



Wyoming Department of Education

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Date: December 15, 2011

To: Members, Joint Education Interim Committee

From: Dr. David Holbrook, Director of Federal Programs
Jed Cicarelli, School Foundation Program
Wyoming Department of Education

Subject: Wind River Indian Reservation Education Programs

Background

During the 2007 General Session, the Wyoming Legislature instituted W.S. §21-4-601 to address conditions of severe unemployment, poverty and the lack of adequate job skills on the Wind River Indian Reservation. By assisting the Shoshone and Arapaho Tribes with education programs, the Legislature held that the maintenance of education programs unique to Indian students is of mutual benefit to the tribes and the State, reducing future financial needs of those students as tribal members and as Wyoming residents.

Funding for W.S. §21-4-601 is provided under a professional services contract between the Wyoming Department of Education (WDE) and the Joint Tribal Business Council (JTBC) of the Eastern Shoshone and Northern Arapaho Indian Tribes. These funds provide program enhancements, services for students at risk of failure in school and other services essential to the success and welfare of students residing on the Wind River Indian Reservation.

Funding

To determine the biennial funding amount for the program, the WDE is directed to calculate the average per student funding amount under the Wyoming education resource grant model for Fremont School Districts 14, 21 and 38. The average per student funding amount is multiplied by St. Stephens' student count to determine the gross funding amount. Funding from the Bureau of Indian Education (BIE) that is comparable to Wyoming's funding model is subtracted from the gross amount to be paid to the JTBC.

Pursuant to W.S. §21-4-601(d), and in order to release fiscal year (FY) 2012 funds to the JTBC, an annual report must be submitted by St. Stephens to the Joint Education Interim Committee, the Select Committee on Tribal Relations, the Governor, the State Superintendent of Public Instruction, and the JTBC. The professional services contract with the JTBC also requires the following deliverables to be addressed in the annual report:

- 1. Contractor shall assure completion of an updated Wyoming Department of Education (WDE) 2010-2011 District/School Improvement Plan (D/SIP), for St. Stephens Indian School.**

2. **Contractor shall assure implementation of D/SIP for St. Stephens Indian School, and provide evidence of implementation of the goals as outlined in the D/SIP through a visitation schedule for monitoring and provide a written report as outlined in the D/SIP.**
3. **Contractor shall provide a summary of expenditures related to the D/SIP Goals for St. Stephens Indian School, which includes a copy of the original budget, a copy of actual expenditures in each original budget line with brief details outlining what was purchased under each budget line and a budget narrative for the 2010-2011 school year.**
4. **Contractor shall meet with Agency representatives to implement a plan to report all federal and state data/information deemed appropriate by the Agency.**

The attached report from Mr. Louis Headly, Superintendent of St. Stephens Indian School, addresses these requirements.

In April 2011, the JTBC was paid \$1,106,662 with another \$1,106,662 to be paid upon completion of the deliverables outlined in the professional services contract with the WDE. The final payment is processing after receiving clarification of expenditure amounts initially reported by St. Stephens. Revised FY 2011 expenditure amounts are included in the attached report.

As a result of increased model generated resources to Fremont School Districts 14, 21 and 38, funding for the 2013-14 biennium will increase in proportion with the average per student funding level calculated through statutory requirements. The Department's calculation for the 2013-14 biennium is \$2,374,194 resulting in an exception request of \$160,950 over the 2011-12 biennium. The table below provides historical funding amounts for education programs on the Wind River Indian Reservation.

School Year	St. Stephens Funding
2007-08	\$ 1,049,946
2008-09	\$ 1,049,946
2009-10	\$ 1,049,946
2010-11	\$ 1,106,622
2011-12	\$ 1,106,622
2012-13**	\$ 1,187,097
2013-14**	\$ 1,187,097

*** Estimated amounts based on proposed budget*

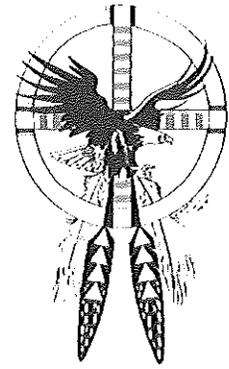
Please contact David Holbrook at 307-777-6260 or david.holbrook@wyo.gov or Jed Cicarelli at 307-777-5808 or jed.cicarelli@wyo.gov if you require any additional information.

Attachment

Cc: Dave Nelson, LSO
Matthew Willmarth, LSO

SAINT STEPHENS INDIAN SCHOOL EDUCATIONAL ASSOCIATION, INC.

P.O. BOX 345
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December 1, 2011

To: Eastern Shoshone & Northern Arapaho Joint Business Council
Cindy Hill - Superintendent of Public Instruction
Dr David Holbrook – Native American Education Programs Consultant.
Amy Manley - School Foundation Program Consultant
Tom Collins - Standard Team Supervisor
Edward Wadda - Governor's Office
Gary Collins - Governor's Office

FR: St. Stephens Indian School
Louis Headley - Superintendent

RE: W.S. 21-4-601(b)

1. Contractor shall assure completion of an updated Wyoming Department of Education (WDE) 2010-2011 District/School Improvement Plan (D/SIP), for St. Stephens Indian School.

Attached is the SIP that we submit through AdvancED for the WDE.

2. Contractor shall assure implementation of D/SIP for St. Stephens Indian School, and provide evidence of implementation of the goals as outlined in the D/SIP through a visitation schedule for monitoring and provide a written report as outlined in the D/SIP.

This report addresses the impact W.S. 21-4-601(b) has had on the education program/services which concentrate on Indian students at risk of failure in our school and additional programs that help deliver support to improve academics in our school.

The community that we serve is rural and isolated. It has an unemployment rate of around 60%. Our student population encompasses students as far as 35 miles resulting in our transportation department logging over 300 miles a day, this does not take into account any extra-curricular activities. Eleven percent of our student population qualifies as homeless with some of our students coming from multiple family dwelling and others who live temporary housing situations. St Stephens Indian School (SSIS) has no boundary lines to draw our students upon. Students who come to SSIS do so out of choice. SSIS is one of nine school districts located on the Wind River Indian Reservation. This creates a challenge of attracting and retaining students. As a

result, SSIS tends to lose students to neighboring schools that may be closer to home for these children. These are some of the factors that contribute to the hardships that face our students every day.

We have focused on St. Stephens School Improvement Plan and have continued to address the need to improve in the areas of reading and math. We have made gains in these areas; it is shown by the fact that we made Annual Yearly Progress (AYP) for the 2010-2011 school year. We made AYP by showing that we are effectively moving students from Below Basic to either Basic, Proficient, and Advanced as demonstrated on the PAWS. In 2009-2010 51% of our 3rd – 11th grade students tested in Below Basic and in 2010-2011 we lowered that to 17.5% school-wide. Please see the attached letter of our AYP status.

