



**Saint Stephens Indian School Education Association Inc.
Report on School Year 2015-16 Expenditure of State Funds**

TO: Eastern Shoshone Business Council
Northern Arapaho Business Council
The Honorable Matthew H. Mead, Governor of Wyoming
The Honorable Jillian Balow, Wyoming State Superintendent of Public Instruction
Joint Education Interim Committee of the Wyoming Legislature
Select Committee on Tribal Relations of the Wyoming Legislature

FROM: Frank No Runner, Superintendent, Saint Stephens Indian School

DATE: December 9, 2016

RE: Expenditure of contractual amounts required under W.S. 21-4-601(b)

Elected Officials,

Wyoming Statue 21-4-601 requires the state superintendent of public instruction to "enter into negotiations with the individual or joint business councils of the Eastern Shoshone and Northern Arapaho Indian Tribes to determine appropriate contractual arrangements for the provision of education programs and services addressing Indian students at risk of failure in school and other programs and services essential to the success and welfare of these students... ."

The statute further requires that the expenditure of contractual amounts be verified annually in writing and is for programs "tied to improvement of student performance on the statewide assessment."

The annual report is required to be provided by the Joint Business Council of the Eastern Shoshone and Northern Arapaho Indian Tribes. I am providing this report on behalf of the tribes.

A contract was executed on June 19, 2015, between the Wyoming Department of Education and the Eastern Shoshone Business Council for a maximum amount of \$1,349,718.70. The Eastern Shoshone Business Council in turn contracted with St. Stephens Indian School Education Association, Inc., to meet the requirements of W.S. 21-4-601. Based on the statutory formula, the actual amount allocated for the 2015-16 school year was \$918,450.73.

St. Stephens Indian School is the only tribal grant school operated by the U.S. Bureau of Indian Education in the state of Wyoming. As such, it is supported by the bureau as well as supplemental funding from the state of Wyoming as a result of the Legislature's commitment to providing equitable educational opportunities that recognize unique barriers to American Indian students.

Attached is the annual report required by the statute. I believe this report presents verifiable, reasonable and necessary costs that align with the school comprehensive improvement plan for St. Stephens as well as findings of the once-every-five-years accreditation review team.

If you have any questions please feel free to contact me directly, I can be reached at (307) 851-2104.

Yours in Education,

Frank No Runner

Mr. Frank No Runner
St. Stephens Indian School Superintendent



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

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

2015-16 School Year

**Submitted by Frank No Runner, Superintendent
St. Stephens Indian School**

Dec. 12, 2016

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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 calculates annual funding to SSIS in this way:

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

St. Stephens Indian School would like to take this opportunity to publicly thank the Eastern Shoshone and Northern Arapaho Business Councils, the Wyoming Legislature, Gov. 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

DEVELOPMENT OF GOALS AND STRATEGIES

St. Stephens is now 128 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, 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 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 draft response, due the fall of 2016, is included as Appendix B to this report.

The 35 AdvancED indicators are also 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 2015-16 St. Stephens School Comprehensive Improvement Plan (Appendix A) included the following goals, submitted in December 2016 to the Wyoming Department of Education:

- 1) Under *Teaching and Learning Improvement Plan*, the goal was **Using MAP data, all St. Stephens students will show a 10 percent growth in their reading score by May**

2016. The method: Hiring a consultant to assist teachers with improvement of math instruction along with credit recovery courses and mentoring.

- 2) Under *Leadership Capacity*, the goal was **Improve overall school performance in student academic performance and graduation rates.** The method: Leaders will facilitate the use of student achievement data to make instructional decisions across all grade levels.
- 3) Under *Resource Utilization*, the goal was **To recruit and develop passionate, inspired teachers.** The method: Promote St. Stephens as a great place to begin the teaching career and acquire excellent teaching skills.

Yet another planning framework is contemplated by the U.S. Bureau of Indian Education, which provides annual grants to the school, and necessitates a school improvement plan that must meet extensive BIE requirements as a condition of receiving federal money.

Superintendent No Runner, his staff and the SSIS board of directors realized the time was ripe 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 C) 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. More details can be found in the Accreditation Progress Report (Appendix B) and the St. Stephens Indian School District Strategic Plan 2016-2021 (Appendix C) at the end of this report.

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 is known as Proficiency Assessments for Wyoming Students (PAWS) and the table below indicates the performance of St. Stephens students over the past three years.

SCHOOL_YEAR	SUBJECT	GRADE	BELOW_BASIC	BASIC	PROFICIENT	ADVANCED	BASIC AND BELOW	PROFICIENT AND ADVANCED	PROF. & ADV. CHANGE FROM PRIOR YEAR
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%
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

The far right column indicates percentage improvements from the previous year for each grade and discipline. For percentages that are less than or equal to 10 percent (a level of ambiguity due to requirements for confidentiality resulting from small sample sizes), the comparison is based on 10 percent.

While substantive change has not been evident in the past few cycles, we believe efforts to retain and recruit quality staff, combined with other improvements, such as more immersion in Native American culture, language and history – which will lead to greater pride, sense of identity and desire for success – will eventually result in higher scores. We would also caution that PAWS results alone do not capture the full range of knowledge and skills acquired by students, but it is certainly an appropriate measure among many.

BUDGET NARRATIVE

A great deal of work has been completed or is ongoing in response to the accreditation visit and requirements of state and federal law and contractual arrangements, which may necessitate slight reallocation of state funding moving forward, but the bulk of state expenditures for 2015-16, a total of \$606,228.57, as in the past, centered on improving salaries and benefits to render our instructors and staff competitive with other districts in the state. While listed separately, staff incentives of \$32,000 – for back-to-school and Christmas bonuses – are also aimed at enhancing competitiveness. The hope is that quality staff will stay or be enticed to work for St. Stephens, which in turn will improve student performance.

Funding for student activities and incentives, \$8,912.51, were used for rewards of bowling, pizza and movie outings, gift cards and other items for academic achievement, excellent attendance and good behavior. Weekly, monthly and semester prizes are awarded.

The \$35,000 for technical consultants was spent on former superintendents and others with expertise on data, school finance and school improvement to assist St. Stephens' efforts to address the accreditation improvement priorities.

Dues and subscriptions of \$3,160.00 included those for state and national associations of principals, superintendents, school boards and similar associations.

