

# **Improving Student Learning**



**St. Labre Indian Catholic Elementary School Academy**

**1000 Tongue River Road**

**Ashland, Montana 59003**

*Continuous school improvement focused on high achievement of all students*

**2013-2014 School Year**

# Improving Student Learning For Catholic Schools

## Table of Contents

### CHAPTER1– INTRODUCTION

- A. How the Self Study Was Conducted 6
- B. Involvement and Collaboration of Shareholders in Completing the Self Study 7

### CHAPTER 2 – CONTEXT OF THE SCHOOL

- A. School Profile 8
- B. Use of Prior Accreditation Findings to Support High Achievement of All Students 14

### CHAPTER 3 – QUALITY OF THE SCHOOL PROGRAM

- A. Assessment of the School's Catholic Identity 15
- B. Defining the School's Purpose 18
- C. Organization for Student Learning to Support High Achievement of All Students 22
- D. Data Analysis and Action to Support High Achievement of All Students 25
- E. SLEs and Standards-Based Curriculum to Support High Achievement of All Students 28
- F. Instructional Methodology to Support High Achievement of All Students 30
- G. Support for Student Spiritual, Personal, and Academic Growth 34
- H. Resource Management and Development to Support High Achievement of All Students 39

### CHAPTER 4 – Action Plan

- A. Design and Alignment of the Action Plan with the Self Study Findings 43

B. Capacity to Implement and Monitor the Action Plan	57
------------------------------------------------------	----

## **APPENDICES**

A. Organization	59
B. Data Analysis	65
C. In-Depth Study	69

## **ST. LABRE INDIAN CATHOLIC SCHOOL ELEMENTARY ACADEMY STAFF**

**Principal**

**Toni Wendt**

**Counselor**

**Alberta Twenty Stands**

**Administrative Assistant**

**Maya Weide**

### **Teaching Staff**

**Preschool**

**Rae Dawn Lei**

**Preschool**

**Shelly March**

**Kindergarten**

**Joanie Abbott**

**Kindergarten**

**Tessa Murphy-Vought**

**Grade One**

**Nikki Barrett-Melin**

**Grade One**

**Janet Julin**

**Grade Two**

**James Julin**

**Grade Two**

**Michelle Charlesworth**

**Grade Three**

**Joanna Bowens**

**Grade Three**

**Marilyn Shaw**

**Grade Four**

**Hank Scarber**

**Grade Four**

**Joan Knobloch**

**Health Enhancement (K-8)**

**Joshua Onderdonk**

**Art (K-8)**

**Olivia McLean**

**Librarian/Technology**

**Derek Kirchner**

**Cheyenne Language/Culture**

**Christine Medicine Bull**

**Shared Staff**

**Native American Music**

**Benji Headswift**

**Vocal Music**

**David Schmitt**

**Support Staff**

**Speech Aide**

**Elaine Walker**

**Instructional Aide**

**Collette Fisher**

**Instructional Aide**

**Nedra Watt**

**Instructional Aide**

**Kayleen Gilliland**

**Instructional Aide**

**Elle Elkshoulder**

**Instructional Aide**

**Janie Smalley**

**Instructional Aide**

**Judy Thomas**

**STLABRE PARENT ADVISORY COMMITTEE**

**Michelle Thex, Chair**

**Fr. Pachal Siler, OFM cap**

**Michael Speelman**

**Angela DeCrane**

**Deacon Joe Kristufek**

**Lucinda Fox**

**Donna Yazzie**

**Karl Little Owl**

## **CHAPTER 1 – INTRODUCTION**

### **A. HOW THE SELF STUDY WAS CONDUCTED**

The self-study process began in the winter of the 2012-2013 school year when Mr. Pat Haggarty, Diocesan Superintendent of School for the Diocese of Great Falls-Billings conducted an initial training for the elementary and middle schools staffs. Because the high school, which is part of the same system, had gone through the process during the 2011-2012 school year with a team visit in the spring of 2013, many staff were familiar with the process. The high school and the pre K- 8 schools are on the same campus and share many staff. Appropriate sections of the high school study have been incorporated into this document.

Work began in earnest in the spring of 2013. Since this is the first accreditation process for both the pre K-4 and middle schools, the first task was to establish School-wide Learning Expectations. This was done during a series of staff meetings and an initial draft was completed by the time school was out. Also in the spring work was begun on Chapter 3 ó Quality of the School Program. A committee was appointed to address each area. It was decided that Section H ó Resource Management and Development to Support High Achievement of All Students would be imported from the high school report. All development and budgeting is done in common for all five St. Labre schools. Few decisions are made at this level by individual school staffs or administration.

In the fall of 2014, SLEs were reviewed and work was concentrated on the committee work. A committee also began work on the In-Depth Study. Staff had already agreed that work needed to be done in the area of reading. Also work done by the committee studying Section D ó Data Analysis and Action provided additional support for the decision to look in depth at reading.

By late fall, each committee had a draft report with goals written. These were compiled and distributed to each staff member. During a staff meeting, the chair of each committee explained the thinking around each of the goals. As a group, the staff decided on the three goals that became the action plan. Then, the staff broke into three committees, one for each goal, and began developing the steps in the action plan.

Staff and parent surveys were conducted. The surveys informed the committee work at each step. The self-study was completed in May of 2014 so that it could be printed and distributed to members of the visiting team.

## **B. INVOLVEMENT AND COLLABORATION OF SHAREHOLDERS IN COMPLETING THE SELF STUDY**

*The school involves all shareholders in data review, analysis and dialogue about perceived accomplishments in the area of student learning and in developing, implementing and monitoring goals for improvements in student learning.*

One of the great challenges faced by all St. Labre schools is the huge geographic area served and the isolated nature of our schools. 90% of our students ride daily buses or buses taking dorm students home on Friday and bringing them back on Sunday evening. Some dorm students live 120 miles away and some students ride daily buses up to 40 miles each way.

The location of our schools presents certain realities. After school activities of all types are difficult, attracting and retaining staff is difficult and most important is how difficult it is for parents to be involved in the school. Involving shareholders in the preparation of this self-study has been a particular challenge. Meetings, by necessity, had to take place during the day- primarily on early release days. Given the driving time, it was very difficult for parents to participate in these meetings on a regular basis.

We have tried to give voice to our parents in two ways. First, we made a concerted effort to get parental involvement in surveys. We have taken the feedback from these surveys very seriously. Second we have made monthly reports to the members of the Parent Advisory Committee. Since most of the members were on the committee during the high school accreditation process, they had a certain familiarity with the process. Committee members were invited to participate in all meetings leading up to the preparation of the self-study.

It is important to note that parents at all levels of the school expressed clear satisfaction through surveys with their opportunities to be involved in the school. It is also important to note that staffs at all levels of the school expressed a clear desire for parents to be more involved in the school. The need to have parents more involved continues to be a topic for discussion among the staffs. Given the realities of St. Labre, parental involvement will continue to be an issue of concern.

## CHAPTER 2 – CONTEXT OF THE SCHOOL

### A. School Profile

St. Labre was founded in 1884 to serve the Northern Cheyenne people in southeastern Montana. The Northern Cheyenne and Sioux had defeated Lt. Col. George Armstrong Custer and his troops just eight years earlier when four Ursuline sisters arrived to begin one of the most remarkable educational journeys in Montana- one that continues today.

The early history of St. Labre is one of undaunted women. A history of St. Labre, written for the centenary by Sister Carlan Kraman, details those first years. The desperate plight of the Cheyenne was first recognized by Pvt. George Yoakam who began attempts to bring sisters to serve. A group of six Ursuline sisters from Toledo, Ohio answered the call from Bishop John Baptist Brondel to establish a school to serve the Cheyenne. They arrived in Miles City on January 18, 1884 and established Sacred Heart School. Once spring arrived, four of the sisters set out by wagon, crossing 75 miles of roadless prairie, fording the Tongue River nine times, arriving at what is now St. Labre on April 1, 1884. Losing no time, Mass was offered by their chaplain on April 2 and the school was established a few days later.

While the sisters apparently thrived at St. Labre, the first priests proved less hardy. Four priests stayed briefly and had all departed in quick succession by December. Finally a tough Jesuit from Holland arrived. Father Peter Barcelo S.J. built a church and dormitory for boys. Sr. Ignatius McFarland had already built a building that would serve as convent, class rooms and a dormitory for girls. The Jesuits withdrew in 1897 and St. Labre was served by a series of diocesan priests, each staying only briefly. Fathers of the Society of Saint Edmund of Swanton, Vermont served St. Labre from 1914 to 1921. In 1926, the Capuchin priests and brothers of Mount Calvary Province began an association with St. Labre that has lasted to the present.

Bishop Brondel visited St. Labre in 1884 and 1885, and after he saw the conditions under which the Cheyenne were living, he interceded on their behalf at both the state and federal levels. Because the Tongue River valley was not a part of the reservation, the Cheyenne living there were denied rations- the sole source of sustenance because the people were not allowed to hunt and had no implements to farm. Bishop Brondel was instrumental in having the reservation lines redrawn so that the boundary extended to the Tongue River, allowing the Cheyenne living there to remain. St. Labre fed those families who enrolled their children in school.

The Ursulines, who had steadfastly nurtured the early growth of St. Labre, withdrew in 1933. They were replaced by the School Sisters of Saint Francis who arrived to help staff the school and were the last religious to teach in any areas other than religion. The last School Sister of Saint Francis died at St. Labre in 1994. She had served at St. Labre for 28 years.

The high school was opened in 1931; however, a lack of finances forced it to close in 1938. The school had been largely financed by the various orders serving at St. Labre. Money, books and supplies were sent by individuals and charitable organizations throughout the United States. Also, St. Labre was run as a contract school and received funds from the federal government. This arrangement lasted from the very beginning to the 1940s when Congress ceased the funding.

The high school reopened in 1947 with 21 students. The purchase of a school bus at the same time allowed more students to attend on a daily basis. It also became possible for students residing in the dormitory to go home on Fridays and return on Sundays- an arrangement that continues today.

As the school began to grow, the need for additional funding became acute. Fr. Marion Roessler, with the help of an alumnus from his Capuchin college sent out the first appeal letter in 1954. Fr. Emmett Hoffmann arrived in 1954 to close the school because the financial situation was so dire. Instead he assumed responsibility for the funding efforts when Fr. Marion's health began to fail. These efforts have grown into one of the most successful fund raising campaigns in the United States.

Fr. Emmett, who died in 2013, was largely responsible for what we see today as modern St. Labre. The cafeteria and convent (now offices) were built in 1958. New dormitories were added in 1962 and a new gymnasium in 1963. The administration and friary building was built in 1964 to house the direct mail and receiving departments. The administration building also includes a small but important museum. In 1967, the major classroom building was built and named for Fr. Marion. The centerpiece church was completed in 1971. The activities building was built in 2004 and named Soaring Eagle, Fr. Emmett's Cheyenne name. The growth of St. Labre has continued to the present, when a new dormitory opened in the fall of 2011.

From the beginning until the 1970s, the emphasis at St. Labre was on vocational and practical arts. Girls learned to sew and to preserve food. The boys learned to be farmers. The gardens at St. Labre were famous. English was learned in the process. Gradually, full academic programs developed to prepare Native American students for a full range of post-high school opportunities.

In 1978, a complicated set of circumstance involving finances and Indian self-determination resulted in St. Labre becoming a contract school under the Bureau of Indian Affairs. The name was changed to Labre Indian School and religion was taught as a release-time subject off campus. The school was administered by an all-Indian school board. In 1985-1986, financial difficulties forced the school board, supported by a vote of all parents, to return full control and financial support of the school to St. Labre. At this time, the Capuchins formalized the relationship with the Diocese of Great Falls/Billings and established the Executive Board.

