Compact has been uploaded in NATIVE Star/on file for the current year
- Meeting agenda, handouts, sign in sheets are on file
- School report card, examples of student work and test scores are explained and provided to parents
- Newsletter, flyers, school web site, documents sent to parents keeping them informed
- Parent/Teacher conference schedules & sample of documents provided to parents
- Training/materials are provided to parents on how to read assessment
- Open house for all parents-sign in sheet/documents/materials are shared with parents
- Parents are provided with a monthly/yearly training calendar
- School provides information, brochures, web site for parents regarding working with their children at home
- School provides staff/parents with the monthly/yearly professional development calendar/schedule to training activities
- Professional Development training materials/handouts are provided to all staff and parents.
- Parent/Staff planning meeting(s) agenda, minutes and work session materials
- School sends out surveys to students, staff, parents, community and administrators to evaluate the effectiveness of the parent involvement policy
- A defined process for data gathering, analysis, and reporting of the survey is utilized
- School has an evaluation process document on file
- Engage stakeholders in an intentional, formalized process to provide guidance and input into the system’s improvement decisions, and widely disseminate information about student performance to all stakeholders.
 - Current student data will be published on the school website as part of the District Report Card.
 - District report card with communication about student performance goals and targets will be communicated on the system website.

- Newsletters to families will be reinstated to include items of interest, student interest items, district report card, and system communication to stakeholders, like school improvement, mission, and vision. Newsletters will be sent home and included on system website.
- Reimplementation of technology team to review website for continuous system communication, digital learning and strategies schoolwide, and to develop a continuous technology plan for the system with regularly scheduled meetings and minutes.

Student Advocacy Structure (3.9)

<p>The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student’s educational experience. (3.9 Rubric)</p>	<p>Acceptable</p>
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- **St. Stephen's Indian School implements structures that provide opportunities for long-term interaction with individual students. The elementary level utilizes a small group intervention structure to provide students with individualized instruction, while at the same time providing students and teachers the opportunity to build strong relationships. Our middle level is small enough that teachers get to know each student and helps him/her with academics and other school activities. The teacher will often plan activities to help students with social and character skill building as well. The high school level has created an extensive advisory program to foster student success. The advisory program allows all students to have multiple adult advocates that provide support and enrichment to their academic experience. Each teacher in the school is assigned a grade level advisory group to perform weekly grade checks, coordinate remediation, and provide for enrichment activities of their students. The 21st Century grant also provides after school opportunities for enrichment, building relationships, tutoring and enhancing culture.**

Grading and Reporting (3.10)

Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses. (3.10 Rubric)	Acceptable
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- **St. Stephen's Indian School teachers use common grading and reporting policies, processes, and procedures based on criteria that represent each student's attainment of content area knowledge and skills through the NASIS database and grading program. Parents and students are clearly informed about grading criteria for their students either in newsletters, course descriptions, or as part of parent teacher conferences.**

Professional Learning (3.11)

All staff members participate in a continuous program of professional learning. (3.11 Rubric)	Acceptable
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YES	The school has developed and implemented a professional development plan that focuses on the development and implementation of standards and standards-based assessments, the instructional and student learning uses of technology, individual school improvement goals, assessed needs based on documented student results, and individual professional development goals. (Wyoming)
YES	The school provides annual training to all school personnel concerning discrimination, confidentiality, and occupational exposure to blood-borne pathogens. (Wyoming)

- **A professional development calendar/plan for SY 2017-18 was generated based on observations/academic data.**
- **Professional development plan is aligned to Title 1 school improvement efforts**
- **Sign-in sheets, agenda, and training materials from PD on file.**
- **Leadership team has a plan that measures the support structures in place to ensure PD strategies are put into practice.**

Learning Support Services (3.12)

The school provides and coordinates learning support services to meet the unique learning needs of students. (3.12 Rubric)	Acceptable
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YES	The school is providing for the needs of all gifted and talented students through enrichments in regular instruction, enrichment programs, advanced or challenging courses, extension periods, etc. (Wyoming)
YES	The school follows district policies and procedures for identifying and intervening with at-risk students and preventing at-risk behavior. (Wyoming)
YES	The school implements programs that include planned strategies for intervening with students who fail to demonstrate proficiency on the standards. These include extended day and extended year programs and certified tutors. (Wyoming)
N/A	Title I targeted assistance programs avoid removing children from the regular classroom during regular school hours for instruction provided under Title I. (Federal)
N/A	The school meets the educational needs of historically underserved populations. (Federal)

- **Defined/written description of schoolwide intervention strategies-process and procedures.**
- **School has a multi-tiered instructional approach/RTI program.**
- **School has student rosters and staff assignments, schedule of service delivery for the RTI program.**
- **School has an after-school program.**
- **School plans to have a summer program.**

AdvancED Standard 5: Using Data for Continuous Improvement

Student Assessment System (5.1)

The school establishes and maintains a clearly defined and comprehensive student assessment system. (5.1 Rubric)	Acceptable
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YES	The school implements the district assessment system to measure student performance relative to the uniform state content and performance standards. The system is designed so that all students have equality of educational opportunity to learn the content and skills represented in the standards and to the level established by the performance standards. (Wyoming)
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- **St. Stephen's Indian School needs to continue a comprehensive district assessment system Native Star (INDISTAR) designed to drive continuous improvement and guide instruction. The district's system based assessments and other assessments that can serve to guide instruction were shifted to Common Core Standards to triangulate data for each student. Staff uses an assessment system that produces data from multiple assessment measures about student learning and school performance. The system generally provides consistent measurement across classrooms and courses. Utilizing NWEA for Measures of Academic Progress (MAP), Renaissance Place for STAR Progress Monitoring, and Core Program assessments in reading and math; data is collected, compiled, and analyzed for instructional purposes. Assessment data is also then readily available for reading and math intervention programs as well. As a result of required budget reductions, the district eliminated the instruction facilitator positions for reading and math and placed assessment, data analysis, and intervention responsibilities to inform instruction totally on classroom teachers. Data is assessed through grade band and PLC meetings. NASIS is the data management system for the school.**

Collecting, Analyzing and Applying Learning from a Range of Data Sources (5.2)

<p>Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions. (5.2 Rubric)</p>	<p>Acceptable</p>
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- **St. Stephen's Indian School needs to improve the overall ability of staff to continuously collect, analyze and apply learning from a range of data sources. Staff has established a working process in professional learning communities and grade band meetings to increase teacher and leader capacity to analyze and apply learning from its data. The district has also worked to make better use of the Dynamic Reporting suite provided by NWEA for MAP testing including the Continuum of Learning, Student Goal Setting Worksheets and Descartes. Staff is also working to utilize Renaissance Place (STAR Early Literacy, STAR Reading and STAR Math) in using the new Core Progress Learning Progressions recently added to their site. The district is focused on improving this aspect of professional practice, and is working to provide professional learning opportunities for all staff.**
- **The school has purchased a data management system (Mileposts) that will house assessment data. Teachers will then have access to various data sources all in one place.**

Training in the Interpretation and Use of Data (5.3)

Professional and support staff are trained in the evaluation, interpretation, and use of data. (5.3 Rubric)	Acceptable
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- **The district recognizes the need to improve teacher and leader capacity to analyze and apply learning from our data, and is currently using the PLC process and grade band meetings to assist teachers in becoming more purposeful and consistent in the data analysis process. Most of the St. Stephen's Indian School staff is trained in the evaluation, interpretation, and use of data. Classroom teachers, para educators, and special education staff receives professional development in how to use the district assessment programs such as NWEA Measures of Academic Progress (MAP). External consultants and trainers are brought into the district to train teachers and the newly hired Data Coordinator is on site to support staff with the evaluation, interpretation, and use of data.**
- **The school needs to discern how data are systematically used to inform instructional decisions, drive professional development, or influence resource allocation.**
- **School has planned professional development trainings for certified or operations staff members in how to utilize data as part of their professional practice.**

Determining Verifiable Improvement in Student Learning (5.4)

<p>The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level. (5.4 Rubric)</p>	<p>Acceptable</p>
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- **The St. Stephen's Leadership and Governance Policy Manual states that the Superintendent will schedule presentations and reports by staff on assessments and instructional programs. Each year, the superintendent and all building principals provide the Board of Trustees with a report on student performance aligned to the district's strategic plan, and reviewing progress towards the district's quality indicators. With administration changes, our district needs to assure that this process continues. The district needs to improve the sharing of this same information with all stakeholders including the updating of the district website with current data. The administration also needs to provide the Board of Trustees and district stakeholders with continuous data to verify student learning and college and career readiness.**

Communicating School Performance (5.5)

Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders. (5.5 Rubric)	Acceptable
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- **The district's process to monitor information about student learning, system and school effectiveness, and the achievement of system and school improvement goals begins with the district's strategic planning through Indistar, the Native Star website. Our own website needs to improve on providing the community with the district's purpose and direction, strategic plan, and assessment data. Additional communication to stakeholders will be through newsletters, parent-teacher conferences, professional development, emails, and phone calls to provide information the district's purpose, direction and strategic plan which will be updated at the beginning of each school year. The superintendent and the building principals provide an annual performance report to the Board of Trustees.**
- **Stakeholders must receive formalized communication about student achievement such as interim and summative test scores.**
- **System goals and targets for student performance must be set by the school improvement team.**
- **The school's website needs to provide comprehensive or useful information to stakeholders seeking to understand the system purpose, system goals or student achievement targets.**

DOMAIN 2: LEADERSHIP CAPACITY

AdvancED Standard 1: Purpose and Direction

Purpose Revision Process (1.1)

<p>The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success. (1.1 Rubric)</p>	<p>Acceptable</p>
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<p>YES</p>	<p>The school provides opportunities for <i>all children</i> to meet the State's proficient and advanced levels of student academic achievement. (Federal)</p>
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- **St. Stephen's Indian School Board of Trustees has developed a set of Leadership and Governance policies which dictate that the purpose and direction for the district will be defined through a strategic planning process. To meet that goal, the district is working on the Native Star process to develop and implement a well-documented strategic planning process for the review, revision, and communication of the system's purpose. Documentation of this process needs to be available for two way communication on the district website. The strategic plan will include goals and action items. The goals and action items are translated to an action plan which includes the action manager, the work group, the timeline, a performance measure, and the budget. A new strategic plan will be created within the required BIE Native Star website, State of Wyoming, and AdvancEd timeframes with significant stakeholder input. The Board of Trustees reviews implemented strategic plans annually. The annual review of the strategic plan (between large-scale planning events), will involve the Board of Trustees and the administrative team.**
- **The school needs to create a strategic focus document.**
- **The school improvement plans must be aligned to or driven by the system focus document.**
- **Staff members should be able to articulate how the system’s purpose and strategic focus influenced school improvement planning in any way.**

Culture Based on Shared Values and Beliefs (1.2)

<p>The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills. (1.2 Rubric)</p>	<p>Acceptable</p>
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- **As a result of implementing the Charlotte Danielson framework, each school has committed to developing a set of operating principles. These documents reflect the shared values and beliefs about teaching and learning in each building. St. Stephen's Indian School uses a walkthrough system to collect data on our instructional program, and to ensure that we are offering challenging educational programs and equitable learning experiences. While the district has been successful in increasing leadership capacity and collective efficacy, the district recognizes that with recent funding cuts it lacks a fully functional RTI system to ensure that all students receive the supports they need to be successful. The district has utilized the Century 21 afterschool program for improved student success and Excel Gifted and Talented. Staff works within each classroom to build in an RTI system with available resources.**
- **Vision Statement: All students will be provided a safe, success-oriented, culturally-responsive educational environment which will develop responsible, respectful, productive, and well-adjusted individuals in an ever-changing world.**
- **Mission Statement: To walk with dignity, knowledge, and wisdom; “Nu hu hee 3e ei see noo’ to uu 3e ti hee 3o uu nohei hii noo”**
- **Our Philosophy: We at St. Stephen's Indian School believe in the simple philosophy of life that has sustained the Indian people through the centuries; "To walk with dignity, knowledge, and wisdom, to live in harmony with earth and everything on it, to acknowledge with thanks the Great Spirit."**
- **Belief Statement: St. Stephen's Indian School exists first and foremost for teaching and learning. Our students will be taught the techniques for living and leadership in modern society within a curriculum framework, which includes the art language and beliefs of American Indian culture and heritage. We believe that all students can learn provided with positive, success oriented, and safe environment. Students, teachers, administrators, parents, and community are equally important in the learning process.**
- **Involve stakeholders in developing, implementing and communicating a system strategic plan that is clearly focused on student academic success. Align all school improvement plans with the system’s plan.**
- **Identify a school improvement stakeholder team, allowing for input of all system stakeholders and develop a strategic plan that focuses on students’ academic success and driven by the school's vision and mission statements.**
- **Vision and mission statements should be revisited with stakeholder input and revised or approved as is with documentation.**

- School improvement team will identify requirements as per Indistar and ADD West and other school improvement as part of Strategic Plan and will insure alignment of those plans to the strategic plan.
- Communication of the Strategic Plan will be on the system website and via professional development.
- Stakeholder comment and feedback on strategic plan should be available on website and/or a school feedback box in the front office.
- Implement Strategic Plan to drive student academic success.