Finally, \$200,000 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.

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

REVENUE

State Appropriation for 2015-16	\$918,450.73
<u>Carry-Over Revenues</u>	<u>\$10,964.00</u>
Total Revenue	\$929,414.73

EXPENDITURES

Regular Salaries – Certified	\$333,135.29
Regular Salaries – Professional Non-Certified	\$20,999.94
Salaries – Non-certified personnel	\$57,959.20
FICA Tax	\$31,525.22
Retirement	\$41,209.44

Group insurance	\$112,910.32
<u>Worker's compensation</u>	<u>\$8,489.15</u>
Sub-total: Salaries and benefits	\$606,228.57
Student Activities and Incentives	\$8,912.51
Technical consultants	\$35,000.00
Staff incentives	\$32,000.00
Dues and Subscriptions	\$3,160.00
<u>Staff Stipend – Certified/Classified</u>	<u>\$43,600.00</u>
Sub-total: Non salary expenses	\$122,672.51
Food Service	\$200,000.00
Sub-total: Food Service	\$200,000.00
TOTAL STATE EXPENSES FY 15-16	\$928,901.08

Without the state's assistance, St. Stephens would be unable to make up the roughly \$1,000,000 per year received 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. The entire budget for 2015-16, with all actual expenses, is included as Appendix D.

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

Appendix A – St. Stephens 2015-16 School Comprehensive Improvement Plan

Appendix B – St. Stephens 2015-16 Draft Accreditation Response Plan to AdvancEd's October 2015 Improvement Priorities

Appendix C – St. Stephens Indian School District Strategic Plan 2016–2021

Appendix D – St. Stephens 2015-16 Budget with Actual Expenditures

APPENDIX A

Wyoming School Comprehensive Plan St. Stephen's Indian School



128 Mission Road, St. Stephens, Wyoming
Frank No Runner, Superintendent

2015-2016

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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Teaching and Learning Improvement Plan

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Resource Utilization Improvement Plan

DOMAIN 1: TEACHING AND LEARNING

AdvancED Standard 3: Teaching and Assessing for Learning

Standards and Curriculum (3.1)

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)	Acceptable
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YES	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)
YES	The school has adopted and implemented strategies to monitor the teaching of standards. (Wyoming)
YES	Instruction is provided in the essentials of the state and federal constitutions. (Wyoming)
YES	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)
YES	If applicable, the school is providing foreign language instruction in grades K-2. (Wyoming)
YES	If applicable, Career Technical Education courses are offered in a three-course sequence in grades 9-12. (Wyoming)

- All staff members were given tabbed notebooks for their targeted grade level(s). Each notebook contains ALL Wyoming State standards and benchmarks, vocabulary specific for each content area to use for instructional purposes
- The curricula or teacher prepared units are aligned to the common core for each subject and grade level.

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. [\(3.2 Rubric\)](#)

**Needs
Improvement**

- 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

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

- The Leadership Team & Core teachers have been provided professional development of Charlotte Danielson's Framework for effective teaching in Fall 2013 in Billings, MT. The expectation is that the teacher's self reflect on instructional strategies that deliberately move their professional practice to the "Distinguished" consistently.
- Teachers are expected to include "Culturally Relevant" lesson planning when appropriate to personalize instructional strategies for Native American students. In Reading K-5 Intervention strategies include: My Sidewalks PD 2010. In Reading Grades 6-12 Intervention strategies include: Successful Reader. To supplement interventional strategies school wide Accelerated Reader (AR) is in use. *To improve this practice teachers will be required to have lexiled classroom libraries.* In Math Grades 3-5 Intervention strategies include: Strength in Number HD. *To improve this practice grades 6-12 will need to implement Response to Interventional strategies for Math.* In addition the school utilizes the First People's Center of Education (FPCE) through coaching, modeling and observations of teachers teaching Math. FPCE ensures that teachers are teaching not only fidelity but content knowledge and pedagogical knowledge of Math. Teachers were trained in Fall 2013 how to unwrap math Common Core State Standards and usage of "Mathematical Practices" from the Billings Line Office, Education Program Specialist.
- 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 (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.

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Collaborative Learning Community (3.5)

Teachers participate in collaborative learning communities to improve instruction and student learning. ([3.5 Rubric](#))

Acceptable

- 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
- SIT/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 (MAPs 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 administrator's. The building administrator's 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 schools 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 will RE-implement a formal process that promotes productive discussion about student learning. At the building levels data discussions will occur and at the district level the superintendent will send power points of interim data to their line officer 3 times a year.

Instructional Process (3.6)

Teachers implement the school's instructional process in support of student learning. [\(3.6 Rubric\)](#)

Acceptable

- Most teachers at St. Stephen's Indian School have been trained in 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.

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

YES

Parent contact procedures and history regarding unexcused absences and student misconduct resulting in suspension is documented (Wyoming)

- 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 hosts Parent Literacy, Math, Science...Night Activities
- 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

Student Advocacy Structure (3.9)

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. [\(3.9 Rubric\)](#)

Acceptable

- 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

- **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)	Needs Improvement
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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 bloodborne pathogens. (Wyoming)

- A professional development calendar/plan for SY 2015-16 was generated based on observations/academic data.
- Professional development plan is aligned to Title 1 school improvement efforts
- Sign-in Sheets, agenda, 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)

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](#))

**Needs
Improvement**

- 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 needs to produce evidence of the collection of longitudinal student performance data.

Training in the Interpretation and Use of Data (5.3)

Professional and support staff are trained in the evaluation, interpretation, and use of data. [\(5.3 Rubric\)](#)

**Needs
Improvement**

- 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, paraeducators, and special education staff receives professional development in how to use the district assessment programs; NWEA Measures of Academic Progress (MAP), Renaissance Place for assessments and progress monitoring and Core program assessments with progress monitoring. External consultants and trainers are brought into the district to train teachers and support staff on 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 needs to plan professional development for certified or operations staff members in how to collect and utilize data as part of their professional practice.

Determining Verifiable Improvement in Student Learning (5.4)

The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level. [\(5.4 Rubric\)](#)

Acceptable

- **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)	Needs Improvement
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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.

Teaching and Learning Improvement Plan

GOAL(S): Using MAP data, all St. Stephen's students will show a 10% growth in their math score, specifically Measurement/Geometry, Statistics/Probability, and Algebra by May 2016.