We have continued to address the problems of low achievement, attendance, and graduation rates. Some of the measures taken are continuing to improve and continue with comprehensive literacy program grades K-5, and a reading intervention program for Middle School and High School students. We have worked to align our curriculum with state standards, developing a scope and sequence for all grades. We continue to work on strengthening the curriculum by identifying areas of weakness in core academic classes, and we will continue to make improvements for the 2011-2012 school year. To focus on these areas SSIS implemented a comprehensive literacy program. Since the implementation of our comprehensive literacy program K-12 we have seen amazing results in our Proficiency Assessment for Wyoming Students (PAWS). A direct result is in 2009 our third graders tested at 81% Below Basic in Reading and in 2011 the same cohort tested as fifth graders at 0% in Below Basic. Another result is in 2010 0% of our third graders tested Proficient and in Reading, but in 2011, testing as fourth graders those same students tested at 83% Proficient in Reading, which is higher than the state average of 82%.

Maintaining "highly competent teachers" here at St. Stephens is a high priority. We have sustained the increase of our teacher's salaries keeping it comparable to schools of similar size in Wyoming through the W.S 21-4-601(b) funding. One of our School Improvement goals were to have all certified staff 100% certified and "Highly Qualified" by the year 2013, we met that goal early and currently have all certified staff listed as "Highly Qualified".

The administration and School Board recognizes the importance of retaining our dedicated staff that provides a quality education for our students. We recognize that teachers need to provide differentiated instruction to their students because of different abilities, and or learning needs. To assist our teachers in becoming diverse in their instructional styles to meet the different needs of students, we continue to support our teachers with a variety of professional development opportunities.

In the school improvement process we are coordinating our efforts with the state and federal dollars available to integrate and deliver a rigorous curriculum individualized for each student to maximize student achievement. We have begun and sustained programs that are scientific research based in conjunction with our performance driven school wide improvement plan. To help coordinate the efforts to make sure quality instruction is occurring we have hired a Reading Coach and Instructional Facilitator. They ensure that continued development will occur during

the school year, they also ensure that vertical and horizontal articulation is on target. They monitor the reading curriculum for grades K-5, writing curriculum with grade level reading/language teachers, and the intervention reading program for the Middle school and High school students. They hold weekly grade-band meetings, along with our Math Interventionist, with all K-12 teachers and support staff. This ensures that there is a constant dialogue of data driven instruction and effective classroom strategies. We used federal ARRA funding to hire but are looking to use the W.S. 21-4-601(b) funds to maintain the Instructional Facilitator position in the future, as she is a key component of our continuous school improvement.

In the area of math we will continue to utilize the National Native Indian, Alaskan & Hawaiian Educational Development Center to provide our teachers with continued professional development that focuses on identified characteristics for effective mathematics teaching and learning. In collaboration with the Center we also look at what is taught, how it is delivered, standards, framework, and resources to deliver the curriculum. We will continue our work with the Math Recovery program. The math interventionist hired for Math Recovery will continue to provide intensive intervention for students in the 1st grade classroom, and also provide math instruction support in all classrooms K-8 as a coach for the 2011-2012 school year.

To address other needs identified in our School Improvement plan we have begun garnering parental support in our school with collaboration and shared decision making through the help of Parent Education Network (PEN) and staff members at SSIS. Our parent group 'Eagle Parents' help bridge the school and home communication barrier that many schools face. We have also held several Family Nights to gain parental support and understanding of our core academic programs. These Family Nights have been a huge success in the school and has direct impact of our positive perception from the community point of view.

We also will continue our work with Positive Behavior Intervention Support (PBIS), with PBIS we have visited neighboring schools as well as work with the WDE Educational Program Consultant/Wyoming System of Instructional Support (WySIS) to bring in onsite professional development to assist our staff with behavior problems and help with full implementation and to see the considerations for effective planning and intervention design practices and strategies helpful for our students. We have continued our Eagle Buck incentive program for good grades, attendance and positive behavior through PBIS.

St Stephens's school improvement goals have been the driving force to become not only a school of choice but to become a school of excellence. We have made remarkable gains in the last few years. We received Accreditation through AdvancED, made AYP for the 2010-2011 school year and our attendance rates continue to improve every year. We will continue to provide evidence of the implementation of the goals by continuing be a professional learning community where the student's academic needs is the first priority.

3. Contractor shall provide a summary of expenditures related to the D/SIP Goals for St. Stephens Indian School, which includes a copy of the original budget, a copy of actual expenditures in each original budget line with brief details outlining what was purchased under each budget line and a budget narrative for the 2010-2011 school year.

The budget reflects the provisions for education programs and services addressing Indian students at risk of failure in school and programs and services essential to the success and welfare of the school.

Salary Increase - The budget line item that included \$400,000 for salary was to sustain the 27% percent increase for certified teaching staff and the 4.5% increase for the classified staff made in the 08-09 school year. The raise covered 100% of full and part time staff members employed at St. Stephens Indian School, approximately 100 staff. In addition it paid for the increased cost of the fringe benefits due to the increase of the salary. The salary increase directly impacts students by being able to sustain quality teachers and staff. Maintaining "highly qualified teachers" here at St. Stephens is a high priority, by providing a salary increase comparable to LEA's, teacher transfers can be reduced with the presence of financial incentives. This is particularly crucial when our corrective action plan seeks to maintain higher quality staff.

Staff development - The budget concerning the amount of \$54,000 for staff development was used for all staff at St Stephens Schools. Eighteen days of on-site professional development was made available for all certified staff, paraprofessionals, and administrators. Forty-three employees, school board members and community members throughout the year attended off site professional development. We held 5 school improvement meetings after school hours throughout the school year and compensated the staff for the additional hours with the monies concerned.

High quality professional development is the best way to help teachers meet students academic needs. We recognize that teachers need to provide differentiated instruction to their students because of different abilities, and or learning needs. To assist our teachers in becoming diverse in their instructional styles to meet the different needs of students, we continue to support our teachers with a variety of professional development opportunities.

Curriculum Development - The Curriculum coordinator works collaboratively on curriculum and instruction issues in addition to aiding with maintaining and updating our AdvancEd accreditation. She serves as a conduit for communication, ensuring that the views and concerns of all members of the school faculty are represented in decisions. She works effectively to share leadership and achieve organizational goals based on school improvement. She promotes conversations with stakeholders based on the investigation of data that describes present and desired student achievement, out of this analysis comes goal setting for the school. The state funds are utilized for the salary of a Curriculum Coordinator.

