

## **BIE Schoolwide Program Plan**

All BIE-funded LEAs/Schools Operate Schoolwide Programs. Each schoolwide program has a Schoolwide Program Plan that contains the ten (10) component requirements and includes evidence the plan has been implemented [Section 1114(b)(1); 34 CFR 200.25]. The Schoolwide Program Plan is a summary of these ten components that meet the Elementary and Secondary Education Act (ESEA) and the Every Student Succeeds Act (ESSA) Sections 1112 and 1114. **The Schoolwide Program Plans submitted for SY 2017-18 reflects the transition from ESEA to meet ESSA requirements [including Sections 1116 and 1119].**

[Note to SIG schools: Please align responses to the approved SIG Plan]

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To complete this form:

1. Enter your responses.
2. Once the form is complete, click Save and Send for Review. Please check for feedback, make adjustments, and submit on the Submit Forms/Reports Tab
3. Please refer to the "Document Upload Guidance" under the Docs and Links Tab for uploading supporting evidence.

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

1. Review the information included in the Needs Assessment and SMART Goals submission in NS. In the box below, please provide a brief summary of the schoolwide reform strategies [ESSA Section 1112(b)(1)(A-D)] that align with the SMART Goals and that will:

- a) address the needs of all children, particularly those at risk of not meeting the challenging State academic standards, through activities which provide opportunities for all children to meet the challenging State academic standards; and
- b) strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education (i.e., counseling, school-based health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas; preparation and awareness of postsecondary education and the work-force opportunities and access to Advanced Placement, dual or concurrent

enrollment, or early college high schools programs) [ESSA 1112(b)(12)(A)].

a) At St. Stephens Indian School, our SMART goals are based on growth, not proficiency. Therefore, those children “at risk of not meeting the challenging State academic standards” are still able to excel and be a part of meeting the goals at our school. In addition, through the adoption of a new math curriculum (SY17-18), a new English/Language Arts curriculum (SY18-19), and a continuous curriculum review cycle, teachers are provided with various resources and differentiation techniques to utilize to improve student achievement. These resources will also aid in preparing our students for meeting the challenging State academic standards. We are continuing to set time aside to create curriculum maps, alignment guides, and common formative assessments to ensure our students are mastering concepts in all content areas.

b) As stated, our SMART goals are focused on student growth on formative assessments given throughout the year, as well as growth on summative assessments given at the end of each year. Through continued growth, it is our hope that we will strengthen the academic program in the school and that our students will continue achieving at higher levels. We stress the quality of learning time and focus on teaching as much as we can in the time allotted. In addition, with the adoption of new curriculum programs and the development of curriculum maps and alignment documents, rigor is also increasing throughout the school. Our Gifted and Talented program is still in place (K-8) to challenge students who achieve at high levels. At the high school, we have added numerous courses and opportunities for students to receive a more well-rounded education. Students are able to enroll in Honors courses including Creative Writing, College Prep Writing, ACT Prep, Chemistry, Algebra 3, Tribal Economics, Tribal Sovereignty and Treaties, and Honors Arapaho Language. In addition, students are given the opportunity to enroll in dual-enrollment courses at Central Wyoming College or Job Corps to jump start their post-secondary endeavors.

#### Reviewer Comments:

2. In the block below, please summarize how the school intends to ensure that all teachers and paraprofessionals meet state certification and licensure requirements upon hire. Please upload a copy of the list of teachers and instructional paraprofessionals signed by school administrator attesting that all individuals are state certified and licensed.

[NOTE: A sample Certification Listing can be found under the Docs & Links tab.]

As part of the hiring process, the school asks for teachers and paraprofessionals to provide a copy of their current certification or documentation from PTSB.

Reviewer Comments:

3. In the block below, please provide a summary of the professional development (PD) and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments. This should align with the SMART Goals and with the strategies outlined in Question 1 above. Include a brief description of how all funding is coordinated to address PD needs identified in the Needs Assessment. Please upload supporting evidence (i.e., PD Plan, PD Calendar, contract for PD services, etc.)

The following PD activities took place during the 18-19 school year.

- CPI: Non-Violent Crisis Intervention
- Restorative Justice
- Addressing Challenging Behaviors in Children and Adolescents: A Behavioral Health Perspective
- Strategic Action Plan/Rapid Improvement Indicators - school improvement training, setting schoolwide goals, etc.
- Native American Education Conference
- Putting Culture in the Classroom
- Curriculum Trainings (Pearson EnVision, McGraw-Hill/ConnectEd)

An effort is being made to choose PD activities that align to the needs assessment. In addition, we are attempting to use in-house trainers to conduct these PD activities.

For next year, we will conduct a survey to determine which trainings will be the most effective in the eyes of all staff members. We also plan to deploy surveys to analyze the effectiveness of each training.

Reviewer Comments:

4. In the block below, please provide a brief description of the school's efforts and strategies to recruit state certified and licensed teachers to the school and to retain effective teachers, particularly in high-need subject areas. Please upload the Recruitment and Retention plan and

other documentation, such as, reward or incentive plans with criteria that includes increased student achievement.

The school sends representatives to various job fairs around the state and in surrounding states. In addition, we have increased our salary scale, offer family health insurance, and have competitive retirement opportunities. We also offer bonuses 2-3 times per year.

The school pays for trainings for teachers and offers reimbursement of college courses upon successful completion. In addition, we attempt to keep class sizes small in an attempt to avoid teacher burnout. Our teacher retention rate, on average, is around 90%.

