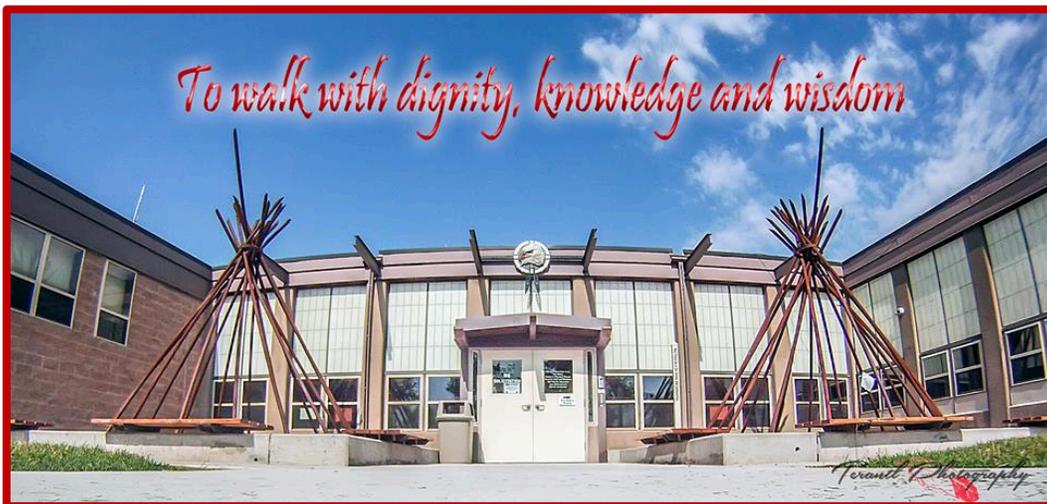




Bureau of Indian Education <http://www.bie.edu/>



St. Stephens Indian School District Strategic Plan 2016 - 2021



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School Board

Chairman – Michael Ridge Bear
 Vice Chairman – Marilyn Groesbeck
 Secretary – Dominic Littleshield
 Treasurer–Ronnie Oldman
 Member at Large – William C’Hair
 Board Secretary – Shelly Groesbeck

Frank No Runner – Superintendent
 Matt Mortimore – High School Principal
 James Stewart – K-8 Principal
 Keenan Groesbeck – Plant Manager
 Blaine Bray –Transportation Manager
 Aleta Gould – Business Manager

District Administration

School Information

P.O. Box 345, 128 Mission Road, St. Stephens, WY 82524
 School Website: <http://www.st-stephens.net>

Elementary/MS: 307-856-4147
 High School: 307-857-9400

Demographics (Who Are We?)

Our Community

St. Stephens Indian School serves mostly Native American students on the Wind River Indian Reservation, established by the Bridger-Teton Treaty in 1864. It is inhabited by the Eastern Shoshone and Northern Arapaho tribes which are federally recognized tribes in the United States of America (U.S.). These tribes are geographically located in Western Central Wyoming (WY). It is the seventh-largest Indian reservation in the U.S, encompassing a land area of 3,473.272 square miles, covering approximately one-third of Fremont County and approximately one-fifth of Hot Springs County. The reservation is located in the Wind River Basin, and is surrounded by the Wind River Mountain Range, Owl Creek Mountains, and the Absaroka Mountains.



The U.S. 2010 census reported a population of 26,490 inhabitants. The largest town is Riverton with surrounding towns in the area. The entire reservation is populated by 7,798 Native Americans, with 54% Arapaho and 30% Shoshone (2010 census). Note that 22% speak a language other than English at home. The Bureau of Indian Affairs (BIA) Headquarters are in Fort Washakie, WY, while the Bureau of Indian Education (BIE)

Headquarters are in Washington, D.C.

Our School

St. Stephens Indian School is the only federally funded, BIE P.L. 297 Tribal Grant Contract School in the State of Wyoming.



St. Stephens Indian School serves approximately 250 students in grades Kindergarten through 12, 40% of the students are enrolled in high school. The school has full K-12 academic offerings, including a special education program. The school is accredited through AdvancED. The student make-up is comprised of Northern Arapaho Tribal members (91%), Eastern Shoshone Tribal

members (7%), and students who are enrolled tribal members from other federally recognized tribes in the U.S. (2%). Less than 1% of students are Non-Natives (lower than 25% Indian blood degree) and are provided free tuition. A large portion of the reservation's population lives well below the poverty line and one hundred percent of our students qualify for free breakfast and lunch.

Special Programs

With use of Title I funding provisions, St. Stephens Indian School strives to improve the academic achievement of the disadvantaged. A rigorous, academic curriculum is aligned to Common Core State Standards and Next Generation Science Standards. In school year 2014-2015, 16% of students received special education services as per the IDEA NCLB act of 2011. Title IV Part A and a 21st Century Community Learning competitive grant funds our after school program for academic enrichment. This program has been implemented with success the past seven years. As per the Code of Federal Regulation (CFR) §39.113, Gifted and Talented ("ExCEL") program also has been successfully implemented the past ten years. The program promotes academic and personal success for youth. Students are tested and screened as per CFR § 39.114-115. 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. St. Stephens Indian School continues to progress monitor all students to provide interventions and learning environments unique to our student body, tradition, and culture. Attendance is tracked through NASIS Average Daily Attendance Reports (ADA) SY 2017-2018.

K-12 Student Database Management System: Native American Student Information System (NASIS)

SSIS Teams/Committees: Administrative Leadership Team, BIE Leadership Team, District Data Team, Cultural Leadership Team, Instructional Teams (PODs), Parent Advisory Group, Elder Advisory Board, Johnson-O'Malley Committee, Family Engagement Committee, Curriculum Committee

WHSAA Participant: Cross Country, Volleyball, Six-Man Football, Basketball, & Track and Field

Culture & Environment

A notable achievement at St. Stephens Indian School is the consistent ability to include a culturally relevant atmosphere into the school buildings. The Native American students are reminded of their unique heritage starting from the moment they walk into the well-maintained building. The former facility director had worked in this school for over 38 years and kept the building in pristine shape from a well-manicured lawn to clean and recently renovated buildings. Now retired, he mentored the next facilitator to conduct the same high standards of facilities maintenance. When you walk up to the K-8 school building you are greeted by a community member's donation of a handcrafted metal school logo of an Eagle, flanked by two beautifully crafted metal tipis on display. The school buildings are purposefully architected to resemble Native American imagery. Within both buildings all staff are expected to demonstrate culturally proficient pedagogical practices. The administration models behavioral expectations by also including culturally relevant activities when applicable. An example of this is in the morning, on the intercom,



after the U.S. Pledge of Allegiance, the elementary principal welcomes students and the Pledge of Allegiance and a prayer is spoken in their Native language of Arapahoe.

St. Stephens boasts one of the top five Gifted and Talented programs in the nation that nurtures our

student's ability to create Native American projects. One of these projects went onto a national level contest, a video documentary called "Listening for a New Day." This was a documentary about the making of an Arapaho buffalo hide tipi. This project was included in the "Red Nation Film Festival, The Authentic Voice of American Indian & Indigenous Cinema," and was an "Official Selection" for participation in Los Angeles, CA.

A trailer preview can be seen at <https://vimeo.com/109582548>. Program coordinator, three students and board members attended this event in SY 2014-2015. A goal at St. Stephens Indian School is to make the students feel that their unique cultural identity is valued and that the curriculum used in the school respects the contributions made by their Indigenous ancestors. AdvancEd considered this to be a powerful practice at St. Stephens during the 2015 review.

Including Families

Our weekly grade band meetings (POD meetings) allow teachers an opportunity to collaborate around student assessments, unit assessments, and aligned lesson planning conversations to inform instruction and increase rigor in the classroom. These meetings also aim to strengthen curricular planning and assure all standards are being analyzed and reviewed for targeted instructional development. Parental involvement is also one of the district goals. The district website has been updated to share calendars (even in the Arapaho language) and other information with parents and the community. The district also uses text messages, emails, direct phone calls, and even home visits when the need arises to communicate with families. Traditional forms of communication such as report cards, newsletters, letters/memos, and notes home are also still used when appropriate. Further, the school has created a Facebook page for communication with all stakeholders. The school hosts parent nights, family literacy nights, book fairs, parent-teacher conferences, parent listening sessions, parenting classes, family meals, and various Title I parental involvement activities. Parents and community members are invited to activities and programs at the school on a regular basis. In school year 2013-2014, the school started a web-based parental involvement initiative called the "Family Engagement Toolkit" through the Academic Development Institute. The toolkit is designed to create a parent/staff team that meets to assess the school, community, and engage in the continuous school improvement process. This initiative was re-implemented and

completed in the fall of 2017. An area of focus will be increasing student attendance for increased Indian Student Equalization Program (ISEP) funding to support the school.

How We Created the Strategic Plan

RESEARCH

Strategic Plans of Other School Districts

A number of improvement plans from BIE districts, State of Wyoming Districts and a Texas District were reviewed to identify if they had strategic plans and what their strongest attributes were; some were used as exemplars in moving forward.

Assessment of Previous Strategic Focus/Plans

The previous SSIS strategic plan was a one page strategic focus that most stakeholders were unaware of. The AdvancED visit in Fall 2015 identified the need to develop a comprehensive strategic plan with input from all stakeholders.

STAKEHOLDER INPUT

Input is continuous as the plan is under continuous improvement and will be revised accordingly. An essential question was distributed for stakeholder response by way of a suggestion box, on the school Facebook page and on the school website. In addition, a number of meetings were held for discussion with a variety of stakeholder groups. The essential question asked stakeholders to identify what they saw as the greatest challenges for St. Stephens Indian School and the education of our students.

Strategic Plan Task Force

The strategic team will review stakeholder input on the essential question and develop goals, strategies, measurable outcomes, and key action steps. They will also

preview the overall template and modify with stakeholder input.

Board of Trustees Strategic Direction and Framework

Although the Board of Trustees previously adopted the vision, mission, philosophy, and belief statements for the district, they are currently under review.

Development of Strategic Plan Drafts

The Strategic Plan Task Force began its work in April of 2016 with analysis of various input received on the Strategic Plan Framework. The Task Force recommended revisions to the framework, and from analysis stakeholder input from the essential question, will develop goals, strategies, measurable outcomes, and key action steps. The strategic plan was made available to all stakeholders in the Fall of 2017.

REVIEW AND APPROVAL

Administrative Review

During the fall of 2016, the Superintendent and the Administrative Team reviewed the recommendations of the Strategic Plan Task Force and developed a final draft plan for consideration by the Board of Trustees.

Board Approval

The Superintendent presented the final draft plan to the Board of Trustees on January 24, 2017 for discussion. The Board formally approved the St. Stephens Strategic Plan in the Spring 2017

How We Are Implementing the Strategic Plan

INFORMATION ON THE PLAN

Basic Steps & Website

The district has updated the school website to include development of the Strategic Plan to ensure ongoing transparency of the process and to inspire comment and feedback from stakeholders. Basic steps of implementation include translating goals, creating a framework, mobilizing the team, aligning finances, monitoring progress, and revisiting and repeating for continuous revision.

District Service Orientation

The district maintains several advisory committees. As part of their orientation to district service, the stakeholders on each of these committees discuss how the charge of their group supports the Strategic Plan and provide comment and feedback.

PLANNING ALIGNMENTS

AdvancED

AdvancED is the global leader in providing continuous improvement and accreditation services for the Wyoming Department of Education. Accreditation is an international protocol for institutions committed to systemic, systematic and sustainable improvement through building capacity of the system and its schools to increase and sustain student learning and stimulation and improving effectiveness and efficiency throughout the system. External review of systems occurs on a five year cycle whereby improvement priorities, improvement opportunities, powerful practices, are identified at each district. An index of education quality is determined and an accreditation recommendation is

made. St. Stephens Indian School will include the continuous improvement plan as part of the Strategic Plan.

Wyoming Department of Education Assurances

Wyoming Department of Education Policies and Procedures outline certain state requirements that all institutions must meet in order to be in compliance. Institutions are required to verify whether or not they meet these state requirements by answering a series of questions and in some cases, attaching evidence for review. By responding to the questions in the **AdvancED** electronic ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the Wyoming Department of Education Assurances for Accreditation.

INDISTAR – BIE Native Star

Assistant Deputy Director (ADD) West is our reporting district. This web-based system is implemented by the BIE for school improvement. The system is stocked with indicators of evidence-based practices to improve student learning and rubrics for assessment of the indicators. Indistar guides improvement teams through a continuous cycle of assessment, planning implementation, and progress tracking. School Improvement Goals from Title I, Section 1114 Plan, and AYP Smart Goals evolve from the BIE Native Star through the INDISTAR system and are incorporated into this Strategic Plan.

Budget Development

The district budget is developed annually as part of Indistar and is informed by this Strategic Plan to show alignment. As this plan moves forward, budgetary requests will be cross referenced with the Strategic Plan key actions steps, AdvancEd improvement indicators, or indicators from Indistar to show alignment. Although the district has faced budgetary constraints, the resource capacity is available to support critical investments directly related to the Strategic Plan.

MONITORING

Monitoring System

Periodically key persons or groups are assigned responsibility for action plan steps and their status. As the Strategic Plan is implemented, district leaders will monitor and identify progress that is completed, continuous, or still is progress. Measurable outcomes inform leaders of progress. In addition, Indistar requires progress documentation electronically. AdvancEd has revisited the school periodically with progress reports.

Superintendent's Reports

As part of annual planning and reporting, the Superintendent reports to the Board of Trustees at every meeting with an overall report. The BIE has an electronic

reporting system through Indistar and AdvancED has an electronic reporting system through ASSIST that the Superintendent is responsible for assuring compliance with and reporting on progress for continuous school improvement. The charge is to take deliberate and strategic actions to ensure that every child, every day is being prepared and achieving success for the future.

REVISION

Annual Review Process

The Strategic Plan is designed to provide a stable focus for the district over a five-year period, and it must be responsible to any major changes in the environment and so should be revisited annually and revised as recommended. Goal changes through Indistar, AdvancED, and any other accreditation corporation are adjusted in the plan. Input on revisions by stakeholders is part of the district website in the comment and feedback area and reviewed by the planning task force. Recommendations from advisory committees are provided to the administration who then presents to the Board of Trustees for revision approval.

Strategic Plan Framework (System's Purpose)

The school not only has a vision and mission statement but also has incorporated a "Philosophy" and "Belief Statement" as well. The stakeholders were provided with various opportunities to share in the creation of the vision statement created five years ago. A committee was formed to research vision statements via the internet, interviews, and phone calls, and summarized what was needed in order to have an effective school. The stakeholders were then asked to complete a survey via the internet, and questionnaires were sent to those not having internet access. The committee worked together on the formulation of the vision statement based on the survey results, and a vote by stakeholders was taken to choose the vision statement. During April of 2015, this vision statement was revisited by a committee of stakeholders who collaboratively chose to maintain the vision and its current displays including its presentation on the school web-site: <http://www.st-stephens.net> Periodically these statements will be revisited by all stakeholders for input and or revision.

What We Do

Mission Statement:

To walk with dignity, knowledge, and wisdom;

"Nu huhee 3e ei see noo' to uu 3e tihee 3o uunoheihinoo"

Where We Want to Be

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.

What We Believe In

Our Philosophy

We at St. Stephens 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. Stephens 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.

What We Want to Accomplish - How We Will Achieve Our Goals

Goals and Strategies

GOAL: Improve Student Achievement

1. 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.
 - School PLCs have defined building practices/norms and procedures.
 - School Improvement Team / Leadership Team agendas work session documents are uploaded in Native Star and on file.

2. 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.
 - Curriculum alignment documents to common core state standards
 - Mapping documents; curriculum guides
 - Teacher lesson plans
 - Core instructional materials meet SBR requirements
 - System in place for identifying, assessing and monitoring students in need of instructional interventions.
 - Intervention instructional strategies (RtI)/Differentiated instruction in place

3. Provide effective and timely activities to assist students who have difficulty mastering the proficient or advanced levels of academic achievement standards.
 - 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
 - School has an after school program
 - School plans to have a summer program

4. Ensure the curricula, instruction, and assessments are linked to standards and vertically aligned from one grade level to the next.
 - Utilize PLC's to align curriculum and develop standards clarity and assessments. Determine if some curricula needs updated or enriched
 - Develop a schedule for meeting on alignments, (possibly K - 2, 2-3, 3-5, 5 - 6, 6 - 8, 8 - 9, 9 - 12, with a focus on content by grade and standards alignment at the secondary level (middle school science meets with high school science regularly).
 - Monitor fidelity to curricula via PLC's, classroom observations, targets posted and taught (students should know what they are learning) and student performance.

5. 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 matrixes, 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 schoolwide.
 - 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, ACT, or statewide testing. Include training on data management systems (Mileposts) for assessment data.
 - SIT team to research data management systems and determine if a

new one should be purchased. Consider a reading/math data collection management system.

- 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.
6. 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; include component to cover recommendations from AdvancED for PD in differentiating instruction, higher order thinking questions, and data collection and analysis to improve student performance.
 - Administration will collect data from staff evaluations to determine areas of strength and weakness that indicates a need for further training to improve student performance.
 - Develop a PD schedule for school year 2016-2017 that includes time allotment for PLC's and PTSB credits, and or college credit.

GOAL: Strengthen Leadership and Governance Structures

1. 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.
2. 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.

3. 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.

- i. Current student data will be published on the school website as part of the District Report Card.
- ii. District report card with communication about student performance goals and targets will be communicated on the system website.
- iii. 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.
- iv. Reimplementation of technology team to review website for continuous system communication, digital learning and strategies schoolwide, and to develop a continuous technology plan for the system with regularly scheduled meetings and minutes.

b. Involve stakeholders in developing, implementing and communicating a system strategic plan that is clearly focused on student academic success. Align all school improvement plans with the system's plan.

- Identify a school improvement stakeholder team, allowing for input of all system stakeholders and develop a strategic plan that focuses on students academic success and driven by the school's vision and mission statements.
- Vision and mission statements should be revisited with stakeholder input and revised or approved as is with documentation.
- School improvement team will identify requirements as per Indistar

and ADDWest and other school improvement as part of Strategic Plan and will insure alignment of those plans to the strategic plan.

- Communication of the Strategic Plan will be on the system website and via professional development.
- Stakeholder comment and feedback on strategic plan should be available on website and/or a school feedback box in the front office.
- Implement Strategic Plan to drive student academic success.

GOAL: Ensure the Embedded Teaching of Native American Culture, History, and Language into All Classes

1. Create a cultural leadership team to advise the school system
2. Create time in the daily school schedules to embed Native American culture, history, and language
3. Adopt teaching and learning standards and align curriculum to those standards
4. Create a link on the school website for cultural department and activities
5. Work with the Elders Advisory Board

How We Will Check Our Progress

Measurable Outcomes

- Based on SY 18-19 NWEA MAP data, 62% of students met or exceeded one year's growth in **reading** (fall to spring). This was an increase from SY 17-18 data in which 41% of students met or exceeded one year's growth in **reading**. In addition, 10 out of 13 classes averaged one or more year's growth (an increase from 6 out of 12 the previous year).
Based on SY 18-19 NWEA MAP data, 62% of students met or exceeded one year's growth in **math** (fall to spring). This was an increase from SY 17-18 data in which 41% of students met or exceeded one year's growth in **math**. In addition, 10 out of 13 classes averaged one or more year's growth (an increase from 3 out of 12 the previous year).
It is our goal for this year that each grade will have at least 70% of its students exceed a year's growth in **reading and math** and that every class will average more than one year's growth in **reading and math** as determined by NWEA MAP scores and based on national norms. Also, it is our goal that no individual student will have two consecutive years in which they do not show at least one year's growth.
- Based on 2019 ACT Assessment data, 16% of students received a composite score of 17 or higher. In addition, our average ACT score decreased from a 14.8 to a 14.0. It is our goal that 60% of our students will receive a composite score of 17 or higher on the ACT. Also, it is our goal that the average ACT score will increase to a 17 (in 2020).

How will you evaluate whether you have met this goal?

Evaluation of the smart goals will be based on the following: (1) interim assessments from Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) (2) summative assessments from the ACT state assessment for Wyoming (3) informal assessments from curriculum based assessments in the classroom (4) summative assessments from statewide WY-TOPP and ACT (5) trend data and comparative data will be gathered and reported.

Action Plan for AdvancED Goals

1. Develop a process to collect multiple forms of data and train all staff members in analyzing and utilizing data to inform professional practice.

Date and Duration	Activity	Focus	Participants	Measurables	Completion
June 2017	<p>Establish a data team.</p> <p>Develop a written plan.</p> <p>Provide ongoing leadership.</p>	Establish a clear vision for schoolwide data use.	<p>Frank</p> <p>Jim</p> <p>Matt</p> <p>Macey</p>	Share written plan with school board by June 2017.	Completed
Aug. 2017 - May 2018	<p>Explain expectations and assessment criteria.</p> <p>Provide feedback and tools to students and families.</p> <p>Use students' analyses to guide instructional changes.</p>	Teach students and families to examine their own data and set learning goals.	<p>Frank, Jim, Matt</p> <p>Parent Advisory Group</p> <p>Classroom Teachers</p>	<p>Administrators share with staff, students, parents, community members.</p> <p>Provide assessment scores to students and parents digitally, through district newsletter, and through in-person trainings.</p>	In progress
Feb. 1, 2017	<p>Articulate system requirements.</p> <p>Determine whether to build or buy the data system.</p> <p>Plan the implementation of the system.</p>	Develop and maintain a district-wide data system.	<p>Macey and Tyrel</p> <p>Data Team</p> <p>Administration and Data Facilitator</p>	Implementation plan completed.	In progress
Dec. 2017 (and	Collect data about student	Make data part of	Administration	Share assessment	In progress

ongoing)	<p>learning.</p> <p>Interpret data and develop hypothesis.</p> <p>Modify instruction.</p>	<p>teachers' ongoing cycle of instructional improvement.</p>	<p>Macey</p> <p>Teachers</p>	<p>matrix and provide training in data analysis in PD, PLCs and staff meetings.</p> <p>Data facilitator collect and shares pertinent data with staff and parents.</p> <p>Monitor lesson planning through shared lessons plans and classroom walkthroughs.</p>	
Aug. 15, 2017	<p>Designate a facilitator.</p> <p>Designate time for collaboration.</p> <p>Provide professional development.</p> <p>Create data rooms.</p>	<p>Provide supports that foster a data-driven culture within the school.</p>	<p>Administration</p> <p>Macey</p>	<p>Data time is set aside during PD and also during regular school week.</p> <p>Using data in PLCs is monitored regularly through agenda sharing.</p>	In progress

2. Focus on using effective methods and instructional strategies based on scientifically

based research 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. Honing instructional skills.

Date and Duration	Activity	Focus	Participants	Measurables	Completion
May 2018 for observations	<p>Expand and standardize templates to update maps in elementary language arts.</p> <p>Diary map math at elementary.</p> <p>Use standardized templates to map one course in each content area at high school.</p>	Create horizontal and vertical curriculum maps aligned to Wyoming State Standards.	Jim Frank/Matt Teachers	<p>Completed LA map (K-8).</p> <p>One course map per content area in HS completed.</p>	
Nov. 2017	<p>Discuss Danielson rubrics and agree on "look fors".</p> <p>Practice skills in response to data and feedback.</p>	Managing classroom environment	Jim Frank/Matt Teachers	Use standardized walk-through form for observations.	In progress

3. Provide effective and timely activities to assist students who have difficulty mastering the proficient or advanced levels of academic achievement standards.

Date and Duration	Activity	Focus	Participants	Measurables	Completion
Feb. 1, 2018	<p>Describe school-wide intervention strategies, processes and procedures.</p> <p>Maintain student rosters and staff assignments, schedule of service delivery for Rtl program.</p>	Crate and implement a multi-tiered instructional approach (Rtl program).	<p>Administration</p> <p>SPED Staff</p> <p>Rtl and Reading Specialist</p>	Create and Rtl handbook.	In progress
Sept. 1, 2017	<p>Continue the after school program with possible modifications.</p> <p>Study the feasibility of a project-based summer school program.</p> <p>Continue summer leadership academy.</p>	Study summer and extended day options.	<p>Administration</p> <p>SPED Director</p> <p>Rtl and Reading Specialist</p> <p>21st CCLC Director</p>	Recommendation regarding extended day and summer school will be presented to the board.	In progress

District Assessments

SSIS Student Assessments:

NWEA MAP(K-12): Fall, Winter

NAEP (4, 8): Spring (every two years)

WY-TOPP (3-10): Spring (Interim: Fall)

ACT (11-12): Spring

Content Area Formal & Informal Assessments

Grades K-12: St. Stephens Indian School administers the **NWEA Measures of Academic Progress (MAP)** test, three times a year, to evaluate student growth during an academic year. Students are assessed in the fall, winter, and spring according to set testing times from the BIE. Teachers have been trained on how to use the reports given by NWEA MAP as well as use the MAP Growth information to provide useful material for setting goals with students and informing instruction. Currently our new teachers will be set up with mentors to be trained on how to utilize these documents and information to inform their instruction. Based on school improvement surveys and results, the professional development calendar may also include further NWEA training.

The **ACT** coordinator (high school counseling office) is working closely this school year to communicate school improvement efforts in regard to school ACT preparation for grades 9-12.

Grades 3-10:

St. Stephens Indian School will administer the new WY-TOPP (Wyoming Test of Proficiency and Progress) in the Spring. Interim tests were given, yet the data has yet to be compiled and aggregated.

The NWEA MAP scores, in collaboration with the ACT, aided in the creation of the AYP SMART Goals.