Fr. Emmett Hoffman had assisted Pretty Eagle School at St. Xavier and St. Charles Mission School at Pryor with fund raising after the departure of the Jesuits in the early 1960s. These elementary schools came under full control of St. Labre in 1982.

## **The Cheyenne People**

If the cultural change that the early sisters and priests faced in isolated Eastern Montana was great in the later part of the 19<sup>th</sup> century, the change facing the Cheyenne people was many times greater. A way of life that had served them well for centuries ended within a very short time in 1876 and 1877. Although the Cheyenne, along with their Sioux and Arapahoe allies, won a great victory at Greasy Grass (Little Big Horn) in June of 1876, it brought the full wrath and might of the United States Government down upon them. Dull Knife's village was attacked and burned on the Powder River in November. The Cheyenne

were hunted relentlessly through the winter and were finally forced to surrender. In 1877, a large group of Cheyenne were removed to Indian Territory in Oklahoma. The escape and epic struggle to return to Montana under the leadership of Dull Knife and Little Wolf has become known as the Cheyenne Exodus. Every Cheyenne today cherishes this last bit of what was öCheyenne Countryö in eastern Montana because of the incredible sacrifices made by their ancestors to retain it.

The clash of cultures is a recurring theme in the early history of St. Labre. Cheyenne families who refused to send their children to school had their government rations withheld. This could be a death sentence for people who no longer could follow the buffalo and other game nor could they work to earn the money to buy food because there were few jobs available. Cheyenne families camped on the flats surrounding the school to be near their children whom they were able to visit only on specified days. In *Wooden Leg, A Warrior Who Fought Custer*, Wooden Leg tells a heartbreaking story of building a log cabin on a hill above St. Labre so that he and his wife could watch their two daughters at school. When one daughter and then the other sickened and died, he said, öMy heart fell down to the ground. I decided then that the white-man school is not good for Indian children.ö

Seldom in history has a culture been forced to undergo such utter and complete change in such a short period. Traditional religious practices were outlawed; although, many were practiced in secret. Men who had been hunters and warriors suddenly had no role. Alcohol poisoned society. Those who spoke English suddenly had power and those who didn't had none. There was no time for religious and cultural mores to change and adapt to a radically new reality. This was not a people who had lost a war; this was a people who had lost an identity. The history of St. Labre is intricately entwined with the earliest attempts of the Cheyenne people to face this new reality. For the Cheyenne this was a reluctant acceptance that times had changed and survival meant learning new skills that included farming, ranching, and English literacy. The Church has changed as well. Today, Native American spirituality and culture are integral to the identity of St. Labre.

## **Community Profile**

The öcommunityö served by St. Labre is primarily the Northern Cheyenne and Crow reservations and encompasses a huge geographical area. A few students who reside in the dormitory live in Billings and travel over 120 miles on Sunday evenings and Friday afternoons. 90% of students attending St. Labre ride buses- either daily or dormitory runs. The longest daily bus run is 40 miles each way and takes 45 minutes. The longest dormitory bus run is 85 miles and takes one hour and thirty minutes.

The area served by St. Labre is overwhelming rural. The only town of any size in the area is Hardin which has a population of 3,500 and is 70 miles from Ashland. The size of the öcommunityö has a huge impact on the operation of St. Labre- from recruiting and retaining teachers, to the cost of transportation, to the involvement of parents in the school.

Employment opportunities on both reservations are limited. The largest employer on each reservation is the respective tribe. St. Labre is the second largest employer on the Cheyenne Reservation. The most recent data from the Montana Department of Labor estimates the unemployment rate on the Northern Cheyenne Reservation at 20.5% and on the Crow Reservation at 23.6%. The majority of parents are employed, but 80% of the students qualify for free or reduced lunches. This apparent anomaly suggests

that underemployment is a significant problem. Certainly, there are very few high-paying jobs on either reservation.

A strength of both reservations is the extended family system strongly embedded in both the Northern Cheyenne and Crow cultures.

The possibility of the development of coal deposits and construction of a railroad line through Ashland has been a topic of discussion. However, should what could be a major development occur, the impact on St. Labre should be minimal. St. Labre's stated mission is to provide quality education to Native Americans. Thus, the ability to control enrollment should not be imperiled by an influx of non-Native people

## **St. Labre Indian School Educational Association**

St. Labre Indian Catholic Elementary School Academy is one part of a much larger organization: St. Labre Indian School Educational Association. The Association operates through the Executive Board. Three members are from the Diocese of Great Falls/Billings appointed by the Bishop: The Bishop or his appointee plus two others. Four members are Capuchin Fathers appointed by the Provincial: the Provincial or his appointee plus three others. Two members are from the Northern Cheyenne Tribe and two members are from the Crow Tribe. Tribal representation is not in the by laws but has been the practice for some time. One member is at large. The four tribal members and the at large member are nominated and presented to the board for approval by the Board Development and Nominating Committee. The Nominating Committee and the Executive Director vet the candidates.

The Board has four standing committees:

- Board Development and Nominating Committee  
Responsible for board development and new members for the board
- Finance Committee  
Responsible for budget development and audit
- Investment Committee  
Responsible for Investment oversight and composed of finance professionals
- Executive Committee  
Responsible for decisions between board meetings when necessary and is composed of Chair, Vice Chair, Secretary and Treasurer

Major policies come to the board for approval. The final budget is approved by the Board. Minor updates and regulatory items are presented to the board as information.

## **St. Labre Directors**

Daily functions on all three campuses are overseen by the St. Labre directors: Executive Director, Director of Schools, Director of Ministry and Mission Integration, Finance Director, Development Director, Human Resources Director, Maintenance Director, Director of Youth and Family Services, MIS Director, and Food Services Director. (see Appendix I for descriptions of positions and names of current directors) The directors meet bi-weekly.

## **Funding**

Unlike most private schools, the financial support of St. Labre Indian Educational Association is not tied to enrollment. St. Labre is funded primarily through a nation-wide mail appeal. The food services program receives reimbursement to partially cover costs and the E rate program is utilized to fund some technology expenses associated with the schools. Title funds are accessed through local public schools and are used primarily for staff development and to provide services to qualifying students.

There are no tuition or dormitory fees for any St. Labre student. Registration fees of \$10.00 for the school and of \$25.00 for the dormitory are charged.

## **Facilities**

St. Labre in Ashland is housed in six major building on a beautiful campus on the banks of the Tongue River. Most buildings date from the 1960s. The activity building is open to the public evenings and during the summer.

Two modern elementary schools are situated in St. Xavier and Pryor, Montana.

Because of limited housing in the Ashland area, St. Labre maintains staff housing of 100 units primarily on the Ashland campus. It would be impossible to operate the school without providing housing. Residents pay rent that is generally slightly below local market levels.

## **St. Labre Schools**

At the heart of the St. Labre Mission Statement is the provision of quality education to the Native American Peoples- particularly the Northern Cheyenne and Crow. In Ashland, schools serve students in grades from pre-school through the twelfth grade. At Pryor, Montana, St. Charles School serves students in pre-school through eighth grade and at St. Xavier, Montana, Pretty Eagle School serves students in grades kindergarten through eighth grade.

A central administration staff serves the five schools on three campuses. This staff includes:

- Director of Schools
- Curriculum and Testing Coordinator
- Religious Education Coordinator
- Transportation and Activities Coordinator
- Drug and Alcohol Counselor
- Career Counselor

Each campus has a Parent Advisory Committee. Members on each committee are selected by the local parish councils. The committee in Ashland serves the elementary and high schools. Members of the Ashland committee represent all the parishes on the Northern Cheyenne and Crow reservations. A priest serves on each committee. Representation is proportional according to the number of students from each area.

### **Food Services**

No one complains about the food at St. Labre. The cafeteria serves three meals Monday through Thursday and two on Friday. Breakfast and lunch are served to all students. Supper is served to dormitory residents and students participating in evening activities. Over 1500 meals are served daily on the three campuses.

The meals have met the strictest federal guidelines since before the rules became controversial. All baked goods are made fresh. A salad bar is featured at every lunch. The cafeteria staff plans menus with an eye on the diabetes epidemic among Native Americans.

For some students, the school lunch is the major meal of the day. Each summer the cafeteria also operates a federally funded feeding program that provides a hot, nutritious meal to as many as 450 children at five locations.

### **Youth and Family Services**

A full child care facility provides care for up to ten children through either family or court placements. A community outreach program also provides services to the area communities.

## **B. USE OF PRIOR ACCREDITATION FINDINGS TO SUPPORT HIGH ACHIEVEMENT OF ALL STUDENTS**

**The school has used the prior accreditation findings, both those discovered by the school and those identified by the Visiting Committee, and other pertinent data to ensure high achievement of all students and to drive school improvement.**

This will be the first formal accreditation process for both the St. Labre middle and elementary schools. Accreditation is not required by the state of Montana for private schools.

The elementary and middle schools have participated in a formal school improvement process along with the high school since 2005. Each year data were collected and a committee met bi-weekly. At the end of the year, goals were formalized and a report was written. Evaluation of progress on these goals then became a basis for determining growth in all the schools.

In September of 2008, Dr. Larry Lezotte spent two days on the St. Labre campus working with the teachers from all five schools. Committees worked on sets of goals according to each correlate of his "correlates of highly effective schools." An educational plan was developed. This plan has been updated each year and is posted on the home page of the school web site.

## CHAPTER 3 – QUALITY OF THE SCHOOL PROGRAM

### A. Assessment of the School’s Catholic Identity

*The school is Catholic, approved by the Local Ordinary (Canon 803), provides authentic Catholic teaching. Opportunities for community worship and participation in the sacraments, and promotes evangelization and service to the community.*

St. Labre Indian Catholic Elementary School Academy takes pride in its Catholic identity, manifested through an abundance of opportunities for staff, students, and community. Through service opportunities and evangelization, students are given the opportunity to grow in and develop their faith. Even though our Mission Statement and history identify a unique role for our schools, Catholic identity is at the heart of our mission.

At SLES we take pride in our authentic Catholic teaching. Religion is taught daily in each classroom using diocesan approved texts. All texts were replaced during the 2013-2014 school year in cooperation with the diocese. The lessons are often supplemented with stories from the Holy Scripture. Students also attend mass on a weekly basis. Students are introduced to and celebrate the various liturgical seasons and holy days of obligation.

There are numerous opportunities at St. Labre for community worship and participation in the sacraments. All students are given the opportunity to lead in the liturgical readings at the weekly mass and take part in liturgical processions including bringing the gifts to the priest for blessing. Northern Cheyenne and Crow traditional blessings, such as the cedar blessing, have been incorporated into the school and community masses. In addition students are provided with the opportunity to participate in the St. Labre Elementary Children’s Choir which enriches the elementary mass. Because St. Labre serves students from a number of parishes on both reservations, students are encouraged to participate in sacramental preparation through their local parishes.

In regards to promoting evangelization and service to the community, the students share in collecting food for the community food pantry. Children are also provided with the opportunity for evangelization through exposure to Catholic teaching both at weekly mass and daily religion lessons in the classroom. During various holidays and celebrations, students share letters of gratitude with local businesses. The entire elementary school develops religiously themed placemats that are given to the seniors at the local assisted living center to share the Gospel.

Expectations for Catholic faith formation are being met in various ways. Students are expected to behave in a manner that exhibits respect for the dignity of each person as all people are created in the

image of God. Additionally, all students are expected to grow in the knowledge of the Corporal Works of Mercy and live lives that model Gospel values.

Even though the percentage of Catholic students at St. Labre (46%- Oct 1, 2013) is lower than that of a traditional Catholic school, our Catholic identity is very important. For example, the entire staff is being trained as catechists through a diocesan program and in cooperation with Marian University. The school celebrates Mary as the Mother of God by focusing on the recitation and understanding of the rosary. October and May are set aside to celebrate the Rosary each year. Mary is also celebrated in May with the crowning. Another indication of our Catholicity is students learning traditional Catholic prayers. Last but not least, the school displays many Catholic icons and religious works of art. For example, in the atrium in our school there are statues of Saint Kateri and Mary prominently displayed for all to see.