Student Incentives –Students love getting rewarded for a job well done; this has been proven time and time again. Our student incentives, are provide it on a regular basis for academic

achievement, positive behaviors, attendance, participation in classroom and extracurricular activities. Incentives such as these produce results, especially for low-income, at-risk students. It may provide some motivation where there was none before. After all, anytime that you can get kids excited about school, you will be well ahead of the game.

Accreditation – Accreditation is designed to help educational institutions boost their ongoing performance efforts for the benefit of their students. The Wyoming Department of Education utilizes AdvancED to determine accreditation. AdvancED ensures that the institutions they work with find rich benefits from accreditation and that parents can confidently make informed decisions about their children's education, knowing their child's school is accredited. Accreditation matters because our students deserve the highest level of educational excellence possible.

Elementary Teacher – We hired a highly competent teacher to help alleviate the high student to teacher ratio in some grade levels.

Math Recovery - The math interventionist hired for Math Recovery will continue to provide intensive intervention for students in the 1st grade classroom, and also provide math instruction support in all classrooms K-8. In math we continued to utilize the National Native Indian, Alaskan & Hawaiian Educational Development Center to provide our teachers with continued professional development that focuses on identified characteristics for effective mathematics teaching and learning. In collaboration with the Center we also looked at what is taught, how it is delivered, standards, framework, and resources to deliver the curriculum. We continued our work with the Math Recovery program.

Lunch Program – Providing a healthy breakfast/lunch significantly improve student attentiveness in the classroom and also enhance the wellness and academic success of our students. The lunch program also benefited from the W.S. 21-4-601(b) funds. We initially were not getting reimbursed for our food services and so the \$87,312 covered part of the food services for that year less the reimbursement claims that were received. By incorporating more fresh fruits and vegetable into the daily meals, we are providing more balanced and nutritious meals.

Novanet/Odyssey – Remediation and enrichment courses were are provided for all students. This ensures differentiation of instruction is ongoing at SSIS.

Textbooks – With the help of W.S 21-4-601(b) we are able to sustain these programs and enrich the curriculum by purchasing a new Social Studies Curriculum grades 4-12 to better address the Wyoming state standards and maintain our scope and sequence. At SSIS we intend to provide the latest researched based information so that our students will be on a level playing when they enter college and the world of work. We will also be enhancing our Language Arts and reading programs by purchasing supplemental vocabulary and reading programs to strengthen our Language Arts programs for Middle School through High School. We also purchased a new math textbook for our Middle School that correlates with our elementary Math Series.

Library Follet System – Provided a more efficient way to run our library to serve our students with a minimal staff. . We have extended our Accelerated Reading program through the High school to reinforce our regular language programs. So utilizing and maintaining the Follet library system K-12 is crucial in the overseeing that all programs are implemented with fidelity.

MAP – At St. Stephens we have multiple measures to identify and meet the needs of our students. One of those ways is to test our students using the MAP test. We have used W.S. 21-4-601(b) funds to help maintain the MAP testing subscription from NWEA. NWEA helps in providing effective progress monitoring for all students and keeps us aligned with the BIE and WDE strong suggestion in utilizing MAP results to drive instruction in the classroom. NWEA helps in providing effective progress monitoring for all students and current data utilization of MAP results drive instruction in the classrooms. We help our teachers understand and use the data to guide their teaching by disaggregating data to understand what was happening in the classrooms and to identify and target instructional needs. MAP also gives us an opportunity to share more information with parents so they can see their student's progress.

Equipment - Bus – Transporting students to school in safe and reliable transportation is a high priority at SSIS. The transportation by the school bus is the only option for the majority of our student population. At SSIS 100% of our K-8 students are transported to school by the bus, some making a 150 mile round trip a day, and less than 3% of our High School students sporadically drive to school. Transportation is such a key component to operating a successful school and we specifically addressed in our SIP.

4. Contractor shall meet with Agency representatives to implement a plan to report all federal and state data/information deemed appropriate by the Agency.

St Stephens has been reporting data to the WDE in a similar manner as other school districts throughout the state. We met with several WDE representatives throughout the 2010-2011 school year. We met with or WDE District Coach, Fusion representatives, Food Services and others.

As a district we participate in the district accreditation process and are responsible for utilizing the ASSIST Improvement Planning tools to submit a quality School Improvement Plan, administer AdvancED stakeholder perception surveys and promote a quality continuous improvement with active dialogue between the WDE and St Stephens Indian School.

We are an active partner in the Wyoming Tribal Children's Triad (Education/Community/Gov't). Working with the Triad we are anticipating positive and effective results with the new Wind River Indian Reservation Intervention and Prevention of Truancy Handbook.

St. Stephens is active with the Grants Management System (GMS) in reporting for our Consolidated Grant and Perkins. We have attended several training sessions to stay current on the changes that have occurred with GMS.

We are successfully reporting on the Wyoming Department of Education database – FUSION. In June 2011 we filed our first report which was the WDE 602 form, and we are currently working on the WDE 608 form, WDE 425 form and WDE 684 form.

St. Stephens Indian School has seen many positive results due to receiving the W.S. 21-4-601(b) funds. The momentum for student academic improvement is showing in our testing data. Teachers are becoming vested in the process of data driven instruction. Again, St. Stephens Indian School will be working with the Wyoming Department of Education for technical assistance on how to better maintain State funding by aligning our budget with the State to help assist our students in attaining their educational goals.

Sincerely,

/s/

Louis R. Headley
Superintendent
St. Stephens Indian School

Attachments:

SY 2011 Legislative Appropriation Budget Spreadsheet
SIP
BIE AYP Status Letter
Tentative 2011-2012 Budget



Improvement Report for 2011-2012

**Saint Stephen's Indian School Education
Association Inc.**

Mr. Louis R Headley, Superintendent
PO Box 345
128 Mission Rd
St Stephens, WY 82524

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Executive Summary Introduction

Executive Summary

Every school has its own story to tell. The context in which teaching and student learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way school leadership considers how to organize, maintain order, and stay faithful to the school's vision. A description of the level of stakeholder engagement, trends and issues affecting the school, and the kinds of programs and services that the school implements to support student learning also contributes to the overall narrative.

The purpose of the Executive Summary (ES) is to give schools an opportunity to tell their story, to describe their context both strengths and challenges so that the public and members of the school community have a more complete picture of how the school perceives itself and what it is deliberating as it engages in the process of self-reflection for continuous improvement.

This report is structured into 4 sections that give context about what the school faces on a day-to-day basis in providing teaching and learning in its community:

Section 1: Introduction

- Describes the community in which the school is located. Identifies the unique features and special challenges of this school community. Provides brief demographic information with regards to both students and staff and the community at large.