#### Reviewer Comments:

5. In the block below, please provide an overview of the school's effective strategies to increase parental involvement/Parent and Family Engagement [ESSA Sections 1112(b)(7) and 1116]. Include a brief description of how the plan addresses the needs identified in the Comprehensive Needs Assessment.

Please upload required supporting documents that support Parent and Family Engagement (i.e., School Parent Compact, Parent and Family Engagement Policy, agenda and sign in sheets for annual meeting, Parents Right-to-Know, etc.)

- The school engages families in meaningful ways, including keeping families informed of their students' academic progress.
- School has a Parental Involvement Plan/Policy.
- School has a District Calendar of parental involvement activities and announces upcoming events on the school website and school Facebook page.
- School has a Parent Advisory Group and a Johnson-O'Malley group. These groups focus on providing an ongoing dialogue between the school and parents and to provide support for student incentive programs within the school.
- Student & Parent Compact is updated yearly with the help of administrators, staff, parents, and community members.
- School report card, assessments, and grading explanations are provided to parents.
- Newsletters are sent to parents and put on the school website to keep the community informed.
- Parent/Teacher conferences and Family Nights are scheduled throughout the year.

- Aggregated student data is published on the school website and training materials are provided to parents on how to read assessments.
- The school send out surveys to families to gain input on the effectiveness of the school.

Reviewer Comments:

6. In the block below, summarize the school's transition plan and strategies to facilitate:

- a) coordination with early childhood programs (i.e., BIE's F.A.C.E. or Head Start, or a tribal preschool programs) and effective transition to the elementary school program [ESSA Sections 1112(b)(10)(A) and 1119], and/or
- b) how the school will facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education (i.e., coordination with institutions of higher education, employers, and other local partners; increase student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills) [ESSA Section 1112(b)(10)(A-B)].

Please upload the transition plan(s) and other supporting documentation.

a) St. Stephens Indian School has an MOU with the local Head Start program. Head Start teacher are expected to communicate with our Kindergarten teacher throughout the school year and students from Head Start visit our school each year.

b) To facilitate effective transitions from middle school to high school, we have a "Freshmen Oreintation" that occurs with students from both St. Stephens and Arapahoe Middle Schools. During this orientation, 8<sup>th</sup> grade students tour the high school, are introduced to high school staff members, and are given an opportunity to ask questions about the school. Further, during the last week of July, all incoming freshmen are invited to and expected to attend the "Freshman Leadership Academy" for two days in preparation for the beginning of their high school careers.

To facilitate transitions to post-secondary education, students are given the opportunity to enroll in dual-enrollment courses through CWC and Job Corps. We also take high school students on various college visits

and bring in guest speakers from the workforce, military, and colleges to help students become aware of and prepare for life after high school.

Reviewer Comments:

7. Describe how the school will monitor students' progress in meeting the challenging State academic standards by identifying students who may be at risk for academic failure; providing additional educational assistance to individual students determined in need of help in meeting the challenging State academic standards; and identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

We are attempting to become a very data-driven institution. We have implemented various assessments that focus on early diagnosis and intervention. One of these assessment is a reading fluency assessment that tests not only students' ability to read, but also their comprehension.

All of our data will be stored in Goggle Drive and will only be shared with appropriate staff members to maintain confidentiality. We are also working towards building data walls that display student achievement data on formative (NWEA MAP) and summative (WY-TOPP and ACT) assessments.

Reviewer Comments:

8. Check the ESEA programs that are consolidated for meeting the requirement of coordination and integration of Federal, State, and local services and programs.

- SIG 1003(a) and/or (g)
- Title IA
- Title IIA
- Title IVB
- Title VI
- Title X, C
- Title VIIA Indian Education Act

Describe how the school will use reserved funds to provide services for students who enroll in the school and who meet the definition of living in a homeless situation [ESSA Sections 1112(b)(5) and 1113(c)(3)(A)].

The school will use reserved funds, through the McKinney-Vento Program to provide clothing and materials to students who meet the definition of living in a homeless situation.

Reviewer Comments:

9. Describe how the school will use reserved funds to provide services for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs [ESSA Sections 1112(b)(6) and 1113(c)(3)(A)].

Title X, Part C, McKinney-Vento provides federal funding to ensure enrollment and educational stability for our homeless children and youth. All students are provided opportunities for culture and language (CFR § 39.130), special programs, and, athletics. The district also strives for a holistic approach to include counseling services, behavior intervention plans/contracts, and transitional services for high school students.

Reviewer Comments:

10. Describe how the school will assist in identifying and serving gifted and talented students and in developing effective school library programs to provide students an opportunity to develop [ESSA Sections 1112(b)(13)].

Teachers have the ability to refer students to the Gifted and Talented program. Once referred, students are given various multiple intelligences assessments and, based on their performance, are accepted into the program. Once in the program, the school assists in serving these students by providing opportunities for them to complete various projects and activities.

The school assists in developing effective school library programs by offering a wide variety of resources to our students.

Reviewer Comments:

11. Describe how the schoolwide program is annually evaluated [ESSA Sec. 1114(b)(2)(B)(iii); CFR 200.26(c)]. Please include the Indicators of Effective Practice the school has selected that align with the strategies described above.

The schoolwide program is continuously evaluated by our "BIE Leadership Team" to ensure that progress is being made towards our school improvement efforts. This team utilizes the Rapid Improvement

Indicators as well as AdvancED goals and strategies as a guide for school improvement.

Reviewer Comments: