

Improving Student Learning



St. Labre Indian Catholic Middle 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

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ST. LABRE INDIAN CATHOLIC MIDDLE SCHOOL ACADEMY STAFF

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Counselor	Lyman Morin
Administrative Assistant	Ada Graham

Teaching Staff

Grade Five Language Arts/Social Studies/Religion	Stephanie Schaffer
Grade Five Math/Science/Religion	Cheryl Melin
Grade Six Language Arts/Social Studies/Religion	Mary MacFarlane
Grade Six Math/Science/Religion	Kathy Widdicombe
Grade Seven Language Arts/Social Studies/Religion	Hymn Alexander
Grade Seven Math/Science/Religion	Michael Melin
Grade Eight Language Arts/Social Studies/Religion	Curtis Shaw
Grade Eight Math/Science/Religion	LaCee Small

Shared Staff

Home Economics	Robyn Alexander
Reading Specialist	Lori Buckles
Crow Language/Culture	Roanne Alden-Hill
Cheyenne Language/Culture	Adeline Fox
Band	Patrick Maloney
Art	Olivia McLean
Health/Physical Education	Josh Onderdonk
Industrial Arts	Kaitlin Pearce
Native American Arts	Phillipe Franquelin
Native American Music	Benji Headswift

Vocal Music

David Schmitt

Support Staff

Math Interventionist

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Math Interventionist

Brooke Medicine Bull

Reading Tutor

Edith Cain

Jesuit Volunteer

Chris Daniels

STLABRE PARENT ADVISORY COMMITTEE

Michelle Thex, Chair

Fr. Paschal Siler, OFM cap

Michael Speelman

Angela DeCrane

Deacon Joe Kristufek

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Donna Yazzie

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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- 4 and middle 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 was 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 language arts. 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 plans.

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. Final revisions were done during the summer of 2014.

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 advisory 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 and concern 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 19th 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 "Cheyenne Country" 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, "My heart fell down to the ground. I decided then that the white-man school is not good for Indian children."

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 "community" 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 "community" 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 of St.

Labre students 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 Schools 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 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’S 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 Middle School Academy recognizes its authentic Catholic identity by our students' ability to demonstrate the school's core values of spirituality, respect, justice, stewardship, excellence, and integrity on a consistent basis. The St. Labre Mission Statement clearly establishes our Catholic identity and our unique mission to serve the Northern Cheyenne and Crow Peoples. Students celebrate faith as evidenced by their involvement in liturgical services, retreats, daily prayer, and achievement in the religious education program.

46% (Oct. 1, 2013) of students attending SLMS are Catholic. Catholic students come from different parishes on the Northern Cheyenne and Crow reservations.

Each school day begins with prayer and other classes incorporate prayer throughout the day. Students attend daily religion classes that adhere to the USCCB framework using textbooks suggested by the Diocese of Great Falls- Billings. All texts have been replaced in coordination with the diocese. The SLMS faculty attends professional development that fosters an understanding of the Catholic faith. Staff members are working towards certification as catechists through a diocesan program with Marian University. All staff members participate in ongoing training through VIRTUS to ensure safe care for each child. All St. Labre employees attend Mission Quest in October to renew our commitment to the mission of St. Labre

The SLMS participates in celebration of the eucharist and liturgy on a biweekly basis with the high school. Students serve as leaders in various capacities at each mass. These masses incorporate Native American cultural traditions such as cedarizing, singing, and drumming. Teachers coordinate times for reconciliation if desired by students. However, RCIA classes are offered to students through their home parishes. Students and their families are encouraged to pursue sacramental preparation in the towns in which they live.

School masses are open to the public. Spiritual elders from the Crow and Northern Cheyenne tribes are consistently involved in spiritual events. Although it appears that geographic distance may be a factor that impedes families' ability to be further involved at St. Labre Middle School in spiritual events, school staff strive to keep families informed. According to the most recent survey, parents clearly feel that they have sufficient opportunities for involvement. Parents also indicate that they understand the mission and values of St. Labre.

Starting the 2014 - 2015 school year students will participate in the Works of Mercy Program. This program, currently in place in the high school, aims to develop students' understanding of service as an agent for change on local, state, national, and world levels.

Students also participate in service work during class retreats.