MEASURES AND METHODS (INTERVENTIONS):

Hiring a consultant to assist teachers with improvement of math instruction along with credit recovery courses and mentoring.

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
SSIS will maintain an ongoing partnership with First Peoples Center to provide a process for improvement of Mathematics. First Peoples are providing a deeper understanding of mathematical practice and student targets.	2015-16 school year	Elementary and Math teachers \$84,961.85	First Peoples will be providing in-depth one-on-one observations with pre and post conferences.
Offering credit recovery classes.	2015-16 school year	Math Teachers and/or online	Students with low or failing grades will have the opportunity to enroll in a credit recovery course that will focus on their areas of deficiency.
Mentoring	2015-16 school year	All teachers	Each student will be assigned to a "home room" with a mentor teacher four days a week. They will set goals and work towards improvements in their MAP scores.

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

- 10% increase in math as measured by MAP.

GOAL(S): Using MAP data, all St. Stephen's students will show a 10% growth in their reading score by May, 2016.

MEASURES AND METHODS (INTERVENTIONS):

Hiring a consultant to assist teachers with improvement of reading instruction.

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
SSIS will maintain an ongoing partnership with First Peoples Center to provide a process for improvement of Reading. First Peoples are providing a deeper understanding of mathematical practice and student targets.	2015-16 school year	Elementary and Reading teachers \$84,961.85	First Peoples will be providing in-depth one-on-one observations with pre and post conferences.
Offering credit recovery classes.	2015-16 school year	Reading Teachers and/or online	Students with low or failing grades will have the opportunity to enroll in a credit recovery course that will focus on their areas of deficiency.
Mentoring	2015-16 school year	All teachers	Each student will be assigned to a "home room" with a mentor teacher four days a week. They will set goals and work towards improvements in their MAP scores.

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

10% increase in math as measured by MAP

DOMAIN 2: LEADERSHIP CAPACITY

AdvancED Standard 1: Purpose and Direction

Purpose Revision Process (1.1)

The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success. (1.1 Rubric)	Needs Improvement
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YES	The school provides opportunities for <i>all children</i> to meet the State's proficient and advanced levels of student academic achievement. (Federal)
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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 last large-scale strategic planning process (2012), included stakeholders comprised of students, parents, teachers, classified staff, community members, administrators and board members. 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)

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. [\(1.2 Rubric\)](#)

**Needs
Improvement**

- As a result of implementing the 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.

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School Improvement Process (1.3)

The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning. (1.3 Rubric)	Acceptable
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YES	The school monitors its school improvement process and supports the implementation of the school improvement plan. (Wyoming)
YES	The school participates in the State Accountability System and complies with applicable state and federal laws. (Wyoming)
YES	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)
YES	If the school uses Title 1 Targeted Assistance, planning for students served under this part is incorporated into existing school planning. (Federal)
YES	The comprehensive plan components are reviewed and revised as necessary by the school. (Federal)
YES	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)

- **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

District Board Operations (2.2)

District Board Operations: The governing body operates responsibly and functions effectively. ([2.2 Rubric](#))

Needs Improvement

- 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.

Leadership Autonomy (2.3)

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. [\(2.3 Rubric\)](#)

Acceptable

- **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

- 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)	Needs Improvement
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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. 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

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
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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 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.**

Leadership Capacity Improvement Plan

GOAL(S): Improve overall school performance in student academic performance and graduation rates.

MEASURES AND METHODS (INTERVENTIONS):

Leaders will facilitate the use of student achievement data to make instructional decisions across all grade levels.

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
Principals will act as school improvement leaders	2015-16 school year	Principal and all staff	Implementation of school improvement teams led by the principal
Principals will designate a data facilitator for each building	2015-16 school year	1 lead teacher per school	Facilitator will facilitate all testing and supply all data and reports to individual teachers
Build an assessment matrix (i.e. Mileposts by Silverback Learning)	2015-16 school year	Data facilitator	Create an electronic student data warehouse.

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

Principals act as instructional leaders and provide assistance to teachers in using data to inform instruction

DOMAIN 3: RESOURCE UTILIZATION

Standard 4: Resources and Support Systems

Staff Recruiting and Retention (4.1)

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)	Needs Improvement
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YES	The assignment of staff members is in accordance with the certificates and endorsements as specified in the Professional Teaching Standards Board regulations. (Wyoming)
YES	Instruction is provided by highly qualified teachers (Federal)
YES	Paraprofessionals meet the requirements of ESEA (Federal)

- 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 Housse/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	Federal funds are used for authorized and allowable activities, and are used by the intended population (Federal)	
YES	Federal funds are used to supplement and in no case supplant state or local dollars. (Federal)	
YES	Equipment purchased with federal funds, including that purchased for private/home school use, are marked and inventoried. (Federal)	
YES	Personnel whose salary is funded 100% from a single federal fund submit a signed, bi-annual certification. (Federal)	
YES	Personnel whose salary is split-funded, whether between various federal funds or between federal and state funds, maintained accurate time/effort logs. schools. (Federal)	
YES	Activities approved for Federal Funding are completed within the approved time period. (Federal)	

- **Comprehensive Improvement Plan**

Safe, Clean and Healthy Environment (4.3)

The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff. (4.3 Rubric)	Acceptable
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YES	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)
YES	Crisis management plans are in place to ensure that potential crisis situations are addressed and are practiced on a regular basis. (Wyoming)
YES	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)
N/A	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)
YES	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)
N/A	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)
YES	The school has developed and has on file the policy for required notification of pesticide application on or around the school building. (Wyoming)
YES	Fire inspections are conducted at least once every three (3) years, and results are available. (Wyoming)
YES	The school conducts fire/safety drills at least once every month that school is in session according to state statutes. (Wyoming)

YES

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)

- 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
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YES	Media services sufficient to support the achievement of student content and performance standards are available and accessible to all students and staff. (Wyoming)
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- 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)

The technology infrastructure supports the school's teaching, learning, and operational needs. ([4.5 Rubric](#))

Acceptable

YES

The school has implemented the district technology plan. (Wyoming)

- St. Stephen's Indian School seeks to improve the technology based learning environment. Most classrooms have interactive smartboards, document cameras and FM audio systems. There are computer labs in each of the wings and three laptop carts in the K – 8 school. The district is working towards a Google Apps for Education (GAFE) district, and our teachers and students continue to expand upon the collaboration and communication skills afforded by these applications. 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

- 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)

The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students. (4.7 Rubric)	Acceptable
--	------------

YES	The school is providing for the needs of all disabled students and is in compliance with statutory requirements. (Wyoming)
YES	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)

- 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 consensuses 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.**

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

APPENDIX B

St. Stephens 2015-16 Draft Accreditation Response Plan to AdvancEd's October 2015 Improvement Priorities

Improvement Priority (Standard Indicators 4.1 and 4.4) 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.

