

St. Stephens Indian School



Comprehensive School Improvement Plan

2021-2022

Leadership Capacity Standards								Rating	
1.1	The institution commits to a purpose statement that defines beliefs about teaching and learning, including the expectations for learners.							Impacting	
	EN:	4	IM:	3	RE:	3	SU:		2
1.2	Stakeholders collectively demonstrate actions to ensure the achievement of the institution's purpose and desired outcomes for learning.							Improving	
	EN:	3	IM:	3	RE:	3	SU:		2
1.3	The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.							Improving	
	EN:	4	IM:	3	RE:	2	SU:		3
1.4	The governing authority establishes and ensures adherence to policies that are designed to support institutional effectiveness.							Impacting	
	EN:	4	IM:	4	RE:	4	SU:		3
1.5	The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.							Impacting	
	EN:	4	IM:	4	RE:	4	SU:		4
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.							Impacting	
	EN:	4	IM:	4	RE:	3	SU:		1
1.7	Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.							Impacting	
	EN:	4	IM:	4	RE:	2	SU:		3
1.8	Leaders engage stakeholders to support the achievement of the institution's purpose and direction.							Impacting	
	EN:	4	IM:	4	RE:	4	SU:		3
1.9	The institution provides experiences that cultivate and improve leadership effectiveness.							Impacting	
	EN:	4	IM:	4	RE:	4	SU:		4
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.							Impacting	
	EN:	4	IM:	4	RE:	4	SU:		3

Leadership Domain

1.1 - The institution commits to a purpose statement that defines beliefs about teaching and learning, including the expectations for learners.

Engagement - 4

Implementation - 3

Results - 3

Sustainability - 2

Embeddedness - 4

Action: To improve sustainability within this standard, the school plans to host annual reviews of the district purpose statement, beliefs about teaching and learning, and the expectations for learners to ensure all stakeholders are in agreement.

1.2 - Stakeholders collectively demonstrate actions to ensure the achievement of the institution's purpose and desired outcomes for learning.

Engagement - 3

Implementation - 3

Results - 3

Sustainability - 2

Embeddedness - 2

Action: Procedural documentation explaining how stakeholders can participate in and collectively demonstrate actions to ensure the achievement of the institution's purpose and desired outcomes for learning will increase both sustainability and embeddedness within this standard.

1.3 - The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.

Engagement - 4

Implementation - 3

Results - 2

Sustainability - 3

Embeddedness - 3

Action: An improved method of data collection pertaining to the continuous improvement process will be implemented, including measurable results of improving student learning and professional practice.

1.4 - The governing authority establishes and ensures adherence to policies that are designed to support institutional effectiveness.

Engagement - 4

Implementation - 4

Results - 4

Sustainability - 3

Embeddedness - 4

Action: The governing authority will continue to establish and ensure adherence to policies that are designed to support institutional effectiveness.

1.5 - The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.

Engagement - 4

Implementation - 4

Results - 4

Sustainability - 4

Embeddedness - 4

Action: The governing authority will continue to adhere to a code of ethics and function within defined roles and responsibilities set forth by the district.

1.6 - Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.

Engagement - 4

Implementation - 4

Results - 3

Sustainability - 1

Embeddedness - 4

Action: Procedural documentation explaining the supervision and evaluation process utilized to improve professional practice and organizational effectiveness must be created, consistently updated, and shared with all stakeholders.

1.7 - Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.

Engagement - 4

Implementation - 4

Results - 2

Sustainability - 3

Embeddedness - 4

Action: An improved method of data collection pertaining to the operational processes and procedures to ensure organizational effectiveness in support of teaching and learning will be developed and implemented.

1.8 - Leaders engage stakeholders to support the achievement of the institution's purpose and direction.

Engagement - 4

Implementation - 4

Results - 4

Sustainability - 3

Embeddedness - 4

Action: Leaders will continue to engage stakeholders to support the achievement of the institution's purpose and direction.

1.9 - The institution provides experiences that cultivate and improve leadership effectiveness.

Engagement - 4

Implementation - 4

Results - 4

Sustainability - 4

Embeddedness - 4

Action: The institution will continue to provide experiences that cultivate and improve leadership effectiveness.

1.10 - Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.