School Improvement Process (1.3)

<p>The school’s leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning. (1.3 Rubric)</p>	<p>Acceptable</p>
<p>YES</p>	<p>The school monitors its school improvement process and supports the implementation of the school improvement plan. (Wyoming)</p>
<p>YES</p>	<p>The school participates in the State Accountability System and complies with applicable state and federal laws. (Wyoming)</p>
<p>YES</p>	<p>The school conducted a needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to the Schoolwide program components. (Federal)</p>
<p>YES</p>	<p>If the school uses Title 1 Targeted Assistance, planning for students served under this part is incorporated into existing school planning. (Federal)</p>
<p>YES</p>	<p>The comprehensive plan components are reviewed and revised as necessary by the school. (Federal)</p>
<p>YES</p>	<p>The school has planned or developed strategies with input from teachers to monitor and evaluate the success of school wide activities and will use the results of the evaluation to inform and improve instructional strategies as well as professional development activities. (Federal)</p>

- **Planning meeting agendas, minutes, work session documents in NATIVE Star/on file**
- **Staff assignments and action plans, work session documents in NATIVE Star/on file**
- **Written description of SIT work, role/responsibilities document, operation procedures, expectations and tasks to be performed**
- **Written description of SIT work, roles/responsibilities document, operation procedures, expectations and tasks to be performed**
- **Schedule/Calendar of meetings, agendas, minutes and work session documents**
- **Minutes of SIT meeting agenda and minutes are in NATIVE Star/on file**
- **School has revised (SI, CA, Restructuring Plan) in Native Star/on file**
- **School has monitoring procedures that documents and measures that the plan is being implemented**

AdvancED Standard 2: Leadership

Board Policies and Practices (2.1)

Board Policies and Practices: The governing body establishes policies and supports practices that ensure effective administration of the school. (2.1 Rubric)	Acceptable
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YES	The flags of the United States of America and the State of Wyoming are displayed when school is in session in, upon, or around the school building. (Wyoming)
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- Policies are posted in the central administration and principals offices, the libraries, and are available through the school website
- Engage school board members in the training necessary to fully understand their appropriate roles and responsibilities as effective leaders of continuous systems improvement.
 - A schedule of professional growth opportunities, trainings, and workshops for the school board will be developed that includes all functions of school boards, ethics and limitations of roles and responsibilities, opportunity and value of stakeholder voices, and process for development of school improvement.
 - An annual board self-evaluation process will be researched, chosen, and implemented.
 - Attendance at school board meetings by the board will be tracked and reported in board minutes with a summary provided at the annual meeting.
 - Board minutes will be provided for staff, parents and all stakeholders electronically with 24 hours of meeting.

District Board Operations (2.2)

District Board Operations: The governing body operates responsibly and functions effectively. (2.2 Rubric)	Acceptable
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- **St. Stephen's Indian School Board evaluates the superintendent on his corresponding roles and responsibilities and has also adopted a formal set of operating principles. Found within the Board's Leadership and Governance policies, are formally adopted Board Member Covenants, Code of Conduct, Ethics, and Conflict of Interest policies. New board members are required to participate in a new board member orientation, board members participate in local, state, and national training events. The Board attends the Fremont County School Board Association meetings, Wyoming School Board Association meetings, National School Board meetings, and Impact Aid meetings.**
- **School Board members must attend professional growth opportunities, trainings, or workshops for school board members.**
- **Create internal processes to assure those policies are followed or that the board has self-evaluation processes in place.**
- **Stakeholders indicate that their voices are not heard or valued.**
- **Board must define their limitations of their roles and responsibilities.**
- **Meet fiscal health and accountability to all stakeholders by following federal and state standards and by working within a balanced budget.**
 - **Evaluate current financial trends to clarify use of resources and take necessary steps for healthy financial management.**
 - **Develop budget and budgeting review team to insure financial health, consider having departments develop own budgets on funding available.**
 - **Attend a regional job fair for teacher recruitment from surrounding states.**
 - **Provide Professional Development to improve school climate so that financial situation does not continue to be a distraction from student performance.**

Leadership Autonomy (2.3)

<p>The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively. (2.3 Rubric)</p>	<p>Acceptable</p>
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- **St. Stephen's Indian School Board clearly defines the roles and responsibilities of the governing body and the superintendent in its Leadership and Governance policies. The district's strategic plan is used to ensure collaborative goal setting and to establish non-negotiable goals for achievement and instruction. Once the goals developed in the strategic planning process have been determined, the administrative team is given the autonomy to develop an action plan to meet the strategic planning goals in accordance with Native Star. Building principals and their staff then use the Balanced Leadership framework and practices to translate the information in the action plan to actionable practices through a trilateral planning tool, specific to each school. Despite implementing this process, this indicator shows low levels of satisfaction from both parents and staff and stakeholder surveys.**

Leaders and Staff Foster Culture (2.4)

Leadership and staff foster a culture consistent with the system’s purpose and direction. (2.4 Rubric)	Acceptable
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- **St. Stephen's Indian School uses the Danielson framework and Native Star as a mechanism to foster a culture consistent with the system's purpose and direction. The district will include and train all district administrators and some stakeholders in the Danielson framework and Native Star online process for Strategic Planning. As a part of this process, all schools have developed a set of operating principles to align the work in schools to the strategic planning goals and the district purpose. By including teacher leaders and staff in the process, the district believes it will improve collective efficacy, shared accountability, and maintain high standards for all staff. The district will need to maintain this commitment, and understand that this training will take time to complete.**

Stakeholder Engagement (2.5)

Leadership engages stakeholders effectively in support of the school's purpose and direction. (2.5 Rubric)	Acceptable
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YES	The school has procedures for involving parents and community in decision-making, implementation of standards, goal setting and planning for school improvement, and identification of budget priorities based on student performance standards. (Wyoming)
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- St. Stephen's Indian School has utilized its strategic planning process through Native Star as a core mechanism to engage stakeholders in the school district during past years. As the new administrative team becomes familiar with the Native star online tool and resources, they will renew the strategic planning process. The district utilizes a parent advisory committee at both the elementary and middle schools to provide the building principals with feedback on daily operations, assessments, professional development, and technology. One of the district's goals is to promote trust and involvement with parents, families and community. Maintaining communication with and taking feedback from district stakeholders is critical to the development of the school improvement plan. The district has regularly scheduled opportunities for parents and stakeholders to meet with school staff and communicate questions, concerns, and comments. Parents are contacted regularly by the principal and staff with updates, happenings, and celebrations via newsletters, monthly calendars, school website, Facebook, email, and phone**

Leader and Staff Evaluation (2.6)

Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success. (2.6 Rubric)		Acceptable
YES	The school uses a State Board of Education/WDE approved teacher performance evaluation system. (Wyoming)	
YES	The performance of each initial contract teacher is formally evaluated in writing at least twice annually. (Wyoming)	
YES	The performance of each continuing contract teacher is formally evaluated in writing at least once each year. (Wyoming)	

- Administrators use the Charlotte Danielson Evaluation Model for supervision and evaluation processes, implemented at minimal levels to monitor and effectively adjust professional practice and improve student learning. Continuing contract teachers are evaluated once per year, while non-continuing contract teachers are evaluated twice per year using the domains and standards of Danielson’s Teacher Evaluation Tool. Administrators use a walk-through process to gain knowledge and understanding of teaching practices. The Danielson Evaluation Model is used to evaluate non-classroom instructional staff; para-educators, interventionists, counselors, and librarian. The results of the supervision and evaluation processes are utilized to adjust professional practice and improve student learning.**

DOMAIN 3: RESOURCE UTILIZATION

AdvancEd Standard 4: Resources and Support Systems

Staff Recruiting and Retention (4.1)

<p>Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school’s purpose, direction, and the educational program. (4.1 Rubric)</p>	<p>Acceptable</p>
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<p>YES</p>	<p>The assignment of staff members is in accordance with the certificates and endorsements as specified in the Professional Teaching Standards Board regulations. (Wyoming)</p>
<p>YES</p>	<p>Instruction is provided by highly qualified teachers (Federal)</p>
<p>YES</p>	<p>Paraprofessionals meet the requirements of ESEA (Federal)</p>

- For paraprofessionals, certification documentation of two years of college coursework
- Schools has paraprofessionals included in the HQT document
- For teachers, the school has documentation that parents receive notification of teacher qualifications
- Copies of documentation of notification is provided annually
- Documentation of instruction provided by highly qualified teachers meets HOUSS/HQT requirements
- Staff holds appropriate and current state certification and endorsements
- Recruitment and Retention Plan detailing recruitment efforts - job posting, flyers, newspaper advertisements
- School has a policy on recruitment and retention procedures and practices.
- The School must conduct a thorough review of the system’s financial documents and budget expenditures that are the primary focus on improved student performance.
- A robust financial management plan allows a system to allocate resources among different and competing sources of use for the purpose of increasing student achievement

Sufficient Resources (4.2)

Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school. (4.2 Rubric)	Acceptable
YES	<p>The school complies with the State Board of Education’s definition of the minimum hours of student/teacher contact and minimum days per year. The school calendar includes a minimum of 185 teacher work days.</p> <ul style="list-style-type: none"> • ½ Day Kindergarten – 450 hours • Full Day Kindergarten – 900 hours • Elementary – 900 hours • Middle/Jr. High – 1050 hours • High School – 1100 hours (Wyoming)
YES	<p>On Presidents’ Day, Veterans Day, Martin Luther King Jr. Day, Wyoming Equality Day, and general election day, the school is not dismissed except by order of the board of trustees of the district. Exercises to emphasize the significance of these days are optional to the school. (Wyoming)</p>
YES	<p>The following days are appropriately observed:</p> <ul style="list-style-type: none"> • Wyoming Day, December 10 of each year. • Nellie T. Ross’ birthday, November 29 of each year. • Native American Day, the second Friday in May. • Pearl Harbor Remembrance Day, December 7 of each year. • Constitution Day, September 17 of each year. (Wyoming)
YES	<p>Federal funds are used for authorized and allowable activities, and are used by the intended population (Federal)</p>
YES	<p>Federal funds are used to supplement and in no case supplant state or local dollars. (Federal)</p>
YES	<p>Equipment purchased with federal funds, including that purchased for private/home school use, are marked and inventoried. (Federal)</p>
YES	<p>Personnel whose salary is funded 100% from a single federal fund submit a signed, bi-annual certification. (Federal)</p>
YES	<p>Personnel whose salary is split-funded, whether between various federal funds or between federal and state funds, maintained accurate time/effort logs. (Federal)</p>