Students celebrate particular feasts such as that of St. Benedict Joseph Labre, St. Francis of Assisi, and St. Kateri Tekakwitha. Rituals such as Stations of the Cross during Lent and participation in recitation of the Rosary are practiced in individual classrooms. SLMS students have constant exposure to signs and symbols of Roman Catholicism. St. Labre provides a Catholic environment as evidenced through demonstration of St. Labre Mission and Values in all interactions and school-wide celebration of rituals of Roman Catholicism.

In spite of the fact that fewer than 50% of the students are Catholic, the Catholic identity of the school is clear.

Significant Accomplishments

- Prayer as a means of developing dialogue with God
- An understanding of service within the St. Labre school community, students' home communities, and the larger world
- Participation in the liturgy, celebrating the Eucharist and Roman Catholic traditions
- A clearly articulated Mission Statement and values that define the school's identity both as a Catholic and as a Native American institution
- A religion curriculum in accordance with USCCB standards

Goals

- Increase the degree of parental and familial involvement in the faith formation of students
- Practice rituals such as Stations of the Cross during Lent and participate in recitation of the Rosary as a unified school body
- Empower students to live out their faith in their home communities

Evidence

- St. Labre Mission and Values Statement
- Curriculum-based assessments
- Works of Mercy program
- Liturgy schedule
- Retreat schedule
- St. Labre Middle School Handbook
- Visual representation of Roman Catholic traditions (crucifix, statues, paintings and images of saints and church leaders, liturgical calendars, prayers, rosaries)
- VIRTUS program
- Employee Handbook

- Teacher contract
- Monthly school newsletters
- Mission Quest agenda
- Retreat agenda
- Parent surveys
- Staff surveys

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.

As our mission statement indicates St. Labre Indian Catholic Middle School Academy is Catholic and is in full compliance with the Diocese of Great Falls-Billings. At the heart of the St. Labre Mission Statement is the provision of quality education to the Native American Peoples, especially the Northern Cheyenne and Crow Peoples. The Mission Statement clearly defines the dual purpose of all five St. Labre schools: "to proclaim the Gospel of Jesus Christ according to Catholic Tradition by providing quality education"

The St. Labre Indian Catholic Middle School Academy is one part of a much larger organization: St. Labre Indian School Association. The Association operates through the Executive Board. The Executive Board developed and approved this Mission Statement, Vision and Values for all five schools in the association.

SLMS serves students in grades five, six, seven, and eight. Enrollment is 127 (Oct. 1, 2013). 46% of the students are Catholic. 80% of the students qualify for free or reduced lunches. Students are admitted on a first come, first serve basis. Students with serious learning disabilities are admitted according to our ability to serve his/her needs and in consultation with parents.

SLMS embarked upon the WCEA process in the spring of 2013. Committees were formed to address the various areas of Schoolwide Learning Expectations. These committees produced Student Learning Expectations (SLEs) which reflect the Schools Catholic Mission and expectations for quality as well as the integration of Native American cultures. Each teacher has explained these SLEs to his/her classes and in addition these have been summarized and discussed during each "Monday Morning Rally", posted in every classroom for the students, and put on the school web site. In the 2014-2015 school year the SLEs are to be published in the student handbook and in the student planner books.

The SLEs give purpose to our Academy and have incorporated the Common Core Guidelines as standards so as to present an integrated approach to learning within the Academy. As well as the Common Core guidelines, the attainment of the SLEs can be tracked through multiple avenues. The academic SLEs can be tracked through MAPS and CRT testing, as well as general grades earned in conjunction with aimsweb. Aimsweb is a progress monitoring, data management system that allows us to efficiently monitor our students' academic progress to enable early intervention for those at risk for academic failure. Academy behaviors are tracked through Student Trax, a system we use for monitoring and reporting behavioral issues. Native

American identity can be tracked through growth in each cultural class the students take each year as well as through the emphasis put on Native American history in the 7th grade social studies class. Their achievement in these classes tracks their ability to demonstrate the corresponding SLEø. Last, but not least the faith and spirituality SLEø can be tracked through the required theology classes that have adopted a standardized curriculum, Works of Mercy requirements, and through their involvement in church, prayer, and their freedom of spiritual expression. By tracking and monitoring the success of our students carefully we can best insure the Student Learning Expectations are being upheld to the highest degree.

There are no diocesan academic standards. St. Labre has locally developed curriculum standards that are consistent among all five schools. Revision of these standards is on hold as St. Labre, along with all schools in Montana, implements the Common Core Standards. Each teacher is expected to give a summative assessment each semester. These are criterion referenced to the curriculum.

Significant Accomplishments

- Development of SLEø
- Extensive monitoring of student growth

Goals to be Accomplished

- SLEø will be understood and worked towards by all in the middle school
- Students, parents and teachers will follow SLEø in all curriculum while keeping in mind our schoolø mission and values.
- SLE achievement and implementation will be tracked.

Evidence

- Curriculum binders
- St. Labre Mission Statement, Vision, and Values
- Semester summative assessments
- Academic Reports
- Aimsweb
- Student Trax

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

Schoolwide Learning Expectations

A St. Labre Middle School Academy student will:

Academics

- demonstrate mastery of critical subject areas necessary for success in high school,
- possess the academic skills (study, research, organizational, technological and critical thinking) necessary to achieve success,
- demonstrate an appreciation of the arts,

Academy Behaviors

- demonstrate social skills necessary for appropriate interactions and excellence,
- practice skills to maintain healthy lifestyles of mind and body,
- resolve conflicts peacefully and promote justice,

Native American Identity

- demonstrate an understanding and appreciation of the languages, histories, traditions, beliefs, arts and values of the Native American people, particularly the Crow and Northern Cheyenne Peoples,
- demonstrate an understanding of key historical events and political issues impacting contemporary Native Americans, particularly the Northern Cheyenne and Crow Peoples,

Faith and Spirituality

- demonstrate an understanding and appreciation of the traditions, beliefs and values of Jesus Christ and the Catholic Church,
- live in a right-relationship with God, nature, family and community and respect Native American spiritual values,
- demonstrate the gospel value of service, especially in regard to the poor and vulnerable.

C. Organization for Student Learning to Support High Achievement of All Students (3/1

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

St. Labre Indian Catholic Middle School Academy believes that high achievement includes more than academics. The promotion, practice, and implementation of respect, excellence, integrity, stewardship, spirituality, and justice are symbolic of our presence and our purpose. We believe that these foundations are essential for the education of a well-rounded student. We have developed concrete structures rooted in these foundations in order to meet our students' needs. The structures of SLMS including its governance, academic programs and counseling programs, and professional development of its staff aid in the high achievement of all students.

Challenges the students face

The majority of the students at St. Labre face significant challenges. Seventy-nine percent of the students qualify for free or reduced lunch. Many students are transient. It is not uncommon for many students to change schools, move residences, and live with different family members throughout the year. Many of these students lack key academic skills that lead to educational success at SLMS. In addition many students face substantial academic challenges as a consequence of instability and stress outside of school.

The overall structure of the schools

The governing authority of St. Labre delegates the implementation of school policies to the professional staff. The Executive Board's primary concern is funding and resources for St. Labre's operations. The Director of Schools oversees school functions by acting as superintendent of all schools overseen by the Executive Board, including the St. Labre Middle School Academy. Furthermore, the principal is responsible for the management of teaching staff and middle school programs. Specifically the principal monitors the attainment of School-Wide Learning Expectations that correspond to academics, behaviors, Native American identity, and faith and spirituality. In addition, professionals such as the Director of Ministry and Mission Integration and the Religious Education Coordinator coordinate larger activities on a system-wide basis related to Catholic identity.

Structure to address significant needs

With a staff of eight grade level teachers, three math intervention specialists, two reading specialists, and ten shared elective teachers, St. Labre Middle School offers a range of options for its students according to their academic ability. It is our mission to try to accommodate any student wishing to attend St. Labre. Nevertheless, students requiring extensive special education services or advanced studies may be underserved at our school. In order to address the academic

challenges of our students we have tier I, tier II, and tier III intervention programs. Tier I is instruction using best practices. Structures that support Tier I instruction include subject teachers, in school study hall, and afterschool study hall. If tier I intervention isn't sufficient, students can benefit from a combination of tier II intervention, a common core based curriculum and differentiated instruction. The tier II intervention program and differentiated instruction is where we can close the achievement gap. Utilization of differentiated instruction is a normal practice of all teachers. Tier II intervention has a foundation in the curriculum, but student skills can be strengthened. The integration of aimsweb data helps the school monitor academic growth in math and reading, but lack a prescribed solution to improve identified areas of weaknesses. This shortfall is the teacher's responsibility to remedy. A formalized tier II intervention program could aid teachers. Accelerated Reader has become a widely successful program for both low and high readers. It is an excellent solution to push up student reading levels. The math program could also benefit from a formal tier II program in order to accelerate student achievement in deficient concepts. Tier III is intensive instruction specific to the student's highest area of need. We have tier III intervention programs for math and reading. These include a variety of direct instruction math programs and Read-180. Students are determined fit for the tier III intervention programs utilizing information from school transcripts, teacher recommendations and standardized test scores. Current limitations are classroom size and teacher to student ratio. Our tier III intervention program is successful in reaching its specific goals, but is not aligned with the Common Core Standards.