Engagement - 4

Implementation - 4

Results - 4

Sustainability - 3

Embeddedness - 3

Action: Leaders will continue to collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.

Learning Capacity Standards										Rating
2.1	Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	
2.2	The learning culture promotes creativity, innovation, and collaborative problem-solving.									Initiating
	EN:	2	IM:	2	RE:	2	SU:	2	EM:	
2.3	The learning culture develops learners' attitudes, beliefs, and skills needed for success.									Improving
	EN:	3	IM:	3	RE:	3	SU:	2	EM:	
2.4	The institution has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	2	EM:	
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.									Improving
	EN:	4	IM:	2	RE:	2	SU:	2	EM:	
2.6	The institution implements a process to ensure the curriculum is aligned to standards and best practices.									Improving
	EN:	3	IM:	3	RE:	2	SU:	2	EM:	
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.									Improving
	EN:	3	IM:	2	RE:	2	SU:	2	EM:	
2.8	The institution provides programs and services for learners' educational futures and career planning.									Initiating
	EN:	2	IM:	2	RE:	2	SU:	2	EM:	
2.9	The institution implements processes to identify and address the specialized needs of learners.									Impacting
	EN:	4	IM:	3	RE:	4	SU:	4	EM:	
2.10	Learning progress is reliably assessed and consistently and clearly communicated.									Improving
	EN:	4	IM:	3	RE:	2	SU:	3	EM:	
2.11	Educators gather, analyze, and use formative and summative data that lead to the demonstrable improvement of student learning.									Impacting
	EN:	4	IM:	3	RE:	3	SU:	3	EM:	
2.12	The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.									Improving
	EN:	4	IM:	3	RE:	3	SU:	2	EM:	

Learning Domain

2.1 - Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution.

Engagement - 4

Implementation - 4

Results - 4

Sustainability - 4

Embeddedness - 4

Action: The school will continue to provide learners with equitable opportunities to develop skills and achieve the content and learning priorities established by the institution.

2.2 - The learning culture promotes creativity, innovation, and collaborative problem-solving.

Engagement - 2

Implementation - 2

Results - 2

Sustainability - 2

Embeddedness - 2

Action: The school will increase the promotion of creativity, innovation, and collaborative problem-solving by implementing protocols and procedures to ensure the overall learning culture of the school. The implementation of these new protocols and procedures will require stakeholder engagement, the collection of relevant data, and the documentation of such protocols and procedures to sustain and embed these practices in the future.

2.3 - The learning culture develops learners' attitudes, beliefs, and skills needed for success.

Engagement - 3

Implementation - 3

Results - 3

Sustainability - 2

Embeddedness - 2

Action: The school will develop procedural documentation explaining the methods by which learners' attitudes, beliefs, and skills are developed to result in student success.

2.4 - The institution has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences.

Engagement - 4

Implementation - 4

Results - 4

Sustainability - 2

Embeddedness - 3

Action: The school will develop procedural documentation explaining the methods by which learners develop positive relationships with and have adults/peers who support their educational experiences.

2.5 - Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.

Engagement - 4

Implementation - 2

Results - 2

Sustainability - 2

Embeddedness - 2

Action: The school will create procedural documentation explaining the implementation and continuous review of curriculum that is based on high expectations. Additionally, data will be collected to ensure the curriculum is preparing learners for their continued education.

2.6 - The institution implements a process to ensure the curriculum is aligned to standards and best practices.

Engagement - 3

Implementation - 3

Results - 2

Sustainability - 2

Embeddedness - 2

Action: Data will be collected to ensure the curriculum is aligned to standards and best practices. Additionally, procedural documentation will be developed and a continuous review of the curriculum will be conducted to ensure the curriculum is aligned to standards and best practices.

2.7 - Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.

Engagement - 3

Implementation - 2

Results - 2

Sustainability - 2

Embeddedness - 2

Action: A formalized process will be developed and documented to ensure instruction is monitored and adjusted to meet the needs of individual learners and the learning expectations of the institution. Further, data will be collected through formalized methods to ensure instruction is monitored and adjusted to meet the needs of all learners.

2.8 - The institution provides programs and services for learners' educational futures and career planning.