YES

Activities approved for Federal Funding are completed within the approved time period. (Federal)

- **Comprehensive Improvement Plan**

Safe, Clean and Healthy Environment (4.3)

<p>The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff. (4.3 Rubric)</p>	<p>Acceptable</p>
<p>YES</p>	<p>The school ensures that students are educated in a safe environment that meets all building, health, safety, and environmental codes and standards required by law for all public buildings. (Wyoming)</p>
<p>YES</p>	<p>Crisis management plans are in place to ensure that potential crisis situations are addressed and are practiced on a regular basis. (Wyoming)</p>
<p>YES</p>	<p>A health inspection of the building and the food-service facilities is conducted annually, and the building principal has sought remedies to noted problems in accordance with state statutes. (Wyoming)</p>
<p>N/A</p>	<p>Protective eye devices have been purchased and are used, free of charge, by all students and teachers involved in activities or using materials that create a substantial risk of harm to the eyes. (Wyoming)</p>
<p>YES</p>	<p>The school requires written documentary proof of immunization or written immunization waiver to be provided for all students attending within thirty (30) days after the date of school entry. (Wyoming)</p>
<p>N/A</p>	<p>The school maintains documentation on file and conducts an audit of immunization status for each child enrolled in accordance with rules and regulations prescribed by the Department of Health. (Wyoming)</p>
<p>YES</p>	<p>The school has developed and has on file the policy for required notification of pesticide application on or around the school building. (Wyoming)</p>
<p>YES</p>	<p>Fire inspections are conducted at least once every three (3) years, and results are available. (Wyoming)</p>
<p>YES</p>	<p>The school conducts fire/safety drills at least once every month that school is in session according to state statutes. (Wyoming)</p>
<p>YES</p>	<p>The school has established a school environment that improves school safety and discipline and addresses other non-academic factors that impact student achievement, such as students' social, emotional, and health needs. (Federal)</p>

- St. Stephen's Indian School is fortunate to have excellent facilities, and sufficient funding to maintain them. The district administrative team includes the directors for all support areas, and the team meets monthly to discuss any issues that need to be resolved to provide a safe, clean, and healthy environment. The district has made significant improvements to the district's safety model. The administrative team and key stakeholders and community members were trained in crisis management with FEMA. The crisis management plan has been revised collaboratively with local law enforcement during the past four years and drills within the district are practiced monthly. All staff takes part in web-based GCN Trainings for harassment, blood-borne pathogens, and suicide prevention upon returning school each year. First-Aid and CPR training will be provided every year.
- This is considered a powerful practice that the school provides a culturally-appropriate, well-maintained and safe facility that enhances the learning environment.

Information Resources (4.4)

Students and school personnel use a range of media and information resources to support the school's educational programs. (4.4 Rubric)	Acceptable
YES	Media services sufficient to support the achievement of student content and performance standards are available and accessible to all students and staff. (Wyoming)

- **St. Stephens Indian School currently employs one certified librarian, and two library paraprofessionals to staff its two libraries. As students find less need for a traditional library, the district wants to start the process of developing a new vision with a greater focus on media and information technology. As the district continues to move forward its goal of a 21st Century learning environment, the district will need to develop a comprehensive vision for the transitioning our current library format to a more modern alternative and will need to secure funding as funding has been an issue in the past in getting our technology system up to the level of surrounding schools.**

Technology Resources (4.5)

<p>The technology infrastructure supports the school’s teaching, learning, and operational needs. (4.5 Rubric)</p>	<p>Acceptable</p>
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<p>YES</p>	<p>The school has implemented the district technology plan. (Wyoming)</p>
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- St. Stephen's Indian School seeks to improve the technology based learning environment. Most classrooms have interactive smartboards, document cameras and FM audio systems. K-8 classrooms are equipped with either mini iPads or Chromebooks and numerous classrooms at the high school are equipped with Chromebooks. There is also a computer lab at each school. Although the district emphasizes the need to integrate technology into classroom instruction for improving student outcomes, teachers have progressed at varying rates of adoption for integrating technology, sometimes out of frustration. The district seeks more quality, fidelity, consistency, and funding in this area. Continual and supportive training will be provided through professional development.**

Supports to Meet Physical, Social and Emotional Needs (4.6)

The school provides support services to meet the physical, social, and emotional needs of the student population being served. (4.6 Rubric)	Acceptable
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- **St. Stephen's Indian School is in the process of adopting the integration of Arapahoe culture and language education into classroom instruction. Although the school personnel attempt to determine the physical, social, and emotional needs of students in the school, there is a need for differentiated alternative programs to support students emotionally. Arapaho Elders will be invited to speak with students concerning respect and what expectations should be seen as students continue to adapt to living in two worlds. Some county and reservation agencies work with individual students for their social and emotional well-being as well as restorative justice placements. Our McKinney-Vento grant contributes to basic physical needs of our homeless youth in conjunction with staff and our home school coordinator. Our school provides free and reduced breakfast, lunch, and afterschool snacks for our students.**

Services to Support Student Educational Needs (4.7)

<p>The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students. (4.7 Rubric)</p>	<p>Acceptable</p>
<p>YES</p>	<p>The school is providing for the needs of all disabled students and is in compliance with statutory requirements. (Wyoming)</p>
<p>YES</p>	<p>All students have access to guidance services that provide assistance in developing and monitoring their educational and career plans through a structured, systematic individual planning process. (Wyoming)</p>

- St. Stephen's Indian School personnel endeavor to determine the counseling, assessment, referral, educational, and career planning needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. Team consensus on interventions are put in place when needed and students are monitored for success before they are referred for further testing. The process involves teachers, counselors, parents, and school leaders who have knowledge of each area of the documenting the process. School personnel evaluate all programs through surveys and staff evaluations using the Danielson Model. The district's Special Services director and the district administrative team and work to be proactive in providing sufficient support (professional development and technical assistance) to ensure that individual plan implementation and timelines for services are achieved.**

APPENDIX C

BIE Schoolwide Program Plan

All BIE-funded LEAs/Schools operate schoolwide programs. Each schoolwide program has a Schoolwide Program Plan that contains the ten (10) component requirements and includes evidence the plan has been implemented [Section 1114(b)(1); 34 CFR 200.25]. The Schoolwide Program Plan is a summary of these ten components that meet the Elementary and Secondary Education Act (ESEA) and the Every Student Succeeds Act (ESSA) Sections 1112 and 1114. **The Schoolwide Program Plans submitted for SY 2017-18 reflect the transition from ESEA to meet ESSA requirements [including Sections 1116 and 1119].**

To complete this form:

1. Enter your responses.
2. Once the form is complete, click Save and Send for Review. Please check for feedback, make adjustments, and submit on the Submit Forms/Reports Tab.
3. Please refer to the "Document Upload Guidance" under the Docs and Links Tab for uploading supporting evidence.

Note: Please review your responses if you are copying and pasting from Word. There may be some compatibility issues that will need to be edited.

1. Review the information included in the Needs Assessment and SMART Goals submission in NS. In the box below, please provide a brief summary of the schoolwide reform strategies [ESSA Section 1112(b)(1)(A-D)] that align with the SMART Goals and that will:
 - a) address the needs of all children, particularly those at risk of not meeting the challenging State academic standards, through activities which provide opportunities for all children to meet the challenging State academic standards; and
 - b) strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education (i.e., counseling, school-based health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas; preparation and awareness of postsecondary education and the work-force opportunities and access to Advanced Placement, dual

or concurrent enrollment, or early college high schools programs) [ESSA 1112(b)(12)(A)].

The findings from the AdvancED Accreditation is our Continuous Improvement Plan.

Needs Assessment

AdvancED Accreditation Review: An international protocol for institutions committed to systematic and sustainable improvement

- Builds capacity of the system and its schools to increase and sustain student learning
- Stimulates and improves effectiveness and efficiency throughout the system

AdvancED sent a team of education experts to conduct an External Review on October 4-7, 2015.

External Review

A diagnostic process to stimulate and guide continuous improvement with a focus on:

- Impact of teaching and learning
- Capacity of leadership
- Use of resources

Professional judgment by the External Review Team results in:

- Powerful Practices
- Opportunities for Improvement
- Improvement Priority
- Index of Education Quality
- Accreditation Recommendation

Stakeholders interviews:

- Superintendent
- 5 Board Members
- 2 Administrators
- 15 Instructional Staff
- 5 Support Staff
- 22 Student
- 9 Parents/Community Leaders

Domain: Teaching and Learning Impact

The External Review Team examined:

- Student performance results
- instructional quality
- Learner and family engagement
- Support services for student learning
- Curriculum quality and efficacy
- College and career readiness data

Findings

Opportunities for Improvement:

- Ensure the curricula, instruction, and assessments are linked to standards and vertically aligned from one grade level to the next
- Develop, implement, and evaluate the effectiveness of a professional development plan that is based on a comprehensive needs assessment, differentiates growth opportunities for both certified and classified staff, and is focused on achieving the system's goals.
- Develop a process to collect multiple forms of data and train all staff members in analyzing and utilizing data to inform professional practice.

All the Domains that the team examined:

- Equitable Learning Environment
- High Expectations Environment
- Supportive Learning Environment
- Active Learning Environment
- Progress Monitoring and Feedback Environment
- Well Managed Learning Environment
- Digital Learning Environment

Domain: Leadership Capacity

The External Review Team examined:

- Institutional purpose and direction
- Governance and leadership effectiveness
- Stakeholder engagement
- Improvement capacity
- Results

Improvement Priorities:

- Involve stakeholders in developing, implementing, and communicating a system strategic plan that is clearly focused on student academic success. Align all school improvement plans with the system's plan.
- School board members must engage in the training necessary to fully understand their appropriate roles and responsibilities as effective leaders of continuous systems improvement.
- Engage stakeholders in an intentional, formalized process to provide guidance and input into the system's improvement decisions, and widely disseminate information about student performance to all stakeholders.

Domain: Resource Utilization

The External Review Team examined:

- Allocation and use of resources
- Equity of resource distribution to need
- Level and sustainability of resources
- Long range capital and resource planning effectiveness

Findings

Powerful Practice:

The system provides a culturally-appropriate, well-maintained, and safe facility that enhances the learning environment.

Improvement Priorities:

Develop, implement, and evaluate a future-focused financial management plan that includes a process to recruit, hire, and retain highly effective instructional staff to support the purpose and direction of the system.

Conclusions

Index of Education Quality™ (IEQ™)

- Impact of teaching and learning on student performance
- Capacity of leadership to guide and ensure effectiveness in carrying out strategic direction of institution
- Utilization of resources to meet diverse needs of students and institution

- Use as a tool for formative analysis and continuous improvement
- Connection for the conditions, processes, and practices to evidence including student performance

IEQ Results

Overall Score	174.91
Teaching and Learning Impact	190.48
Leadership Capacity	155.95
Resource Utilization	162.50

The IEQ results indicate that the school system is performing within acceptable ranges as compared to expected criteria as well as other institutions in the AdvancED network.

The External Review Team recommends to the AdvancED Accreditation Commission that the

Saint Stephen's Indian School Education Association, Inc. earns the distinction of accreditation by AdvancED.

Continuous Improvement

- Improvement Priorities must be addressed within two years
- Beginning of a journey of improvement
- Deliberate and strategic actions to ensure that every child, *every day is being prepared and achieving success for their future*
 - Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve the achievement of individual students and the overall instructional program.
- The school creates agendas for Teacher Collaboration (PLCs) meetings. Minutes are taken to record work sessions and decisions.
- School PLCs have defined building practices/norms and procedures.
- School Improvement Team / Leadership Team agendas work session documents are uploaded in Native Star and on file.
 - Schoolwide Reform Strategies focus on using effective methods and instructional strategies based on scientifically based research (SBR) to strengthen the core academic program of the school, increase the amount and quality of learning time, and

address the needs of all children, but particularly the needs of low achieving children.