Section 2: Student Performance

- Gives a brief description of the school's vision about students and their performance.
- Provides a brief summary of student performance in this school. Identifies the school's goals and how the school will know they have achieved them. Describes the variety of the school's student performance assessments. Identifies how the staff engages in meaningful analysis of student work in order to modify instruction.
- Describes the school's student support programs and services. Identifies the ways in which the school ensures community/parent involvement in the life of the school.

Section 3: Challenges and Opportunities

- Identifies the major challenges the school has faced in the last 3 years and how it has addressed those challenges.

Section 4: Conclusion

- Identifies what the school is most proud of and why.
- Relates other information the school would like to share with the public and the school community.

Executive Summary

Section 1: Introduction

Provide the school's mission statement. What process was used to create the mission statement?

Describe how the school engaged its stakeholders to parents and community members in the development and fulfillment of the mission statement. Describe the community in which your school is located. What are the unique features and special challenges of your school community?

Briefly provide demographic information with regards to both students and staff and the community at large.

Narrative:

Wind River Indian Reservation is an Indian reservation shared by the Eastern Shoshone and Northern Arapaho tribes of Native Americans in the central western portion of the U.S. state of Wyoming. It is the seventh-largest Indian reservation by area in the United States, encompassing a land area of 3,473.272 sq mi, encompassing just over one-third of Fremont County and over 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 2000 census reported a population of 23,237 inhabitants. The largest town is Riverton. Headquarters are at Fort Washakie.

St. Stephens Indian School is home to approximately 250 students in grades Kindergarten through 12th grade. The majority of the students are from the Northern Arapaho Tribe (91%) and the Eastern Shoshone (7%). The remaining 2% of students are made of tribal members from other areas or are considered to be non-Natives (lower than 25% Indian blood degree).

One of the great challenges St. Stephens faces is that the district has no boundary lines to draw our students upon. Students who come to St. Stephens do so out of choice. St. Stephens is one of nine different school districts located on or near the Wind River Reservation. This creates a challenge of attracting and retaining students wanting to come to our schools. It is not uncommon for students to take over 1 ½ hours each way on the bus to come to school each morning. As a result, the district tends to lose students to neighboring schools that may be closer to home for these children.

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.

Mission Statement

To walk with dignity, knowledge, and wisdom

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."

We believe that 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.

The stakeholders were consulted and shared in the creation of the vision statement. A committee was formed to research vision

statements through 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. A committee then worked together on the formulation of the vision statement based on survey results, and a vote by stakeholders was then taken to choose the vision statement.

Section 2: Student Performance

Give a brief description of your school's vision about students and their performance. Provide a brief summary of student performance in your school. What are your goals and how will you know you have achieved them?

Describe the variety of your school's student performance assessments. How does your staff engage in meaningful analysis of student work in order to modify instruction?

Describe the school's student support programs and services. In what ways does your school ensure community/parent involvement in the life of the school?

Narrative:

We believe that all people are capable of learning. As people have different motivations to learn as well as different modalities in which they learn best. It is up to the instructor with assistance from peers and other building staff to develop intriguing lessons which incorporate different learning styles to reach out to the majority of the students. In addition, we believe that it is necessary to also authentically assess students in ways that address their strengths and learning styles.

In Reading, approximately 25% of the total student population is reading at grade level. As a response, SSIS Elementary (grades K-6) has become a participant in the BIE READS! grant, where they have adopted a research-based core curriculum, and intervention programs for tier II and III students. These programs are taught within a protected, uninterrupted 90 min literacy block. Grades 6-12 have adopted the Read 180 and System44 programs. SSIS has hired both a Reading Coach and Instructional Facilitator to work specifically with teachers regarding literacy needs based on triangulated data at weekly grade band meetings. Beginning in 2012, St. Stephens will also be hiring a full time reading interventionist to provide further remedial assistance.

In Math, approximately 30% of the student population is performing at grade level. This is evident in both MAP and PAWS testing. St. Stephens has adopted the Strength in Number program and work collaboratively with the American Indian Alaskan Hawaiian Education Development Center (AIAHEDC) to assess and provide intervention strategies for students in the elementary and middle school grades as well as providing teachers with onsite coaching for one full week every month.

To assess our students St. Stephens uses a variety of tools. Most predominant of the tools is the MAP assessment. This assessment is offered to students three times per year. The Bureau of Indian Affairs (BIA) provides the school with trainers to work with teachers how to effectively use the reports given by NWEA / MAP and how to use the DesCartes information to provide useful material for setting goals with students. In addition, grades K-6 utilize the DIBELS assessment, In Program Assessment Data, formal and informal classroom assessments. Grades 6-12 utilizes the data derived from the Scholastic programs as well as formal and informal classroom assessments to monitor reading progress.

Reading Goals

- Using MAP data as evidence, St. Stephens will increase the movement of students from Below Basic to Basic and from Basic to Proficient in reading by 30-40% for students in grades K-5 by Spring of 2012.
- Using MAP data as evidence, St. Stephens will increase the movement of students from Below Basic to Basic and from Basic to Proficient in reading by 20% for students in grades 6-12 by Spring of 2012.

Reading Strengths and Weaknesses

- Strengths
 - o Grades K-2 Vocabulary and Word Structure
 - o Grades 2-12 Understanding and Interpreting Literature
 - o Understanding Informational Texts
- Areas of Growth
 - o K-1 Phonics
 - o Grades 2-12 Decoding / Vocabulary
 - o Grades 2-12 Comprehension

Math Goals

Measurable objective:

A 20% increase of eleventh grade students will demonstrate a proficiency of Measurement/Geometry, Statistics/Probability and Algebra in Mathematics by 5/27/2012 as measured by the PAWS.

Strategy 1:

An Instructional Facilitator meets weekly with the Math teacher to discuss effective teaching strategies and checks on them weekly to see that they are implemented. The IF also observes student engagement and time on task and provides direct explicit feedback to the teacher.

Activity - Coaching:

Each math classroom will have an instructional facilitator come in to observe teaching and give immediate feedback on how to improve instruction and engage students in a deliberate manner. This happens on a daily/ weekly basis. With a meeting held every Thursday at 3:15 to discuss the implementation of effective strategies. Math Strengths and Weaknesses

Measurable objective:

A 10% increase of 3rd - 8th grade students will demonstrate a proficiency of Mathematics by 5/27/2012 as measured by the PAWS.

