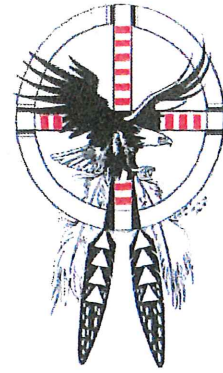


SAINT STEPHENS INDIAN SCHOOL EDUCATIONAL ASSOCIATION, INC.

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



June 23, 2013

To: Eastern Shoshone & Northern Arapaho Joint Business Council
Jim Rose – Interim Director of WDE
Cindy Hill - Superintendent of Public Instruction
Dr. David Holbrook – Native American Education Programs Consultant.
Amy Manley – School Foundation Program Consultant
Gary Collins - Governor's Office
Sara Robinson – Shoshone Liaison

FR: St. Stephens Indian School
Mike Hejtmanek - Superintendent

RE: W.S. 21-4-601(b)

1. Contractor shall assure completion of an updated Wyoming Department of Education (WDE) 2012-2013 District/School Improvement Plan (D/SIP), for St. Stephens Indian School.

Attached is the updated documents that were required for the 12/13 SY in the area of school improvement that we submitted through the Bureau of Indian Education(BIE).

2. Contractor shall assure implementation of D/SIP for St. Stephens Indian School, and provide evidence of implementation of the goals as outlined in the D/SIP through a visitation schedule for monitoring and provide a written report as outlined in the D/SIP.

This report addresses the impact W.S. 21-4-601(b) has had on the education program/services which concentrate on Indian students at risk of failure in our school and additional programs that help deliver support to improve academics in our school.

St. Stephen's Indian School is home to approximately 240 students in grades Kindergarten through 12th grade. The majority of the students are from the Northern Arapaho Tribe (90%) and Eastern Shoshone (7%) The remaining 2% of students are made of tribal members from other areas or considered to be non-Natives (lower than 25% Indian blood degree).

One of the great challenges St. Stephen's faces is that the district has no boundary lines to draw our students upon. Students who come to St. Stephen's do so out of choice. St. Stephens is one of nine different school districts located on or near the Wind River Reservation. This creates a

challenge of attracting and retaining students wanting to come to our schools. It is not uncommon for students to take 1 ½ hours each way on the bus to come to school each morning. As a result, the district may lose students to neighboring schools that may be closer to home for these children.

We continue to focus on our school improvement plans and the three required actions by AdvancED. Our school improvement done for the BIE is within Native Star. Native Star is an instrument used by the BIE that is similar to Indi Star used by other districts and states throughout the country. Within Native Star we do our school improvement forms, write to 99 indicators of school improvement and this year we will write our restructuring plan within the system as well.

We continue to make growth in all academic areas, last year as a school we had 37% percent of proficient/advanced students from Fall 2012 to Spring 2013 in the area of Reading it was 24%. According to the NWEA Map test we do three times a year.

3. Contractor shall provide a summary of expenditures related to the D/SIP Goals for St. Stephens Indian School, which includes a copy of the original budget, a copy of actual expenditures in each original budget line with brief details outlining what was purchased under each budget line and a budget narrative for the 2012-2013 school year.

The budget reflects the provisions for education programs and services addressing Indian students at risk of failure in school and programs and services essential to the success and welfare of the school.

For the 12/13 school year we received our funds in February. Since we received our funds later in the year we did not expend all of the funds. We have a remaining balance of \$75,349.46. A big portion of that money was for professional development. We will spend that money on differentiated professional development this year to meet the needs of all our staff.

Salary Increase - The projected budget for salary increase was, \$500,000, but we used \$619,039.22 for this budget category.

We budget \$500,000 for this line item. The actual amount spent varies from year to year. This line item is used to sustain the 27% percent increase for certified teaching staff and the 4.5% increase for the classified staff made in the 08-09 school year. The raise covered 100% of full and part time staff members employed at St. Stephens Indian School, approximately 80 staff. In addition it paid for the increased cost of the fringe benefits due to the increase of the salary. The salary increase directly impacts students by being able to sustain quality teachers and staff. All teachers at SSIS are certified in the area that they teach.

Staff Development - The projected budget was, \$40,000, but we only used \$492.00 for this budget category. We received our funding so late in the year that we were unable to spend the

total amount allocated to this area before the 12/13 SY ended. We will use the money to build our teacher capacity to ensure academic achievement for all students.

Incentives - The projected budget was, \$100,000, but we used \$115,053.79 for this budget category.