- Curriculum alignment documents to common core state standards
- Mapping documents; curriculum guides
- Teacher lesson plans
- Core instructional materials meet SBR requirements
- System in place for identifying, assessing and monitoring students in need of instructional interventions.
- Intervention instructional strategies (RtI)/Differentiated instruction in place
 - Effective and timely activities are provided to assist students who have difficulty mastering the proficient or advanced levels of academic achievement standards.
- Defined/written description of school wide intervention strategies - process and procedures
- School has a Multi-tiered instructional approach - RtI program
- School has student rosters and staff assignments, schedule of service delivery for the RtI program
- School has an after school program
- School plans to have a summer program

Reviewer Comments:

2. In the block below, please summarize how the school intends to ensure that all teachers and paraprofessionals meet state certification and licensure requirements upon hire. Please upload a copy of the list of teachers and instructional paraprofessionals signed by school administrator attesting that all individuals are state certified and licensed.

[NOTE: A sample Certification Listing can be found under the Docs & Links tab.]

St. Stephens Indian Education Association, Inc. utilizes the certification template provided by the BIE. St. Stephen's also employs an ADI consultant to come and check the certified teachers and paraprofessionals transcripts, state teaching licensure(s), and federal, state, and tribal background checks on an Annual Basis. Prospective teaching applicants go through a screening process that checks all state and BIE requirements to teach in a public school system. A document off all teachers and paraprofessionals licensure will be uploaded in the Document Upload section in Native Star.

Reviewer Comments:

3. In the block below, please provide a summary of the professional development (PD) and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments. This should align with the SMART Goals and with the strategies outlined in Question 1 above. Include a brief description of how all funding is coordinated to address PD needs identified in the Needs Assessment. Please upload supporting evidence (i.e., PD Plan, PD Calendar, contract for PD services, etc.)

High Quality, on-going professional development conducted for teachers, principals, paraprofessionals, and others.

1. A professional development calendar/plan for SY2017-18 was generated based on observations and academic data
2. Professional development plan is aligned to the Title 1 School Improvement efforts.
3. Sign-in sheets, agenda, and training materials from Professional Development on file.
4. Leadership team has a plan that measures the support structures in place to ensure PD strategies are put in to place.

The school educates the staff with the assistance of parents, in the value and use of parent contributions and how to reach out to communicate and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.

1. School provides staff/parents with monthly/yearly professional development calendar/schedule to training activities.
2. Professional development training materials/handouts are provided to all staff and parents.
3. Parent/staff planning meeting(s) agenda, minutes and work session materials

Reviewer Comments:

4. In the block below, please provide a brief description of the school's efforts and strategies to recruit state certified and licensed teachers to the school and to retain effective teachers, particularly in high-need subject areas. Please upload the Recruitment and Retention plan and other documentation, such as, reward or incentive plans with criteria that includes increased student achievement.

Strategies used to attract and retain highly qualified teachers:

1. The school advertises in local and state newspapers as well as regional Native American publications
2. The school will pay for staff to take college classes to assist them in achieving majors in their subject matter and with state certification to teach those areas
3. The school provides excellent fringe benefits in the areas of insurance and retirement plans
4. They have also provided STEP increases for all staff.
5. Teacher mentoring Program
6. School is a Professional Learning Community with many avenues for effective and quality professional growth.
7. Teacher retention rate at SSIS averages 90% or higher year after year.
8. SSIS school board and administration see that the staff receive at least one cash incentives throughout the school year.
9. The school will create a policy on recruitment and retention procedures and practices.
10. Through State supplemental funding, teachers are given a Back-to-School bonus, and Christmas bonus.

Resource Utilization Improvement Plan

GOAL(S): To recruit and develop passionate, inspired teachers

MEASURES AND METHODS (INTERVENTIONS):

Promote St. Stephens as a great place to begin the teaching career and acquire excellent teaching skills.

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
National Board Certification for Teachers	Ongoing	All Teachers	
Job-Embedded Professional Development	Ongoing	All Teachers	
National Dropout Prevention Certification for Teachers		All Teachers \$350 per teacher Conference travel expenses	

Evaluation/Evidence (How will you know when the intervention is fully implemented?)

St. Stephen's Indian School Education Association, Inc. has reduced staff turnover

Reviewer Comments:

5. In the block below, please provide an overview of the school’s effective strategies to increase parental involvement/Parent and Family Engagement [ESSA Sections 1112(b)(7) and 1116]. Include a brief description of how the plan addresses the needs identified in the Comprehensive Needs Assessment.

Please upload required supporting documents that support Parent and Family Engagement (i.e., School Parent Compact, Parent and Family Engagement Policy, agenda and sign in sheets for annual meeting, Parents Right-to-Know, etc.)

- The school uses the BIE Continuous Monitoring Tool to Plan the School Years Parental Involvement Activities.
- The school has created a Parent Advisory Group which consists of 8-14 parents across grades K-12.
- The school's Parent Advisory Group meets the third Monday of every month to plan activities and participate in an on-going dialogue with the teachers and staff.
- The school created a Breakfast Series that invites Parents/Grandparents/ Aunties/Uncles/Brothers/Sisters to eat breakfast with the staff and students at least 1-2 times per month.
- The school has a Parental Involvement Plan/policy in NATIVE Star/on file.
- The school has a Calendar/Schedule of Parental Involvement Activities.
- The school has documentation - parent notices, flyers and posters announcing meeting date and location.
- Annual Title 1 meeting agenda, handouts and sign in sheets are on file
- Title I Parent-School compact
- Compact has been uploaded in NATIVE Star/on file for the current year.
- Meeting agenda, handouts, sign in sheets are on file.
- School report card, examples of student work and test scores are explained and provided to parents.
- Newsletter, flyers, school web site, documents sent to parents keeping them informed.
- Parent/Teacher conference schedules & sample of documents provided to parents.
- Training/materials are provided to parents on how to read assessment
- Open house for all parents-sign in sheet/documents/materials are shared with parents.
- Parents are provided with a monthly/yearly training calendar.
- The school hosts Parent Literacy, Math, Science...Night Activities
- The school provides information, brochures, web site for parents regarding working with their children at home.
- The school provides staff/parents with the monthly/yearly professional development calendar/schedule to training activities
- Professional Development training materials/handouts are provided to all staff and parents.
- Parent/Staff planning meeting(s) agenda, minutes and work session materials
- The school sends out surveys to students, staff, parents, community and administrators to evaluate the effectiveness of the parent involvement policy.

- A defined process for data gathering, analysis, and reporting of the survey is utilized.
- The school has an evaluation process document on file.

Reviewer Comments:

6. In the block below, summarize the school’s transition plan and strategies to facilitate:

- a) Coordination with early childhood programs (i.e., BIE's F.A.C.E. or Head Start, or a tribal preschool programs) and effective transition to the elementary school program [ESSA Sections 1112(b)(10)(A) and 1119], and/or
- b) How the school will facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education (i.e., coordination with institutions of higher education, employers, and other local partners; increase student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills) [ESSA Section 1112(b)(10)(A-B)].

Please upload the transition plan(s) and other supporting documentation.

- The school coordinates visits from reservation Head Start and other Early Intervention Programs.
- Individual transition meetings are conducted for students who are receiving special education services as preschool children and who will continue services as they enter Kindergarten at St. Stephens.
- St. Stephens would also like to explore the addition of a preschool class to its offerings.
- The Kindergarten teacher and Reading coach have put together a list of what is expected on entering kinder and talk with the local Early Childhood agencies on seeing that those expectations are being taught.
- Please see uploaded Kindergarten Readiness document in Native Star Filing Cabinet. This document is shared with the local Head start and Early Intervention programs on the reservation by our SSIS staff.

Reviewer Comments:

7. Describe how the school will monitor students’ progress in meeting the challenging State academic standards by identifying students who may be at risk for academic failure; providing additional educational

assistance to individual students determined in need of help in meeting the challenging State academic standards; and identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

The school is implementing an approved plan for School Improvement - SRB strategies in reading and/or math, adopted policies and practices such as RtI

1. Minutes of SIT meeting agenda and minutes are on file
2. School has revised the Title I school improvement, Continuous Improvement Monitoring Tool in Native Star on file
3. School has monitoring procedures that documents and measures that the plan is being implemented

Measures to include teachers in the decision regarding the use of academic assessments in order to provide information on, and to improve the achievement of individual students and the overall instructional program.

1. The school creates agendas for Teacher Collaboration (PLC) meetings.
2. Minutes are taken to record work session and decisions.
3. School PLCs have defined building practices/norms and procedures.
4. School Improvement Team agendas are documented on Native Star Indicators.

Reviewer Comments:

8. Check the ESEA programs that are consolidated for meeting the requirement of coordination and integration of Federal, State, and local services and programs.

- SIG 1003(a) and/or (g)
- Title IA
- Title IIA
- Title IVB
- Title VI
- Title X, C
- Title VIIA Indian Education Act

Describe how the school will use reserved funds to provide services for students who enroll in the school and who meet the definition of living in a homeless situation [ESSA Sections 1112(b)(5) and 1113(c)(3)(A)].

At SSIS we utilize the McKinney-Vento Funds \$20,000 the new award for SY16-17; Also a supplemental which ends December 30, 2016 in the amount of \$50,000.

At SSIS 10% of our monies are used for professional development.

At SSIS 10% is devoted to Parental Involvement Activities

Reviewer Comments:

9. Describe how the school will use reserved funds to provide services for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs [ESSA Sections 1112(b)(6) and 1113(c)(3)(A)].

Title X, Part C, McKinney-Vento provides federal funding to ensure enrollment and educational stability for our homeless children and youth. All students are provided opportunities for culture and language (CFR § 39.130), special programs, and, athletics. The district also strives for a holistic approach to include counseling services, behavior intervention plans/contracts, and transitional services for high school students.

Reviewer Comments:

10. Describe how the school will assist in identifying and serving gifted and talented students and in developing effective school library programs to provide students an opportunity to develop [ESSA Sections 1112(b)(13)].

With use of Title I funding provisions St. Stephens Indian School strives to improve the academic achievement of the disadvantaged. A rigorous, academic curriculum is aligned to WY state and Common Core standards. In school year 2014-2015, 16% of students received special education services as per IDEA NCLB ACT OF 2011. Title IV Part A, 21stCentury Community learning competitive grant, funds our after school program for academic enrichment. This program has been implemented, with success, the past five years. As per the Code of Federal Regulation (CFR) §39.113, Gifted and Talented ("ExCEL") program has been successfully implemented the past five years. The

program promotes academic and personal success for youth who show evidence of giftedness through the following: Special Programs and Projects that focus on high rigor academics and culture. Students are tested and screened as per CFR § 39.114-115.

Reviewer Comments:

11. Describe how the schoolwide program is annually evaluated [ESSA Sec. 1114(b)(2)(B)(iii); CFR 200.26(c)]. Please include the Indicators of Effective Practice the school has selected that align with the strategies described above.

St. Stephen's Indian School Education Association, Inc. implements the *Standards for Quality School Systems Rubric* from AdvancED. The annual assessment focuses on the following domains:

1. Leadership Capacity – Stakeholder Perception Survey
 - a. Purpose and Direction
 - b. Governance and Leadership
2. Teaching and Assessing for Learning – Student Performance Survey
 - a. Teaching and Assessing for Learning
3. Using Results for Continuous Improvement
4. Resource Utilization
 - a. Resource and Support Systems

All indicators are aligned to ADD West and Native Star indicators.

APPENDIX D

Bureau of Indian Education

2017-18 Needs Assessment and SMART Goals

The Schoolwide Program Plan (Section 1112 and 1114) has been developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators, and to the extent feasible, tribes and tribal organizations present in the community. The plan is based on a comprehensive needs assessment (Section 1114) of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

1. In the block below summarize how the school in partnership with stakeholders (including principals and other school leaders, teachers, and parents), will locally develop and implement a comprehensive support and improvement plan for the school to improve student outcomes [ESSA Section 1112(b)(3)].