Retreats for each grade were held for the first time during the 2013-2014 school year.

In conclusion, our school's Catholic identity is taught, celebrated and evangelized, and is the core of our mission to serve the Northern Cheyenne and Crow communities of Southeastern Montana.

### **Significant Accomplishments**

- Students take part in daily prayers
- Students share in collecting food for the community food pantry
- Outreach to the local community
- Weekly Mass
- Entire teaching staff participating in a diocesan program to become catechists through Marian University

### **Goals**

- Learn the Corporal Works of Mercy in a manner that exhibits respect for the dignity of each person as all people are created in the image of God

## **Evidence**

- Liturgy Schedule
- Retreat Schedule
- Catholic icons and religious works of art

## **B. Defining the School's Purpose**

*The school's purpose is defined through the school's mission statement, philosophy, measurable Schoolwide Learning Expectations, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don't exist), and other governing authority expectations.*

St. Labre Indian Catholic Elementary School Academy is a part of a much larger organization: St. Labre Indian School Educational Association. The overall Mission Statement, Core Values and Vision were developed by the executive board of the association. Input was provided by the director of schools; however, there was little direct input from school staff or parents. It has been recommended that the school revisit the Mission Statement since it is more an organizational mission statement than a school mission statement. However, any change in the Mission Statement will come from the executive board. The board has established the position of Director of Mission and Ministry to work to assure that the mission and values are an integral part of the entire organization. Mission Quest is a day set aside in October when all employees of the organization come together to re-commit to the mission and values of St. Labre. The Mission Statement and Values are displayed in every classroom and workspace on all three campuses of St. Labre Schools. SLES is not a parish school. Each parish has representatives on the Parent Advisory Committee.

There are no diocesan curriculum standards. At St. Labre we have developed consistent curriculum guidelines- last updated in 2010. An active PLC (Professional Learning Community) assures implementation of the guidelines in our focus area. We are currently in the process of implementing Common Core State Standards.

Work began on the Schoolwide Learning Expectations in the spring of 2013 and then finalized in the fall of 2013. This is the first accreditation visit for SLES so no SLEs were in place. The SLEs will be integrated into the total reality of the school in a number of ways. They will be posted in each classroom so that students may refer to them during lessons. A simplified version will also be posted in each classroom in the lower grades. The SLEs will be posted clearly throughout the school and available on the website and the school newsletter. The SLEs can be available at parent teacher conferences throughout the year. With the SLEs and the emphasis on their measurability, there is a commitment among all stakeholders- teachers and administrators, parents and children- to gauge each student's progress. Tools are being developed which will measure and document student progress in achieving the SLEs. Like the Mission Statement, the SLEs recognize St. Labre's unique mission to the Native American people, particularly the Northern Cheyenne and Crow Peoples.

It is clear that the school's purpose is defined by the mission, philosophy, SLEs, standards and teacher expectations. SLE rubrics using measurable indicators are being developed. Once consistent school wide use of these rubrics has been established, collected data can then be used to inform revision if necessary. Review needs to be undertaken and appropriate revisions made to reflect the progress of each student. Once consistent school-wide use of these rubrics has been established, collected data can then be used to inform the revision plans.

St. Labre has a clearly stated mission to serve the Native American students of the Northern Cheyenne and Crow peoples. Thus we have always had an open admission policy. Admission is on a first come, first serve basis. The exceptions are students who have academic or behavioral needs that we simply do not have the resources to serve. Exactly where to draw this line is a continuing and difficult discussion.

### **Significant Accomplishments**

- Staff development to implement Common Core State Standards
- Writing the SLEs
- System-wide Mission Statement

### **Goals**

- Continue revision of curriculum to align with Common Core Standards
- Integrate SLEs

### **Evidence**

- School displays of Mission Statement and SLEs in every classroom
- Student Handbook
- Curriculum Guidelines

# **St. Labre Indian School Educational Association**

## **Mission Statement**

Our Mission is to proclaim the Gospel of Jesus Christ according to Catholic Tradition by providing quality education which celebrates our Catholic Faith and embraces Native American culture, primarily the Northern Cheyenne and Crow Tribes, so that Native American individuals and communities of Southeastern Montana are empowered to attain self-sufficiency

## **Vision**

Education for Life

## **Values**

### **Respect**

We recognize the sacred worth and dignity of each person. We, therefore, treat individuals- their families and various communities- with profound respect and utmost regard.

### **Excellence**

Doing what we do in the very best way possible.

### **Integrity**

Honesty and uprightness of character.

### **Stewardship**

Care for all of God's creation; use our resources responsibly.

### **Spirituality**

Awareness of relationships with God, nature, art, music, family and community allows us to experience life to the fullest.

### **Justice**

Create and sustain right relationships in everything we do- in our worship, work, and play

**School-wide Learning Expectations**  
**St. Labre Indian Catholic Elementary Academy**

Each student at St. Labre Indian Catholic Elementary Academy will:

Personal Values/Qualities

Demonstrate respect for self, others and property.

Academics/lifelong Learning

Develop grade-appropriate skills in math and reading

Develop learning skills for life.

Faith and Spirituality

Demonstrate a basic knowledge of teaching of the Catholic faith.

Live a Jesus-like life through everyday actions.

Native American Identity

Develop an awareness of Native American cultures.

## **C: Organization for Student Learning to Support High Achievement of all Students**

*The organizational structures of the school focus on high achievement of all students, and communicate student progress to all shareholders*

At the highest organizational level of St. Labre Indian Educational Association is the Executive Board. The Executive Director, Curtis Yarlott, oversees the entire mission of St. Labre. His influence focuses directly on high achievement of all students because he oversees all departments. The Director of Schools reports on the schools to the Executive Board.

The next level of organizational structure at St. Labre Indian Catholic Elementary School is the Director of Schools, Ivan Small, who oversees all academics and professional development on all three campuses. The instructional knowledge of teachers continues to improve each year, directly affecting student achievement. Over the past 12 months, these staff development activities have been focused on PLC (professional learning communities), DI (differentiated instruction), Strength in Number, and implementing Common Core State Standards.

Toni Wendt, the principal at SLES, has been at the helm of the school for seven years now. She has implemented both daily guided reading and break-out writing groups. Grade level teams meet weekly. Helping the grade level teachers in these team meetings are elective teachers and aides. Guided reading and the writing break-out groups are designed to differentiate student learning by putting students in small groups.

A group that is not utilized as effectively as intended is the Parent Advisory Committee. The committee consists of representatives of each parish on the Northern Cheyenne and Crow reservations. This volunteer committee, meets once a month, but meetings are routinely canceled due to weather, attendance, or scheduling conflicts. This PAC is the closest thing St. Labre Elementary has to an organized parent group.

Father Pascal, the spiritual leader at St. Labre and surrounding communities, is a member of the Parent Advisory Committee and also says weekly mass for the elementary school. There are two sisters who volunteer their time in the elementary school tutoring students in reading and religion.

SLES includes PreK to 4<sup>th</sup> grade. There are 17 certified teachers (including staff shared with the middle and high schools) in the elementary school and nine support staff. Although SLES is not accredited by the state of Montana, all professional staff are expected to be appropriately certified. Outside the required professional development days, some staff members, certified or not, take advantage of professional opportunities.

The student enrollment of SLES is 173 (Oct. 1, 2013) and is approximately 98% Native American. 80% of the students qualify for free or reduced lunches. There is no tuition for students attending any of the St. Labre schools. Through the support of our benefactors, our students pay a \$10.00 enrollment fee, have breakfast, lunch, and snack daily without charge, get necessary school supplies for the year, and other basic needs. This support greatly improves our students' chances for success.

If St. Labre Elementary could foster better relationships with parents, student learning could increase substantially. However, the large geographical area served by St. Labre makes parental involvement difficult.

Relationships need to become stronger among all of the different organizational structures, so they are working together and therefore maximizing the influence we have on student achievement.

One of the major structural issues of concern is the yearly calendar. There were many interruptions at the start of the school year that could have been avoided. Out of the first 52 days of school, our students were interrupted from their normal day routine 17 days. When students are consistently taken out of the classroom for different events, their potential for high achievement decreases.

### **Significant Accomplishments**

- Provision of breakfast, lunch, and snack to the children which can maximize the learning potential
- Extensive professional development offered to all staff members
- Daily guided reading and writing break-out groups
- Small class size
- Active PLCs

## **Goals**

- Increase parent involvement in the Parent Advisory Committee
- Develop a calendar that increases student instructional time

## **Evidence**

- Parent Advisory Committee agenda and minutes
- PLC meeting notes, writing break-out group test scores, reading scores
- Yearly calendar
- Staff development schedule
- PAC by-laws
- Parent surveys
- Staff Surveys

#### **D. Data Analysis and Action to Support High Achievement of all Students**

*The school uses educationally sound assessment processes to collect data. The school disaggregates and analyzes student performance data and uses the analysis as a basis for instructional/curricular improvement*

Our school collects data from three main test sources: MAP (Measurement of Academic Progress), CRT (Criterion Referenced Test- Montana State Test), and PLC data. We use the data from MAPS more often than the CRT. MAP data is disaggregated by grade level and by strand. It is analyzed to examine low strands in math and reading, as well as for grouping patterns in the classroom. We report the scores from these tests to Curtis Yarlott, Executive Director of St. Labre Indian School Educational Association, Ivan Small, Director of Schools, and the Executive Board. We also report individual student fall and spring MAP and CRT scores to parents via discussion during parent teacher conferences and the mail.

As Montana transitions to the Common Core state Standards, the CRT was dropped for the 2013-2014 school year. It will be replaced by the Smarter Balanced assessment. However, Montana is not making the Smarter Balanced assessment available to non-accredited private schools. A decision has not been made whether St. Labre will seek an equivalent assessment.

Data is used to target curricular areas for improvement by looking at low scoring strands in math and reading MAP scores. We were shown how to look at the DesCartes on the MAPS website. The DesCartes shows skills and concepts in each strand that need to be enhanced, developed, or introduced depending on the student's score in that strand. We can then take this information and use it to differentiate instruction to improve student learning.

Our team used the MAP assessment to search for trends in data to make curricular decisions to improve our student outcomes. First we split students into 4 quartiles, both in reading and math, to find the percentage of students who were novice (0% - 24%), nearing proficient (25% - 49%), proficient (50% - 74%), and advanced (75% - 100%). It appeared that in most grades, the nearing proficient quartile is the largest percentage of students. As a school, we have many students who are close to proficiency but not quite there yet. We disaggregated the reading strands for the nearing proficient quartile students and did not see a trend.

We then looked at the percentage of students in each class who are low in the MAP strands. There is a significant difference in the percentages of students at grade level in reading in the fall of 2013 and spring of 2013 in the 4<sup>th</sup> grade. This particular school year, there were two different reading programs used. With this wide range, it may be worth investigating further. In math, there are 2 teachers who significantly lowered the percentage of students below grade level between fall of 2012 and spring of 2013. This may also be something worth investigating further.

An issue in our system as a whole is that there is a different academic area of focus each school year. Our district provides us with professional development each year, but with a different focus each year. If staff development decisions were based on student achievement data and targeted by school, it would more closely align with student academic need and should result in improved achievement.

Analysis of data over the years has clearly identified trends that impact our ability to provide a quality Catholic education to our students.

- 80% - 90% of our student qualify for free or reduced lunches. They struggle with many of the issues impacting disadvantaged students everywhere.
- Many of our students are not achieving at grade level in reading and/or math.
- Our students are transient. This is an inevitable result of an isolated school in a high poverty area.
- The largest group of students is the "nearing proficient" group in both reading and math.