The funds were used to help SSIS sustain the school culture where you are recognized for the hard work and dedication to our students and community give out and efforts in school improvement. We distribute monetary awards twice a year as well as appreciation certificates, etc.

Training Travel and Materials - The projected budget was, \$50,000, but we used \$4,881.72 for this budget category.

As mentioned above we will use the carryover money to provide high quality professional development is the best way to help teachers meet students' academic needs. We recognize that teachers need to provide differentiated instruction to their students because of different abilities, and or learning needs. To assist our teachers in becoming diverse in their instructional styles to meet the different needs of students, we continue to support our teachers with a variety of professional development opportunities.

Instructional Supplies – The projected budget was, \$15,000, but we only used \$3,640.02 for this budget category. In the area of instructional supplies we primarily utilize our BIE funding.

Technical Consultants – The projected budget was, \$5,000, but we used \$5,297.08 for this budget category. We have contracted Milestone enterprise to assist us in the implementation of the Charlotte Danielson Evaluation Model as well as our AdvancED accreditation process. They developed a crosswalk and alignment between AdvancED, NativeStar, and our new evaluation system.

Dean of Students - The projected budget was, \$74,000, but we only used \$16,200 for this budget category.

The reason for the significant difference is that our Dean of Students became our High school principal midyear, so we no longer paid her out of the State of Wyoming money and paid her out of administrative cost.

Student Incentives – The projected budget was, \$25,000, but we used \$13,033.23 for this budget category. Due to receiving our money later in the year we spent conservatively in this area.

Students love getting rewarded for a job well done; this has been proven time and time again. Our student incentives are provide it on a regular basis for academic achievement, positive behaviors, attendance, participation in classroom and extracurricular activities. Incentives such

as these produce results, especially for low-income, at-risk students. It may provide some motivation where there was none before. After all, anytime that you can get kids excited about school, you will be well ahead of the game. We went over our budget in this area but decided that this area was one of importance.

Accreditation – The projected budget was, \$5,000, but we used \$230.00 for this budget category. We did not spend much money in this area this year because we have been accredited and did not need to pay any additional money for accreditation for the 12/13 SY.

Strength in Number - The projected budget was, \$60,000, but we only used \$53,384.80 for this budget category. We find that this program has been a great resource for our staff as well as students. We will continue to utilize the First People's Center for Education to provide our teachers with continued professional development that focuses on identified characteristics for effective mathematics teaching and learning. In collaboration with the Center we also looked at what is taught, how it is delivered, standards, framework, and resources to deliver the curriculum.

STAR MATH - The projected budget was, \$4,000, but we only used \$1,401.19 for this budget category. We have found that Renaissance Learning is a great tool for all learners and so we will continue using this program to meet the needs of our Tier 2 and Tier 3 students.

Lunch Program – The projected budget was, \$170,000, and we used all \$170,000 for this budget category.

Providing a healthy breakfast/lunch significantly improve student attentiveness in the classroom and also enhance the wellness and academic success of our students. The lunch program also benefited from the W.S. 21-4-601(b) funds. By incorporating more fresh fruits and vegetable into the daily meals, we are providing more balanced and nutritious meals.

Novanet/Odyssey – The projected budget was, \$9,000, but we used \$0 for this budget category. We were able to pay for Novanet/Odyssey with other instructional supply money we receive from the BIE.

Textbooks – The projected budget was, \$23,097, but we used \$6,900.47 for this budget category. The difference is due to the fact that we have been working towards alleviating the use of State money in this area because we are able pay for textbooks with other instructional supply money we receive from the BIE.

Library Follet System – The projected budget was, \$5,000, but we only used \$2,3394.02 for this budget category. We underspent in this area because we did not need to upgrade in the 12/13 SY.

Provided a more efficient way to run our library and serve our students with a minimal staff. . We have extended our Accelerated Reading program through the High school to reinforce our

regular language programs. So utilizing and maintaining the Follet library system K-12 is crucial in the overseeing that all programs are implemented with fidelity.

MAP – The projected budget was, \$5,000, but we only used \$0 for this budget category because we used our BIE Reads! Grant to pay for the cost. The reason we wrote the projected amount in is we do not always know if we will be re-funded under that grant year to year. So we put in that amount to ensure that our students would have access to NWEA.

