

Wyoming School Comprehensive Plan
St. Stephen's Indian School



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

2019-2020

PLAN SIGNATURES

Frank No Runner, Superintendent (Signature on File)

Superintendent

Michael RidgeBear (Signature on File)

Board Chairman



DISCLAIMER

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

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)

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 two-course sequence in grades 9-12. (Wyoming)

- **A curriculum review cycle was implemented in 2017. To date, math, ELA, science, and business programs have been updated and implemented. All programs are aligned vertically (K-12) as well as to the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) for each grade level and content area.**
- **Teachers submit lesson plans to the Google Drive with standard alignment listed. In addition, curriculum maps have been created and are under constant review to ensure the alignment of standards both to the curriculum programs as well as to other grade levels.**
- **Beginning in fourth grade, and in alignment with Wyoming State Standards for history, the state and federal constitutions are addressed. High school students are required to complete three credits of social studies and an additional two credits of Native American studies.**

- All high school courses have been approved as part of the Hathaway Success Curriculum and all course requirements have been met and implemented.
- Students in grades K-2 receive foreign language instruction (Arapaho).
- Career and Technical Education courses are offered to all high school students. Business & Finance and Computer Applications courses are offered in a two-course sequence.

Monitoring and Adjusting Curriculum, Instruction and Assessment (3.2)

Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice. (3.2 Rubric)	Acceptable
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- A data/curriculum/assessment facilitator was hired in 2017. She tracks all assessment, attendance, and behavior data for the district, shares that data with teachers, and trains them in the utilization of data to drive instruction.
- A curriculum review cycle was implemented in 2017. Since then, new math, English, science, and business curriculum programs have been purchased and implemented. All curriculum is aligned to standards as well as vertically (K-12).
- Curriculum maps have been created for all content areas.

Instructional Strategies that Engage Students (3.3)

Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations. (3.3 Rubric)	Acceptable
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- The district utilizes the Charlotte Danielson Framework for effective teaching. The expectation is that teachers self-reflect on instructional strategies that deliberately move their professional practice into the “distinguished” category.
- Teachers are also expected to include culturally relevant lesson planning, when appropriate, to personalize instruction and instructional strategies for our Native American students.
- The school also provides additional enrichment opportunities for students. The Gifted and Talented (GT) program is for students who are proficient and advanced in their coursework. The GT program allows students to apply knowledge and skills in a safe, fun learning environment where critical thinking and applied problem solving are stressed.

Instructional Leadership (3.4)

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

Acceptable

- The school, as previously stated, has adopted the Charlotte Danielson Framework for effective teaching. Formal observations are conducted through this lens to monitor and support the improvement of instructional practices.
- The school's BIE Leadership team created an Observation Walk-through Tool to aid school leaders with the monitoring of instructional practices on a more informal basis.
- The ELEOT Tool is utilized by school leaders to further monitor instructional practices.
- An 'Instructional Coach' has been hired for SY2020-2021 to further aid in this domain.
- School leaders are actively engaged in web-based continuous school improvement processes, with emphasis on instruction through Indistar and Cognia.

Collaborative Learning Community (3.5)

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

Acceptable

- Teachers participate in PODs at the K-8 building. These PODs are grouped by grade band (K-2, 3-5, and 6-8) and teachers meet once per week to discuss vertical alignment of curriculum and increasing student learning. Common planning time has been built into the daily schedule that allows teachers to collaborate during the day as well.
- At the high school, teachers participate in collaborative learning communities grouped by content area to improve instruction and student learning. The goal of these groups is not only to improve instruction, but also to ensure horizontal and vertical alignment of curriculum as well as promote cross-curricular education. Common planning times have been built into the course schedule to allow teachers to collaborate during the day as well.
- Agendas are created for all POD meetings and instructional group meetings, and minutes are recorded.
- Half day work sessions were added to SY2018-19 and SY2019-20 calendars for teachers. These work days allow teachers to develop curriculum maps and ensure all standards are taught.