Our reading program, Literacy by Design, was chosen by a committee looking for a program with guided reading and vocabulary. Literacy by Design was chosen because it is research based in the strategies the committee was looking for. This program has strategies backed by data to improve vocabulary (researched by Robert J. Marzano) and reading strategies (researched by Linda Hoyt). Our math program, Everyday Math, was chosen because of the data collected in studies performed by outside agencies.

## **Significant Accomplishments**

- Extensive data available

## **Goals**

- Utilize the year Rigby assessment data to better inform curriculum decisions for reading and alignment with Common Core State Standards
- Use data to make the next curricular change
- Tie staff development activities more directly to student achievement

## **Evidence**

- Historical CRT scores
- MAP scores
- Academic Report spreadsheets

## **E. SLES and Standards-Based Curriculum to Support High Achievement of All Students**

*The school provides a challenging, comprehensive and relevant curriculum for each student that results in achievement of the Schoolwide Learning Expectations, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don't exist), and other governing authority expectations. All students make acceptable progress toward clearly, defined and measurable Schoolwide Learning Expectations, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don't exist), and other governing authority expectations.*

St. Labre Indian Catholic Elementary School Academy has a curriculum guide, stating content to be mastered by students at each grade level in each content area throughout the school year. The content of this curriculum guide is based on the Montana Content Standards and other sources. These standards are the basis of the content in the curriculum guide students learn at each grade level in the elementary school. In addition, the curriculum guide also provides a means for instructors to utilize *Everyday Math* and *Literacy by Design* while incorporating the Montana Content Standards. There are no Arch/diocesan curriculum standards.

For St. Labre, like all schools in Montana, the 2013-2014 school year has been a year of implementation of the Common Core State Standards. In a sense, any curriculum revision is in flux until more work is done on the Common Core State Standards.

Acceptable progress at SLES is defined as students being at grade level defined as the 50<sup>th</sup> percentile on the MAP (Measures of Academic Progress). Students are also assessed using Rigby testing with *Literacy by Design*. Students are given pre- and post-tests in writing to demonstrate progress through writing topics through PLCs. Additional assessment tools utilized are running records in reading and writing portfolios.

Criterion Referenced Tests (CRT), the Montana State tests were given to grades three and four through the 2012-2013 school year. They were dropped by the state and replaced by Smarter Balanced tests based on the Common Core State Standards. However, these tests are not available to private, non-accredited schools.

Assessments are used in many ways at St. Labre Indian Catholic Elementary School. MAP testing is utilized to demonstrate yearly, typical growth for each student. MAP and Rigby testing help to determine if students are candidates for interventions in math and reading.

Classroom assessments are used to drive instruction. Teachers utilize these assessments to determine student progress through curriculum content and make modifications to the content and instruction, as needed, to better aid students in comprehending topics taught in the classroom.

During the 2012-2013 school year, Reading Recovery and Math Recovery programs were available as early intervention programs. Both programs were dropped due to budget cuts for the 2013-2014 school year.

### **Significant Accomplishments**

- Curriculum guidelines in place
- Staff development to implement Common Core Standards
- Active PLCs

### **Goals**

- Improve achievement in reading and math
- Utilize Math and Reading Recovery
- Align curriculum with the Common Core State Standards

### **Evidence**

- Curriculum binders
- Writing portfolios
- Writing continuum
- Academic Growth Reports

## F. Instructional Methodology to Support High Achievement of All Students

*The staff applies research-based knowledge about teaching and learning in the instructional process. Assessment is frequent and varied, integrated into the teaching/learning process and informs curriculum planning.*

At St. Labre Indian Catholic Elementary Academy, we strive to integrate Catholic teachings throughout each subject. Each school day begins with religion. The students are learning the Catholic faith and values. Our Catholic identity is strengthened in the following ways:

1. **Children's Church Choir:** All students from grades 2, 3, and 4 are eligible to participate in the Elementary Children's Church Choir. The choir practices once a week for 25 minutes during a morning prior to the scheduled Mass. Students prepare up to four anthems for each Mass as well as musical settings of the mass Ordinary texts.
2. **Masses:** Each class from kindergarten through 4<sup>th</sup> grade has the opportunity to lead Mass.
3. **Mass readings:** Readings are emailed to each K-4 teacher at the beginning of the week with the accompanying theme if there is one. The teachers are encouraged to read and discuss the readings with their class prior to Mass.
4. **Retreats:** This is new this year. Each class (kindergarten-4th) participated in a partial day retreat led by Emily Ruff (Campus Ministry Coordinator).
5. **Religion Curriculum:** The curriculum that we are currently using is from the Archdiocese of Denver. The Diocese of Great Falls-Billings has no curriculum.
6. **Miscellaneous:** Two representatives from the elementary school serve on the Campus Religious Education Committee. They help plan special seasonal habits (i.e. St. Nicholas Day, Advent wreaths blessings, Lenten activities like Pennies for Peace)

At St. Labre we use the following formative and summative assessments to design and monitor instruction and enhance learning:

É CRT (Criterion Referenced Test- Montana state test) in 3rd and 4th grade in math, reading, language and science (4<sup>th</sup> only). The CRT is no longer given by Montana. Private non-accredited schools will not have access to the Common Core Test- Smarter Balanced.

É MAP (Measures of Academic Progress) testing in kindergarten through fourth grade three times a year. Teachers receive reports showing yearly growth targets for each student and reports indicating which students have met growth targets for the year.

É Literacy by Design unit testing in kindergarten through fourth grade

É Rigby reading assessments quarterly kindergarten through fourth grade

É DRA reading assessments for new students in the spring

É Everyday Math curriculum unit assessments pre-k through fourth grade

É Guided Reading running records weekly in many classrooms

We are currently in the process of changing our report cards to match Common Core Standards in order to more adequately track our students.

Academic Progress Reports summarize academic growth of each student on a variety of measures. They also track student transience. These reports are available to teachers on-line.

Guided reading occurs in every classroom every day.

SLES does not currently provide one on one instruction to mid or low level students. We did serve these students until the school year of 2013-2014. Our intervention programs were cut due to budget constraints. When these services were in place they provided the following services.

- Math Recovery:

Math Recovery is a program providing one-on-one assistance to first grade students who score below grade level according to the Math Recovery assessment given to each first grade student at the beginning, middle and end of school year. Once a student was chosen

they were provided a 16 week intervention where we worked together for 30 minutes each day. In the 2011-2012 school year we provided services to approximately 11 students. In the 2012-2013 school year we provided services to 11 first graders.

- **Reading Recovery:**

Reading Recovery is a program providing one-on-one assistance to first grade students who scored below level according to the Reading Recovery Observation Survey testing. Once a child was selected they were given 30 minutes of one-on-one service every day. Throughout the 2012-2013 school year approximately 24 students were provided this service.

An active PLC (Professional Learning Communities) program allows teachers to share information on a weekly basis. Book studies allow teachers to be current with data and best practices.

System-wide staff development has provided training in literacy development, PLCs (Professional Learning Communities), differentiated instruction and implementation of Common Core Standards. Much staff development is made possible through Title funds accessed through area public schools.

### **Significant Accomplishments**

- Extensive Staff Development
- Active PLCs
- Extensive assessment data available

### **Goals**

- Implement Reading Recovery to assist students who are low in reading
- Implement Math Recovery to assist students who are low in math
- Involve teachers more in special events that we have during the school year

## **Evidence**

- Staff development activities
- Curriculum Binders
- Academic Growth Reports

## **G. SUPPORT FOR STUDENT SPIRITUAL, PERSONAL, AND ACADEMIC GROWTH**

*Within the school's community of faith, students have opportunities to participate in support services and activities to assist them in accessing the curricular and co-curricular programs to achieve the School Wide Learning Expectations, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standard don't exist), and other governing authority expectations.*

As part of our faith community here at St. Labre Indian Catholic Elementary School Academy, we provide quality education which celebrates our Catholic faith and embraces Native American culture and spirituality. Our Mission Statement, Vision and Core Values document the school's purpose and goals, which promote and affirm our united commitment to educational excellence. Students in the elementary school participate in a variety of both Catholic based teachings of the Gospel and Native American Spirituality. They receive daily instruction in theology and participate in daily prayer, weekly liturgy services, and sacraments. Students also have the opportunity to participate in Catholic calendar events, such as: Advent wreath blessing, St. Francis of Assisi, All Saints Day, St. Nicholas, celebrating the Holy Family and the May crowning. Students attend a weekly mass and participate in scripture readings, read prayers for the needy and sick, lead in mass processions, participate as altar servers, and help with Native American cedar blessings. Stewardship has become an annual commitment before Thanksgiving and Easter, as our students participate in the campus wide food drives for the needy in our community.

Students in the elementary school also have the unique opportunity to embrace Native American spirituality through spiritual leaders, primarily from the Northern Cheyenne and Crow tribes. Students may participate in cedar smudges during the mass, cleansing the mind, body and spirit. A spiritual cleansing ceremony request from either the Northern Cheyenne or Crow tribes can be made as an individual, for an individual classroom, the dorms, or the entire campus for cleansing. The elementary students may also participate in the Ft. Robinson Spiritual Run, a 400 mile run to honor and commemorate their Cheyenne ancestors who sacrificed their lives to protect the survival of Northern Cheyenne people. As a school, each student has the opportunity to reflect on his/her personal journey toward becoming more a Christ-like individual.

Discipline policies are designed to assure a positive environment and to assure the safety of all students and staff by emphasizing gospel and core values. Choice behavior reflects

accountability and responsible action towards fostering the process of empathy. Kelso's Choice fosters each student's ability to take charge of individual conflicts with respect to personal reflection to self and others. Students are supported in making positive responsible choices at each developmental and grade level, therefore upholding the personal dignity of each person.

To promote on-going wellness, the elementary building provides hearing tests and eye screening through the nurse's office. Parent involvement is paramount and therefore, results and recommendations are shared to respond to individual needs and concerns. School enrollment records are kept up-to-date in the elementary office, with collective data reflecting student needs in regard to allergies, immunization requirements, and other personal information on each child. Emergency medical information is communicated constantly on Powerschool, the student record system. Elementary staff members are informed and training is provided for specified allergies and airborne pathogens. A full-time school nurse works closely with staff and parents, communicating current needs and assessments in regards to the medical concerns addressed through referrals made by the office. A full time counselor works solely with the SLES students. She is a member of the Northern Cheyenne tribe. Outside referral and follow-up is part of the overall caring process fostering healthy individuals. New staff members and volunteers are trained to recognize and report the different aspects of abuse through the Archdiocesan Safe Environment program and measures are taken to protect the individual integrity of all students.

A team approach is paramount in addressing the personal well-being of students in the elementary building. Parents and guardians are contacted when students appear to experience mental or physical stress. Most referrals are made through the elementary office and referred to the school counselor with the support of the teacher, parents and guardians. When necessary, a collective effort to ensure an appropriate referral outside the school may be made. The referral process not only includes the appropriate care provider of choice, but can also include the family pastor and/or traditional healers from both the Northern Cheyenne and Crow tribes, incorporating Native American healing traditions. Communication and follow-up are imperative to ensure the overall well-being and support of each child; therefore, staff members involved in

the referral process are kept informed to help foster a support system for identified students when needed.

The elementary building utilizes a variety of technology tools to complement student learning and assist teachers. Audio visual equipment in our library provides teachers with TV's, VCR, and DVD players, as well as overhead projectors and a fifteen mobile lap top computer lab. All, but two classroom have an Interwrite or Smart Board for interactive and hands-on learning. All classrooms have an ipod, computer, and sound system . Teachers are connected to Power School for attendance, demographic and other student information. An additional computer lab with twenty one computers and a Smart Board is available for teachers to support learning and twenty first-century skills. Computer based tools include research, typing programs, PowerPoint, Excel Graphing, Type to Learn, Type to Learn Jr. and web searches. MAP Test Applications is also implemented for student assessment and progress. A recently updated school website is designed to complement parents in accessing the school calendar, email staff by clicking on their name, access student handbooks, link to Facebook, link to My Big Campus, scholarship and enrollment applications. The campus website has huge potential for expansion, complementing twenty-first century skills for students, staff, parents and other interested individuals.