An incredible amount of work has been done in the past year to address this improvement priority. The improvement work began with the last audit as the basis. A new business manager was hired and a financial management team was formed which includes an Executive Financial Administrator, CPA and a Federal Auditor.

The school implemented a school wide budget template that focuses on performance and accountability. The board of trustees with the approval of the Bureau of Indian Education adopted the School Wide Program under the NCLB/ESEA Act. The school has upgraded a new accounting software and financial server. The school in December 2016 will conduct a board retreat with the sole purpose of the revision of school financial policies.

The school is also in the process of changing its Federal Entity Status. St. Stephens is currently a PL100-297 Bureau entity, and is progressing to become a PL93-638 Bureau entity. This status change will automatically qualify all St. Stephens employees for Federal Employee Health Benefits. A benefit that will allow St. Stephens employees to keep their children under their health insurance until the age of 26 will help in the retention of instructional staff.

One item that plagues a number of school systems is insurance cost and St. Stephens made a concerted effort to address this issue. Providing solid insurance coverage to employees is vitally important in recruiting and retaining staff. St. Stephens was successful in getting the two Wind River Reservation tribes to agree to a status change request with the BIE to allow for the school employees to receive better insurance benefits. While that request is being considered, the system was successful in securing temporary insurance that allowed 54 employees to be covered when only 34 were covered before. Moreover, 100% of employees' premiums are paid. In the past, employees had to pay 15% of the cost of family insurance if they had coverage. As a result of the insurance change, the staff had a gap period for insurance that consisted of two months. The school paid 18 percent of their salary for two months as an incentive for being patient during this time of change.

The whole change process has been marketed by the leadership as St. Stephens Teacher Focus plan. The Teacher focus plan is to enhance their financial benefits and classroom technology needs to encourage them to stay at St. Stephens. A new supervision plan is currently in place to support teachers rather than evaluate them. Our supervision plan, based on the Charlotte Danielson plan, is focused on building capacity and growth. Because of the new financial system that has been put in place, the viability of the system has increased enough to offer employees a retention bonus even if they are maxed on the salary schedule. For instance, a teacher who has been with the system nearly 40 years received the first raise he'd had in years. Also returning teachers have received a two year salary step increase for SY16-17. The system also offered back-to-school bonuses and will offer a holiday bonus to all staff.

Finally, the administration of St. Stephen's Indian School recruited highly effective staff with gusto during the last hiring cycle. Because of the new benefits and pay scale, the school is competitive with other Wyoming districts and very competitive out-of-state. Administrators recruited staff at job fairs at the University of Montana, Black Hills State University, Montana Indian Education Conference, Idaho State University, and Montana State University-Billings. Additionally, jobs were posted on the BIE website. This robust recruiting effort resulted in the system being fully staffed and in the hiring of several Native American educators. The improved financial situation of the school has been shared regularly with staff at meetings and in conversations so the financial health of the system does not worry employees and distract from their focus on student learning.

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

The school board of St. Stephen's Indian School is dedicated to serving the school community and making decisions in the best interests of students. Since the accreditation visit, the board has two new members who have joined the board and contributed to the body being a cohesive decision-making body that engages in robust school improvement efforts. New board member orientation was provided by the Superintendent and included the review of the school's financial management plan, code of ethics, the current process of policy revision, and current District policies. The new board members will attend the Wyoming School Board Association New Board Member Training in the spring of 2017.

Board members are encouraged to model the benefits of continuous improvement by attending leadership training workshops to improve their knowledge and skills. Shortly after the accreditation visit, the board engaged in a self-evaluation which included a 360 evaluation component. In other words, the administrators rated the board as well as the board members themselves filling out the evaluation. The board met with the superintendent and a consultant to draft a plan based on the results of the self-evaluation. After frank and lengthy discussion, several goals were set. The goals set in that meeting are now embedded in the district strategic plan.

Board members have also attended trainings provided by the Wyoming School Boards Association (WSBA) including board chairman training, legislative meetings, and the WSBA annual conference. But the board is not satisfied with state training alone, thus they have sought out regional and national trainings as well. For instance, board members have attended the National School Boards Association conference as well as the National Indian Education Conference. In order to foster transparency and increase avenues of communication, an unofficial summary of the board meeting is sent to all staff members the day after the meeting. This new practice has met with very favorable feedback from the staff.

The issue of fiscal health kept arising as part of the accreditation visit and in the everyday operation of the system. Therefore, the board has undertaken a process to overhaul the fiscal processes of the school system. They have held financial work sessions, have worked on appropriate revisions to financial policies, and redesigned the budget. The focus on appropriate board goals has led to a new system of checks and balances so the board chair and treasurer are part of internal control procedures. Finally, the board members have taken a very active role in being part of activities at school in order to promote strong lines of communication, increase levels of trust, and to increase awareness of school initiatives. For instance, the board members have been part of parent, culture, and Veteran's Day activities.

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

An important aspect of meeting this improvement priority has been the formation of a parent advisory committee and the creation of a parent involvement plan. Several aspects of the plan have already been implemented, and the numbers of parents attending the planning meetings has remained steady. The focus of the parent advisory committee is to create an on-going dialogue between the school house and the parents to eliminate teacher jargon concerning student assessments. The parent advisory committee also stands to create input for the district, and voice for their students. The meetings are held one to two times per month in the evenings.

Because of the importance of Native American culture to the education of St. Stephen's students, a cultural leadership team was also formed to ensure stakeholder input into the design and delivery of cultural components of the curriculum. A fairly comprehensive cultural plan was designed, and several parts of the plan have been implemented. For instance, new staff members received culture training, and the school implemented activities over an entire week to honor aspects of Native American culture. The focus is to create awareness for staff on the importance of cultural sensitivity and etiquette. The committee is the foundation to facilitate activities that bring the community and St. Stephens staff together to learn, and celebrate the cultural and traditions of the Northern Arapaho tribe.

To ensure that there is input into leadership decisions, a system-wide administrative leadership team was formed, and each building has a building leadership team. These teams help distribute leadership through the system, encourage communication and discussion, and lend themselves to creating a better decision-making structure. PLCs are actively at work at the elementary level, and departments meet at the secondary level. Issues of student performance are discussed continually in these collaborative settings, and the work of adjusting instruction to meet the needs of all students takes place. That work continues into the after-school program (Lights On) and to the summer school program as well.

School board members and school leaders have made a concerted effort to reach out to community entities and to create working partnerships to benefit families and students. Such organizations as Head Start, Early Intervention, Gear Up, and Unity count themselves as partners in learning with St. Stephen's Indian School. 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 parents night, family literacy night, book fairs, parent-teacher conferences, parent listening sessions, parenting classes, and Title I parental involvement activities.

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.

St. Stephen's Indian School has always had a strategic plan. However, at the time of the accreditation visit, the plan, because of leadership turnover, had not been updated and school plans were not aligned. Some of the updating work was actually taking place around the time of the accreditation visit, and that work continued after the visit to address the specifics of the improvement priority.

Immediately after the visit, the leadership team in conjunction with the board, drafted what was termed the "AdvancED Continuous School Improvement Plan" which included strategies and activities to address each of the improvement priorities. Additionally, the school board immediately began to address the improvement priority associated with standard indicator 2.2. There were goals drafted associated with the board/superintendent relationship. Still, the existing strategic plan was in place and in need of updating. Therefore, the system's consultant, superintendent, leadership team, and board began the process of meshing all the plans into one working document to guide the continuous improvement work of the system.

Complicating all of this work is the additional burden of having to address and meet Bureau of Indian Education requirements as well. Late last summer, all of the plans were melded together into an updated strategic plan which is now posted on the school website. At this point, leadership is planning to take the updated strategic plan draft out to stakeholder groups for input and comment. In fact, by the time of the APR visit, some of this may have already occurred. Once the plan is finalized, the items must be prioritized by the board. The reason the prioritization is so important is that there are far too many goals in the plan to be achieved in one year. Administration will be looking for board guidance in planning the work over at least a three-year time frame.

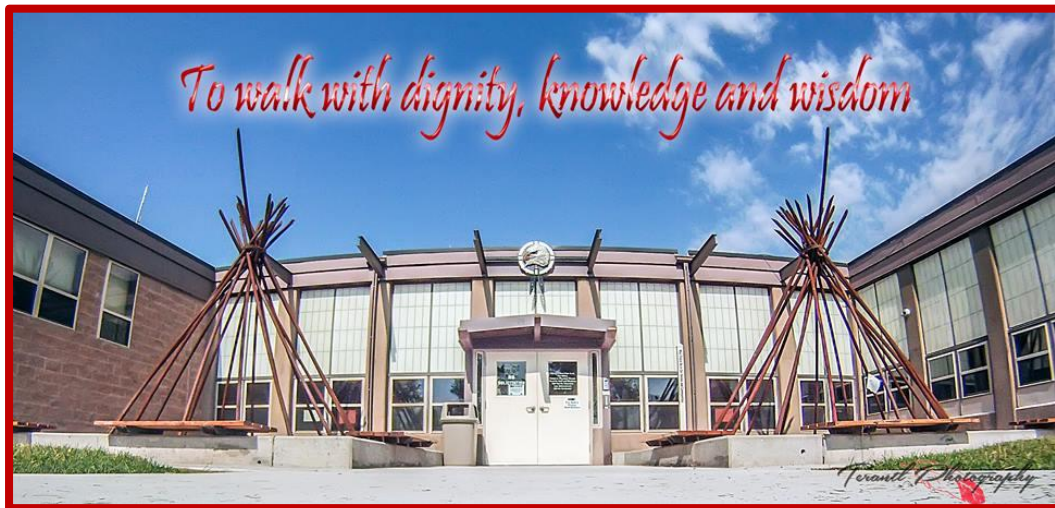
APPENDIX C



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 March 2016

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School Board

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

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

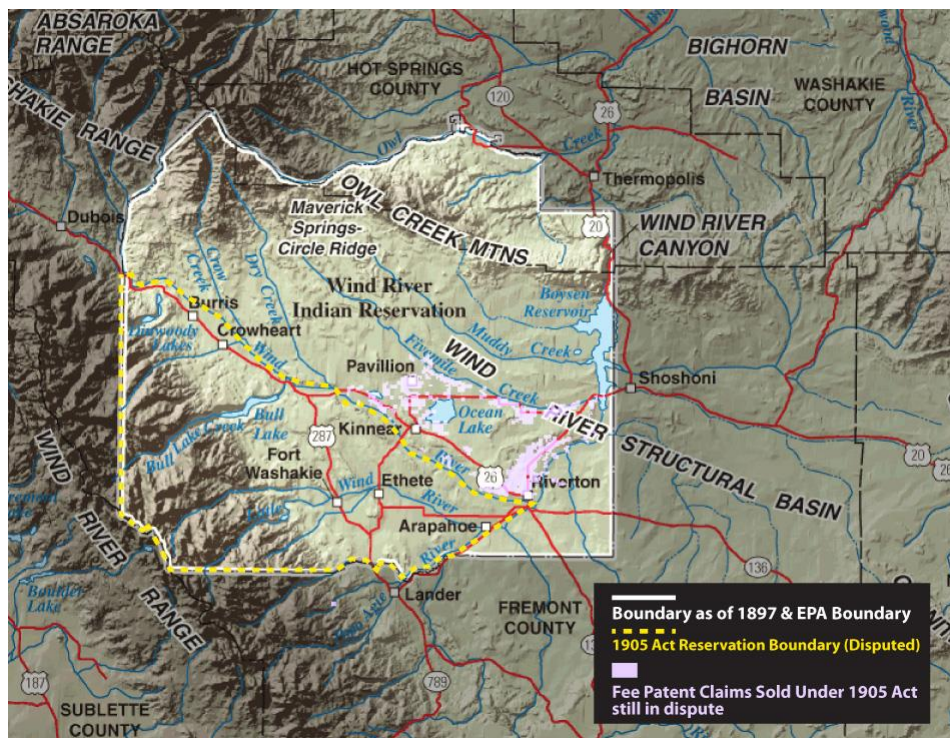
P.O. Box 345, 128 Mission Road, St. Stephens, WY 82524
School Website: <http://www.st-stephens.net>

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 (U.S) of America. These tribes are geographically located in western central Wyoming. 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. Bureau of Indian Affairs (BIA) Headquarters are at 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 12th; 26% of the students are 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 Tribe (91%), then Eastern Shoshone Tribe (7%), and students who are enrolled tribal members from 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 level, and one hundred percent of our students are on free or reduced 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 Wyoming 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 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 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. 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 2014-2015.

K-12 Student Database Management System: Native American Student Information System (NASIS)

SSIS Committees: Administrative Leadership Team, AdvancEd/School Improvement Committee, Native Star Committee, Technology Committee, Crisis Team, Parent Committee & Strategic Planning Task Force.

WHSAA Participant: Cross Country, Volleyball, Basketball, Six Man Football & 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 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 the building all staff are expected to demonstrate cultural proficient pedagogical practices within individual classrooms. 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>.

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 student feel that his or her unique cultural identity is valued and the curriculum respects the contributions

made by the Indigenous peoples of the U.S. 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. 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 will be re-implemented in the Spring of 2016. An area of improvement will be increasing student attendance for increased Indian Student Equalization Program (ISEP) funding.

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

SSIS's previous strategic plan was a one page strategic focus that most stakeholders were unaware of. AdvancED visit in the fall of 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 is for stakeholders to identify what they see as the greatest challenges for St. Stephens Indian School in the education of our students in the next five years.

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 under review them for a determination to re adopt them or to bring them to stakeholders for revision. A consultant was hired for the initial start up phase of the framework. They called for the creation of a Strategic Plan Task Force with broad stakeholder representation to develop the Strategic Plan Framework and review stakeholder input. The proposed framework will be available for public review and comment in the fall of 2016.

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. A preliminary draft of the strategic plan will be available for comment in the fall of 2016; all stakeholders will review the document and provide input for the plan to be finalized in the spring 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 will formally approve the St. Stephens Strategic Plan on March 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 (School Improvement) 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 accommodates 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 (BIE Native Star School Improvement) and is informed by this Strategic Plan to show alignment. As this plan moves forward, budgetary requests will be cross-walked with the Strategic Plan key actions steps, AdvancEd improvement indicators, or indicators from Native Star 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. Measureable outcomes inform leaders of progress. In addition, Native Star requires progress documentation electronically. AdvancEd will revisit the school periodically with progress reports to them.

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 Native Star 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 Native Star and AdvancED 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 an “Our 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 through 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. A committee then worked together on the formulation of the vision statement based on survey results, and a vote by stakeholders was then 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 and 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 (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

- 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.
- 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.
- 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.
- 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

- 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

How We Will Check Our Progress

Measureable Outcomes

- Based upon Wyoming's PAWS State Assessment results for SY14-15, **mathematics** proficiency for a total of 82 students in **grades 3 – 8** will increase from 9% proficient (7 students) to 24% proficient (20 students) during the 2015- 2016 academic year according to the SY15-16 PAWS State Assessment results.
- Based upon Wyoming's PAWS State Assessment results for SY14-15, **reading** proficiency for a total of 82 students in **grades 3 – 8** will increase from 34% proficient (28 students) to 59% proficient (48 students) during the 2015- 2016 academic year according to the SY15-16 PAWS State Assessment results.

- Based upon Wyoming's PAWS State Assessment results for SY14-15, **science** proficiency for a total of 29 students in **grades 4, & 8** will increase from 3% proficient (1 student) to 28% proficient (8 students) during the 2015- 2016 academic year according to the SY15-16 PAWS State Assessment results.
- Based upon Wyoming's **ACT State Assessment** results for SY14-15, composite score for a total of 17 students in **grades 11** will increase from 14.7 composite score (17 students) to 17.45 composite score (14 students) during the 2015- 2016 academic year according to the SY15-16 ACT State Assessment results.
- Graduation rates will increase from _____ to _____ by 2017.
- The percent of students meeting the college readiness benchmarks on all four ACT subtests will increase from _____ to _____ by _____.
- The percentage of graduates enrolling in post-secondary training options will increase from _____ to _____ by _____.

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 (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 PAWS (5)

Trend data and comparative data will be gathered and reported.

District Assessments

SSIS Student Assessments:

NWEA MAP: K-11, Fall, Winter, Spring

PAWS: 3-8, Spring

STAR: Once per school year

ACT Suite; Explore, Plan, ACT: 9 – 11

Strength in Numbers: K-6 fall, winter, spring

Content Area Formal & Informal Assessments

Grades K – 11: 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 to use the reports given by NWEA / MAP as well as use the

DesCartes 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 from SY 2008-2011 show a slight increase during the SY 2009 in Reading, other than that the scores are consistently at about 55% proficient. Current NWEA data for an Overall School wide report indicates that in grade 3 there was a 5% increase in proficiency rates from SY 2013-2014. With the highest gain in grade 5 from 21.4% proficient to 41.7% proficient. The leadership and individual teachers have access to detailed reports on providing targeted instruction. This year an improvement is to implement a Response to Intervention process at the high school level.

The **ACT** coordinator (high school counseling office) is working closely this school year to communicate school improvement efforts in regards to the school ACT preparation course for grades 9-12. The students currently take the following; 9th grade EXPLORE, 10th grade PLAN, 11th grade ACT, 11th grade WORK KEY and 12th grade ACT. Upon data aggregation and discussion it was discovered that the state sends only 1 summarized composite scores for 11th grade ACT. The composite score for this group was 14.7. This is deficient as the Hathaway Scholarship only looks at composite scores of about 17 +. The state average was 20.2; leading the coordinator to have discussions with the administrators about how to improve the students success rate to have a chance to get scholarship level composite scores. Some ideas were to switch ACT testing teachers, and also re-engage students to fully understand the importance of testing well.