At St. Stephens we have multiple measures to identify and meet the needs of our students. One of those ways is to test our students using the NWEA/MAP test. We have used W.S. 21-4-601(b) funds to help maintain the MAP testing subscription from NWEA. NWEA helps in providing effective progress monitoring for all students and keeps us aligned with the BIE and WDE strong suggestion in utilizing MAP results to drive instruction in the classroom. NWEA helps in providing effective progress monitoring for all students and current data utilization of MAP results drive instruction in the classrooms. We help our teachers understand and use the data to guide their teaching by disaggregating data to understand what was happening in the classrooms and to identify and target instructional needs. MAP also gives us an opportunity to share more information with parents so they can see their student's progress.

Equipment - Bus – The projected budget was, \$97,000, but we spent \$98,800 on a new bus.

Transporting students to school in safe and reliable transportation is a high priority at SSIS. The transportation by the school bus is the only option for the majority of our student population. At SSIS 100% of our K-8 students are transported to school by the bus, some making a 150 mile round trip a day, and less than 3% of our High School students sporadically drive to school. Transportation is such a key component to operating a successful school as well as providing that external motivation for our students to run busses for after-school activities. For a lot of our students that may be there only motivator to get on the bus and come to school and if they are not here we cannot teach them. We will continue to address it in our school improvement.

4. Contractor shall meet with Agency representatives to implement a plan to report all federal and state data/information deemed appropriate by the Agency.

We have continued working with the Wyoming Department of Education. We worked with WDE continually during the 12/13 SY to file the WDE 602 form, WDE 652 and WDE 684 form. We now have the groundwork done to submit both forms on or before the October 2013 due date.

St. Stephens Indian School has seen many positive results due to receiving the W.S. 21-4-601(b) funds. We have come a long way in building teacher capacity and ensuring student growth throughout the years. We have a long way to go but with the continued support of the legislation and WDE we will continue to make those gains and ensure that all students in the state of Wyoming are given the opportunity to have a quality education here on the Wind River Indian Reservation.

Sincerely,



Mike Hejtmanek
Superintendent
St. Stephens Indian School

Attachments:

SY 2012/13 Legislative Appropriation Budget Spreadsheet
BIE AYP Status Letter
Letter to BIE regarding AYP
BIE School Improvement documentation
Tentative 2013-2014 Budget

Bureau of Indian Education
St. Stephens Indian School
128 Mission Rd.
St. Stephens Indian WY 82524
(307) 856-4147

School Improvement & Corrective Action Supplemental Plan

To complete this form:

1. Enter your responses below.
 - a. If you are in School Improvement year 1 or 2, please complete questions 1-3.
 - b. If you are in Corrective Action year 1, please complete questions 1-5.
 - c. If you are in Corrective Action year 2, please complete questions 1-5 and questions 6-7 to begin the planning process for Restructuring.
 - d. If you are in Restructuring, please complete the Restructuring Template.
2. Click "Save" at the bottom of the form to save your responses. Click "Save and Send for Review" to send the form to be reviewed.
3. To submit your report, return to the dashboard, go to the Required Reports section, and click the School Improvement and Corrective Action Template Report "submit" button.

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

Please complete the following:

1. School Improvement - Yr. 1 & 2

Please describe your school's extended day program, as appropriate. Activities may include student services provided before school, after school, during the summer, and/or during an extension of the school year.

SSIS uses scientifically based researched instructional programs in all content areas. SSIS uses programs to ensure that the academic and instructional needs are met for every student who attends SSIS.

- SSIS provides an enrichment program that will help at risk students gain studying skills as well as close the achievement gap during a 4 week course held in the summer months.
- SSIS provides a 4 week course for all Special Education students throughout the summer.
 - Summer school is conducted for special education students that require continued education. Students continue with individual work in the core areas where a deficiency is known. Progress and regression charts are used. The extended school year is provided for special education students if it has been determined in the student's individual IEP. This is not the same as a traditional summer school program.
- SSIS has an after school tutoring program for 4-12 grade, principals keep track and monitor after school tutoring to ensure that students do not fall behind and all graduation requirements are met.
- SSIS provides a 21st Century After School program for all students who would like to attend in grades K-8, Lights On keeps individual files of student achievement growth and participation.

2. School Improvement - Yr. 1 & 2

Please describe your teacher mentoring program.

Our current teacher mentoring program provides first year and new to our school teachers with targeted professional growth in all core curriculum programs. PD is provided through the reading and math coaches, administration, and technical assistance providers.

We provide support throughout the year with daily and/or weekly visits with mentors.