Students in the elementary building have the opportunity to participate in a variety of activities to foster individual interests and talents. Students may participate in fall and spring sports through the Little Braves Soccer and Little Brave Basketball program. Students may also participate in non-sports activities such as the St. Labre Elementary School Choir, Missoula Children's Theater, and the St. Kateri Jobs Program, which is an elementary in-school community service program for grades Kindergarten through grade four.

Teachers are used as resources to expose students to various careers through their classroom teaching. Students are required to participate in lessons designed to introduce and expose them to various careers and jobs. All students in the elementary building are encouraged to participate in the St. Kateri Jobs Program to expose them to career opportunities. The job program provides real life job expectations of promptness and performance. Students are released for non-compliance. The only reward is the satisfaction of helping another person in a meaningful and Christ-like manner.

SLES includes all students in the learning process. No special services are provided and total inclusion is recognized as a strength not a weakness. Students with academic needs can receive 1-1 or small group help from a classroom teacher, teaching assistant or parish volunteer during recess, lunch or a designated time. Students in need of academic assistance are given the opportunity to attend summer school which is funded by Title I. Outside referrals to the appropriate agency may occur to further evaluate a student's academic needs. Professional Learning Communities provide intervention and enrichment for students in writing. Writing groups are held daily and provide students with small group instruction. Title I funds are also used for professional development geared toward differentiated instruction and strategies that aligning curriculum to the Common Core State Standards. Funds are used to purchase educational technology, which enrich and challenge students at all academic levels. Title I funds have purchased Leveled Ready Readers, including readers with Native American content, and are used for consulting the Indian Center Math Coaching Project in the elementary building.

### **Significant Accomplishments:**

- Strong student participation in the St. Kateri Job Program
- Strong student involvement in liturgy and prayer services
- Strong parent involvement in extra-curricular sports programs
- Strong student involvement in KELS's Choice of Conflict Management For Children
- Full-time Native American counselor
- Strong emphasis for parent/school communication and follow through in regards to all aspects of student well-being

### **Goals**

- Update and improve current technology systems in Pre K-4 building
- Create a resource program for students in need of academic assistance.
- Increase participation in Native American Spirituality in the PreK-4 Building
- Develop a Native American Curriculum for each grade level for the cultural classes

**Evidence:**

- Parent assisted/permission to participate in the St. Kateri Job Program
- Yearly student calendar of events for planned liturgy, prayer and other church activities
- Parent permission and support for extra-curricular activities
- Increased student participation in handling own conflicts and less office referrals
- Student Handbook
- Documentation for treating of sick and injured students

## **H. Resource Management and Development to Support High Achievement of all Students**

*The pastor, principal, and school board develop, implement, and monitor resources and plans to ensure the sustainability of the school program and support high achievement of all students of the Schoolwide Learning Expectations, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don't exist), and other governing authority expectations.*

The five St. Labre Schools on three campuses are part of a much larger organization: St. Labre Indian School Educational Association. The Association operates through the Executive Board. Three members are from the Diocese of Great Falls/Billings appointed by the Bishop: The Bishop or his appointee plus two others. Four members are Capuchin Fathers appointed by the Provincial: the Provincial or his appointee plus three others. Two members are from the Northern Cheyenne Tribe and two members are from the Crow Tribe. Tribal representation is not in the by-laws but has been the practice for some time. One member is at large. The Diocesan Superintendent of Schools serves as an ex-officio member. The four tribal members and the at large member are nominated and presented to the board for approval by the Board Development and Nominating Committee. The Nominating Committee and the Executive Director vet the candidates.

The Board has four standing committees:

- Board Development and Nominating Committee  
Responsible for board development and new members for the board
- Finance Committee  
Responsible for budget development and audit
- Investment Committee  
Responsible for Investment oversight and composed of finance professionals
- Executive Committee

Responsible for decisions between board meetings when necessary and is composed of Chair, Vice Chair, Secretary and Treasurer

Major policies come to the board for approval. The final budget is approved by the Board.

Minor updates and regulatory items are presented to the board as information.

### **St. Labre Directors**

Daily functions on all three campuses are overseen by the St. Labre directors: Executive Director, Director of Schools, Director of Ministry and Mission Integration, Finance Director, Development Director, Human Resources Director, Maintenance Director, Director of Youth and Family Services, MIS Director, and Food Services Director. The directors meet bi-weekly.

### **Funding**

Unlike most private schools, the financial support of St. Labre Indian Educational Association is not tied to enrollment. St. Labre is funded primarily through a nation-wide mail appeal. The food services program receives reimbursement to partially cover costs and the E rate program is utilized to fund some technology expenses associated with the schools. Title funds are accessed through local public schools and are used primarily for staff development and to provide services to qualifying students.

There are no tuition or dormitory fees for any St. Labre student. Registration fees of \$10.00 for the first student and \$5.00 for each additional child in the school and of \$25.00 for the dormitory are charged.

### **Budgeting**

Each of the five principals submits a budget to the Director of Schools who then submits the combined budget to the Executive Director and the Chief Financial Director. At this point, potential expenses are balanced with potential income. Principals may be required to make cuts in order to balance the overall budget. The final St. Labre budget is then present to the Finance Committee of the Board and then to the Executive Board for final approval.

Certain shared expenses (transportation, cafeteria, fund raising, activities, maintenance, etc) are budgeted separately from the school budget. Because of the shared expenses- among schools and among campuses- calculating a per student cost is very difficult.

St. Labre Indian Educational Association receives no funds from the parishes or from the dioceses. The Parent Advisory Board is not involved in fundraising or budgeting.

### **Accountability**

The Chief Financial Officer is a certified public accountant who reports regularly to the Executive Board. All financial practices at St. Labre are in strict accordance with the practices of GAAP (Generally Accepted Accounting Practices). An annual audit is also conducted by an independent accounting firm, KPMG. A Statement of Accountability is prepared each year and is available to all benefactors of St. Labre and to the public at large.

### **Long Range Viability**

Although St. Labre is not subject to the vagaries of enrollment, it is subject to the vagaries of yearly fundraising and thus to the national economy. St. Labre maintains unrestricted and restricted investments adequate to provide program viability in years when fundraising falls short. In these years, when yearly fundraising may suffer, substantial cuts may be made in the budget to limit dependence on the unrestricted investments.

Sound financial practices assure the viability of the St. Labre Schools into the future.

### **Significant Accomplishments**

- Tuition-free education for all students to fulfill our Mission Statement
- Schools are not responsible for fundraising
- External checks and balances for finances
- Nation-wide financial support
- An endowment sufficient to assure the financial viability of St. Labre

## **Goals**

- Since the St. Labre Schools are not directly responsible for resource management, goals have not been proposed in this area.

## **Evidence**

- Executive Board By-Laws
- Parent Advisory Board By-Laws
- Annual Audit Report
- Mission Statement
- Statement of Accountability
- Five-Year Education Plan

## CHAPTER 4 – ACTION PLAN

### A. DESIGN AND ALIGNMENT OF THE ACTION PLAN WITH THE SELF STUDY FINDINGS

*The Action Plan addresses the school's goals to enhance student learning that supports high achievement of all students of the Schoolwide Learning Expectations, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don't exist), and other governing authority expectations.*

#### Significant Accomplishments

- Students take part in daily prayers
- Students share in collecting food for the community food pantry
- Outreach to the local community
- Weekly Mass
- Entire teaching staff participating in a diocesan program to become catechists through the University of Mary
- Replacement of all religion texts in accordance with the diocese
- Writing the SLEs
- Recognition of unique needs and interests of Native American students, particularly the Northern Cheyenne and Crow
- Staff development to implement Common Core State Standards
- Provision of breakfast, lunch, and snack to the children can maximize learning potential
- Extensive professional development offered to all staff members
- Daily guided reading and writing breakout groups
- Small class size
- Active PLCs
- Extensive data available
- Curriculum guidelines in place
- Staff development to implement Common Core Standards
- Strong student participation in the St. Kateri Job Program
- Strong student involvement in liturgy and prayer services
- Strong parent involvement in extra-curricular sports program
- Strong student involvement in KELSOs Choice- Conflict Management for Children
- Full-time Native American counselor
- Strong emphasis for parent/school communication and follow through in regards to all aspects of student well-being

#### Goals to be accomplished

- Learn the Corporal Works of mercy in a manner that exhibits respect for the dignity of each person as all people are created in the image of God
- Continue revision of curriculum that is aligned with Common Core State Standards
- Integrate SLEs into all aspects of the school

- Increase parent involvement in the Parent Advisory Committee
- Develop a calendar that increases student instructional time
- Use the mid-year and end of the year Rigby assessment data to better inform curriculum decisions for reading and alignment with Common Core State Standards
- Use data to make the next curricular change
- Increase test scores
- Utilize math and reading recovery programs to improve student learning
- Align Curriculum with the Common Core State Standards
- Implement Reading Recovery to assist students who are low in reading
- Implement Math Recovery to assist students who are low in math
- Involve teachers more in special events that we have during the school year
- Update and improve current technology systems in Pre K-4 building
- Create a resource program for students in need of academic assistance
- Increase participation in Native American Spirituality in the Pre K-4 building
- Develop a Native American Curriculum for each grade level for the cultural classes

## **Two Critical Goals**

1. Develop a Native American Curriculum for each grade level for the cultural classes.

In order to meet the needs (academic, spiritual, social, physical) of our Native American students, their culture must permeate the school. As this goal was developed into the action plan, it became clear that development of curricula was not enough. Much already exists. The goal was broadened to "Implement high quality Native American Studies and Cheyenne Language curricula that fulfill St. Labre's obligation to the Northern Cheyenne and Crow peoples." Simple development of curricula is not enough; we must insure implementation of the curricula.

2. Develop a calendar that increases student instructional time.

A continuing frustration is the loss of instructional time. In addition to time lost to various activities, days are lost to weather. Because of the number of students who ride daily buses, it is impossible to hold school when roads are bad. As this goal was developed into the action plan, staff realized that they had little control over the school calendar. They broadened the goal to consider all factors that impact instructional time.

## Improving Student Learning for Catholic Schools

### Action Plan for St. Labre Indian Catholic Elementary Academy

Goal #1: Increase instructional time for every student.

**Rationale for this goal:** The research is very clear: student achievement is directly related to time on task. Students at St. Labre Elementary attend a longer day than students in most other schools. The total number of hours attended for a year far exceeds the minimum established by the Montana Office of Public Instruction. However, two factors emphasize the need to make special efforts to guard instructional time. As a Catholic school serving Native American students, there are many activities that take students away from instructional activities. Native American Week and Catholic Schools week are only two examples of demands on student time that would not exist in most public schools.

A second factor is that many of our students are not achieving on grade level in math and reading. Time on task is an important factor in addressing these deficits.

**Alignment with mission, philosophy, SLE's:** The St. Labre Mission Statement and the SLE's make clear that our primary purpose is the provision of a quality education for our students. At the same time, both also reiterate our commitment to our Catholic identity and to recognition of the cultures of our students, particularly the Northern Cheyenne and Crow Peoples. The demands of these three factors: academics, Catholic identity, and Native American culture, are recognized.