Strategy 1

SSIS has partnered with Native American Indian Alaskan Hawaiian Educational Development Center (NAIAHEDC) to bring quality coaching and professional development to SSIS. This is shown by providing in-depth one on one observations with pre and post conferences. NAIAHEDC assists in providing a deeper understanding of core and intervention programs.

Activity - Coaching:

Each math classroom will have an instructional facilitator come in to observe teaching and give immediate feedback on how to improve instruction and engage students in a deliberate manner. This will happen with an onsite math coach as well as monthly week long visits from our math coach partners of NAIAHEDC.

• Strengths

- o K-1 – Number Sense
- o Grades 2-12 Measurement

• Areas of Growth

- o K-1 Stats and Probability
- o Grades 2-12 Number Concepts and Operations

Reading Goals

Measurable Objective:

A 20% increase of Third through Eighth grade students will demonstrate proficiency of reading by 5/27/12 as measured by the PAWS.

Strategy 1:

Implement a comprehensive literacy program - A core curriculum, Reading Street, will be implemented for grades K-5, baseline data will be collected and reviewed to determine reading level and placement for students. My Sidewalks the intervention program for reading Street is the Tier 2 and 3 intervention. Grades 6-12 are using Read 180 and System 44 as the reading intervention program with placement determined through SRI, NWEA, PAWS and classroom grades.

Activity - Pearson Consulting Group

Pearson offers a complete range of instructional materials and services,

Measurable Objective:

A 20% increase of eleventh grade students will demonstrate proficiency of reading and writing in English Language Arts in English language Arts by 5/27/12 as measured by the PAWS.

Strategy 1:

Continue with our comprehensive literacy program - Grades 6-12 are using System 44 and Read 180 as the reading intervention program with placement determined through SRI, NWEA, PAWS and classroom grades. Step Up to Writing has been implemented as

the K-12 writing program.

Activity - Pearson Consulting Group

Pearson offers a complete range of instructional materials and services, provided by expert consultants, to support the needs of SSIS and increase student performance.

- Strengths

- o Grades K-2 Vocabulary and Word Structure
- o Grades 2-12 Understanding and Interpreting Literature
- o Understanding Informational Texts

- Areas of Growth

- o K-1 Phonics
- o Grades 2-12 Decoding / Vocabulary
- o Grades 2-12 Comprehension

St. Stephens is involved with sharing student data with staff, parents, and students on a regular basis. The BIA mandates this sharing of information among all involved stakeholders to develop an understanding of the district's current level of functioning. At the Bureau level, this is performed three times per year. At the parent level, this is done at Parent / Teacher Conferences. At the student level, this is done on a continual basis, both at an individual and classroom level. This information is shared with the building administrator on a monthly basis and is discussed at weekly grade-band collaboration meetings as well as the monthly Reading Leadership Team (RLT) meeting.

Section 3: Challenges and Opportunities

What are the major challenges your school has faced in the last 3 years and how have you addressed those challenges?

Narrative:

In the past three years St. Stephens has witnessed an increase in the accountability to the Bureau of Indian Education (BIE). As a district we are now required to show our progress to the Billings Line Office three times per year. In the reports given, progress on MAP and other testing is presented as well as the goals and objects we use to provide targeted instruction to students district wide.

The BIE has also been instrumental in keeping the district accountable with Reading improvement. As a result St. Stephens has initiated a Reading Leadership Team to help bring new programs to the school for Reading intervention and help to monitor students to keep them from falling through the cracks. This team uses a Response to Intervention (RTI) approach to assist students and to provide them more assistance when other interventions do not produce expected gains.

Through our work with NWEA, our teachers have learned to use the DesCartes system and include students in their goal setting, which will ultimately assist in helping them to become proficient in all MAP tested areas. Teachers are working 1:1 with students to help them gain a better understanding of their current level of functioning and work together to create both instructional and student personal goals for further growth.

St. Stephens is currently seeking to hire a full time Informational Technology (IT) director for the district. With the addition of this position, we hope to build the technological capacity for greater 21st Century Learning Skills. We are also exploring options to bring high speed fiber optic internet to the district. Our current internet speeds hinder both students and staff from accessing educational technology to increase learning. We are hopeful that new access to the internet will allow teachers to deliver needed multimedia opportunities that will increase student achievement and allow them to connect with students outside the Wind River Reservation.

The school continues to see attendance in the 80-75% range district wide. The district has set a goal for attendance to reach an average of 90%. We are currently exploring incentives for students who meet attendance goals and are working with parents to explore other options. It is a challenge when neighboring districts are able to offer monetary rewards for attendance while St. Stephens is not able to offer similar incentives due to indifferences in funding.

Section 4: Conclusion

What is your school most proud of and why?

Is there any other information you would like to share with the public and the school community?

Narrative:

St. Stephens is proud to have made AYP through Safe Harbor for the 2010-11 school year. As a district, our students showed promising growth in the area of Reading, improving by 20% last year. With continued intervention, we believe this growth can be sustained.

School wide articulation continues to expand concerning issues related to student progress through weekly staff meetings, weekly grade-band collaboration meetings, the Reading Leadership Team, targeted professional development in the areas of data, Step-Up to Writing and Reading Curriculum.

Attendance issues are being addressed and we are now in collaboration with the Joint Tribal Council and the new Truancy Prevention Program that is now working with schools, parents, law authorities, and tribal programs to provide greater incentive for students to attend school.

St. Stephens Indian School

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Measurable Objective	Total Funding
1	Math Goal 1	Objectives: 1 Strategies: 1 Activities: 1	Academic	A 20% increase of Eleventh grade students will demonstrate a proficiency of Mathematics in Mathematics by 05/27/2012 as measured by PAWS.	\$10000
2	Math Goal 2	Objectives: 1 Strategies: 1 Activities: 1	Academic	A 10% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency of Mathematics in Mathematics by 05/27/2012 as measured by PAWS.	\$16000
3	Reading Goal 1	Objectives: 1 Strategies: 1 Activities: 1	Academic	A 20% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency Reading in English Language Arts by 05/27/2012 as measured by PAWS.	\$75000
4	Reading Goal 2	Objectives: 1 Strategies: 1 Activities: 1	Academic	A 20% increase of Eleventh grade students will demonstrate a proficiency writing in English Language Arts by 05/27/2012 as measured by PAWS.	\$60000

Goal 1: Math Goal 1

Measurable Objective 1:

A 20% increase of Eleventh grade students will demonstrate a proficiency of Mathematics in Mathematics by 05/27/2012 as measured by PAWS.

Strategy 1:

Strategy 1 - An Instructional Facilitator meets weekly with the Math teacher to discuss effective teaching strategies and checks on them weekly to see that they are implemented. The IF also observes student engagement and time on task and provides direct explicit feedback to the teacher.

Activity - Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each math classroom will have an instructional facilitator come in to observe teaching and give immediate feedback on how to improve instruction and engage students in a deliberate manner. This happens on a daily/ weekly basis. With a meeting held every Thursday at 3:15 to discuss the implementation of effective strategies. Math Strengths and Weaknesses	Professional Development	08/22/2011	05/25/2012	\$10000	State Funds	Elma Brown, Aftann Kising

Schools: Saint Stephens High School

Goal 2: Math Goal 2

Measurable Objective 1:

A 10% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency of Mathematics in Mathematics by 05/27/2012 as measured by PAWS.

Strategy 1:

Strategy 1 - SSIS has partnered with Native American Indian Alaskan Hawaiian Educational Development Center (NAIAHEDC) to bring quality coaching and professional development to SSIS. This is shown by providing in-depth one on one observations with pre and post conferences. NAIAHEDC assists in providing a deeper understanding of core and intervention programs.

Activity - Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each math classroom will have an instructional facilitator come in to observe teaching and give immediate feedback on how to improve instruction and engage students in a deliberate manner. This will happen with an onsite math coach as well as monthly week long visits from our math coach partners of NAIAHEDC.	Professional Development	08/22/2011	05/27/2012	\$16000	State Funds	Marilynn Groesbeck, Elma Brown, Deryle Matland

Schools: Saint Stephens Indian School

Goal 3: Reading Goal 1

Measurable Objective 1:

A 20% increase of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency Reading in English Language Arts by 05/27/2012 as measured by PAWS.

Strategy 1:

Strategy 1 - Implement a comprehensive literacy program - A core curriculum, Reading Street, will be implemented for grades K-5, baseline data will be collected and reviewed to determine reading level and placement for students. My Sidewalks the intervention program for reading Street is the Tier 2 and 3 intervention. Grades 6-12 are using Read 180 and Sysytem 44 as the reading intervention program with placement determined through SRI, NWEA, PAWS and classroom grades.

Activity - Pearson Consulting Group	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pearson offers a complete range of instructional materials and services, provided by expert consultants, to support the needs of SSIS and increase student performance. Schools: Saint Stephens Indian School	Professional Development	08/22/2011	05/27/2012	\$75000	Other Funding Source	Marilyn Groesbeck, Elma Brown, Deryle Matland, Aftann Kising, Classroom Teachers

Goal 4: Reading Goal 2

Measurable Objective 1:

A 20% increase of Eleventh grade students will demonstrate a proficiency writing in English Language Arts by 05/27/2012 as measured by PAWS.

Strategy 1:

Strategy 1 - Continue with our comprehensive literacy program - Grades 6-12 are using System 44 and Read 180 as the reading intervention program with placement determined through SRI, NWEA, PAWS and classroom grades. Step Up to Writing has been implemented as the K-12 writing program.

Activity - Pearson Consulting Group	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pearson offers a complete range of instructional materials and services, provided by expert consultants, to support the needs of SSIS and increase student performance. Schools: Saint Stephens High School	Professional Development	08/22/2011	05/27/2012	\$60000	Other Funding Source	Russell Budmayr, Elma Brown, Aftann Kising

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Coaching	Each math classroom will have an instructional facilitator come in to observe teaching and give immediate feedback on how to improve instruction and engage students in a deliberate manner. This will happen with an onsite math coach as well as monthly week long visits from our math coach partners of NAIHEDC.	Professional Development	08/22/2011	05/27/2012	\$16000	Mariynn Groesbeck, Elma Brown, Deryle Matland
Coaching	Each math classroom will have an instructional facilitator come in to observe teaching and give immediate feedback on how to improve instruction and engage students in a deliberate manner. This happens on a daily/ weekly basis. With a meeting held every Thursday at 3:15 to discuss the implementation of effective strategies. Math Strengths and Weaknesses	Professional Development	08/22/2011	05/25/2012	\$10000	Elma Brown, Aftann Kising
Total					\$26000	

Other Funding Source

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Pearson Consulting Group	Pearson offers a complete range of instructional materials and services, provided by expert consultants, to support the needs of SSIS and increase student performance.	Professional Development	08/22/2011	05/27/2012	\$75000	Mariynn Groesbeck, Elma Brown, Deryle Matland, Aftann Kising, Classroom Teachers
Pearson Consulting Group	Pearson offers a complete range of instructional materials and services, provided by expert consultants, to support the needs of SSIS and increase student performance.	Professional Development	08/22/2011	05/27/2012	\$60000	Russell Budmayr, Elma Brown, Aftann Kising
Total					\$135000	

Activity Summary by School

Below is a breakdown of activity by school.

Saint Stephens Indian School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Coaching	Each math classroom will have an instructional facilitator come in to observe teaching and give immediate feedback on how to improve instruction and engage students in a deliberate manner. This will happen with an onsite math coach as well as monthly week long visits from our math coach partners of NAIAHEDC.	Professional Development	08/22/2011	05/27/2012	\$16000	Marilynn Groesbeck, Elma Brown, Deryle Matland
Pearson Consulting Group	Pearson offers a complete range of instructional materials and services, provided by expert consultants, to support the needs of SSIS and increase student performance.	Professional Development	08/22/2011	05/27/2012	\$75000	Marilyn Groesbeck, Elma Brown, Deryle Matland, Aftann Kisling, Classroom Teachers
Total					\$91000	

Saint Stephens High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Coaching	Each math classroom will have an instructional facilitator come in to observe teaching and give immediate feedback on how to improve instruction and engage students in a deliberate manner. This happens on a daily/ weekly basis. With a meeting held every Thursday at 3:15 to discuss the implementation of effective strategies. Math Strengths and Weaknesses	Professional Development	08/22/2011	05/25/2012	\$10000	Elma Brown, Aftann Kisling
Pearson Consulting Group	Pearson offers a complete range of instructional materials and services, provided by expert consultants, to support the needs of SSIS and increase student performance.	Professional Development	08/22/2011	05/27/2012	\$60000	Russell Budmayr, Elma Brown, Aftann Kisling
Total					\$70000	

State Assurances

The following is a summary of your institutions certification status with required state assurances. All comments provided in ASSIST with respect to specific assurances are provided in the Comment/Attachment section of the report below. If evidence or documentation was uploaded in support of an assurance, the filename is provided in the Comment/Attachment section as well. The contents of the document can be viewed by logging into ASSIST and clicking on the file name in the Assurance Module.

Assurance	Certified	Comment/Attachment
The district assures that up-to-date board of trustees' policies, rules, and regulations, promulgated according to the requirement of the Wyoming Administrative Procedure Act have been developed and are available for public inspection.	Yes	
The district has policies and procedures for every school in the district to identify and intervene with at-risk students and to prevent at-risk behavior in each school.	Yes	
The district provides annual training to all school personnel concerning discrimination, confidentiality, and occupational exposure to blood-borne pathogens.	Yes	
The board of trustees of the district adheres to the following statutes: <ul style="list-style-type: none"> •School Districts in General. W.S. 21-3-10 131 •Open meeting law. W.S. 16-4-403 •Ethics and Disclosure Act. W.S. 9-13-101-109 	Yes	
The district has submitted any updates, if applicable, to its Body Of Evidence (BOE) assessment system, including student performance results.	Yes	
The district administers a program requiring all students enrolled in the eleventh grade in the district to take a standardized , curriculum-based achievement college entrance exam or a job skills assessment test. The district provides the opportunity for all home school and private school students in the eleventh grade residing in the district to participate at no cost.	Yes	
The district 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.	Yes	

<p>The district ensures that the performance of each continuing contract teacher is formally evaluated in writing at least once each year.</p>	<p>Yes</p>	
<p>The district has policies and procedures clearly in place to ensure that potential crisis situations are addressed. Crisis management plans are developed and practiced on a regular basis.</p>	<p>Yes</p>	
<p>The district is providing for the needs of all disabled students and is in compliance with statutory requirements.</p>	<p>Yes</p>	
<p>The district has designed and implemented a district assessment system, including a Body of Evidence System for grades 9 - 12, to measure student performance relative to district content and performance standards aligned to state 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.</p>	<p>Yes</p>	
<p>The district has entered into an agreement with a Wyoming community college district board of trustees or the University of Wyoming to provide eligible students the opportunity to enroll in postsecondary education programs offered by the university or a participating community college.</p>	<p>Yes</p>	
<p>The district ensures that Eighth Grade Unit of Study requirements have been met and documentation submitted.</p>	<p>Yes</p>	
<p>The district ensures that extended day programs and tutors, who are certified teachers, are provided for students requiring additional instruction for mastery of the state content and performance standards.</p>	<p>Yes</p>	
<p>The district assures that school funds are kept as prescribed by the Uniform Municipal Fiscal Procedures Act and Wyoming School Budgeting, Accounting, and Reporting Manual (2002).</p>	<p>Yes</p>	
<p>The district is providing foreign language instruction in grades K-2.</p>	<p>Yes</p>	
<p>The district 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.</p>	<p>Yes</p>	
<p>The school district has established graduation requirements for students that meet or exceed state graduation requirements.</p>	<p>Yes</p>	

<p>The district ensures that 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.</p>	<p>Yes</p>	
<p>The district ensures that all Hathaway Scholarship Program course requirements have been met and documentation submitted.</p>	<p>Yes</p>	
<p>The district has a process in place for reviewing home school curricula.</p>	<p>Yes</p>	
<p>The district ensures that the performance of each initial contract teacher is formally evaluated in writing at least twice annually.</p>	<p>Yes</p>	
<p>The district ensures that media services are sufficient to support the achievement of student content and performance standards are available and accessible to all students and staff.</p>	<p>Yes</p>	
<p>The following days are appropriately observed:</p> <ul style="list-style-type: none"> •Native American Day, the second Friday in May. •Constitution Day, September 17 of each year. •Nellie T. Ross' birthday, November 29 of each year. •Pearl Harbor Remembrance Day, December 7 of each year. •Wyoming Day, December 10 of each year. 	<p>Yes</p>	
<p>The district 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.</p>	<p>Yes</p>	
<p>The district has developed and has on file the policy for required notification of pesticide application on or within school buildings.</p>	<p>Yes</p>	
<p>The district implements programs that include planned strategies for intervening with students who fail to demonstrate proficiency on the standards.</p>	<p>Yes</p>	
<p>The district 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.</p>	<p>Yes</p>	

The district ensures that eye protection is provided and used in compliance with state statutes.	Yes	
The district complies with the State Board of Education's definition of the minimum hours of student/teacher contact and minimum days per year. •All schools in this district operate on a regular calendar including at least 175 student contact days and at least 185 teacher days, or this district has received approval from the State Board of Education for any schools that operate on an alternative calendar.	Yes	
On Presidents' Day, Veterans Day, Martin Luther King Jr. Day, Wyoming Equality Day, and general election day, the district's schools are 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 schools.	Yes	
The district has policies that define how student performance standards affect district prioritization of resources beyond fixed costs.	Yes	
The district 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.	Yes	
The district will report immediately to the Department of Education any closures for such reasons as inclement weather, the permanent closing of a school, or the opening of new schools.	Yes	
The district ensures that all schools maintain on file written documentary proof of immunization or written immunization waiver for every student enrolled. The district monitors compliance with this requirement.	Yes	
The district monitors the school improvement planning of its schools and coordinates activities that support implementation of those plans.	Yes	
The district assesses all grade levels, parents, and staff regarding school mission and student learning, school safety, service provision, equity, and opportunity to learn every three years. The results are used for school improvement planning.	Yes	
The district has aligned its standards to the state standards or adopted the state standards.	Yes	
The district participates in the State Accountability System, assures participation of all district schools, and monitors and assists schools in improvement processes.	Yes	
The district has adopted and implemented strategies to monitor the teaching of standards.	Yes	

The district has submitted all "Every Student Counts" (Uniform Report) information.	Yes	
The district ensures that all third through eighth and eleventh grade students participate in the Wyoming state assessment of student performance in reading, writing and mathematics, and all fourth, eighth, and eleventh grade students in science (known as PAWS).	Yes	
The district ensures that a Summer School Program is available to students to provide intervention, remediation and enrichment instruction to students beyond the required school year.	Yes	
The district complies with the Wyoming Teacher Employment Law.	Yes	
The district employs instructional facilitators to provide leadership and mentoring for teachers and foster a learning community. Annual reports are submitted by the district on expenditures, strategies employed, and impact on student learning.	Yes	
The Professional Teaching Standards Board has issued certificates with necessary endorsements covering specific assignment(s) to each professional staff member. The assignment of staff members is in accordance with the certificates and endorsements as specified in the certification regulations set by the Professional Teaching Standards Board.	Yes	
The district: ____ HAS ____ HAS NOT made changes to the existing Teacher Performance Evaluation System since 1994. If changes have been made and the revised version has not been submitted for approval, please submit the revised document to the Educational Quality & Accountability Unit, WDE.	Yes	
The district has developed and implemented a technology plan that addresses professional development, curriculum integration, and network connectivity.	Yes	
The district meets all the requirements of W.S. 21-3-131 (School bus standards; Operators; Vehicle operation).	Yes	

St. Stephens Indian School

STATE OF WYOMING
PROPOSED BUDGET
2011-2012

Salaries, Taxes & Benefits	600,000.00
Staff Development	
Incentives	200,000.00
Training, Travel & Materials	50,000.00
Instructional Supplies	12,000.00
Technical Consultants	2,000.00
Instructional Facilitator (Aftann Kisling)	50,000.00
Student Incentives	25,000.00
Accreditation	5,000.00
Elementary Teacher	45,000.00
Math Recovery	60,000.00
Strength in Numbers	
Lunch Bytes Systems, Program	60,000.00
Lunch Program Subsidy	200,000.00
Novanet/Odyssey	9,000.00
Textbooks	30,000.00
Library Follett System	5,000.00
MAP	5,000.00
Transportation	45,000.00
 TOTAL	 \$1,398,000.00

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St. Stephens Indian School

STATE OF WYOMING
BUDGET
2010-2011

Salaries, Taxes & Benefits	562,568.45
Staff Development	
Incentives	194,903.55
Training, Travel & Materials	49,474.00
Instructional Supplies	8,194.00
Technical Consultants	240.00
Curriculum Development	53,528.00
Curriculum Coordinator	
Student Incentives	12,796.00
Accreditation	2,974.00
Elementary Teacher (Trista Bauertris)	37,000.00
Math Recovery	37,308.00
Strength in Numbers	
Lunch Bytes Systems, Program	16,814.86
Lunch Program Subsidy	220,000.00
Novanet/Odyssey	4,495.00
Textbooks	12,722.00
Library Follett System	2,659.00
MAP	2,725.00
Equipment-Bus	<u>97,000.00</u>
TOTAL	<u><u>\$1,315,401.86</u></u>



United States Department of the Interior

BUREAU OF INDIAN EDUCATION
Washington, D.C. 20240

NOV 16 2011

IN REPLY REFER TO:

St. Stephens Indian School
P.O. Box 345
St. Stephens, Wyoming 82524

AYP: YES
STATUS: CA-1

Dear Principal, Superintendent, and Tribal Leader:

This letter is to inform you of the proposed Adequate Yearly Progress (AYP) determination for your school, which is based on the documentation your school submitted for School Year (SY) 2010-2011. The SY 2011-2012 status of your school is provided within this letter.

Enclosed, please find a copy of the School Accountability Report which provides the AYP determination and a copy of the school status for a four-year period, including SY 2011-2012 status. All AYP determinations are based on the AYP criteria of the state in which the school is located.

St. Stephens Indian School did make AYP for SY 2010-2011. The proposed status is **Corrective Action Year-1 (CA-1)** for SY 2011-2012.

If you or a majority of the parents of the students enrolled in your school believe the proposed identification is in error for statistical or other substantive reasons, you may provide supporting evidence to the Bureau of Indian Education's (Bureau) Division of Performance and Accountability (DPA). DPA shall consider that evidence before making a final determination. If we do not receive a request from you to review and consider additional data within 30 days of receipt of this letter, we will consider the determination to be final.

As a reminder, beginning with SY 2005-2006, all Bureau-funded schools were to have AYP determined using the definition outlined in 25 CFR Part 30, which requires that schools use the academic content and student achievement standards, assessments and the definition of AYP of the state where the school is located.

If you have any questions, please contact Brian Bough, Acting Supervisory Education Research Analyst, at (505) 563-5283.

Sincerely,

for Keith Moore
Director

Enclosures

cc: File, DPA

WYOMING

SY 2010-11 Bureau of Indian Education School Accountability Report

School Name: St. Stephens Indian School
 Grade Range: K-12
 Agency: Billings

AYP Indicator Summary

Overall AYP AYP Status

	Mathematics		Reading		OAI	
	Part	Prof	Part	Prof	K-8	HS
SY 2010-11:	MET	CA 1	MET	MET	NA	NA
SY 2009-10:	MISSED	CA 1	MET	MET	NA	NA
SY 2008-09:	MISSED	CA 1	NA	NA	NA	NA
SY 2007-08:	MISSED	SI 2	NA	NA	NA	NA

Reference: 25 C.F.R. Section 30.117

Reference: 25 C.F.R. Section 30.104
 Reference: 20 U.S.C. 6311 (b)(2)(C)

*Held Harmless for K-8 OAI (reduction in students Below Basic) due to no assessment data in SY 2009-10.

Signatories

Prepared By: [Signature] Title: Counselor Date: 9/20/11
 Reviewed By: [Signature] Title: Ed. & Ass. Dir. Date: 10/29/11
 Approved By: [Signature] Title: Acting AD/OPA Date: 10/29/2011

**10-11 STATUS
09-10 AYP BY STATUS**

AGENCIES	BIE/ GRANT		SCHOOL NAME	10-11		11-12		09-10		10-11		08-09		07-08		08-09	
	GRANT	ST		AYP	STATUS												
Billings	WY		St Stephens Indian School	YES	CA-1	HH	CA-1	CA-1	CA-1	NO	CA-1	NO	CA-1	NO	NO	NO	SI-2

St. Stephens Indian School 2010-2011 budget & actual expenditures

2010-2011 budget		2010-2011 Actual Expenditures
Salary Increase	\$422,000.00	\$562,568.45
Fringe Benefits		
Staff Development	\$40,000.00	\$49,474.00
Incentives	\$236,309.00	\$194,903.55
Supplies	\$10,000.00	\$8,194.00
Technical Consultants	\$1,000.00	\$240.00
Curriculum Development		
Curriculum Coordinator	\$65,000.00	\$53,528.00
Student Incentives	\$20,000.00	\$12,796.00
Accreditation	\$1,000.00	\$2,974.00
Elementary Teacher	\$48,000.00	\$37,000.00
Math Recovery		
Strength in Numbers	\$16,000.00	\$37,308.00
Lunch Bytes Systems		\$16,814.86
Lunch Program	\$57,137.00	\$46,085.14
Novanet/Odyssey	\$8,500.00	\$4,495.00
Textbooks	\$20,000.00	\$12,722.00
Library Follett System	\$3,000.00	\$2,659.00
MAP	\$5,000.00	\$2,725.00
Equipment-Bus	\$97,000.00	\$97,000.00
Total	* \$1,049,946.00	\$1,141,487.00

Originally budgeted	\$1,049,946.00	
Actual 2010-2011 allocation	\$ 1,106,622.00	
previous year unspent funds	\$ 34,865.00	
Actual Amount Available	\$ 1,141,487.00	= \$1,141,487.00

*Note: Original Budget was based on previous year's funding