Instructional Process (3.6)

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

Acceptable

- **Within the Teaching and Learning Domain of the Charlotte Danielson Framework, setting objectives and clearly informing students of learning expectations and standards of performance, are fundamental components. The observation walk-through that was developed in SY2017-18 directs observers to look for specific instructional procedures like having written objectives posted for students, providing students with appropriate feedback, eliciting feedback from all students, etc.**

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)	Needs Improvement
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NO	The school employs qualified instructional facilitators to provide professional development, teacher mentoring and educational leadership based on identified needs and school improvement planning. (Wyoming)
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- For SY2020-21, an 'Instructional Coach' has been hired to provide professional development, teacher mentoring and educational leadership based on identified needs and school improvement planning.

Family Engagement (3.8)

The school engages families in meaningful ways in their children’s education and keeps them informed of their children’s learning progress. (3.8 Rubric)	Acceptable
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YES	Parent contact procedures and history regarding unexcused absences and student misconduct resulting in suspension is documented (Wyoming)
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- **Parent contact procedures and procedures for documenting student misconduct are written into the Student/Parent Handbook, as well as the School Procedure Book.**
- **The school information system, Infinite Campus, records all absences, including unexcused absences, and student misconduct.**
- **Principals generally place students on contracts when their attendance or behavior is not up to par, and in the event that contracts are violated, there is documentation to support suspension.**

Student Advocacy Structure (3.9)

<p>The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student’s educational experience. (3.9 Rubric)</p>	<p>Acceptable</p>
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- **St. Stephen’s Indian School implements various formal structures that provide opportunities for relationship building between students and adults resulting in adults who advocate and support students throughout their educational experience.**
- **At the K-8 building, students participate in small-group ‘mentoring’ to encourage relationship building with adults in the school.**
- **At the high school, small class sizes and homeroom classes provide opportunities for students to build relationships with adults.**

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. Stephens 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. Grades are recorded through the school’s information system, Infinite Campus. Parents and students are clearly informed about grading criteria for their students either in course syllabi, course descriptions, newsletters, or as part of parent teacher conferences.**

Professional Learning (3.11)

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

- **A professional development plan is created by the BIE Leadership Team each year with input from all staff members. Our professional development generally focuses on our school goals, the development and implementation of standards, and instruction. Additionally, most of our professional development trainings are staff-led.**
- **All staff members must complete a web-based training on discrimination, confidentiality, occupational exposure to blood borne pathogens, etc. on an annual basis.**

Learning Support Services (3.12)

<p>The school provides and coordinates learning support services to meet the unique learning needs of students. (3.12 Rubric)</p>	<p>Acceptable</p>
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<p>YES</p>	<p>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)</p>
<p>YES</p>	<p>The school follows district policies and procedures for identifying and intervening with at-risk students and preventing at-risk behavior. (Wyoming)</p>
<p>YES</p>	<p>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)</p>
<p>YES</p>	<p>Title I targeted assistance programs avoid removing children from the regular classroom during regular school hours for instruction provided under Title I. (Federal)</p>
<p>YES</p>	<p>The school meets the educational needs of historically underserved populations. (Federal)</p>

- **Teachers utilize differentiated instructional strategies in the classroom.**
- **St. Stephens has a Gifted and Talented Program (K-8).**
- **Advanced and Honors courses are offered at the high school for gifted and talented students. In addition, students who have met the graduation requirements early are able to take courses at the local community college to challenge themselves and prepare for post-secondary education.**
- **The Data Coordinator reviews assessment data with teachers and aids in the identification of at-risk students. In addition, there are procedures in place for identifying and intervening with these students, as well as those with behavior issues.**
- **We have an after school mentoring program for K-8 students (extended day) and summer programs for SPED students. In addition, 45 minutes per day (HS) is designated for study hall/tutoring.**
- **Title I services are provided to students after the regular school day.**
- **St. Stephens meets the educational needs of our students, many of which come from historically underserved populations.**

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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- The district utilizes NWEA MAP (K-8) and practice ACT tests (HS) for formative assessments (fall, spring).
- The district utilizes WY-TOPP (K-10) for summative assessment (spring).
- The district utilizes ACT (11-12) for summative assessment (spring).