St. Stephens has created a School Improvement Team focused on student performance and system accountability.

Engagement with Families

- The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.
- School has a Parental Involvement Plan/policy in NATIVE Star/on file.
- School has a Calendar/Schedule of Parental Involvement Activities.
- School has documentation - parent notices, flyers and posters announcing meeting date and location.
- Annual title 1 meeting agenda, handouts and sign in sheets are on file.
- Title I Parent-School compact.
- Compact has been uploaded in NATIVE Star/on file for the current year.
- Meeting agenda, handouts, sign in sheets are on file.

- School report card, examples of student work and test scores are explained and provided to parents.
- Newsletter, flyers, school web site, documents sent to parents keeping them informed.
- Parent/Teacher conference schedules & sample of documents provided to parents.
- Training/materials are provided to parents on how to read assessments.
- Open house for all parents-sign in sheet/documents/materials are shared with parents.
- Parents are provided with a monthly/yearly training calendar.
- School provides information, brochures, web site for parents regarding working with their children at home.
- School provides staff/parents with the monthly/yearly professional development calendar/schedule to training activities.
- Professional Development training materials/handouts are provided to all staff and parents.
- Parent/Staff planning meeting(s) agenda, minutes and work session materials.
- School sends out surveys to students, staff, parents, community and administrators to evaluate the effectiveness of the parent involvement policy.
- A defined process for data gathering, analysis, and reporting of the survey is utilized.
- School has an evaluation process document on file.
- St. Stephens created a Parent Advisory Group which sole focus is to provide on-going dialogue between the school and parents about assessment jargon, procedures, and processes.
- Engage stakeholders in an intentional, formalized process to provide guidance and input into the system's improvement decisions, and widely disseminate information about student performance to all stakeholders.
- Current student data will be published on the school website as part of the District Report Card.
- District report card with communication about student performance goals and targets will be communicated on the system website.
- Newsletters to families will be reinstated to include items of interest, student interest items, and system communication to stakeholders, like school improvement, mission and vision, and district report card; to be sent home and included on system website.
- Reimplementation of technology team to review website for continuous system communication, digital learning and strategies schoolwide, and

to develop a continuous technology plan for the system with regularly scheduled meetings and minutes.

Engaging Stakeholders

Leadership engages stakeholders effectively in support of the school's purpose and direction.

- St. Stephen's Indian School has utilized its strategic planning process through Native Star as a core mechanism to engage stakeholders in the school district during past years. As the new administrative team becomes familiar with the Native star online tool and resources, they will renew the strategic planning process. Stakeholders participated in the district's large scale strategic planning process in 2012. The district utilizes a parent advisory committee at both the elementary and middle schools to provide the building principals with feedback on daily operations, assessments, professional development, and technology. While the administration is relatively new to the district's processes, the AdvancED surveys have become a critical component for soliciting feedback from district stakeholders. One of the district's goals is to promote trust and involvement with parents, families and community. Maintaining communication with and taking feedback from district stakeholders is critical to the development of the school improvement plan. The district has regularly scheduled opportunities for parents and stakeholders to meet with school staff and communicate questions, concerns, and comments. Parents are contacted regularly by the principal and staff with updates, happenings, and celebrations via newsletters, monthly calendars, school website, Facebook, email, and phone.
- Our weekly grade band meetings allow teachers an opportunity to collaborate around student assessments, unit assessments, and aligned lesson planning conversations to inform instruction and increase rigor in the classroom. This is to strengthen curricular planning and assure all standards are being analyzed and reviewed for targeted instructional development. Parental involvement, as per NCLB Section 1114, is one of the district goals. The district website has been updated to share calendars (even in the Arapaho language) and other information with parents and community. The district also uses text messages, emails, direct phone calls, and even home visits when the need arises. Traditional forms of communication such as report cards, newsletters, letters/memos, and notes home are also still used when appropriate. The school has developed a new website for communication to all stakeholders. The parent advisory

committee is currently in the process of creating a smart phone application for parent-school communication. The school hosts parent's night, family literacy night, book fairs, parent-teacher conferences, parent listening sessions, parenting classes, and Title I parental involvement activities. Parents and community members are invited to activities and programs at the school on a regular basis. In school year 2013-2014, the school started a web based Parental Involvement initiative called "Family Engagement Toolkit" through the Academic Development Institute. The toolkit is designed to create a parent/staff team to meet and take school community self-assessments, and have the parent team members involved in the continuous school improvement process. This initiative was re-implemented in the fall of 2017. An area of improvement will be increasing student attendance for increased Indian Student Equalization Program (ISEP) funding.

Reviewer comments:

2. In the block below, please summarize the results of the COMPREHENSIVE NEEDS ASSESSMENT conducted by your school that is based on data that includes achievement of children relative to the State academic content standards and the State student academic achievement standards. The summary should include:

- **(a) information from all four measures of data:**
 - **1) student achievement data,**
 - **2) school programs/process data,**
 - **3) perception data, and**
 - **4) demographic data and**
- **(b) a summary of gaps and needs that were identified using the data listed above.**

Based on the Comprehensive Needs Assessment which included: (a) student achievement data, (b) school programs and process data, (c) perception data, and (d) demographic data we have come up with the following goals and strategies to summarize the gaps and needs of the district. These goals and strategies are included in our Strategic Action Plan 2017-2022.

Goals and Strategies

GOAL: Improve student achievement

1. Include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve the achievement of individual students and the overall instructional program.
 - The school creates agendas for Teacher Collaboration Professional Learning Communities (PLCs) meetings. Minutes are taken to record work sessions and decisions.
 - School PLCs have defined building practices/norms and procedures.
 - School Improvement Team / Leadership Team agendas work session documents are uploaded in Native Star and on file.

2. Focus on using effective methods and instructional strategies based on scientifically based research (SBR) to strengthen the core academic program of the school, increase the amount and quality of learning time, and address the needs of all children, but particularly the needs of low achieving children.
 - Curriculum alignment documents to common core state standards
 - Mapping documents; curriculum guides
 - Teacher lesson plans
 - Core instructional materials meet SBR requirements
 - System in place for identifying, assessing and monitoring students in need of instructional interventions.
 - Intervention instructional strategies (RtI)/Differentiated instruction in place

3. Provide effective and timely activities to assist students who have difficulty mastering the proficient or advanced levels of academic achievement standards.
 - Defined/written description of school wide intervention strategies - process and procedures
 - School has a Multi-tiered instructional approach - RtI program
 - School has student rosters and staff assignments, schedule of service delivery for the RtI program
 - School has an after school program
 - School plans to have a summer program

4. Ensure the curricula, instruction, and assessments are linked to standards and vertically aligned from one grade level to the next.
 - Utilize PLC's to align curriculum and develop standards clarity and assessments. Determine if some curricula needs updated or enriched
 - Develop a schedule for meeting on alignments, (possibly K - 2, 2-3, 3-5, 5 - 6, 6 - 8, 8 - 9, 9 - 12, with a focus on content by grade and standards alignment at the secondary level (middle school science meets with high school science regularly).
 - Monitor fidelity to curricula via PLC's, classroom observations, targets posted and taught (students should know what they are learning) and student performance.

5. Develop a process to collect multiple forms of data and train all staff members in analyzing and utilizing data to inform professional practice.
 - Using assessment matrixes, develop a system for data management and collection to be included as part of the District Report Card continuously
 - Print data reports and analyze data to inform instruction on a continuous basis as part of PLC teams and reporting to SIT team.
 - Include students in their own data and goal setting to increase performance schoolwide.
 - Designate a place in each school for a visible data wall and post current and longitudinal data. Classrooms have data walls.
 - Include current and longitudinal data on District Report Card communicated on system website and as part of system newsletter.
 - Plan professional development as per staff surveys on data analysis and/or specific assessments like NWEA MAP, ACT, or statewide testing. Include training on data management systems (Infinite Campus) or other for test data.
 - SIT team to research data management systems and determine if a new one should be purchased. Consider a reading/math data collection management system.
 - Collect achievement, demographic, perceptions, and program data in a systematic and comprehensive process and analyze to maximize effect on student performance; this will be included as part of strategic planning.

6. Develop, implement and evaluate the effectiveness of a professional development plan that is based on a comprehensive needs

assessment, differentiates growth opportunities for both certified and classified staff, and is focused on achieving the system's goals.

- Develop a staff survey to determine Professional Development needs K - 12; include component to cover recommendations from AdvancED for PD in differentiating instruction, higher order thinking questions, and data collection and analysis to improve student performance.
- Administration will collect data from staff evaluations to determine areas of strength and weakness that indicates a need for further training to improve student performance.
- Develop a PD schedule for school year 2016-2017 that includes time allotment for PLC's and PTSB credits, and or college credit.

GOAL: Strengthen leadership and governance structures

1. Meet fiscal health and accountability to all stakeholders by following federal and state standards and by working within a balanced budget.
 - Evaluate current financial trends to clarify use of resources and take necessary steps for healthy financial management.
 - Develop budget and budgeting review team to insure financial health, consider having departments develop own budgets on funding available.
 - Attend a regional job fair for teacher recruitment from surrounding states.
 - Provide Professional Development to improve school climate so that financial situation does not continue to be a distraction from student performance.

2. Engage school board members in the training necessary to fully understand their appropriate roles and responsibilities as effective leaders of continuous systems improvement.
 - A schedule of professional growth opportunities, trainings, and workshops for the school board will be developed that includes all functions of school boards, ethics and limitations of roles and responsibilities, opportunity and value of stakeholder voices, and process for development of school improvement.
 - An annual board self-evaluation process will be researched, chosen, and implemented.
 - Attendance at school board meetings by the board will be tracked and reported in board minutes with a summary provided at the annual meeting.
 - Board minutes will be provided for staff, parents and all stakeholders electronically with 24 hours of meeting.

3. Engage stakeholders in an intentional, formalized process to provide guidance and input into the system's improvement decisions, and widely disseminate information about student performance to all stakeholders.
 - o Current student data will be published on the school website as part of the District Report Card.
 - o District report card with communication about student performance goals and targets will be communicated on the system website.
 - o Newsletters to families will be reinstated to include items of interest, student interest items, and system communication to stakeholders, like school improvement, mission and vision, and district report card; to be sent home and included on system website.
 - o Reimplementation of technology team to review website for continuous system communication, digital learning and strategies schoolwide, and to develop a continuous technology plan for the system with regularly scheduled meetings and minutes.

4. Involve stakeholders in developing, implementing and communicating a system strategic plan that is clearly focused on student academic success. Align all school improvement plans with the system's plan.
 - o Identify a school improvement stakeholder team, allowing for input of all system stakeholders and develop a strategic plan that focuses on students' academic success and driven by the school's vision and mission statements.
 - o Vision and mission statements should be revisited with stakeholder input and revised or approved as is with documentation.
 - o School improvement team will identify requirements as per Indistar and ADD West and other school improvement as part of Strategic Plan and will insure alignment of those plans to the strategic plan.
 - o Communication of the Strategic Plan will be on the system website and via professional development.
 - o Stakeholder comment and feedback on strategic plan should be available on website and/or a school feedback box in the front office.
 - o Implement Strategic Plan to drive student academic success.

GOAL: Ensure the embedded teaching of Native American culture, history, and language into all classes

1. Create a cultural leadership team to advise the school system
2. Create time in the daily school schedules to embed Native American culture, history, and language
3. Adopt teaching and learning standards and align curriculum to those standards
4. Create a link on the school website for cultural department and activities
5. Work with the Elders Advisory Board

Reviewer comments:

3. Please establish annual goals for all students based on the Comprehensive Needs Assessment data and the needs identified in Item 1 (above). Include additional LEA/School goals to ensure all children obtain a high-quality education to raise student achievement and reach proficiency on challenging performance standards. Include all elements of the SMART Goal - Specific, Measurable, Attainable, Realistic, Time-bound.

To complete this section:

1. Enter the information for each sub-group per goal
2. Select "Repeat" to add information for each additional sub-group (scroll down to the blank entry fields to enter information for subsequent sub-groups)
3. Click "Save" at the bottom of the form to save your responses.
4. To submit your report, return to the dashboard, go to the Required Reports section, and click the SMART Goals "submit" button.

Reviewer comments:

Please answer the following questions for one sub-group.

Which subject?

If Other, please describe:

Which student group?

Which criterion?

Which grade level(s)? (Check all that apply to this subject, student group, and criterion)

- K-2
- 3
- 4
- 5
- 6
- 7
- 8
- High School

What is your SMART Goal for this sub-group?

Based on SY16-17 **NWEA MAP** data, 38.5% of students met or exceeded one year's growth in **reading** (fall to spring). In addition, 4 out of 12 classes averaged one or more year's growth.

It is our goal that each grade will have at least 50% of its students exceed a year's growth in **reading** and that *each* class will average *more* than one year's growth in **reading** as determined by **NWEA MAP** scores and based on national norms. Also, that no individual student will have two consecutive years in which they do not show at least one year's growth in a year.

How will you evaluate whether you have met this goal?

Evaluation of this SMART Goal will be based on formative and summative assessments from the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP). Fall and Spring scores (SY 17-18) will be utilized and compiled to determine student achievement and progress toward this goal.

Please answer the following questions for one sub-group.

Which subject?

Reading ▼

If Other, please describe:

Which student group?

All Students ▼

Which criterion?

Proficiency Rate ▼

Which grade level(s)? (Check all that apply to this subject, student group, and criterion)

- K-2
- 3
- 4
- 5
- 6
- 7
- 8
- High School

What is your SMART Goal for this sub-group?

Based on SY16-17 **NWEA MAP** data, 26% of students met or exceeded one year's growth in **math** (fall to spring). In addition, 2 out of 12 classes averaged one or more year's growth.

It is our goal that each grade will have at least 50% of its students exceed a year's growth in **math** and that *each* class will average *more* than one year's growth in **math** as determined by **NWEA MAP** scores and based on national norms. Also, that no individual student will have two consecutive years in which they do not show at least one year's growth in a year.

How will you evaluate whether you have met this goal?

Evaluation of this SMART Goal will be based on formative and summative assessments from the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP). Fall and Spring scores (SY 17-18) will be utilized and compiled to determine student achievement and progress toward this goal.

Please answer the following questions for one sub-group.

Which subject?

If Other, please describe:

Which student group?

Which criterion?

Which grade level(s)? (Check all that apply to this subject, student group, and criterion)

- K-2
- 3
- 4
- 5
- 6
- 7
- 8
- High School

What is your SMART Goal for this sub-group?

Based on 2017 **ACT State Assessment** data, 8% of students received a composite score of 17 or higher.

It is our goal that 60% of our students will receive a composite score of 17 or higher on the **ACT**.

How will you evaluate whether you have met this goal?

Evaluation of this SMART goal will be based on the summative ACT assessment taken by all juniors and seniors (11th and 12th graders) at St. Stephens Indian School.

APPENDIX E – STRATEGIC PLAN

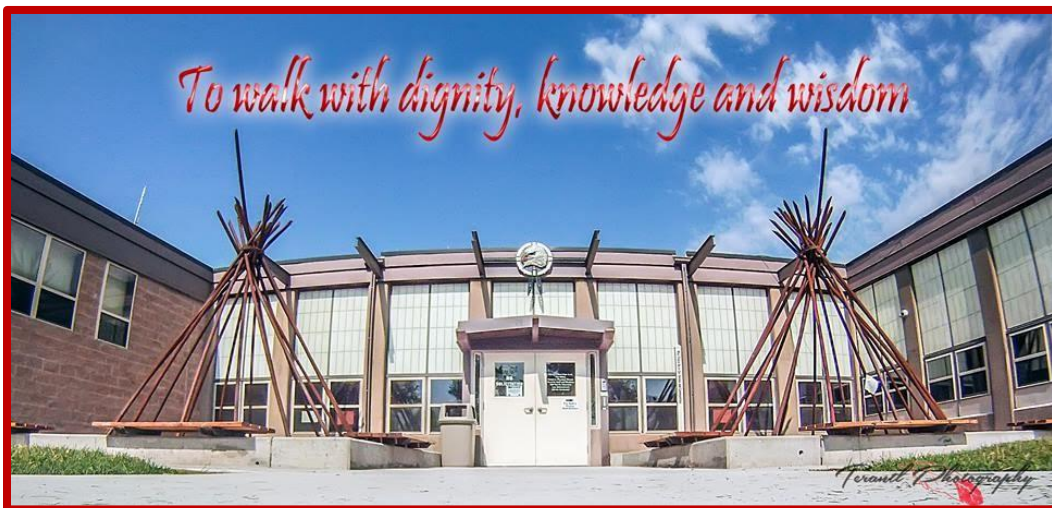


Bureau of Indian Education

<http://www.bie.edu/>



St. Stephens Indian School District Strategic Plan 2016 - 2021



Nu hu hee 3e ei see noo' to uu 3e ti hee 3o uu nohei hii noo

Last revised November 2017

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School Board

Chairman – Marilyn Groesbeck
Vice Chairman – William C'Hair
Secretary/Treasurer – Ronnie Oldman
Member at Large – Elizabeth Jude Haas
Member at Large – John Goggles
Board Secretary – Shelly Groesbeck

District Administration

Frank No Runner – Supt./HS Principal
Matt Mortimore – Dean of Students, AD
James Stewart – K-8 Principal
Keenan Groesbeck – Plant/Transportation
Manager
Aleta Gould – Business Manager

School Information

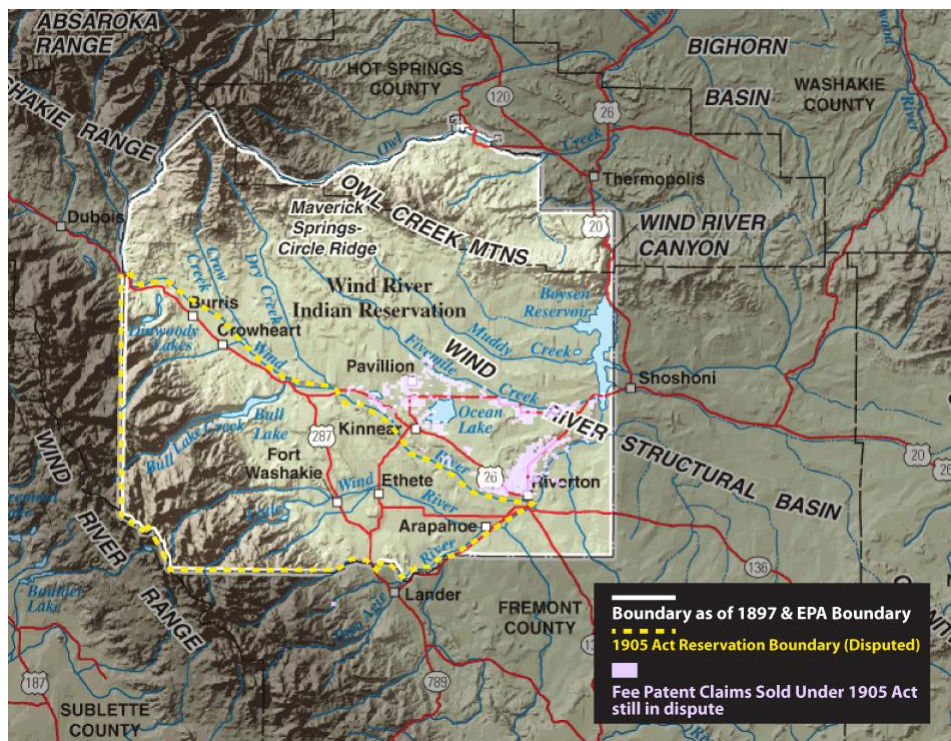
P.O. Box 345, 128 Mission Road, St. Stephens, WY 82524
School Website: <http://www.st-stephens.net>

Elementary/MS: 307-856-4147
High School: 307-857-9400

Demographics (Who Are We?)

Our Community

St. Stephens Indian School serves mostly Native American students on the Wind River Indian Reservation, established by the Bridger-Teton Treaty in 1864. It is inhabited by the Eastern Shoshone and Northern Arapaho tribes which are federally recognized tribes in the United States of America (U.S.). These tribes are geographically located in Western Central Wyoming (WY). It is the seventh-largest Indian reservation in the U.S., encompassing a land area of 3,473.272 square miles, covering approximately one-third of Fremont County and approximately one-fifth of Hot Springs County. The reservation is located in the Wind River Basin, and is surrounded by the Wind River Mountain Range, Owl Creek Mountains, and the Absaroka Mountains.



The U.S. 2010 census reported a population of 26,490 inhabitants. The largest town is Riverton with surrounding towns in the area. The entire reservation is populated by 7,798 Native Americans, with 54% Arapaho and 30% Shoshone (2010 census). Note that 22% speak a language other than English at home. The Bureau of Indian Affairs

(BIA) Headquarters are in Fort Washakie, WY, while the Bureau of Indian Education (BIE) Headquarters are in Washington, D.C.

Our School

St. Stephens Indian School is the only federally funded, BIE P.L. 297 Tribal Grant Contract School in the State of Wyoming.



St. Stephens Indian School serves approximately 250 students in grades Kindergarten through 12, with 26% of the students enrolled in high school. The school has full K-12 academic offerings, including a special education program. The school is accredited through AdvancED. The student make-up is comprised of Northern Arapaho

Tribal members (91%), Eastern Shoshone Tribal members (7%), and students who are enrolled tribal members from other federally recognized tribes in the U.S. (2%). Less than 1% of students are Non-Natives (lower than 25% Indian blood degree) and are provided free tuition. A large portion of the reservation's population lives well below the poverty line and one hundred percent of our students qualify for free breakfast and lunch.

Special Programs

With use of Title I funding provisions, St. Stephens Indian School strives to improve the academic achievement of the disadvantaged. A rigorous, academic curriculum is aligned to Common Core State Standards and Next Generation Science Standards. In school year 2014-2015, 16% of students received special education services as per the IDEA NCLB act of 2011. Title IV Part A and a 21st Century Community Learning competitive grant funds our after school program for academic enrichment. This program has been implemented with success the past seven years. As per the Code of Federal Regulation (CFR) §39.113, Gifted and Talented ("ExCEL") program also has been successfully implemented the past seven years. The program promotes academic and personal success for youth. Students are tested and screened

as per CFR § 39.114-115. Title X, Part C, McKinney-Vento provides federal funding to ensure enrollment and educational stability for our homeless children and youth. All students are provided opportunities for culture and language (CFR § 39.130), special programs, and athletics. The district also strives for a holistic approach to include counseling services, behavior intervention plans/contracts, and transitional services for high school students. St. Stephens Indian School continues to progress monitor all students to provide interventions and learning environments unique to our student body, tradition, and culture. Attendance is tracked through NASIS Average Daily Attendance Reports (ADA) SY 2017-2018.