<b>Strategy #1</b>	Evaluate/restructure daily instructional schedule
<b>Activities</b>	<ol style="list-style-type: none"> <li>1. Restructure weekly mass to a rotating word service schedule. <ul style="list-style-type: none"> <li>-Week A – K-2</li> <li>-Week B – 3-4</li> </ul> </li> <li>2. Restructure recess times. <ul style="list-style-type: none"> <li>- Recess after lunch</li> <li>-Split recess time throughout school day</li> </ul> </li> <li>3. Implement rotating elective schedule.</li> </ol>
<b>Cost or Resources &amp; Services</b>	<ol style="list-style-type: none"> <li>1. None- principal scheduling</li> <li>2. None- principal scheduling</li> <li>3. None- principal scheduling</li> </ol>
<b>Person(s) Responsible For Implementation</b>	<ol style="list-style-type: none"> <li>1. Principal and Religious Education Director</li> <li>2. Principal and teachers</li> <li>3. Principal and teachers</li> </ol>
<b>Process For Monitoring</b>	<ol style="list-style-type: none"> <li>1. Peer collaboration</li> <li>2. Peer collaboration</li> </ol>

	3. Peer collaboration
<b>Baseline Assessment</b>	1. Weekly mass for all students 2. Morning recess 20 minutes/Lunch recess 20 minutes/afternoon recess 20 minutes 3. Elective time lost on regular basis
<b>Ongoing Assessment</b>	Review increased time on task.
<b>Timeline Start/Stop</b>	Fall to spring of 2014-2015 and ongoing
<b>Process for Communicating To Shareholders</b>	Monthly bulletin. Parent Advisory Committee.

<b>Strategy #2</b>	Utilize student learning time more effectively.
<b>Activities</b>	1. Provide ongoing teacher training. 2. Better utilize teacher assistants' schedules. 3. Evaluate attendance policy. 4. Evaluate special events/activities (Red Ribbon Week, Native American Week, Catholic Schools Week, etc.) 5. Evaluate time used for testing.
<b>Cost or Resources &amp; Sources</b>	1. Cost varies- covered through Title funds 2. No cost 3. No cost 4. No cost 5. No cost
<b>Person(s) Responsible For Implementation</b>	1. Principal and Administration. 2. Principal. 3. Principal and administration. 4. Principal and staff. 5. Principal, staff and testing coordinator.

<b>Process For Monitoring</b>	<ol style="list-style-type: none"> <li>1. NA</li> <li>2. Principal and staff will collaborate at meetings.</li> <li>3. Principal and staff will collaborate at meetings.</li> <li>4. Principal and staff will collaborate at meetings.</li> <li>5. Principal and staff will collaborate at meetings.</li> </ol>
<b>Baseline Assessment</b>	Current walk-through data.
<b>Ongoing Assessment</b>	Principal observations and walk-throughs.
<b>Timeline Start/Stop</b>	Fall to spring 2014-2015
<b>Process for Communicating To Shareholders</b>	Monthly Bulletin. Parent Advisory Committee

<b>Strategy #3</b>	Deliver quality lessons that effectively utilize available instructional time
<b>Activities</b>	<ol style="list-style-type: none"> <li>1. Provide adequate teacher preparation time.</li> <li>2. Provide focused teacher training</li> <li>3. Provide training for new staff</li> </ol>
<b>Cost or Resources &amp; Sources</b>	<ol style="list-style-type: none"> <li>1. None</li> <li>2. Depending on training, from Title funds</li> <li>3. None, done by staff.</li> </ol>
<b>Person(s) Responsible For Implementation</b>	<ol style="list-style-type: none"> <li>1. Principal and teachers</li> <li>2. Administration</li> <li>3. Principal and teachers</li> </ol>
<b>Process For Monitoring</b>	<ol style="list-style-type: none"> <li>1. NA</li> <li>2. Principal and teachers</li> <li>3. Principal and new teachers</li> </ol>
<b>Baseline Assessment</b>	<ol style="list-style-type: none"> <li>1. Current teacher prep time</li> <li>2. Current staff development schedule</li> <li>3. Current training for new staff</li> </ol>
<b>Ongoing Assessment</b>	<ol style="list-style-type: none"> <li>1. NA</li> <li>2. Survey of teaching staff</li> <li>3. Survey of new staff</li> </ol>
<b>Timeline Start/Stop</b>	Fall 2014 to spring 2015 and ongoing
<b>Process for Communicating To Shareholders</b>	Staff meetings.

## Improving Student Learning for Catholic Schools

### Action Plan for St. Labre Indian Catholic Elementary Academy

Goal #2: Implement high quality Native American Studies and Cheyenne Language curricula that fulfill St. Labre's obligation to the Northern Cheyenne and Crow peoples.

**Rationale for this Goal:** Service to the Native American peoples of Southeastern Montana, particularly the Northern Cheyenne and Crow peoples is the reason for the existence of St. Labre. The student population of St. Labre Indian Catholic Elementary Academy is 95% Native American- primarily Northern Cheyenne and Crow. Most of our students live in two cultures which must be represented in their education.

Although there is a Northern Cheyenne language/culture teacher in SLES, Native American interests, concerns and values should be a part of every content area and the responsibility of every teacher. A Native American strand has been written into the social studies curriculum. However, many teachers do not feel comfortable addressing this strand. Teachers who do not have the background to implement Native American curricula must be provided with the support and materials they need.

**Alignment with mission, philosophy, SLE's:** The St. Labre mission statement is clear in stating that St. Labre provides a quality education that . . . celebrates our Catholic faith and embraces Native American culture, primarily the Northern Cheyenne and Crow Tribes. . . . The SLE also identify a expectation that SLES students will . . . Develop an awareness of Native American Cultures.

<b>Strategy #1</b>	Evaluate and revise the existing pre K-4 curricula for Native American Studies and Cheyenne language for each grade level.
<b>Activities</b>	<ol style="list-style-type: none"> <li>1. Identify the specific cultural aspects needed at each grade level to augment the existing Native American Studies, Cheyenne Language objectives in all areas.</li> <li>2. Revise and rewrite current curricula to incorporate Native American cultural aspects.</li> <li>3. Provide training to all staff in implementing the revised curricula.</li> </ol>
<b>Cost or Resources &amp; Services</b>	<ol style="list-style-type: none"> <li>1. Minimal, will take staff planning time.</li> <li>2. Minimal, will take staff planning time.</li> <li>3. Minimal, will take staff planning time.</li> </ol>
<b>Person(s) Responsible For Implementation</b>	<ol style="list-style-type: none"> <li>1. Native American Curriculum Committee.</li> <li>2. Native American Curriculum Committee.</li> <li>3. Native American Curriculum Committee.</li> </ol>
<b>Process For Monitoring</b>	Peer collaboration
<b>Baseline Assessment</b>	<ol style="list-style-type: none"> <li>1. Current social studies and Cheyenne language curricula.</li> <li>2. Current social studies and Cheyenne language curricula.</li> <li>3. Currently, no training provided to staff.</li> </ol>

<b>Ongoing Assessment</b>	Evaluation by the Native American Curriculum committee
<b>Timeline Start/Stop</b>	1. Winter 2015 and ongoing 2. Winter 2015 and ongoing 3. Initial training fall of 2014, more in depth training fall of 2015.
<b>Process for Communicating To Shareholders</b>	Monthly Bulletin, Parent Advisory Committee

<b>Strategy #2</b>	Inventory and supplement existing materials and visual aids in the elementary school library and other sources.
<b>Activities</b>	1. Inventory and supplement school library resources 2. Research and utilize the Montana Office of Public Instruction web site for Indian Education for All for materials and resources to supplement the existing Native American studies and Cheyenne Language curricula 3. Collaborate with Northern Cheyenne and Crow cultural resource departments and utilize existing materials
<b>Cost or Resources &amp; Services</b>	1. Will depend on amount of supplementary materials that must be purchased 2. Minimal, OPI materials are free. There may be some cost for reproduction 3. Minimal, there may be some cost for reproduction
<b>Person(s) Responsible For Implementation</b>	1. Native American Curriculum Committee and librarian 2. Native American Curriculum Committee 3. Native American Curriculum Committee
<b>Process For Monitoring</b>	1. Final inventory and materials ordered 2. Materials obtained from OPI, continued monitoring 3. Continuing collaboration
<b>Baseline Assessment</b>	Materials exist, but there is no dedicated inventory. Materials are not easily available to teachers
<b>Ongoing Assessment</b>	Evaluation by the Native American Curriculum Committee
<b>Timeline Start/Stop</b>	1. During 2014-2015 school year and ongoing
<b>Process for Communicating</b>	Staff meetings

<b>Strategy #3</b>	Utilize local and state resources to augment the existing Native American Studies and Cheyenne Language Curricula.
<b>Activities</b>	1. Collaborate with Northern Cheyenne and Crow Cultural Resource Departments and utilize existing materials, resource people, and elders who specialize in cultural history and traditions. 2. Collaborate with Northern Cheyenne and Crow Tribal colleges to tap into existing language programs that will complement the existing preK-4 Native American

	Studies and Cheyenne Language grade level objectives.
<b>Cost or Resources &amp; Services</b>	1. Minimal, most materials are free, stipends for resource people and elders. 2. Minimal, possible cost for reproducing materials.
<b>Person(s) Responsible For Implementation</b>	1. Native American Culture Committee. 2. Native American Culture Committee.
<b>Process For Monitoring</b>	Peer collaboration
<b>Baseline Assessment</b>	1. Some materials are available but on a limited basis. 2. Some resource people and elders are identified and utilized- primarily for Native American Week.
<b>Ongoing Assessment</b>	Peer collaboration
<b>Timeline Start/Stop</b>	1. Fall of 2015 to spring of 2016 and ongoing. 2. Fall of 2015 to spring of 2016 and ongoing.
<b>Process for Communicating</b>	Staff meetings. Staff trainings. Weekly newsletter. Monthly newsletter.

# Improving Student Learning for Catholic Schools

## Action Plan for St. Labre Indian Catholic Elementary Academy

Goal #3: Improve reading achievement.

**Rationale for this Goal:** Reading is the foundation for all academic success. We know that any student not reading at grade level by the third grade is much less likely to succeed in school.

Our detailed analysis of reading achievement measures have made clear that a large proportion of our students are not reading at grade level and are not making anticipated growth as measured on the MAP system. These data have told us that our current reading program is not serving those students not at grade level, and that we must design a program with a clear, well designed, research-based, intervention component and that continues to serve those students at and above grade level as well.

**Alignment with mission, philosophy, SLE’s:** The mission statement clearly states that St Labre will provide quality education that empowers the Native American Peoples of southeastern Montana, particularly the Northern Cheyenne and Crow Peoples. The school-wide learning expectations assume grade-level mastery in reading.

<b>Strategy #1</b>	Provide comprehensive staff development in early literacy strategies.
<b>Activities</b>	<ol style="list-style-type: none"> <li>1. Hire a consultant to provide inservice and follow up</li> <li>2. Design two staff development days</li> <li>3. Design follow up and support activities</li> </ol>
<b>Cost or Resources &amp; Services</b>	<ol style="list-style-type: none"> <li>1. \$50,000 from Title funds</li> <li>2. Minimal will take staff planning time</li> <li>3. Minimal will take staff planning time</li> </ol>
<b>Person(s) Responsible For Implementation</b>	<ol style="list-style-type: none"> <li>1. Administration</li> <li>2. Principal and teachers</li> <li>3. Principal and teachers</li> </ol>
<b>Process For Monitoring</b>	<ol style="list-style-type: none"> <li>1. Hiring process</li> <li>2. Peer collaboration</li> <li>3. Peer collaboration</li> </ol>
<b>Baseline Assessment</b>	The current staff development model has concentrated on single day trainings for all schools with little or no follow up and accountability. The general consensus is that these staff development days have not met the needs of the elementary staff.
<b>Ongoing Assessment</b>	<p>Surveys can measure teacher satisfaction.</p> <p>MAP scores can measure student academic growth.</p>
<b>Timeline Start/Stop</b>	Fall to spring 2014-2015 and ongoing
<b>Process for Communicating To Shareholders</b>	Monthly bulletin, Parent Advisory Committee

<b>Strategy #2</b>	Focus Professional Learning Communities on reading.
<b>Activities</b>	1. Identify clear learning objectives at each grade level. 2. Chose and order professional texts.
<b>Cost or Resources &amp; Services</b>	1. Minimal. Will be part of curriculum realignment 2. \$500
<b>Person(s) Responsible For Implementation</b>	1. Principal and teaching staff with curriculum coordinator 2. Principal and teaching staff
<b>Process For Monitoring</b>	1. Peer collaboration 2. NA
<b>Baseline Assessment</b>	Current PLC process is focused on writing. Staff feel that the process has been effective in improving student writing skills.
<b>Ongoing Assessment</b>	Pre and post-tests assess student growth.
<b>Timeline Start/Stop</b>	1. Early fall of 2014 2. Fall to spring of 2013-2014 and ongoing
<b>Process for Communicating To Shareholders</b>	Monthly bulletin, Parent Advisory Committee

<b>Strategy #3</b>	Design comprehensive, data-based intervention component to reading program to serve students reading below grade level.
<b>Activities</b>	1. Hire Reading Recovery teacher. 2. Redesign program structure. 3. Identify and purchase intervention materials
<b>Cost or Resources &amp; Sources</b>	1. Salary and benefits for one fte.- to be budgeted 2. Minimal ó will take staff meeting time 3. \$10,000 ó Title funds.
<b>Person(s) Responsible For Implementation</b>	1. Administration 3. Principal and teachers 3. Principal and teachers
<b>Process For Monitoring</b>	1. NA 2. Peer collaboration between teachers and principal 3. Peer collaboration between teachers and principal
<b>Baseline Assessment</b>	The current reading program relies upon the teacher using adjustments within the current program- Literacy by Design. Data indicate this is not successful.
<b>Ongoing Assessment</b>	Growth of reading achievement of individual students can be measured through MAP system. Internal Reading Recovery measures can be used.

<b>Timeline Start/Stop</b>	1. Fall of 2014 2. Spring of 2014 3. Fall of 2014
<b>Process for Communicating To Shareholders</b>	Monthly bulletin, Parent Advisory Committee, Report of test scores to executive board.

<b>Strategy #4</b>	Align reading curriculum with Montana Common Core State Standards and unpack standards to learning objectives.
<b>Strategies</b>	1. Rewrite current reading curriculum. 2. Review other state reading curricula that have been unpacked to the level of learning objectives.
<b>Cost or Resources &amp; Sources</b>	1. Extensive staff time 2. Extensive staff time
<b>Person(s) Responsible For Implementation</b>	1. Principal, teachers, curriculum coordinator 2. Principal, teachers, curriculum coordinator
<b>Process For Monitoring</b>	1. Peer collaboration among principal, teachers, and curriculum coordinator 2. Peer collaboration among principal, teachers, and curriculum coordinator
<b>Baseline Assessment</b>	Current curricula have not been aligned with Montana Common Core State Standards. Staff has received some training in implementing CCSS.
<b>Ongoing Assessment</b>	Periodic status checks on completion of curriculum
<b>Timeline Start/Stop</b>	1. Fall to spring 2014-2013 2. Fall to spring 2014-2013
<b>Process for Communicating To Shareholders</b>	Monthly Newsletter. Parent Advisor Committee

# Improving Student Learning for Catholic Schools

## Appendix G2

### Action Plan Timeline

Month/Year	Goal	Strategy or Activity	Cost	Person Responsible
Fall 2014	Increase instructional time for every student	1. Evaluate, restructure daily instructional schedule	None	Principal
Fall 2014		2. Utilize student learning time	Teacher training covered through Title funds	Principal
Fall 2014 to Spring 2015 and ongoing		3. Deliver quality lessons that effectively utilize available instructional time	Teacher training covered through Title funds	Principal
Winter 2015 and ongoing	Implement high quality native American Studies and Cheyenne Language curricula	1. Evaluate and revise the existing Pre K-4 curricula for Native American studies and Cheyenne language for each grade level	Minimal, will take staff planning time	Native American Curriculum Committee
Winter 2015 and ongoing		2. Inventory and supplement existing materials and visual aids in the elementary library and other sources	Will depend on amount of materials, from budget	Native American Curriculum Committee and librarian
Fall of 2015 and ongoing		3. Utilize local and state resources to augment existing curricula	Stipends from budget	Native American Culture Committee
Fall of 2014 and ongoing	Improve reading achievement	1. Provide comprehensive staff development in early literacy strategies	50K from Title funds	Administration
Fall of 2014		2. Focus PLC's on reading	None	Principal, teachers
Fall 2014		3. Design	1 fte Reading	Administration

		comprehensive, data-based intervention component	Recovery teacher from budget	
Fall to spring 2014-2015		4. Align reading curriculum with Montana CCSS	Minimal, will require staff time	Principal, teacher, curriculum coordinator

## **B. CAPACITY TO IMPLEMENT AND MONITOR THE ACTION PLAN**

*The school demonstrates the capacity to implement and monitor an Action Plan that ensures high achievement of all students of the Schoolwide Learning Expectations, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don't exist), and other governing authority expectations*

This is an ambitious action plan. It is clearly aimed at addressing concrete needs of our students.

The goal addressing the NA content of the school will require time and effort but the cost should be minimal and within the reach of yearly budgets.

The goal to increase productive time on task is in two parts. The first part is structural and addresses how time is scheduled. The key issue here is coordination with the middle and high schools. Many resources are shared. The second part of the goal addresses the effective use of class time. Teacher development activities are covered by Title funds.

A key to the success of the goal addressing reading achievement will be the provision of expertise in the form of consultant services and the re-implementation of Reading Recovery services. The costs of consultant services can be covered by Title funds. The isolation of St. Labre complicates meeting these needs. Even when funds are available, the expertise is often difficult to find. Changing the focus of the PLC groups will provide effective monitoring of this goal.

# **Improving Student Learning for Catholic Schools**

## **Appendix A**

### **Informational/Organizational Templates**

- A-1 Address and Basic Information
- A-2 Current Enrollment Information
- A-3 Instructional Staff
- A-4 Support Staff
- A-5 Participation in IDEA
- A-8 Staff Development Program

## **Appendix B**

### **Data Analysis**

- B-1 Enrollment Trends
- B-2 Finances
- B-3 Disaggregation and Analysis of Test Results, Quartile Analysis



# Improving Student Learning for Catholic Schools

## Appendix A-2 School Profile – Current Enrollment Information

	Male	Female	Total
Preschool			
Pre-K	8	14	22
K	15	15	30
1	18	14	32
2	24	10	34
3	17	14	31
4	11	17	28
5			
6			
7			
8			
<b>TOTAL</b>	<b>93</b>	<b>84</b>	<b>177</b>

Race and Ethnicity	Catholic	Non-Catholic	Total
Black			
Asian			
Hawaiian / Pacific Islander			
Native American / Native Alaskan	75	93	168
White	4	5	9
Other			
<b>TOTAL RACE</b>			
Hispanic			
Non-Hispanic			
<b>TOTAL ETHNICITY</b>	<b>79</b>	<b>98</b>	<b>177</b>

# Improving Student Learning for Catholic Schools

## Appendix A-3

**Adhere to Diocesan Policy in publishing this appendix**

### School Profile – Instructional (Teaching) Staff

Name	Grade Subj.	Catholic/ Non-Cath.	Highest Degree	Teacher License	Catechist Cert.	Total Yrs. Exp.	Exp. this school	Ethnicity	M/F
Abbott, Joan	K	NC	BS	Yes	No	31	21	C	F
Bowns, Joanna	3 <sup>rd</sup>	C	MS	Yes	No	4	4	C	F
Charlesworth, Michelle	2 <sup>nd</sup>	C	BS	Yes	Yes	14	4	C	F
Helfert, Bernadette	Religion , Music Read Asst.	C	MA+	No	Yes	46	10	C	F
Julin, James	2 <sup>nd</sup>	NC	MA+	Yes	No	27	1	C	M
Julin, Janet	1 <sup>st</sup>	NC	BA	Yes	No	18	1	C	F
Knobloch, Joan	4 <sup>th</sup>	C	MA	Yes	No	15	14	C	F
Lei,Rae Dawn	PK	C	BA	Yes	No	7	7	NA	F
March, Shelly	PK	C	Assoc.	No	No	28	9	C	F
Mclean, Olivia	Art	NC	BA	Yes	No	4	3	NA	F
MedicineBull, Christine	Cheyenne Lang Culture	C		No	No	35	30	NA	F
Melin, Nicki	1 <sup>st</sup>	NC	BA	Yes	No	8	8	C	F
Murphy, Tessa	K	NC	BA	Yes	No	2	2	C	F
Onderdonk, Josh	Health /PE	C	BS	Yes	No	1	1	C	M
Scarber, Hank	4 <sup>th</sup>	C	BS	Yes	No	18	18	C	M
Shaw, Marilyn	3 <sup>rd</sup>	C	BS	Yes	No	8	4	C	F
Twenty Stands Alberta	Counselor	C	MA	Yes	No	32	17	NA	F

Wendt, Toni	Princi pal	C	MA	Yes	Yes	21	7	C	F
----------------	---------------	---	----	-----	-----	----	---	---	---

# Improving Student Learning for Catholic Schools

## Appendix A-4

**Adhere to Diocesan Policy in publishing this appendix**

### School Profile – Support (non-teaching) Staff

Name	Assignment	Hours per day Worked	Days per year worked	Years Worked at this school	Qualifications (degree, certification, etc.)
Elkshoulder, Elle	Classroom Aide	8	180	11	
Fisher, Collette	Classroom Aide	8	180	2	
Smalley, Janey	Classroom Aide	8	180	4	
Walker, Elaine	Speech Aide	8	180	10	Assoc. EMT
Watt, Nedra	Classroom/Office Aide	8	200	31	Assoc.
Weide, Maya	Admin. Assistant	8	200	32	

# Improving Student Learning for Catholic Schools

## St Labre Indian Catholic Elementary School Academy

### Appendix A-8

#### School Profile – Staff Development Program

**In the following section, discuss your staff development plans.**

Staff Development for St. Labre Indian Catholic Elementary School Academy is a series of planned in services designed not only to meet the needs of this school but are conducted in concert with the other four schools in the system.

Every year, Catholic Identity is addressed in some way on at least two different days. All employees gather annually for a Mission Quest Day which addresses the unique mission of St. Labre, a Catholic institution with deep Native American roots. Another day is spent attending course work for certification of catechists directed by Marion University. This program is set up by the diocese and is mandatory for teachers, administrators, etc.

In recent years, experts have come to our campus to help us develop skills in Differentiated Teaching, Professional Learning Communities and Literary and Writing Skills. This past year was devoted to learning about Core Curriculum and its implications. The schools have begun to implement these concepts this year. Annually, the system spends about \$25,000 for in service for the teachers. Of this amount about \$18,000 comes from Title Funds

Currently, the system is using the professional skills development days on different areas. The elementary and middle schools will be focusing on reading skills. The System is also developing programs in Technology. Those not involved in the actual teaching of reading will have time to focus on these programs and skills.