Engagement - 2

Implementation - 2

Results - 2

Sustainability - 2

Embeddedness - 2

Action: Stakeholders will be engaged in the process of developing and implementing programs and services for learners' educational futures and career planning. Data will be collected and procedural documentation will be developed to ensure the programs and services provided to students are effective with regard to learners' educational futures and career planning.

2.9 - The institution implements processes to identify and address the specialized needs of learners.

Engagement - 4

Implementation - 3

Results - 4

Sustainability - 4

Embeddedness - 4

Action: The school will continue to utilize processes and procedures to identify and address the specialized needs of learners.

2.10 - Learning progress is reliably assessed and consistently and clearly communicated.

Engagement - 4

Implementation - 3

Results - 2

Sustainability - 3

Embeddedness - 3

Action: A formalized process for collecting data related to the learning progress will be developed to ensure that the learning process is reliably assessed and consistently and clearly communicated to all stakeholders.

2.11 - Educators gather, analyze, and use formative and summative data that lead to the demonstrable improvement of student learning.

Engagement - 4

Implementation - 3

Results - 3

Sustainability - 3

Embeddedness - 3

Action: The school will continue to utilize processes and procedures to gather, analyze, and use formative and summative data to improve the needs of all learners.

2.12 - The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.

Engagement - 4

Implementation - 3

Results - 3

Sustainability - 2

Embeddedness - 2

Action: Procedural documentation will be developed to ensure the institution continuously assesses its programs and organizational conditions to improve student learning.

Resource Capacity Standards										Rating
3.1	The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness.									Initiating
	EN:	4	IM:	1	RE:	1	SU:	1	EM:	
3.2	The institution's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.									Improving
	EN:	4	IM:	2	RE:	1	SU:	1	EM:	
3.3	The institution provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.									Initiating
	EN:	3	IM:	2	RE:	1	SU:	1	EM:	
3.4	The institution attracts and retains qualified personnel who support the institution's purpose and direction.									Improving
	EN:	4	IM:	2	RE:	2	SU:	2	EM:	
3.5	The institution integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.									Initiating
	EN:	3	IM:	1	RE:	1	SU:	1	EM:	
3.6	The institution provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the institution.									Initiating
	EN:	4	IM:	2	RE:	1	SU:	1	EM:	
3.7	The institution demonstrates strategic resource management that includes long-range planning and use of resources in support of the institution's purpose and direction.									Impacting
	EN:	3	IM:	2	RE:	4	SU:	3	EM:	
3.8	The institution allocates human, material, and fiscal resources in alignment with the institution's identified needs and priorities to improve student performance and organizational effectiveness.									Initiating
	EN:	3	IM:	2	RE:	2	SU:	1	EM:	

Resource Domain

3.1 - The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness.

Engagement - 4

Implementation - 1

Results - 1

Sustainability - 1

Embeddedness - 3

Action: The institution will implement a formal process, with procedural documentation, to plan and deliver professional learning to improve the learning environment, learner achievement, and the institution's effectiveness. Additionally, a formalized process for collecting data will be created and utilized to ensure professional learning impacts the learning environment, learner achievement, and the institution's effectiveness.

3.2 - The institution's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.

Engagement - 4

Implementation - 2

Results - 1

Sustainability - 1

Embeddedness - 3

Action: Procedural documentation and a formalized process for developing and collecting data on the professional learning structure and expectations of the district will be created. This will promote collaboration and collegiality to improve learner performance and organizational effectiveness.

3.3 - The institution provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve the student performance and organizational effectiveness.

Engagement - 3

Implementation - 2

Results - 1

Sustainability - 1

Embeddedness - 2

Action: The school will implement, collect data on, and create procedural documentation to support the implementation of an induction, mentoring, and coaching program that ensures all staff members have the knowledge and skills to improve the student performance and organizational effectiveness of the district.

3.4 - The institution attracts and retains qualified personnel who support the institution's purpose and direction.

Engagement - 4

Implementation - 2

Results - 2

Sustainability - 2

Embeddedness - 4

Action: The school will develop procedural documentation to support the implementation and data collection of attracting and retaining qualified personnel who support the institution's purpose and direction.

3.5 - The institution integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.

Engagement - 3

Implementation - 1

Results - 1

Sustainability - 1

Embeddedness - 2

Action: The implementation of, data collection related to, and procedural documentation regarding the integration of digital resources into teaching, learning, and operations will occur to ensure there is improvement of professional practice, student performance, and organizational effectiveness.