Grades 3 – 8: St. Stephens Indian School administers the **PAWS** as a criterion referenced assessment to provide information related to student performance on the Wyoming standards. The test is currently transitioning to an alignment with the Common Core State Standards (CCSS). There is a significant dip in student scores from SY 2012- 2013 to support the new assessment implementation content. The recent modifications to the State Assessment (PAWS) have resulted in lower student performance due to the new scale and the higher cut scores. This does not indicate lower student growth, but determines a new baseline for student performance.

While this test does serve to fulfill accountability requirements for the Wyoming Department of Education, past implementation issues at the state level, sporadic writing assessment, delayed reporting and the current CCSS transition has resulted in a test that is unreliable to teachers to inform instruction and evaluate student performance. **The PAWS test in collaboration with NWEA scores create AYP SMART Goals for the SY 15-16.**

District Report Card

This is where enrollment data, attendance, graduation rates, and performance trends on specific assessments should be entered. The following data entries will need to be revised to current trend data annually. **Please note that files are too large to enter into this document and can be found on the district website in PDF format, look for District Report Card link.**

Saint Stephens Indian Education Association

Expense Account	Item
	REVENUE
	State of Wyoming
	Bureau of Indian Education
	Other
	Grant Funding
	Contingency/Transfer
	Annual Revenue Sub-total

	Carry-over Revenues
	TOTAL REVENUE
	EXPENSES
111	Regular Salaries - Cert
112	Regular Salary Prof Non-Cert
113	Salaries Non-Cert Personnel
114	Extra Duty Pay
115	Summer Workers
118	Bus Driver Down Time
120	Temporary Salaries and Stipend
121	Temp Salaries Cert
130	Overtime Salaries
210	FICA Tax
220	Retirement
230	Group Insurance
240	Workers' Comp
250	Unemployment Compensation
	Sub-total
300	Mentors
301	Student Activities & Incentive
302	Assemblies
311	Technical Consultants
312	Training Tuition & Materials
313	Other Prof Student Service
317	Auditing
318	Legal Professional Services
319	Game Officials
322	Garbage Collection
323	Equip Repairs & Maintenance
326	Utilities-Elementary
327	Utilities-HS
329	Other Purchased Services
332	Travel for Training
334	Student Travel for Activities
337	Field Trips
338	Other Travel
339	Other Travel
340	Telephone
341	Postage/Shipping
342	Environmental
350	Advertising
381	Building Insurance
382	Auto Insurance
383	Liability Insurance
400	Supplies & Materials
410	Supplies
411	Instructional Supplies
413	Computer Supplies/Software
415	Activity Supplies/Athletics
416	Material Development Supplies
418	Staff Incentives
430	Library Books
431	Library Supplies
440	Library Periodicals
442	Culture Supplies
451	Gas & Oil
460	Food
470	Commodities
471	Fresh Fruit & Vegetable
490	Other Supplies
491	21st Century Other
500	Capital Outlay
540	Equipment

[illegible]

APPENDIX D

640	Dues & Subscriptions	3,160.00	15,900.00	15,956.00
745	Misc Board Stipend			
790	Miscellaneous Costs			
803	Staff Stipend - Certified/Classified	43,600.00		
	Sub-total	122,672.51	25,400.00	63,649.50
	Total Expense	728,901.08	388,974.80	382,834.49

APPENDIX D

t	19,389.45	293,598.90	213,120.00	5,827.87	4,578.84
	10	10	10	10	10
		1210	2210	3500	3400
Item	ISEP	SPED	Title IIA	TRANS	O&M
REVENUE	0.13				
State of Wyoming					
Bureau of Indian Education	1,573,800.00	236,070.00	54,370.00	250,170.00	517,031.00
Other		278,500.00			
Grant Funding					
Contingency/Transfer	(50,000.00)				
Annual Revenue Sub-total	1,523,800.00	514,570.00	54,370.00	250,170.00	517,031.00
Carry-over Revenues		256,379.00	248,710.00		
TOTAL REVENUE	1,523,800.00	770,949.00	303,080.00	250,170.00	517,031.00
EXPENSES					
Regular Salaries - Cert	496,417.79	116,484.94	-	-	-
Regular Salary Prof Non-Cert	62,538.37	-	-	-	-
Salaries Non-Cert Personnel	191,704.20	129,853.07	-	120,740.69	180,335.03
Extra Duty Pay	55,242.00	-	-	-	-
Summer Workers	-	-	-	-	-
Bus Driver Down Time	-	-	-	2,648.29	-
Temporary Salaries and Stipend	30,551.56	5,780.00	-	9,115.27	30,514.00
Temp Salaries Cert	14,247.00	-	-	-	-
Overtime Salaries	1,135.75	809.16	-	10,759.33	1,164.12
FICA Tax	65,165.51	19,348.93	-	10,959.66	16,219.01
Retirement	75,066.04	24,633.80	-	12,074.07	18,033.50
Group Insurance	184,800.63	77,829.90	-	5,193.59	24,145.02
Workers' Comp	17,547.84	5,210.30	-	2,951.23	4,367.47
Unemployment Compensation					
Sub-total	1,194,416.68	379,950.10	-	174,442.13	274,778.16
Mentors					
Student Activities & Incentive	19,000.00	4,000.00			
Assemblies	3,000.00				
Technical Consultants	9,000.00				
Training Tuition & Materials					
Other Prof Student Service		80,000.00			
Auditing	70,000.00				
Legal Professional Services					
Game Officials	13,300.00				
Garbage Collection					15,000.00
Equip Repairs & Maintenance	200.00			38,000.00	44,500.00
Utilities-Elementary					36,000.00
Utilities-HS					82,600.00
Other Purchased Services	6,640.87	500.00		8,500.00	2,000.00
Travel for Training	2,000.00	5,000.00	56,000.00	1,000.00	7,000.00
Student Travel for Activities	12,000.00			900.00	
Field Trips					
Other Travel	500.00				
Other Travel	1,000.00				
Telephone	35,000.00				
Postage/Shipping	3,000.00	200.00			
Environmental					125.00
Advertising					
Building Insurance					41,949.00
Auto Insurance	18,050.00				
Liability Insurance	3,426.00				
Supplies & Materials					
Supplies	55,000.00	3,000.00	1,000.00	1,500.00	1,500.00
Instructional Supplies	18,500.00				
Computer Supplies/Software	3,000.00	500.00			
Activity Supplies/Athletics	1,500.00				
Material Development Supplies					
Staff Incentives					
Library Books	5,300.00				
Library Supplies	100.00				
Library Periodicals	2,000.00				
Culture Supplies	700.00				
Gas & Oil	20,000.00			20,000.00	
Food					
Commodities					
Fresh Fruit & Vegetable					
Other Supplies	1,000.00				
21st Century Other					
Capital Outlay					
Equipment	2,000.00	4,000.00			

