

Wyoming School Comprehensive Plan
St. Stephen's Indian School



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

2018-2019

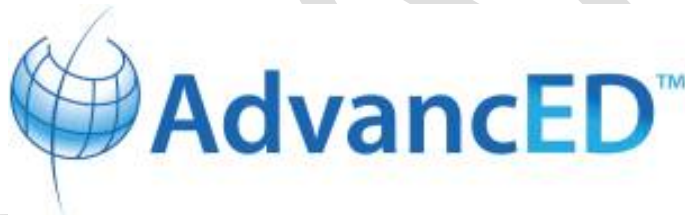
PLAN SIGNATURES

[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)

<p>The school’s curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level. (3.1 Rubric)</p>	<p>Acceptable</p>
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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 Common Core State Standards and vocabulary specific for each content area to use for instructional purposes.**
- **The curricula or teacher prepared units are aligned to Common Core (CCSS) or Next Generation Science Standards (NGSS) for each subject and grade level.**
- **Counseling curriculum aligned with American School Counseling Association (ASCA) Standards, Mindsets, and Behaviors.**

- Staff were given a curriculum needs assessment survey in March 2017 and from that, we adopted a new math and ELA curriculum. We have also created a curriculum review cycle.
- Goal: Focus on using effective methods and instructional strategies based on scientifically based research (SBR) to strengthen the core academic program of the school, increase the amount and quality of learning time, and address the needs of all children, but particularly the needs of low achieving children.

Procedures in practice:

- Teacher lesson plans,
- Core instructional materials meet SBR requirements,
- System in place for identifying, assessing and monitoring students in need of instructional interventions,
- Differentiated instruction procedures.

Procedures in Development:

- Curriculum alignment documents are being created (CCSS/NGSS/ASCA aligned).
- Intervention instructional strategies (RtI) are being developed.

- Include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve the achievement of individual students and the overall instructional program.
 - The school creates agendas for Teacher Collaboration Professional Learning Communities (PLCs) meetings. Minutes are taken to record work sessions and decisions.
 - Half day work sessions have been added to the SY18-19 calendar to provide instructional groups time to develop standards-based, aligned units of instruction and assessments.
 - School PLCs have defined building practices/norms and procedures.
 - School Improvement Team/Leadership Team agendas and work session documents are uploaded in Native Star and on file.

Monitoring and Adjusting Curriculum, Instruction and Assessment (3.2)

Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice. [\(3.2 Rubric\)](#)

Acceptable

- Curriculum is aligned to Common Core State Standards
- Mapping documents and curriculum guides are being created and implemented
- Teacher Lesson Plans are aligned to standards
- Core Instructional materials meet SBR requirements
- Differentiated Instruction is in place
- System in place for identifying students in need of instructional interventions
- A procedure for monitoring and assessing students in need of interventions is being developed
- School needs to produce evidence that the assessments appropriately measure the effectiveness of the curriculum - this process is being done during half day work sessions
- Teaching a written curriculum with fidelity will drive decisions about vertical alignment and ensure assessments accurately measure student performance
- Goal: Provide effective and timely activities to assist students who have difficulty mastering the proficient or advanced levels of academic achievement standards.

Procedures in practice:

- School has an after school program

Procedures in development:

- Defined/written description of school wide intervention strategies - process and procedures
- School has a multi-tiered instructional approach - Rtl program
- School has student rosters and staff assignments, schedule of service delivery for the Rtl program
- Ensure the curricula, instruction, and assessments are linked to standards and vertically aligned from one grade level to the next.
 - Utilize PLC's and half day work sessions to align curriculum and develop standards clarity and assessments.

- Monitor fidelity to curricula via PLC's, classroom observations, targets posted and taught (students should know what they are learning) and student performance.

Instructional Strategies that Engage Students (3.3)

Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations. ([3.3 Rubric](#))

Acceptable

- The district has adopted the Charlotte Danielson's Framework for effective teaching. The expectation is that the teachers self-reflect on instructional strategies that deliberately move their professional practice to the "Distinguished" category.
- Teachers are expected to include "Culturally Relevant" lesson planning, when appropriate, to personalize instructional strategies for Native American students.
- Ensure the embedded teaching of Native American culture, history, and language into all classes:
 - Create a cultural leadership team to advise the school system
 - Create time in the daily school schedules to embed Native American culture, history, and language
 - Adopt teaching and learning standards and align curriculum to those standards
 - Create a link on the school website for cultural department and activities
 - Work with the Elders Advisory Board
- The school provides additional enrichment opportunities for students. The Gifted and Talented (G&T) program is for students who are proficient and advanced. The G&T program allows students to apply knowledge and skills in 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

- **The school's BIE Leadership Team created an Observation Walkthrough Tool to aid school leaders with monitoring instructional practices.**
- **School leaders are actively engaged in web-based continuous school improvement processes named Indistar and AdvancED.**
- **Goal: Develop a process to collect multiple forms of data and train all staff members in analyzing and utilizing data to inform professional practice.**
 - **Using assessment matrices, develop a system for data management and collection to be included as part of the District Report Card continuously.**
 - **Print data reports and analyze data to inform instruction on a continuous basis as part of PLC teams and reporting to SIT team.**
 - **Include students in their own data and goal setting to increase performance.**
 - **Designate a place in each school for a visible data wall and post current and longitudinal data. Classrooms have data walls.**
 - **Include current and longitudinal data on District Report Card communicated on system website and as part of system newsletter.**
 - **Plan professional development as per staff surveys on data analysis and/or specific assessments like NWEA MAP, WY-TOPP, and ACT. Include training on data management systems (Infinite Campus) or other for test data.**
 - **Collect achievement, demographic, perceptions, and program data in a systematic and comprehensive process and analyze to maximize effect on student performance; this will be included as part of strategic planning.**
- **Develop, implement and evaluate the effectiveness of a professional development plan that is based on a comprehensive needs assessment, differentiates growth opportunities for both certified and classified staff, and is focused on achieving the system's goals.**
 - **Develop a staff survey to determine Professional Development needs K-12.**
 - **Administration will collect data from staff evaluations and observations to determine areas of strength and weakness that indicates a need for further training to improve student performance.**
 - **PD schedule for SY19-20 has been developed that includes time allotment for PLC's and PTSB credits, and or college credit.**

Collaborative Learning Community (3.5)

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

Acceptable

- Teams create agendas for Teacher Collaboration (PLC) meeting(s). Minutes are taken to record work session and decisions. School PLC's have defined building practices/norms and procedures.
- Leadership team agenda(s) work session documents are recorded in Native Star/on File.
- The superintendent has built in time in the school's weekly schedule for teachers to collaborate on student lesson planning and unit designs. Further, half day work sessions have been added to the SY18-19 calendar. 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.

Instructional Process (3.6)

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

Acceptable

- The school has adopted the Charlotte Danielson's Teaching and Learning Domain. Setting objectives and clearly informing students of learning expectations and standards of performance are fundamental components of 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 classrooms.

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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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- **The administration and school leaders are developing a plan to initiate mentoring, coaching, and induction programs for SY19-20.**

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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 on file.**
- **School has a calendar/schedule of Parental Involvement Activities.**
- **School also has a Johnson-O'Malley Group and a Parent Advisory Group.**
 - **Agendas and minutes are on file.**
- **Parent/Teacher Conferences and Open Houses are held.**
- **Training/materials are provided to parents on how to read assessments**
- **School provides information, brochures, web site for parents regarding working with their children at home.**
- **School sends out surveys to students, staff, parents, community and administrators to evaluate the effectiveness of the parent involvement policy**
- **Engage stakeholders in an intentional, formalized process to provide guidance and input into the system's improvement decisions, and widely disseminate information about student performance to all stakeholders.**
 - **Current student data will be published on the school website as part of the District Report Card.**
 - **District report card with communication about student performance goals and targets will be communicated on the system website.**
 - **Newsletters to families will be reinstated to include items of interest, student interest items, system communication to stakeholders, like school improvement, mission and vision, and district report card; to be sent home and included on system website.**

