

Wyoming School Comprehensive Plan St. Stephen's Indian School



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

2015-2016

PLAN SIGNATURES

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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.

TABLE OF CONTENTS

DOMAIN 1: TEACHING AND LEARNING

AdvancED Standard 3: Teaching and Assessing for Learning

- Standards and Curriculum (3.1)
- Monitoring and Adjusting Curriculum, Instruction and Assessment (3.2)
- Instructional Strategies that Engage Students (3.3)

- Instructional Leadership (3.4)
- Collaborative Learning Community (3.5)
- Instructional Process (3.6)
- Mentoring, Coaching and Induction (3.7)
- Family Engagement (3.8)
- Student Advocacy Structure (3.9)
- Grading and Reporting (3.10)
- Professional Learning (3.11)
- Learning Support Services (3.12)

AdvancED Standard 5: Using Data for Continuous Improvement

- Student Assessment System (5.1)
- Collecting, Analyzing and Applying Learning from a Range of Data Sources (5.2)
- Training in the Interpretation and Use of Data (5.3)
- Determining Verifiable Improvement in Student Learning (5.4)
- Communicating School Performance (5.5)

Teaching and Learning Improvement Plan

DOMAIN 2: LEADERSHIP CAPACITY

AdvancED Standard 1: Purpose and Direction

- Purpose Revision Process (1.1)
- Culture Based on Shared Values and Beliefs (1.2)
- School Improvement Process (1.3)

AdvancED Standard 2: Governance and Leadership

- Board Policies and Practices (2.1)
- District Board Operations (2.2)
- Leadership Autonomy (2.3)
- Leaders and Staff Foster Culture (2.4)
- Stakeholder Engagement (2.5)
- Leader and Staff Evaluation (2.6)

Leadership Capacity Improvement Plan

DOMAIN 3: RESOURCE UTILIZATION

AdvancED Standard 4: Resources and Support Systems

- Staff Recruiting and Retention (4.1)
- Sufficient Resources (4.2)
- Safe, Clean and Healthy Environment (4.3)
- Information Resources (4.4)
- Technology Resources (4.5)
- Supports to Meet Physical, Social and Emotional Needs (4.6)
- Services to Support Student Educational Needs (4.7)

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.

Collaborative Learning Community (3.5)

Teachers participate in collaborative learning communities to improve instruction and student learning. (3.5 Rubric)	Acceptable
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- School creates Agendas for Teacher Collaboration (PLC) meeting(s). Minutes are taken to record work session and decisions. School PLC's have defined building practices/norms and procedures
- 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

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)

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

Grading and Reporting (3.10)

Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses. ([3.10 Rubric](#))

Acceptable

- **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
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- St. Stephen's Indian School needs to improve the overall ability of staff to continuously collect, analyze and apply learning from a range of data sources. Staff has established a working process in professional learning communities and grade band meetings to increase teacher and leader capacity to analyze and apply learning from its data. The district has also worked to make better use of the Dynamic Reporting suite provided by NWEA for MAP testing including the Continuum of Learning, Student Goal Setting Worksheets and Descartes. Staff is also working to utilize Renaissance Place (STAR Early Literacy, STAR Reading and STAR Math) in using the new Core Progress Learning Progressions recently added to their site. The district is focused on improving this aspect of professional practice, and is working to provide professional learning opportunities for all staff.
- The school 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

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)

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

Stakeholder Engagement (2.5)

Leadership engages stakeholders effectively in support of the school's purpose and direction. (2.5 Rubric)	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

YES

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

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

Technology Resources (4.5)

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
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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