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)	Acceptable
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- **The school has hired a Data Coordinator to collect and analyze data from various sources. Teachers then utilize the data to make instructional decisions.**

Training in the Interpretation and Use of Data (5.3)

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

Acceptable

- The school has hired a Data Coordinator who collects, evaluates, and interprets all district data. The Data Coordinator shares this data with staff members and assists them with the interpretation and utilization of this data to drive instruction.
- The school has planned professional development trainings for certified or operations staff members in how to utilize data as part of their professional practice.

Determining Verifiable Improvement in Student Learning (5.4)

<p>The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level. (5.4 Rubric)</p>	<p>Acceptable</p>
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- The district Data Coordinator analyzes all student learning data and flags areas of concern. In addition, growth and improvement are the focus of St. Stephens Indian School. Any reports created by the Data Coordinator are shared with teachers, administrators, and the Board of Trustees.
- The High School Principal and College and Career Readiness Counselor document student college and career readiness through college acceptance and matriculation data.

Communicating School Performance (5.5)

Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders. (5.5 Rubric)	Acceptable
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- The district’s Data Coordinator shares various types of data with leaders in the district. In addition, this data is shared with teachers, students, and community members via the school website and at Family/Parent Nights.
- The School Improvement Goals are posted around the school buildings and also available on the school website.
- Additional communication with stakeholders is provided through newsletters, parent-teacher conferences, and family nights.
- An annual performance report is also provided to the Board of Trustees.

DOMAIN 2: LEADERSHIP CAPACITY

AdvancED Standard 1: Purpose and Direction

Purpose Revision Process (1.1)

<p>The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.</p> <p>(1.1 Rubric)</p>	<p>Acceptable</p>
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<p>YES</p>	<p>The school provides opportunities for <i>all children</i> to meet the State's proficient and advanced levels of student academic achievement. (Federal)</p>
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- Handbooks and Board Policies are reviewed continuously. In addition, data is collected and shared with all stakeholders and this data is used to drive decision-making, goals, and instruction.
- Progress monitoring takes place in all classrooms, tutoring/mentoring is provided in all classrooms, and interventions are in place for students who struggle to meet the proficient and advanced levels of achievement.

Culture Based on Shared Values and Beliefs (1.2)

<p>The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills. (1.2 Rubric)</p>	<p>Acceptable</p>
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- **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”
- **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.
- **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.
- The district Mission Statement and Vision are posted around the school. The school culture reflects 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.

School Improvement Process (1.3)

<p>The school’s leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning. (1.3 Rubric)</p>	<p>Acceptable</p>
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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)

- **The school follows the continuous improvement processes of AdvancED/Cognia and Indistar.**
- **The Administrative Leadership Team, BIE Leadership Team, and Cognia Team all monitor different aspects of the school improvement plan and goals.**
- **The BIE Leadership Team conducts a Needs Assessment each year that is submitted to the BIE.**
- **The BIE Leadership Team plans and develops strategies, with input from teachers, to monitor and evaluate the success of schoolwide activities and trainings.**

AdvancED Standard 2: Leadership

Board Policies and Practices (2.1)

<p>Board Policies and Practices: The governing body establishes policies and supports practices that ensure effective administration of the school.</p> <p>(2.1 Rubric)</p>	<p>Acceptable</p>
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<p>YES</p>	<p>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)</p>
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- The school board policies are under continuous review. They were recently updated by a team of administrators and school board members.
- School board policies are posted throughout the school and are available on the school website.
- The flags of the United States, the State of Wyoming, and the Arapho Flag are displayed when school is in session.

District Board Operations (2.2)

District Board Operations: The governing body operates responsibly and functions effectively. (2.2 Rubric)	Acceptable
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- **St. Stephens 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. Board members participate in local, state, and national training events.**

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
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- **St. Stephens’ strategic plan is used to ensure collaborative goal setting and to establish goals for achievement and instruction. Once the goals have been determined, the administrative leadership team is given the autonomy to develop an action plan to meet those goals as well as manage day-to-day operations effectively.**

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. Stephens demonstrates a culture of growth and achievement fostered by leaders and staff members throughout the district. As a part of this process, school leaders have developed a set of operating principles to align work 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.**

Stakeholder Engagement (2.5)