Student Advocacy Structure (3.9)

<p>The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student’s educational experience. (3.9 Rubric)</p>	<p>Acceptable</p>
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- **St. Stephen's Indian School implements structures that provide opportunities for long-term interaction with individual students.**

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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 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.**

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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 bloodborne pathogens. (Wyoming)

- **A professional development calendar/plan for SY19-20 was generated based on observations/academic data as well as staff member feedback.**
- **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)

- **Teacher utilize differentiated instructional strategies.**
- **The school also provides one hour of course-specific tutoring per day.**
- **The school has an after-school 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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- **Within instructional groups, common assessments are being developed.**
- **The district also utilizes NWEA MAP, WY-TOPP, and ACT as district assessments.**

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 during PLC meetings and teacher work sessions.**

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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 all of this data with staff members and assists them with the interpretation and utilization of this data.
- School has planned professional development trainings for certified or operations staff members in how to utilize data as part of their professional practice.

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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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- Each year, school leaders 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.
- The high school counselor will provide the Board of Trustees with data to verify student learning and college and career readiness through college acceptance and matriculation data, as well as, post-graduation surveys.

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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 school improvement goals and plan are available to the community. The goals can be found on the school website and will be posted throughout the schools.**
- **Additional stakeholder communication is provided through newsletters, parent-teacher conferences, and family nights. Stakeholders will also receive formal communication about student achievement such as interim and summative test scores.**
- **School leaders provide an annual performance report to the Board of Trustees.**

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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)	Acceptable
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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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- **The district is working to implement our school improvement goals and plans. The improvement plan is systematic, inclusive, and comprehensive, as well as, available to all stakeholders.**

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](#))

Acceptable

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

- **The school follows the continuous improvement process of AdvancED and Indistar. Documentation of all action plans are on file.**
- **School has monitoring procedures that documents and measures that the plan is being implemented.**

AdvancED Standard 2: Leadership

Board Policies and Practices (2.1)

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

District Board Operations (2.2)

District Board Operations: The governing body operates responsibly and functions effectively. (2.2 Rubric)	Acceptable
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- **St. 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. 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.**
- **Internal processes are in place to assure those policies are followed or that the board has self-evaluation processes.**
- **Board must define their limitations of their roles and responsibilities.**
- **Meet fiscal health and accountability to all stakeholders by following federal and state standards and by working within a balanced budget.**
 - **Evaluate current financial trends to clarify use of resources and take necessary steps for healthy financial management.**
 - **Develop budget and budgeting review team to insure financial health, consider having departments develop own budgets on funding available.**
 - **Attend a regional job fair for teacher recruitment from surrounding states.**
 - **Provide Professional Development to improve school climate so that financial situation does not continue to be a distraction from student performance.**

Leadership Autonomy (2.3)

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.**

Leaders and Staff Foster Culture (2.4)

Leadership and staff foster a culture consistent with the system’s purpose and direction. [\(2.4 Rubric\)](#)

Acceptable

- **St. 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 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.**

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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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- **The district utilizes a Parent Advisory committee to provide the building principals with feedback on daily operations, assessments, professional development, and technology. One of the district's goals is to promote trust and involvement with parents, families and 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.**
- **A review of the Mission Statement and Vision was done with the Parent Advisory Group.**
- **The school handbook was taken to the Parent Advisory 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 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>

- **The school must conduct a thorough review, annually, of the system’s financial documents and budget expenditures that are primarily focused on improved student performance.**

- A robust financial management plan must be created, annually, that allows the system to allocate resources among different and competing sources of use for the purpose of increasing student achievement.

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)

- **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 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 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 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

- St. Stephen's Indian School is in the process of adopting the integration of Arapaho 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. 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.
- The school has adopted the Restorative Justice 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)

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)

- **The school is working towards national recognition for its counseling program.**
- **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 Education 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.**