# Improving Student Learning for Catholic Schools

## Appendix B – Data Analysis Templates:

### Appendix B-1

#### Data Analysis – Enrollment Trends

#### Grade Enrollment Over Time

Year		PK	K	1	2	3	4	5	6	7	8
2004		29	29	33	35	35	30	34	40	42	52
2005		28	33	33	32	36	32	29	38	39	43
2006		31	32	34	31	35	36	32	35	38	40
2007		30	42	36	35	36	32	33	22	27	33
2008		25	32	30	24	29	24	32	29	22	29
2009		28	26	27	30	21	20	14	24	27	22
2010		28	27	21	35	30	23	21	24	31	35
2011		28	28	21	35	30	23	22	24	22	31
2012		28	28	32	28	23	31	31	31	29	28
Current		22	30	32	34	31	28	32	31	30	35

#### Total Enrollment Over Time

#### Pre K-4 Only

2004	2005	2006	2007	2008	2009	2010	2011	2012	Current
196	197	229	212	165	153	165	168	170	173

# Improving Student Learning for Catholic Schools

## Appendix B-2

### Finances

There is no tuition charged at any of the St. Labre Schools. The question of whether to charge tuition has been discussed over the years. Since 80% to 90% of the students (depending on the school) qualify for free and reduced lunch, the question of how many families could afford tuition is a real one. In addition, because the nation-wide appeal that funds the schools is based on St. Labre's historic mission to provide education to Northern Cheyenne and Crow students, any tuition would have political implications.

Because of the way St. Labre Indian Educational Association is organized, a per pupil cost would be extremely time consuming. And since overall operating expense is not tied to enrollment, the per pupil cost would have minimal value. Many costs at St. Labre are shared either among the schools or among the schools and the association as a whole. Some staff teach only in one school. Some teach in one, two or three schools. Some staff such as the central administration staff are responsible to all five schools. Some costs such as utilities and maintenance are shared among the schools and the association. In addition, St. Labre provides dormitory facilities to some students; some students are provided some meal services that are not reimbursed through the school lunch program: and nearly 90% of the students ride buses- a major cost. These major expenses that would not be incurred in most Catholic schools would make any meaningful comparison difficult.

# Improving Student Learning for Catholic Schools

## Appendix B-3

### Disaggregation and Analysis of Test Results: Quartile Analysis

#### Measures of Academic Progress (Fall 2013)

<b>Subject Reading</b>	2	3	4	5	6	7	8	2-8 Totals
75-99%	3	3	1					7
50-74%	3	3	6					12
25-49%	4	6	9					19
1-24%	23	18	11					52

#### Data Analysis:

The data analysis committee looked closely at strands to determine areas where students were weak. In each of the quartiles there were no specific areas of weakness. Deficits appear to be more global: weak students are weak in most reading strands.

Teachers do have tools to identify areas of weakness. Most teachers have received Dibels training. Teachers also utilize DRA assessments. The reading program has been revised so that teachers utilize guided reading each day. Guided reading provides constant formative assessment.

It is important to note that the Montana state test (CRT) is not used to identify student in need of intervention. Students would score considerably higher on the CRT. However, as a school the decision was made to use the MAP system, as it presents a more realistic and detailed picture of each students and of the school.

# Improving Student Learning for Catholic Schools

## Appendix B-3 Disaggregation and Analysis of Test Results: Quartile Analysis

Subject Math	2	3	4	5	6	7	8	2-8 Totals
75-99%	2	2	5					9
50-74%	9	5	6					20
25-49%	5	11	8					24
1-24%	17	13	9					39

### Data Analysis:

For the groups in each grade who scored in the first quartile (below the 25<sup>th</sup> %), what are their weakest areas of performance?

2	Algebraic Thinking and Geometry
3	No clear weak area
4	Algebraic Thinking
5	
6	
7	
8	

Before the 2013-2014 school year, all first grade students were screened through the Math Recovery program to identify weaknesses and to refer students for services. This is no longer done because the Math Recovery program was dropped due to budget constraints.

Most teachers have had Strength in Number training which provides an instrument to identify weaknesses in the classroom.

We do not currently have a consistent instrument to identify weakness beyond the MAP system.

# **In-Depth Study**

**An In-Depth Study in Reading**

**by:**

**St. Labre Indian Catholic Elementary School Academy**

**1000 Tongue River Road**

**Ashland, MT 59003**

*Continuous School Improvement Focused On High Achievement of All Students*

**2013-2014**

**Preface:** The staff of St. Labre Indian Catholic Elementary School Academy has chosen reading for our in-depth study.

## **In-Depth Study for Reading**

### **TASK 1 – ANALYZING CURRICULUM ASSESSMENT DATA**

*The school uses educationally sound assessment processes to collect data. The school disaggregates and analyzes student performance data and uses the analysis as a basis for instructional/curricular improvement.*

The required state test for Montana has been the CRT (Criterion Referenced Test). This test was taken by students in grades 3-8 in math, reading, language, and science. We have kept historical data on student performance on this test, and this information is available. However, the CRT provides almost no relevant information to guide instruction. It provides very general information on a group's performance on particular strands within each area. It also provides a partial item analysis for each student. This test was dropped by Montana in the 2013-2014 school year as the state transitions to the Smarter Balanced test based on the Common Core State Standards. Montana will not make the Smarter Balanced test available to non-accredited private schools. Thus this data will not be available to SLES.

Because of the limited information provided by the CRT, St. Labre has been giving the MAP (Measures of Academic Progress) test in the fall, winter and spring. Beginning, in 2012-2013, we began in-depth analysis of the MAP data in math and reading. All K-8 student data on all three campuses were put on spreadsheets to answer specific questions: how many students are at grade level at the beginning and end of the year, how many students make a year's "typical growth?", how many students score at grade level, how many students score at least two grades below grade level. We are also beginning to use these spreadsheets to evaluate the effectiveness of intervention programs and to look more closely at our transient student population. These Academic Growth Reports are available.

In addition to standardized, summative assessments, the SLEMS teachers use a range of formative assessments in the classroom on a daily basis. These include: DRA (Diagnostic Reading Assessment), running records, informal observations, and PLC data. All St. Labre students have writing portfolios which follow them from kindergarten through twelfth grade.

As we have looked at these spreadsheets, we have discovered several general trends in reading: 1. About half of the students are at or above grade level, 2. Few students are at least two grade levels behind, 3. A large number of students are in the third quartile (near grade level), 3. In relatively few classrooms are at least 75% of the students making "typical growth" as defined by the MAP system (a percentage that would be expected if students are moving from below to at grade level). We know that

fewer than 50% (2013-2013 – 38% 2013-2014 – 46%) of students enter kindergarten at the 50<sup>th</sup> percentile in basic reading readiness skills according to the MAP system.

These data have led us to establish our first goal: Improve reading achievement . We are looking closely at materials, structure of the program and staff development.

The data committee disaggregated MAP data, but was unable to isolate specific areas within reading as problem areas. Instead, reading problems seem to be general. We have decided that the current program, Literacy by Design by Rigby appears to be working with at grade level readers; however, it is not working for those “near grade level” readers who are falling a little more behind each year. As we restructure the reading program we intend to address the needs of these readers specifically with a well-defined intervention component.

In the past Montana standards and the CRT have provided little direction for instruction. Montana standards have often been ranked as the worst in the nation. However, since Montana students consistently rank very high in national measure (NAEP, ACT, etc.), the standards were considered to be serving the greater population of Montana students well. The standards were very general and the link to the CRT was tenuous at best. In 2013-2014, SLEMS began the transition to the Common Core State Standards. Although SLEMS will not have access to the Smarter Balanced test, which is tied directly to the CCSS, the MAP test claims to be tied to the CCSS.

Part of our goal will be to use the CCSS to provide clear learner objectives at each grade level. These objectives will provide a clearer picture of exactly where each student is. These objectives will also provide clear benchmarks for the PLC groups as they meet weekly to examine student progress.

Significant Accomplishments:

- NWEA MAP testing
- Implementation of Professional Learning Communities
- Extensive availability of assessment data

Goals:

- Improve reading achievement
- Use disaggregated test data to design intervention for below grade level readers.

## **TASK 2: USING CURRICULUM STANDARDS**

*The school provides a challenging, comprehensive and relevant curriculum for each student that results in achievement of the Schoolwide Learning Expectations, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don't exist), and other governing authority expectations. All students make acceptable progress toward clearly defined and measurable Schoolwide learning Expectations, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don't exist), and other governing authority expectations.*

There are no Arch/diocesan curriculum standards for the Diocese of Great Falls/Billings. St. Labre does have a set of curriculum standards that were last revised in 2010. Along with all schools in Montana, St. Labre Schools are in the process of transitioning to Montana Common Core State Standards.

The previous St. Labre curriculum standards identified reading objectives for each grade level. These objectives were also part of the report card. Teachers gave an overall grade for reading and graded each objective for that quarter on a basis of: novice, nearing proficient, proficient and advanced. In the 2013-2014 school year, the St. Labre objectives were dropped from the report card as objectives based on the CCSS are implemented. Teachers are in the process of identifying when specific objectives are expected to be mastered.

St. Labre does not currently have curriculum maps for each grade level in reading. St. Labre does have pacing guides based on the previous St. Labre curriculum. The first step in establishing curriculum maps will be to identify the CCSS and objectives by quarter for each grade level. This is part of the action plan for the goal to improve reading achievement. We are currently considering ways to link various types of assessment to the CCSS and objectives based on the standards.

It is clear that SLEMS has a doubly difficult task ahead of us. We must address the needs our students who are not reading at grade level. At the same time, we must make the transition to the Common Core State Standards. The CCSS can serve as a basis for the design of an effective intervention program for those students reading below grade level, as well as a reading program for those students reading at grade level.

#### Significant accomplishments:

- Curriculum standards and learning objectives in each content area.
- Teacher development opportunities in implementation of Common Core Standards.

#### Goals:

- Complete transition to Common Core Standards
- Continue work on understanding and implementing Common Core Standards

### **TASK 3: INSTRUCTIONAL METHODOLOGY**

PLC (Professional Learning Communities) groups have been operational for three years. The emphasis has been on improvement of writing skills. Groups meet weekly to evaluate student work and to study professional materials. Intervention and enrichment groups then address the needs identified. This emphasis on writing has shown marked improvement as based on evaluation of student writing. As part of the reading action plan, the concentration will shift to reading.

Some staff participated in CELL (California Early Learning Literacy) training several years ago. This training provided expertise in early literacy strategies. As part of the reading action plan, all staff will receive training in early literacy training and coaching.

In order to meet the needs of a wide range of learners, staff have been working to implement elements of differentiated learning. During the 2013-2014 school year teachers began work familiarizing themselves with the Montana Common Core Standards.

A majority of the staff attended the Differentiated Instruction Conference in Las Vegas. This was followed up with a series of one day trainings through ASCD.

During the school year, staff attended two days of training on implementing the Common Core Standards in English/language arts, writing and math sponsored by Catapult Learning. These one-day trainings were followed up by school visits by the trainers.

Significant accomplishments:

- Small class size
- Current materials
- Para-professional help
- Title Funding available for staff development

Goals

- Provide structured, consistent, formative assessment in reading.
- Provide staff development in formative assessment in reading.
- Provide staff development in early literacy strategies.

### **TASK 4: SUMMARY OF FINDINGS**

#### **1. Math Achievement**

Over the past six years, there has been a clear emphasis on math achievement. Through co-operation with the First Peoples Center in Sheridan, Wyoming most staff have received extensive training in early numeracy. This training has been followed up with intensive support and coaching. Several staff have been trained in Math Recovery, an intensive early intervention program. This emphasis on math achievement has not only improved student achievement it has developed a "math culture" that did not exist before. This balanced approach to improving math instruction can be replicated in reading.

## 2. Professional Learning Communities

The implementation of Professional Learning Communities has clearly improved the writing skills of students and developed the writing expertise of teachers. Teachers are examining detailed data on students every two weeks. They are then using this data to identify student weaknesses and design intervention. While no standardized assessment evaluates writing at the early grades, various teacher-made assessments document the improvement.

By switching the content emphasis of the PLCs from writing to reading, a similar growth in reading achievement can be realized.

## 3. Use of Data

Over the past two years, we have become much more sophisticated in our use of data to inform instruction and curriculum. We have a much clearer picture of who our students are and what their needs are. This data will help us greatly as we work toward our goal of improved reading achievement.

Accomplishment of the goal, "Improve reading achievement" will have the greatest positive impact on student learning.