3. School Improvement - Yr. 1 & 2

Please describe your parent involvement program and how parents are engaged in various aspects of school activities, governance, and program improvement planning. Also, describe how the school notified parents of the school's failure to make AYP.

1. The School Improvement Team consists of several parents who are involved in the Eagle Parent Group. The parent members work in both groups which facilitate understanding of NCLB and the planning of each year's comprehensive plan.
2. Copies of individual student test scores and grades are shared at parent conference meetings and family nights. During the family nights the school is providing materials and training in reading improvement, math, and technology through the family nights held monthly at the school.
3. The FPCE holds math committee that has parent advisors on the committee.
4. We are now involved in the Parent Education Network (PEN) we have various meetings throughout the year that parents are a part of to plan Family Nights and other community functions.

The school sends out a letter that describes the determination of SSIS AYP status to every parent/guardian. This letter is sent out twice a year, in October and January. We also hold an annual meeting every March for all St Stephens community members to discuss concerns of AYP status or other related issues

4. Corrective Action - Yr. 1 (if applicable)

Schools that have failed to make AYP for four consecutive years enter the fifth category on the sanctions timeline mandated by the NCLB Act. This category is referred to as the "corrective action" phase. During this phase, schools/districts must set-aside 10% of their Title I allocation for professional development of all staff (optional). In addition, schools/districts in this phase must also implement at least one corrective action measure.

Schools must choose between the following corrective action measures (please check any corrective action measure that has been selected by the school):

- Implement a new scientifically research -based curriculum that is aligned to state content standards and assessments.
- Extend the school year or school day for the school.
- Replace school staff who are relevant to the failure of the school in making AYP.
- Significantly decrease management authority at the school level.
- Replace the principal.
- Restructure the internal organizational structure of the school.
- Appoint an outside expert to advise the school on its progress toward making adequate yearly progress, based on its school plan.

5. Please summarize how this corrective action measure is being implemented within your school. The response should explain:

- **How the implementation of the corrective action measure was selected at your school**
- **How the implementation of the corrective action option will raise academic scores of your students on the State Assessment**
- **How the corrective action measure will enable the school to make AYP**

St. Stephens Indian School has addressed the issue of its corrective action state by improving student achievement and closing the achievement gap. We began implementation of a comprehensive literacy and math intervention programs during the SY 2009-2010 that provided intensive support and effective interventions for our low performing students at our school. The RTI model we will focus on is the three tier model. Since our implementation we have seen gains in all areas measured by the PAWS assessment. We have moved the majority of our students from below basic to basic, proficient, and or advance in the areas of reading, writing and math.

We have increased educators long term capacity by providing them with on site professional development training. The training provided different techniques and guidance in implementing school improvement strategies that involve student achievement, data analysis, and connecting state standards to teaching outcome. The professional development was and continues to be provided through Publishers, Technical Assistance providers, PD 360, Program Managers, the , reading and math coaches, and our administration . The Professional Development Schedule of our Technical Assistance providers is given to our Education Line office, BIE Reads! supervisor and a hard copy is made available to all staff at SSIS. The Professional development is an intensive on-going training on how to use and our current literacy and math programs. We have worked aggressively on improving student achievement that will focuses on reading and math and as well as building our teachers capacity to address academic achievement problems. Addressing those needs will be reached by the implementation of assessment data knowledge training, this being an integral part of capacity building along with teaching to results.

The administration, reading and math coaches will continue to monitor improvement through implementation of action plans and regular meetings that will track results and create feedback on whether we need to modify or discontinue strategies based on evidence. That evidence will be gathered through walk through observation documents teacher feedback, data, NWEA and State assessment results. The administration and leadership team will continuously add goals and align action plans to the School Improvement Plan to ensure fidelity of a continuous momentum of change in making gains or obtaining AYP.

6. Planning for Restructuring - Corrective Action Yr, 2

Schools that have failed to make AYP for five consecutive years will enter the "Planning for Alternative Governance" phase. During this phase, schools must research for alternative governance and plan for implementation of alternative governance to begin the following school year if the school has failed to make AYP for six consecutive years. Please indicate which if the Alternative Governance arrangements your school has selected below:

- Replacing all or most of the school staff who are relevant to the failure to make AYP
- Reopening the school as a public charter school (NOT APPLICABLE to BIE funded schools)
- Entering into a contract with an entity (such as a private management company with a demonstrated record of effectiveness) to operate the school.
- Turning the operation of the school over to the SEA-BIE
- Any other major restructuring of the school's governance arrangement that makes fundamental reforms, such as significant changes in the school's staffing and governance to improve student academic achievement and has substantial promise of enabling the school to make AYP.