K-12 Student Database Management System: Native American Student Information System (NASIS)
SSIS Teams/Committees: Administrative Leadership Team, BIE Leadership Team, District Data Team, Cross Functional Team, Cultural Leadership Team, Instructional Teams (PODs), Parent Advisory Group, Elder Advisory Board, Johnson-O'Malley Committee, Family Engagement Committee, Curriculum Committee

WHSAA Participant: Cross Country, Volleyball, Six-Man Football, Basketball, & Track and Field

Culture & Environment

A notable achievement at St. Stephens Indian School is the consistent ability to include a culturally relevant atmosphere into the school buildings. The Native American students are reminded of their unique heritage starting from the moment they walk into the well-maintained building. The former facility director had worked in this school for over 38 years and kept the building in pristine shape from a well-manicured lawn to clean and recently renovated buildings. Now retired, he mentored the next facilitator to conduct the same high standards of facilities maintenance. When you walk up to the K-8 school building you are greeted by a community member's donation of a handcrafted metal school logo of an Eagle, flanked by two beautifully crafted metal tipis on display. The school buildings are purposefully architected to resembled Native American imagery. Within both buildings all staff are expected to demonstrate culturally proficient pedagogical practices. The administration models behavioral expectations by also including culturally relevant activities when applicable. An example of this is in the morning, on the intercom, after the U.S. Pledge of Allegiance, the elementary principal welcomes students and the Pledge of Allegiance is spoken in their Native language of Arapahoe.



St. Stephens boasts one of the top five Gifted and Talented programs in the nation that nurtures our student's ability to create Native American projects. One of these projects went onto a national level contest, a video documentary called "Listening for a New Day." This was a documentary about the making of an Arapaho buffalo hide tipi. This project was included in the "Red Nation Film Festival, The Authentic Voice of American Indian & Indigenous Cinema," and was an "Official Selection" for participation in Los Angeles, CA. A trailer preview can be seen at

<https://vimeo.com/109582548>. The program coordinator, three students and board members attended this event in SY 2014-2015. A goal at St. Stephens Indian School is to make the students feel that their unique cultural identity is valued and that the curriculum used in the school respects the contributions made by their Indigenous ancestors. AdvancEd considered this to be a powerful practice at St. Stephens during the 2015 review.

Including Families

Our weekly grade band meetings allow teachers an opportunity to collaborate around student assessments, unit assessments, and aligned lesson planning conversations to inform instruction and increase rigor in the classroom. These meetings also aim to strengthen curricular planning and assure all standards are being analyzed and reviewed for targeted instructional development. Parental involvement is also one of the district goals. The district website has been updated to share calendars (even in the Arapaho language) and other information with parents and the community. The district also uses text messages, emails, direct phone calls, and even home visits when the need arises to communicate with families. Traditional forms of communication such as report cards, newsletters, letters/memos, and notes home are also still used when appropriate. Further, the school has created a Facebook page for communication with

all stakeholders. The school hosts parent nights, family literacy nights, book fairs, parent-teacher conferences, parent listening sessions, parenting classes, family meals, and various Title I parental involvement activities. Parents and community members are invited to activities and programs at the school on a regular basis. In school year 2013-14, the school started a web-based parental involvement initiative called the “Family Engagement Toolkit” through the Academic Development Institute. The toolkit is designed to create a parent/staff team that meets to assess the school, community, and engage in the continuous school improvement process. This initiative was reimplemented in the Fall of 2017, with another meeting scheduled for November 16, 2017. An area of focus will be increasing student attendance for increased Indian Student Equalization Program (ISEP) funding to support the school.

How We Created the Strategic Plan

RESEARCH

Strategic Plans of Other School Districts

A number of improvement plans from BIE districts, State of Wyoming Districts and a Texas District were reviewed to identify if they had strategic plans and what their strongest attributes were; some were used as exemplars in moving forward.

Assessment of Previous Strategic Focus/Plans

The previous SSIS strategic plan was a one page strategic focus that most stakeholders were unaware of. The AdvancED visit in Fall 2015 identified the need to develop a comprehensive strategic plan with input from all stakeholders.

STAKEHOLDER INPUT

Input is continuous as the plan is under continuous improvement and will be revised accordingly. An essential question was distributed for stakeholder response by way of a suggestion box, on the school Facebook page and on the school website. In addition, a number of meetings were held for discussion with a variety of stakeholder groups. The essential question asked stakeholders to identify what they saw as the greatest challenges for St. Stephens Indian School and the education of our students.

Strategic Plan Task Force

The strategic team will review stakeholder input on the essential question and develop goals, strategies, measurable outcomes, and key action

steps. They will also preview the overall template and modify with stakeholder input.

Board of Trustees Strategic Direction and Framework

Although the Board of Trustees previously adopted the vision, mission, philosophy, and belief statements for the district, they are currently under review.

Development of Strategic Plan Drafts

The Strategic Plan Task Force began its work in April of 2016 with analysis of various input received on the Strategic Plan Framework. The Task Force recommended revisions to the framework, and from analysis stakeholder input from the essential question, will develop goals, strategies, measurable outcomes, and key action steps. The strategic plan was made available to all stakeholders in the Fall of 2017.

REVIEW AND APPROVAL

Administrative Review

During the fall of 2016, the Superintendent and the Administrative Team reviewed the recommendations of the Strategic Plan Task Force and developed a final draft plan for consideration by the Board of Trustees.

Board Approval

The Superintendent presented the final draft plan to the Board of Trustees on January 24, 2017 for discussion. The Board formally approved the St. Stephens Strategic Plan in the Spring 2017

How We Are Implementing the Strategic Plan

INFORMATION ON THE PLAN

Basic Steps & Website

The district has updated the school website to include development of the Strategic Plan to ensure ongoing transparency of the process and to inspire comment and feedback from stakeholders. Basic steps of implementation include translating goals, creating a framework, mobilizing the team, aligning finances, monitoring progress, and revisiting and repeating for continuous revision.

District Service Orientation

The district maintains several advisory committees. As part of their orientation to district service, the stakeholders on each of these committees discuss how the charge of their group supports the Strategic Plan and provide comment and feedback.

PLANNING ALIGNMENTS

AdvancED

AdvancED is the global leader in providing continuous improvement and accreditation services for the Wyoming Department of Education. Accreditation is an international protocol for institutions committed to systemic, systematic and sustainable improvement through building capacity of the system and its schools to increase and sustain student learning and stimulation and improving effectiveness and efficiency throughout the system. External review of systems occur on a five year cycle whereby improvement priorities, improvement opportunities, powerful practices, are

identified at each district. An index of education quality is determined and an accreditation recommendation is made. St. Stephens Indian School will include the continuous improvement plan as part of the Strategic Plan.

Wyoming Department of Education Assurances

Wyoming Department of Education Policies and Procedures outline certain state requirements that all institutions must meet in order to be in compliance. Institutions are required to verify whether or not they meet these state requirements by answering a series of questions and in some cases, attaching evidence for review. By responding to the questions in the AdvancED electronic ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the Wyoming Department of Education Assurances for Accreditation.

INDISTAR – BIE Native Star

Assistant Deputy Director (ADD) West is our reporting district. This web-based system is implemented by the BIE for school improvement. The system is stocked with indicators of evidence-based practices to improve student learning and rubrics for assessment of the indicators. Indistar guides improvement teams through a continuous cycle of assessment, planning implementation, and progress tracking. School Improvement Goals from Title I, Section 1114 Plan, and

AYP Smart Goals evolve from the BIE Native Star through the INDISTAR system and are incorporated into this Strategic Plan.

Budget Development

The district budget is developed annually as part of Indistar and is informed by this Strategic Plan to show alignment. As this plan moves forward, budgetary requests will be cross referenced with the Strategic Plan key actions steps, AdvancEd improvement indicators, or indicators from Indistar to show alignment. Although the district has faced budgetary constraints, the resource capacity is available to support critical investments directly related to the Strategic Plan.

MONITORING

Monitoring System

Periodically key persons or groups are assigned responsibility for action plan steps and their status. As the Strategic Plan is implemented, district leaders will monitor and identify progress that is completed, continuous, or still in progress. Measurable outcomes inform leaders of progress. In addition, Indistar requires progress documentation electronically. AdvancEd has revisited the school periodically with progress reports.

Superintendent's Reports

As part of annual planning and reporting, the Superintendent reports to the Board of Trustees at every meeting with an overall report. The BIE has an electronic reporting system through Indistar and AdvancED has an electronic reporting

system through ASSIST that the Superintendent is responsible for assuring compliance with and reporting on progress for continuous school improvement. The charge is to take deliberate and strategic actions to ensure that every child, every day is being prepared and achieving success for the future.

REVISION

Annual Review Process

The Strategic Plan is designed to provide a stable focus for the district over a five-year period, and it must be responsible to any major changes in the environment and so should be revisited annually and revised as recommended. Goal changes through Indistar, AdvancED, and any other accreditation corporation are adjusted in the plan. Input on revisions by stakeholders is part of the district website in the comment and feedback area and reviewed by the planning task force. Recommendations from advisory committees are provided to the administration who then presents to the Board of Trustees for revision approval.

Strategic Plan Framework (System's Purpose)

The school not only has a vision and mission statement but also has incorporated a "Philosophy" and "Belief Statement" as well. The stakeholders were provided with various opportunities to share in the creation of the vision statement created five years ago. A committee was formed to research vision statements via the internet, interviews, and phone calls, and summarized what was needed in order to have an effective school. The stakeholders were then asked to complete a survey via the internet, and questionnaires were sent to those not having internet access. The committee worked together on the formulation of the vision statement based on the survey results, and a vote by stakeholders was taken to choose the vision statement. During April of 2015, this vision statement was revisited by a committee of stakeholders who collaboratively chose to maintain the vision and its current displays including its presentation on the school web-site: <http://www.st-stephens.net>. Periodically these statements will be revisited by all stakeholders for input and or revision.

What We Do

Mission Statement:

To walk with dignity, knowledge, and wisdom;

"Nu hu hee 3e ei see noo' to uu 3e ti hee 3o uu nohei hii noo"

Where We Want to Be

Vision Statement

All students will be provided a safe, success-oriented, culturally-responsive educational environment which will develop responsible, respectful, productive, and well-adjusted individuals in an ever-changing world.

What We Believe In

Our Philosophy

We at St. Stephens Indian School believe in the simple philosophy of life that has sustained the Indian people through the centuries; "To walk with dignity, knowledge, and wisdom, to live in harmony with earth and everything on it, to acknowledge with thanks the Great Spirit."

Belief Statement

St. Stephens Indian School exists first and foremost for teaching and learning. Our students will be taught the techniques for living and leadership in modern society within a curriculum framework, which includes the art language and beliefs of American Indian culture and heritage. We believe that all students can learn provided with positive, success oriented, and safe environment. Students, teachers, administrators, parents, and community are equally important in the learning process.

What We Want to Accomplish - How We Will Achieve Our Goals

Goals and Strategies

GOAL: Improve Student Achievement

1. Include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve the achievement of individual students and the overall instructional program.
 - The school creates agendas for Teacher Collaboration Professional Learning Communities (PLCs) meetings. Minutes are taken to record work sessions and decisions.
 - School PLCs have defined building practices/norms and procedures.
 - School Improvement Team / Leadership Team agendas work session documents are uploaded in Native Star and on file.

2. Focus on using effective methods and instructional strategies based on scientifically based research (SBR) to strengthen the core academic program of the school, increase the amount and quality of learning time, and address the needs of all children, but particularly the needs of low achieving children.
 - Curriculum alignment documents to common core state standards
 - Mapping documents; curriculum guides
 - Teacher lesson plans
 - Core instructional materials meet SBR requirements
 - System in place for identifying, assessing and monitoring students in need of instructional interventions.
 - Intervention instructional strategies (Rtl)/Differentiated instruction in place

3. Provide effective and timely activities to assist students who have difficulty mastering the proficient or advanced levels of academic achievement standards.
 - Defined/written description of school wide intervention strategies - process and procedures
 - School has a Multi-tiered instructional approach - Rtl program
 - School has student rosters and staff assignments, schedule of service delivery for the Rtl program
 - School has an after school program
 - School plans to have a summer program

4. Ensure the curricula, instruction, and assessments are linked to standards and vertically aligned from one grade level to the next.
 - Utilize PLC's to align curriculum and develop standards clarity and assessments. Determine if some curricula needs updated or enriched
 - Develop a schedule for meeting on alignments, (possibly K - 2, 2-3, 3-5, 5 - 6, 6 - 8, 8 - 9, 9 - 12, with a focus on content by grade and standards alignment at the secondary level (middle school science meets with high school science regularly).
 - Monitor fidelity to curricula via PLC's, classroom observations, targets posted and taught (students should know what they are learning) and student performance.