3.6 - The institution provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the institution.

Engagement - 4

Implementation - 2

Results - 1

Sustainability - 1

Embeddedness - 2

Action: The institution will implement a formalized process to ensure information resources and materials are accessible by all stakeholders. Additionally, this will include data collection and the creation of procedural documentation to support the accessibility of these resources, the modification of its curriculum review cycle, and the assessment of district needs to ensure that all needs of all students, staff, and the institution are met.

3.7 - The institution demonstrates strategic resource management that includes long-range planning and use of resources in support of the institution's purpose and direction.

Engagement - 3

Implementation - 2

Results - 4

Sustainability - 3

Embeddedness - 4

Action: The school will implement a formalized process to strategically manage resources that include long-range planning and use of resources.

3.8 - The institution allocates human, material, and fiscal resources in alignment with the institution's identified needs and priorities to improve student performance and organizational effectiveness.

Engagement - 3

Implementation - 2

Results - 2

Sustainability - 1

Embeddedness - 2

Action: The institution will implement a formalized process to allocate human, material, and fiscal resources in alignment with the institution's identified needs and priorities to improve student performance and organizational effectiveness. The institution will also create a formalized process to collect data and documented procedures to sustain and embed these practices over time.

School Goals

1. All stakeholder groups are committed to the school's mission statement, "To Walk with Dignity, Knowledge, and Wisdom."
 - School leaders should collect yearly climate and culture data from all stakeholders to gauge understanding of and commitment to the mission. The use of data collected over time will provide a better understanding of the impact of the mission and support the annual review of the school's mission statement.

2. The school has formal and informal processes for stakeholder engagement.
 - School leaders should collect and analyze data from climate and culture surveys to drive improvement processes within the district.
 - Teacher communication should continue to be a priority (post-pandemic) which entails a higher expectation of contact with students, emphasizing the response to requests for support.
 - Staff should improve their communication with students concerning college and career opportunities.
 - School leaders should strive for increased stakeholder engagement.

3. The school is successful in improving student learning expectations and student engagement through quality programs and the use of creative and innovative learning strategies.
 - It is essential for staff to continue to focus on innovative strategies to improve student academic success and equitable learning opportunities.
 - School leaders and instructional staff must increase project-based learning where students have a choice of how they learn the standards identified by their teachers throughout the district.
 - School leaders and instructional staff are encouraged to use rubrics and a standard grading program to provide students with a consistent system of measurement throughout all grade levels.

4. SSIS is providing all learners with equitable and personalized learning opportunities that generate clear and attainable paths to graduation.
 - The implementation of intervention programs is essential for students in Kindergarten through eighth grade in math and reading.
 - Additional resources are also required to support individual students' academic growth and achievement.
 - High school leaders and instructional staff should consider developing alternative pathways for high school graduation within the career and technical education alongside the dual enrollment programs.
 - School leaders should expand the data collection program to assist in identifying the impact of the school's equitable learning programs from Kindergarten through twelfth grade.

- School staff should focus on the expansion of the school's social/emotional support programs to include a peer mentoring program to meet students' academic and social needs in all grade levels.
5. The school's professional development (PD) and teacher mentoring program has had mixed results.
- A formal professional development plan should be developed and data should be collected to determine if the professional development trainings are having any impact on student learning and improving teacher practice. The effectiveness of the overall professional development program should be aligned to national standards as well.
 - Instructional coaching data should be collected to ensure instructional staff are improving their practices and aiding with the improvement of student achievement.
 - Student academic data, teacher evaluation data, and staff professional development survey results should be collected and analyzed to drive the professional development program.
6. SSIS had varied success in the collection, analysis, and evaluation of data that determines the impact of programs that support the school's overall growth.
- A culture of growth and improvement, based on data, is in the beginning stages of development and implementation.
 - School leaders should develop a consistent data collection process that collects on the impact of academic and social/emotional learning programs, teacher professional practice, curriculum review and development, extracurricular programs, a financial resource management plan, and feedback from all stakeholders.
 - The continual assessment of all programs yearly, and over-time, will provide all stakeholders with the data needed to develop a needs assessment process and create a well-designed strategic action plan for continuous growth and improvement.