7. Please summarize how this alternative governance option was decided upon; how the implementation of this alternative governance option will raise academic scores of your students on the state assessment; and how the alternative governance option will enable the school to make AYP/

Reviewer comments:

Will your school please upload the Professional Development calendar into the Native Star File Cabinet? For technical assistance please call me. As the training is a ways out.



Accreditation Progress Report

Saint Stephen's Indian School Education Association Inc.

Mr. Mike Hejtmanek, Superintendent

PO Box 345

128 Mission Rd

St Stephens, Wyoming, United States 82524

Prepared for the AdvancED Quality Assurance Review

Report Status : Submitted

Report Open Date : July 10, 2012

Report Due Date : December 1, 2013

Report Submitted Date : July 15, 2013

Report Accepted Date : Unknown

Accreditation Progress Report

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1.0 About AdvancED and NCA CASI/SACS CASI

Background. Dedicated to advancing excellence in education worldwide, AdvancED provides accreditation, research, and professional services to 27,000 schools in 65 countries. AdvancED provides accreditation under the seals of the North Central Association Commission on Accreditation and School Improvement (NCA CASI) and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI).

The Accreditation Process.

To earn and maintain accreditation, district/systems must:

1. Meet the AdvancED Standards for Quality School Systems.

District/Systems demonstrate adherence to the seven AdvancED standards which describe the quality practices and conditions that research and best practice indicate are necessary for school systems to achieve quality student performance and organizational effectiveness.

2. Engage in continuous improvement.

District/Systems implement continuous improvement focused on improving student performance and school effectiveness.

3. Demonstrate quality assurance through internal and external review.

District/Systems engage in a planned process of ongoing internal review and self-assessment. In addition, district/systems host an external Quality Assurance Review team once every five years. The team evaluates the district/system's adherence to the AdvancED quality standards, assesses the efficacy of the district/system's improvement process and methods for quality assurance, and provides commendations and required actions to help the district/system improve. The district/system acts on the team's required actions and submits an Accreditation Progress Report at prescribed intervals following the Quality Assurance Review.

The AdvancED accreditation process engages the entire school community in a continuous process of self-evaluation and improvement. The overall aim is to help district/systems be the best they can be on behalf of the students they serve.

2.0 Introduction to the Accreditation Progress Report

Purpose

The Accreditation Progress Report (APR) is a critical component of the AdvancED accreditation process. It engages the district/system in a detailed review and analysis of the steps it has taken to address the required actions made by the AdvancED Quality Assurance Review (QAR) team. Completing the report helps the district/system focus and reflect on its continuous improvement efforts.

It is the responsibility of the district/system to address each of the QAR report's required actions within the 5-year term accreditation. Deadlines for completion of the report are based on the district/system's accreditation status and must be met to maintain accreditation. Some district/systems may complete multiple reports during the 5-year term to demonstrate that they have fully addressed the required actions.

Structure of the Report

The APR is organized around the required actions in the district/system's QAR team report. The APR lists the required action from the report along with the rationale and evidence supporting the required action. The district/system then indicates the progress that it has made toward meeting the required action and provides a more detailed response describing the actions it has taken and the results obtained. The district/system provides a response for each of the QAR team required actions.

Following the district/system's response is the reviewer's response. Each APR is read by an AdvancED reader in the state or regional office who reviews the district/system's response to determine if the required action has been met. The reader provides his/her assessment of the progress the school has made and then offers comments to the district/system. If required actions remain in progress or not addressed, a new APR will be created with a new deadline for completion. As noted earlier, the district/system must address the required actions within the 5-year accreditation term.

Conclusion

The Accreditation Progress Report is a useful report for members of the district/system and broader community. It helps community members see and monitor the ongoing improvement efforts of their district/system. It demonstrates how the district/system uses its accreditation for the ongoing benefit of the students it serves.

3.0. Summary

1.1. Based on the actions taken by your institution to address the required actions provided by the QAR team, what has been the impact on your institution's overall effectiveness?:

St. Stephens Indian School prides itself on the process of school improvement. As a school we focus on the School Improvement plan, look at student achievement data, the success and challenges of the most recent school year. Stakeholders from all grade bands provide feedback to each team, encourage teams to examine topics from different perspectives, and enhance the professional dialog both horizontally and vertically between schools.

Since the QAR visit, process continues to focus on building more collaboration within the district. One positive outcome of this process is the narrowing of gaps between individual school improvement plans and the plan being put into action. The district is now working toward clearly defined common goals for student achievement. This increased alignment and higher level of accountability from the districts Improvement Plan is resulting in higher levels of operational efficiency. This increased alignment and higher level of accountability from each school has made the district put a strong focus on the three required actions as identified by the QAR visit:

1. Develop and implement a continuous improvement system that includes a vision, plan, profile and results ensuring: -ongoing, sustained professional development related to the school improvement process, -a methodology for collecting, analyzing and using data for school improvement, and -a monitoring of the implementation of the continuous improvement process by frequently evaluating it for fidelity, intensity, and consistency. Develop and implement a continuous improvement system that includes a vision, plan, profile and results.
2. Examine fully the outward migration of students throughout the system, survey to determine reasons, and develop a plan to address this pattern.
3. Develop and implement, with specific timelines, a technology plan that provides the following components: - high speed access with sufficient bandwidth to support instructional programs, -up-to-date 21st century tools that support interactive and innovative instruction, and -professional development for all staff to support implementation and instructional use.

1.2. What would you consider to be challenges that still lie ahead and how do you plan to address those challenges?:

Significant challenges continue to face the district as they progress through the school improvement process:

1. Due to the turnover in administration since the accreditation the required actions have been slowly progressing.
2. As the capabilities of technology in the area of education expands, limitations are in place in terms of deploying the most current technology for instructional delivery, expanding wireless access, data analysis, curriculum mapping, and broadband internet use.

3. Charlotte Danielson evaluation tool the district has implemented is in partial implementation. The district needs to provide more professional development and administration needs implementation schedule so all staff is evaluated in accordance with schedule and professional development can be developed from early administration walk through.

4. The effective use of time and efficiency continues to remain a challenge. We have analyzed many facets of the district in an effort to increase the overall efficiency of the day to day operations. Professional Development continues to be a major initiative for the district, however, the district has implemented early release days, online professional development, and continued use of collaborative time to help address this challenge.

1.3. How will you use the insights gained from your accreditation activities to inform and enhance your quality assurance and school improvement efforts?:

The quality assurance visit of the school accreditation process aligns with the district and school improvement process currently in place at St. Stephens Indian School. The operationalization of the Leadership Team through the use of closely aligned goals and accountability remains a central part of school improvement efforts in the district. We will continually assess, reassess and reflect on the data to improve the quality of school for students, parents and the community.

Saint Stephen's Indian School Education Association Inc. hosted a Quality Assurance Review team on 05/01/2011 - 05/04/2011. Through interviews with district/system stakeholders, classroom observations, and a review of district/system documents and student performance results, the team developed a Quality Assurance Review (QAR) report detailing its findings from the visit. The full report can be viewed at www.advanc-ed.org.

The QAR report contained commendations and required actions for the district/system. The district/system is responsible for addressing each of the required actions in the report. At prescribed intervals based on the district/system's accreditation status, the district/system must complete an Accreditation Progress Report. Below, please find the required actions from the QAR report and the district/system's response to each required action. Following the district/system's response is the reviewer's progress response and comments.

4.0. Required Action 1

Source: QAR

Date: 2011-05-13

Required Action:

Develop and implement a continuous improvement system that includes a vision, plan, profile and results ensuring:

- ongoing, sustained professional development related to the school improvement process,
- a methodology for collecting, analyzing and using data for school improvement, and
- a monitoring of the implementation of the continuous improvement process by frequently evaluating it for fidelity, intensity, and consistency.

Evidence:

Interviews with all stakeholders and a review of the artifacts indicate that the school system has embarked on the school improvement process only recently. A renewed interest in school improvement has moved the system to full self-reflection and future planning with the intent of improving student learning. There appears to have been a lag in time from the previous accreditation visit and very little progress has been made until recently.

Rationale:

The school system is early in its school improvement process and the results desired will only occur with a sustained and systematic process that includes all of the components of the cycle as outlined above.

4.1. District/System Response

Progress Status: In Progress

Response: The actions we have taken to address the recommendation are:

- We have developed a culturally responsive school environment with stakeholder input, continued professional development on CCSS, data collection, analysis and

differentiated instruction as a result through grade band meetings and onsite technical assistance providers.

- We began the data process and analysis of NWEA data. As a district we provide training and use of the NWEA MAP assessment to measure student growth at the elementary, middle, and high school level. This nationally normed formative assessment is given to students K-12 three times a year. Information provided from the assessment is available for teachers and administrators to make instructional decisions within a few days of students taking the test. Additionally, NWEA MAP provides target growth goals for each student in addition to assigning a level of proficiency. The district has a dual approach, this allows for an instructional focus on both proficiency and growth. The NWEA assessment has also been incorporated into the screening process as a universal screener for the district's Gifted Program and Response to Intervention Program at all grade levels. Our instructional coaches design and help train staff on the use of NWEA data and to further the work of the district in terms of effective student data management.

- Instructional coaches implement monitoring through formal and informal observations. The administration does evaluative walk throughs. The staff evaluation process will be done with fidelity through the Charlotte Danielson evaluation model that was implemented.

4.2. Reviewer Response

Progress Response:

Comments for
Institution:

5.0. Required Action 2

Source: QAR

Date: 2011-05-13

Required Action:

Examine fully the outward migration of students throughout the system, survey to determine reasons, and develop a plan to address this pattern.

Evidence:

Interviews with teachers, administrators, and parents as well as a review of historical data indicate that large numbers of students do not move from the elementary/middle school program to the high school program. Enrollment numbers indicate that this trend is continuing and perhaps intensifying as students transfer to nearby Native American schools or to the Riverton Public School System.

Rationale:

Retention of the students at St. Stephens High School will further enhance their ability to graduate and be productive students in the community. The members of the St. Stephens Indian Educational Association (primarily Northern Arapahoe) wish for their children to complete their schooling at St. Stephens.

5.1. District/System Response

Progress Status: In Progress

Response: Recent research shows that low retention rates in reservation schools are a direct impact of historical trauma which entails the comprehensive healing of a nation. Our own data shows that we have minimal retention beyond grade 8. Interviews and surveys of students, parents, teachers, and stakeholders show that there are various reasons why our students do not choose to attend our High School. Some reasons are there parents need them to attend boarding schools due to financial hardship, students often have to help out the families with childcare, work, etc. and they feel that they would get a better education and be more prepared for college if they attended a school of the reservation are just a few reasons that came about when we begin the fully examine the migration of our students.

In addition the High School is adding more relative vocational programs through the local community college and other resources for the upcoming school year. Along with offering dual credits for our seniors and juniors to give them a head start on being college ready.

We now offer a life skills class 6th through the 10th grade that helps give our students a head-start on the life and the help development of one's self. This class enables the student to begin a plan to help with high school, college, career and life.

Ensuring basic consistency and stability among the school is likely to decrease achievement gaps, increases graduation rates, help to achieve instructional alignment, and increase professional learning.

5.2. Reviewer Response

Progress Response:

**Comments for
Institution:**

6.0. Required Action 3

Source: QAR

Date: 2011-05-13

Required Action:

Develop and implement, with specific timelines, a technology plan that provides the following components:

- high speed access with sufficient bandwidth to support instructional programs,

- up-to-date 21st century tools that support interactive and innovative instruction, and
- professional development for all staff to support implementation and instructional use.

Evidence:

Interviews with teachers and with students indicate that the technology infrastructure and equipment at the schools do not support their instructional needs. There is insufficient bandwidth for video streaming. Computers have been donated and are several years old. The processors are extremely slow. Teachers indicate the need for additional professional development in how to utilize current technology.

Rationale:

Many students who attend the St. Stephens schools do not have internet access at home. Many of the quality programs available for their learning require larger bandwidth and more up-to-date 21st century tools.

6.1. District/System Response

Progress Status: In Progress

Response: Actions taken to address the recommendation:

Regular technology meetings to develop a technology plan will occur next school year, once the administration has settled into place. The following are actions we have taken to address the required action.

- We invited vendors to our school to demonstrate available new technology and its applications in the school environment.
- We explored the Internet to determine new technology and explored its feasibility in our school.
- We solicited teacher input through surveys to determine their current use of technology and to ask about their interest in specific types of technology.
- We worked closely technical assistance providers to increase our use of Itouch and other products.
- Our principal and IT each have assumed active leadership roles in their respective district-level Committees.
- School software was upgraded to reflect 21st century standards.
- Weekly technology staff development opportunities were implemented during the past school years. Staff involvement has increased over time.
- We have demonstrated the use of technology tools for classroom instruction in our grade band meetings. Modeling the applications for these tools has enhanced our teachers' interest in using them and tweaked their imagination to seek applications of their own.