Leadership engages stakeholders effectively in support of the school’s purpose and direction. (2.5 Rubric)	Acceptable
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YES	The school has procedures for involving parents and community in decision-making, implementation of standards, goal setting and planning for school improvement, and identification of budget priorities based on student performance standards. (Wyoming)
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- **One of the district's goals is to promote trust and involvement with parents, families and the 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.**
- **The district has a Parent Advisory Group in place as well as a Johnson-O’Malley group.**
- **A review of the Mission Statement and Vision was done with the Parent Advisory Group in 2017.**
- **The school handbook is taken to the Parent Advisory Group or Johnson-O’Malley group before being presented to the School Board.**

Leader and Staff Evaluation (2.6)

<p>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)</p>	<p>Acceptable</p>
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<p>YES</p>	<p>The school uses a State Board of Education/WDE approved teacher performance evaluation system. (Wyoming)</p>
<p>YES</p>	<p>The performance of each initial contract teacher is formally evaluated in writing at least twice annually. (Wyoming)</p>
<p>YES</p>	<p>The performance of each continuing contract teacher is formally evaluated in writing at least once each year. (Wyoming)</p>

- Administrators use the Charlotte Danielson Evaluation Model for supervision and evaluation processes, implemented at minimal levels to monitor and effectively adjust professional practice and improve student learning. Experienced teachers are evaluated once per year, while initial (beginning) teachers are evaluated twice per year using the domains and standards of Danielson’s Teacher Evaluation Tool. Further, administrators use a walk-through process and the ELEOT tool to gain knowledge and understanding of teaching practices.**

DOMAIN 3: RESOURCE UTILIZATION

Standard 4: Resources and Support Systems

Staff Recruiting and Retention (4.1)

<p>Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school’s purpose, direction, and the educational program. (4.1 Rubric)</p>	<p>Acceptable</p>
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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)

- All staff are qualified for their positions, when available. In the event that an unqualified staff member is filling a role within the district, parents are notified.
- School has a policy on recruitment and retention procedures and practices.

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

- **Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school and all stipulations listed above, are followed.**

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)
YES	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)
YES	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)

- **The 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 bi-weekly to discuss any issues that need to be resolved to provide a safe, clean, and healthy environment.**
- **The district also has a “Safety Team” who has made significant improvements to the district’s safety model. The crisis management plan is revised on an annual basis. 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 are provided every year.**
- **This is considered a powerful practice that the school provides a culturally-appropriate, well-maintained and safe facility that enhances the learning environment.**

Information Resources (4.4)

Students and school personnel use a range of media and information resources to support the school's educational programs. (4.4 Rubric)	Acceptable
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YES	Media services sufficient to support the achievement of student content and performance standards are available and accessible to all students and staff. (Wyoming)
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- **St. Stephens Indian School currently employs one certified librarian. 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 transitioning our current library format to a more modern alternative.**

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)

- K-8 classrooms are equipped with either mini iPads or Chromebooks and numerous classrooms at the high school are equipped with Chromebooks. There is also a computer lab at each school. Although the district emphasizes the need to integrate technology into classroom instruction for improving student outcomes, teachers have progressed at varying rates. The district seeks more quality, fidelity, consistency, and funding in this area. Continual and supportive training will be provided through professional development.

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

The school provides support services to meet the physical, social, and emotional needs of the student population being served. (4.6 Rubric)	Acceptable
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- The district employs one full time school counselor. Additionally, the district partners with Wind River Cares, a local organization that provides counseling, behavioral health, case work, health screenings, suicide assessments, substance abuse services, and diagnostic testing.
- The school has adopted the Restorative Practices model for supporting students' social and emotional needs.
- Our McKinney-Vento grant contributes to basic physical needs of our homeless youth in conjunction with staff and our home school coordinator. Our school provides free and reduced breakfast, lunch, and afterschool snacks for our students.

Services to Support Student Educational Needs (4.7)

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

- **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.**
- **The district employs a Special Education teacher at each building along with numerous paraprofessionals.**
- **The district's Special Education director and the district administrative team 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.**
- **The district's Career and College Readiness Advisor meets with all students and with the assistance of the district's Testing Coordinator, appropriate accommodations are provided to students in need.**
- **The Career and College Readiness Advisor creates credit check documents for all juniors and seniors and reviews them with students consistently.**