5. Develop a process to collect multiple forms of data and train all staff members in analyzing and utilizing data to inform professional practice.
 - Using assessment matrixes, develop a system for data management and collection to be included as part of the District Report Card continuously
 - Print data reports and analyze data to inform instruction on a continuous basis as part of PLC teams and reporting to SIT team.
 - Include students in their own data and goal setting to increase performance schoolwide.
 - Designate a place in each school for a visible data wall and post current and longitudinal data. Classrooms have data walls.
 - Include current and longitudinal data on District Report Card communicated on system website and as part of system newsletter.
 - Plan professional development as per staff surveys on data analysis and/or specific assessments like NWEA MAP, ACT, or statewide testing. Include training on data management systems (Mileposts) for assessment data.
 - SIT team to research data management systems and determine if a new one should be purchased. Consider a reading/math data collection management system.
 - Collect achievement, demographic, perceptions, and program data in a systematic and comprehensive process and analyze to maximize effect on student performance; this will be included as part of strategic planning.

6. Develop, implement and evaluate the effectiveness of a professional development plan that is based on a comprehensive needs assessment, differentiates growth opportunities for both certified and classified staff, and is focused on achieving the system's goals.
 - Develop a staff survey to determine Professional Development needs K - 12; include component to cover recommendations from AdvancED for PD

in differentiating instruction, higher order thinking questions, and data collection and analysis to improve student performance.

- Administration will collect data from staff evaluations to determine areas of strength and weakness that indicates a need for further training to improve student performance.
- Develop a PD schedule for school year 2016-2017 that includes time allotment for PLC's and PTSB credits, and or college credit.

GOAL: Strengthen Leadership and Governance Structures

1. Meet fiscal health and accountability to all stakeholders by following federal and state standards and by working within a balanced budget.
 - Evaluate current financial trends to clarify use of resources and take necessary steps for healthy financial management.
 - Develop budget and budgeting review team to insure financial health, consider having departments develop own budgets on funding available.
 - Attend a regional job fair for teacher recruitment from surrounding states.
 - Provide Professional Development to improve school climate so that financial situation does not continue to be a distraction from student performance.
2. Engage school board members in the training necessary to fully understand their appropriate roles and responsibilities as effective leaders of continuous systems improvement.
 - A schedule of professional growth opportunities, trainings, and workshops for the school board will be developed that includes all functions of school boards, ethics and limitations of roles and responsibilities, opportunity and value of stakeholder voices, and process for development of school improvement.
 - An annual board self-evaluation process will be researched, chosen, and implemented.
 - Attendance at school board meetings by the board will be tracked and reported in board minutes with a summary provided at the annual meeting.
 - Board minutes will be provided for staff, parents and all stakeholders electronically with 24 hours of meeting.
3. Engage stakeholders in an intentional, formalized process to provide guidance and input into the system's improvement decisions, and widely disseminate information about student performance to all stakeholders.
 - Current student data will be published on the school website as part of the

District Report Card.

- District report card with communication about student performance goals and targets will be communicated on the system website.
 - Newsletters to families will be reinstated to include items of interest, student interest items, system communication to stakeholders, like school improvement, mission and vision, and district report card; to be sent home and included on system website.
 - Reimplementation of technology team to review website for continuous system communication, digital learning and strategies schoolwide, and to develop a continuous technology plan for the system with regularly scheduled meetings and minutes.
4. Involve stakeholders in developing, implementing and communicating a system strategic plan that is clearly focused on student academic success. Align all school improvement plans with the system's plan.
- Identify a school improvement stakeholder team, allowing for input of all system stakeholders and develop a strategic plan that focuses on students' academic success and driven by the school's vision and mission statements.
 - Vision and mission statements should be revisited with stakeholder input and revised or approved as is with documentation.
 - School improvement team will identify requirements as per Indistar and ADD West and other school improvement as part of Strategic Plan and will insure alignment of those plans to the strategic plan.
 - Communication of the Strategic Plan will be on the system website and via professional development.
 - Stakeholder comment and feedback on strategic plan should be available on website and/or a school feedback box in the front office.
 - Implement Strategic Plan to drive student academic success.

GOAL: Ensure the Embedded Teaching of Native American Culture, History, and Language into All Classes

1. Create a cultural leadership team to advise the school system
2. Create time in the daily school schedules to embed Native American culture, history, and language
3. Adopt teaching and learning standards and align curriculum to those standards
4. Create a link on the school website for cultural department and activities
5. Work with the Elders Advisory Board

How We Will Check Our Progress

Measurable Outcomes

- Based on SY16-17 **NWEA MAP** data, 38.5% of students met or exceeded one year's growth in **reading** (fall to spring). In addition, 4 out of 12 classes averaged one or more year's growth.

It is our goal that each grade will have at least 50% of its students exceed a year's growth in **reading** and that *each* class will average *more* than one year's growth in **reading** as determined by **NWEA MAP** scores and based on national norms. Also, that no individual student will have two consecutive years in which they do not show at least one year's growth in a year.

- Based on SY16-17 **NWEA MAP** data, 26% of students met or exceeded one year's growth in **math** (fall to spring). In addition, 2 out of 12 classes averaged one or more year's growth.

It is our goal that each grade will have at least 50% of its students exceed a year's growth in **math** and that *each* class will average *more* than one year's growth in **math** as determined by **NWEA MAP** scores and based on national norms. Also, that no individual student will have two consecutive years in which they do not show at least one year's growth in a year.

- Based on 2017 **ACT State Assessment** data, 8% of students received a composite score of 17 or higher.

It is our goal that 60% of our students will receive a composite score of 17 or higher on the **ACT**.

How will you evaluate whether you have met this goal?

Evaluation of the smart goals will be based on the following: (1) interim assessments from Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) (2) summative assessments from the ACT state assessment for Wyoming (3) informal assessments from curriculum based assessments in the classroom (4) summative assessments from statewide WY-TOPP (5) trend data and comparative data will be gathered and reported.

Action Plan for AdvancED Goals

1. Develop a process to collect multiple forms of data and train all staff members in analyzing and utilizing data to inform professional practice.

Date and Duration	Activity	Focus	Participants	Measurables
June 2017	<p>Establish a data team.</p> <p>Develop a written plan.</p> <p>Provide ongoing leadership.</p>	Establish a clear vision for schoolwide data use.	<p>Frank</p> <p>Jim</p> <p>Matt</p> <p>Macey</p>	Share written plan with school board by June 2017.
Aug. 2017 – May 2018	<p>Explain expectations and assessment criteria.</p> <p>Provide feedback and tools to students and families.</p> <p>Use students' analyses to guide instructional changes.</p>	Teach students and families to examine their own data and set learning goals.	<p>Frank, Jim, Matt</p> <p>Parent Advisory Group</p> <p>Classroom Teachers</p>	<p>Administrators share with staff, students, parents, community members.</p> <p>Provide assessment scores to students and parents digitally, through district newsletter, and through in-person trainings.</p>
Sept. 1, 2017	<p>Articulate system requirements.</p> <p>Determine whether to build or buy the data system.</p> <p>Plan the implementation of the system.</p>	Develop and maintain a district-wide data system.	<p>Macey and Tyrel</p> <p>Data Team</p> <p>Administration and Data Facilitator</p>	Implementation plan completed.
Dec. 2017 (and	Collect data about	Make data part of	Administration	Share assessment

ongoing)	<p>student learning.</p> <p>Interpret data and develop hypothesis.</p> <p>Modify instruction.</p>	<p>teachers' ongoing cycle of instructional improvement</p> <p>.</p>	<p>Macey</p> <p>Teachers</p>	<p>matrix and provide training in data analysis in PD, PLCs and staff meetings.</p> <p>Data facilitator collect and shares pertinent data with staff and parents.</p> <p>Monitor lesson planning through shared lessons plans and classroom walkthroughs.</p>
Aug. 15, 2017	<p>Designate a facilitator.</p> <p>Designate time for collaboration.</p> <p>Provide professional development.</p> <p>Create data rooms.</p>	<p>Provide supports that foster a data-driven culture within the school.</p>	<p>Administration</p> <p>Macey</p>	<p>Data time is set aside during PD and also during regular school week.</p> <p>Using data in PLCs is monitored regularly through agenda sharing.</p>

- Focus on using effective methods and instructional strategies based on scientifically based research to strengthen the core academic program of the school, increase the amount and quality of learning time, and address the needs of all children, but particularly the needs of low-achieving children.

Honing instructional skills.

Date and Duration	Activity	Focus	Participants	Measurables
May 2018 for observations	Expand and standardize templates to update maps in elementary language arts. Diary map math at elementary. Use standardized templates to map one course in each content area at high school.	Create horizontal and vertical curriculum maps aligned to Wyoming State Standards.	Jim Frank/Matt Teachers	Completed LA map (K-8). One course map per content area in HS completed.
Nov. 2017	Discuss Danielson rubrics and agree on “look fors”. Practice skills in response to data and feedback.	Managing classroom environment	Jim Frank/Matt Teachers	Use standardized walk-through form for observations.

3. Provide effective and timely activities to assist students who have difficulty mastering the proficient or advanced levels of academic achievement standards.

Date and Duration	Activity	Focus	Participants	Measurables
Jan. 1, 2018	Describe school-wide intervention strategies, processes and procedures. Maintain student rosters and staff assignments, schedule of service delivery for Rtl program.	Crte and implement a multi-tiered instructional approach (Rtl program).	Administration SPED Staff Rtl and Reading Specialist	Create and Rtl handbook.
Sept. 1, 2017	Continue the after school program with possible modifications. Study the feasibility of a project-based summer school program. Continue summer leadership academy.	Study summer and extended day options.	Administration SPED Director Rtl and Reading Specialist 21 st CCLC Director	Recommendation regarding extended day and summer school will be presented to the board.

District Assessments

SSIS Student Assessments:

- NWEA MAP (K-12): Fall, Winter, Spring
- STAR (K-8): Fall
- NAEP (4, 8): Spring (every four years)
- WY-TOPP (3-10): Spring (Interim: Fall)
- W-APT (K): Fall 2017
- WIDA-MODEL (1-12): Fall 2017
- WIDA-ACCESS (1-12): Fall 2017 (to qualifying students)
- ACT (11-12): Spring
- Content Area Formal & Informal Assessments

Grades K-12: St. Stephens Indian School administers the **NWEA Measures of Academic Progress (MAP)** test, three times a year, to evaluate student growth during an academic year. Students are assessed in the fall, winter, and spring according to set testing times from the BIE. Teachers have been trained on how those the reports given by NWEA MAP as well as use the MAP Growth information to provide useful material for setting goals with students and informing instruction. Currently our new teachers will be set up with mentors to be trained on how to utilize these documents and information to inform their instruction. Based on school improvement surveys and results, the professional development calendar may also include further NWEA training.

NWEA data trends show that 38.5% of students K-12 grew the equivalent of one year in reading (based on normative data) and that 26% of students K-12 grew the equivalent of one year in math (based on normative data) during the 2016-17 school year. The leadership and individual teachers have access to detailed reports on providing targeted instruction.

The **ACT** coordinator (high school counseling office) is working closely this school year to communicate school improvement efforts in regard to school ACT preparation for grades 9-12.

Grades 3-10: St. Stephens Indian School will administer the new WY-TOPP (Wyoming Test of Proficiency and Progress) in the Spring of 2018. Interim tests were given, but the data has yet to be compiled and aggregated by the district.

The NWEA MAP scores in collaboration with the ACT aided in the creation of the AYP SMART Goals for the SY 17-18