The review of the data and other evidence that serve as indicators of the success/effectiveness of the actions taken. As a result of our action steps we see far more technology in use in our classrooms throughout the district. We have continued to increase our use of computers and to upgrade our hardware. Additionally, our teachers are increasingly comfortable in using 21st century technology in their classrooms. We now own and use the following types of technology:

- 2 classroom sets of Interactive Student Response Systems (electronic "clickers" for immediate student feedback to teachers)
- All classroom access to either Smart Boards or Promethean Boards
- Wireless internet connectivity throughout the district
- We have three laptop mobile carts that all classrooms have access to.
- We have updated all computer labs with new computers
- All teachers have kindles to do attendance or have access to student data through our school app.
- The teachers have begun the use of interactive programing within their classroom with the help and guidance of our onsite technical assistance provider.

We have instituted a number of organization changes in order to ensure that we have effectively and permanently incorporated 21st century technology into our instructional program.

We have found it essential to provide strong, immediate technical support to our staff.

In addition to a district-provided support technician, we have also been able to identify a staff member who can provide expertise to trouble shoot and to assist teachers in their use of technology.

We have acquired new computers for labs and upgraded laptops assigned to staff. We will continue to provide frequent meetings for teachers to meet to upgrade their skills in using 21st century technology. We have found that facilitating their collegial learning helps them to support each other and to find creative applications for technology within their classrooms. Our commitment of resources to technological tools for classroom use has greatly increased. Now expenditures for technology are an administrative and Leadership Team priority. Our principals are proactive in submitting purchase orders to business office for items on our technology wish lists. These purchase orders have resulted in increased acquisitions of hardware and software for our students.

SSIS is excited by the fast-growing use of technology in our classrooms. We are proud

that our staff and students are so receptive and creative to expanding their skills. We commend their efforts and assure them of our continued support.

6.2. Reviewer Response

Progress Response:

**Comments for
Institution:**

St. Stephens Indian School 2012-2013 budget & actual expenditures

2012-2013 Budget		2012-2013 Expenditures
Salary Increase/Fringe Benefits.	\$ 500,000.00	\$ 619,039.22
Staff Development	\$ 40,000.00	\$ 492.00
Teacher Incentives	\$ 100,000.00	\$ 115,053.79
Training, Travel & Materials	\$ 50,000.00	\$ 4,881.72
Instructional Supplies	\$ 15,000.00	\$ 3,640.02
Technical Consultants	\$ 5,000.00	\$ 5,297.08
Dean of Students	\$ 74,000.00	\$ 16,200.00
Student Incentives	\$ 25,000.00	\$ 13,033.23
Accreditation	\$ 5,000.00	\$ 230.00
Strength in Numbers	\$ 60,000.00	\$ 54,384.80
Star Math Program	\$ 4,000.00	\$ 1,401.19
Lunch Program	\$ 170,000.00	\$ 170,000.00
Odyssey	\$ 9,000.00	\$ -
Textbooks	\$ 23,097.00	\$ 6,900.47
Library Follett System	\$ 5,000.00	\$ 2,394.02
MAP	\$ 5,000.00	\$ -
Equipment-Bus	\$ 97,000.00	\$ 98,800.00
Total	* \$ 1,187,097.00	\$ 1,111,747.54

Originally budgeted	\$ 1,187,097.00	
Actual 2012-2013 Allocation	\$ 1,187,097.00	
previous year unspent funds	\$ -	
Actual Amount Available	\$ 1,187,097.00	= \$ 1,111,747.54
Amount to Carry Over to next year budget		\$ 75,349.46

*Note: Original Budget was based on previous year's funding

St. Stephens Indian School

STATE OF WYOMING
PROPOSED BUDGET
2013-2014

Salaries, Taxes & Benefits	625,000.00
Staff Development	20,000.00
Staff Incentives	224,000.00
Training, Travel & Materials	20,000.00
Instructional Supplies	15,000.00
Technical Consultants	10,000.00
Student Incentives	25,097.00
Accreditation	1,000.00
Star Math & Reading	20,000.00
Lunch Program Subsidy	217,000.00
Library Follett System	5,000.00
MAP	<u>5,000.00</u>
TOTAL	\$1,187,097.00
Previous Year Unspent Funds (Professional Development)	<u>75,349.46</u>
ACTUAL AMOUNT AVAILABLE	\$1,262,446.46