APPENDIX D

Dues & Subscriptions	4,777.00	200.00	460.00		7,000.00
Misc Board Stipend					
Miscellaneous Costs					
Staff Stipend - Certified/Classified			32,500.00		
Sub-total	309,993.87	97,400.00	89,960.00	69,900.00	237,674.00
Total Expense	1,504,410.55	477,350.10	89,960.00	244,342.13	512,452.16

APPENDIX D

t	0.00	182,175.44	132.54	14,937.71	136,390.00
	10	31	37	10	79
	1295		Formula	1235	
			Grant - Title		
Item	READS	21st Century	VII	Gifted & Talented	HOMELESS
REVENUE					
State of Wyoming					
Bureau of Indian Education		105,000.00	71,755.00		26,600.00
Other					
Grant Funding					
Contingency/Transfer				50,000.00	
Annual Revenue Sub-total	-	105,000.00	71,755.00	50,000.00	26,600.00
Carry-over Revenues		145,921.00	64,105.00	-	120,590.00
TOTAL REVENUE	-	250,921.00	135,860.00	50,000.00	147,190.00
EXPENSES					
Regular Salaries - Cert	-	20,000.00	40,519.96	-	-
Regular Salary Prof Non-Cert	-	-	-	-	-
Salaries Non-Cert Personnel	-	20,000.00	-	-	-
Extra Duty Pay	-	-	-	-	-
Summer Workers	-	-	-	-	-
Bus Driver Down Time	-	-	-	-	-
Temporary Salaries and Stipend	-	-	-	-	-
Temp Salaries Cert	-	-	-	-	-
Overtime Salaries	-	-	-	-	-
FICA Tax	-	3,060.00	3,099.78	-	-
Retirement	-	4,000.00	4,052.00	-	-
Group Insurance	-	9,111.56	24,438.28	-	-
Workers' Comp	-	824.00	834.71	-	-
Unemployment Compensation					
Sub-total	-	56,995.56	72,944.73	-	-
Mentors				900.00	
Student Activities & Incentive				1,500.00	
Assemblies					
Technical Consultants		1,750.00		20,795.00	
Training Tuition & Materials					
Other Prof Student Service					
Auditing					
Legal Professional Services					
Game Officials					
Garbage Collection					
Equip Repairs & Maintenance				1,000.00	
Utilities-Elementary					
Utilities-HS					
Other Purchased Services			27,782.73		800.00
Travel for Training				2,817.29	
Student Travel for Activities					
Field Trips					
Other Travel					
Other Travel					
Telephone					
Postage/Shipping				50.00	
Environmental					
Advertising					
Building Insurance					
Auto Insurance					
Liability Insurance					
Supplies & Materials					
Supplies		5,000.00		2,000.00	10,000.00
Instructional Supplies					
Computer Supplies/Software			35,000.00		
Activity Supplies/Athletics					
Material Development Supplies				2,000.00	
Staff Incentives					
Library Books					
Library Supplies					
Library Periodicals					
Culture Supplies					
Gas & Oil					
Food					
Commodities					
Fresh Fruit & Vegetable					
Other Supplies		5,000.00			
21st Century Other					
Capital Outlay					
Equipment					

APPENDIX D

Dues & Subscriptions					
Misc Board Stipend					
Miscellaneous Costs				4,000.00	
Staff Stipend - Certified/Classified					
Sub-total	-	11,750.00	62,782.73	35,062.29	10,800.00
Total Expense	-	68,745.56	135,727.46	35,062.29	10,800.00

APPENDIX D

t	1,354.93	53,457.99
	43	51
	4100	
Item	Food Service	MI&R Health & Safety
REVENUE		
State of Wyoming	93,000.00	
Bureau of Indian Education		495,087.84
Other		
Grant Funding		
Contingency/Transfer	200,000.00	
Annual Revenue Sub-total	293,000.00	495,087.84
Carry-over Revenues		70,138.00
TOTAL REVENUE	293,000.00	565,225.84
EXPENSES		
Regular Salaries - Cert	-	-
Regular Salary Prof Non-Cert	-	-
Salaries Non-Cert Personnel	93,305.10	-
Extra Duty Pay	-	-
Summer Workers	-	-
Bus Driver Down Time	-	-
Temporary Salaries and Stipend	4,812.00	-
Temp Salaries Cert	-	-
Overtime Salaries	588.02	-
FICA Tax	7,550.94	-
Retirement	9,330.51	-
Group Insurance	27,334.67	-
Workers' Comp	2,033.33	-
Unemployment Compensation		
Sub-total	144,954.57	-
Mentors		
Student Activities & Incentive		
Assemblies		
Technical Consultants		
Training Tuition & Materials		
Other Prof Student Service		
Auditing		
Legal Professional Services		
Game Officials		
Garbage Collection		
Equip Repairs & Maintenance	500.00	511,767.85
Utilities-Elementary		
Utilities-HS		
Other Purchased Services	2,684.00	
Travel for Training	-	
Student Travel for Activities		
Field Trips		
Other Travel		
Other Travel		
Telephone		
Postage/Shipping		
Environmental		
Advertising		
Building Insurance		
Auto Insurance		
Liability Insurance		
Supplies & Materials		
Supplies	12,400.00	
Instructional Supplies		
Computer Supplies/Software		
Activity Supplies/Athletics		
Material Development Supplies		
Staff Incentives		
Library Books		
Library Supplies		
Library Periodicals		
Culture Supplies		
Gas & Oil		
Food	120,000.00	
Commodities	6,000.00	
Fresh Fruit & Vegetable	5,000.00	
Other Supplies		
21st Century Other		
Capital Outlay		
Equipment		

APPENDIX D

Dues & Subscriptions	106.50	
Misc Board Stipend		
Miscellaneous Costs		
Staff Stipend - Certified/Classified		
Sub-total	146,690.50	511,767.85
Total Expense	291,645.07	511,767.85