It is also apparent that students face significant emotional challenges that interfere with academic success. Programs such as monthly talking circles, individual and group counseling, and access to a dedicated school counselor help to meet student's social-emotional needs.

Cultural, Spiritual, Emotional Well Being

St. Labre has a mission to also teach the Catholic faith and Native American culture. The Catholic faith education organizational structure includes the parish pastor, Director of Ministry and Mission Integration, religious education coordinator, religion teachers, and religious education committee. The Native American culture organizational structure includes the Crow language, Northern Cheyenne language, Native American Art and Native American Drum teachers and the Native American Cultural Committee. The school hosts various programs that aid the teachings of the Catholic Church and traditions of the Crow and Northern Cheyenne peoples. There are daily practices of prayer and classroom instruction as well as annual events such as Catholic Schools Week and Native American Week. Both missions are executed with great success.

The major discrepancy between the two programs is that the organizational structure for Catholic faith has more personnel to execute their mission. The culture department lacks a system-wide position dedicated strictly to coordinate the major events or lead the execution of teaching Native American culture. This change in the organizational structure would balance

the focus of both programs. A strong leader in this position could also improve strategic planning, budget management, and integration of culture in core subject instruction. Certainly, more staff assigned to executing the mission of promoting Native American identity as their primary function would enhance the success of this mission.

Staff Development

St. Labre also has structures in place for staff development to aid in the high achievement of its students. Although SLMS is not accredited by the state of Montana, all administration and staff are expected to be certified for their hired positions. Teachers must maintain certification through continuing education. In addition, St. Labre schedules regular professional development opportunities throughout the school year and summer. Recent topics for all St. Labre Staff during professional development days have included differentiated instruction, curriculum mapping, Professional Learning Communities, formative assessment, Literacy by Design, and Common Core State Standards. Moreover, professional development among middle staff occurs routinely through Professional Learning Community Meetings and all staff meetings.

The overall health of SLMS is due to the strong performance of the organizational structures for student achievement. Given the challenges the student population faces St Labre Middle School Academy structures serve to meet their various academic, emotional, and spiritual needs. St. Labre's vision is education for life. Not only should students be equipped with the skills for future success in high school and college, but also the character and moral foundations to become active citizens and leaders of their communities.

Significant Accomplishments

- Education of the whole person (cultural, spiritual, academic, and physical).
- Continual school improvement efforts over many years (curriculum, academy concepts, and Catholic identity). Professional Learning Communities are in place to focus on analysis of data to improve student learning
- Implementation of Common Core State Standards during 2013-2014 school year with new textbooks
- Improved reading scores for students in Read 180 and all students in the Accelerated Reader program
- Utilization of talking circles and counseling as a school wide initiative for all students to resolve conflicts and deal with personal issues
- Extensive efforts to serve under-achieving students

Goals

- Improve utilization of all available resources (i.e. technology and staff) to increase academic growth for all level achievers
- Increase parent and guardian involvement in student programs such as parent teacher conferences, sporting events, fundraising, and after school activities
- Strengthen our Native American identity

Evidence

- Class schedules
- Curriculum binders
- Aimsweb

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.

St. Labre Indian Catholic Middle School Academy consists of grades 5-8. The enrollment in the fall of 2013 was 127. The student body is 95.2% Native Americans, with the majority being from the Northern Cheyenne and Crow tribes. 80% of students qualify for free or reduced lunches. Fewer than 50% of our students are Catholic. No tuition fees are charged; however, a \$10.00 registration fee is charged.

School enrollment has fluctuated over the past 10 years (see appendix B-1). In 2006, our middle school was reformed and academy expectations were adopted. This meant higher academic and behavior expectations, school uniforms, more time on task, as well as daily homework. Some students and parents were concerned about this change and enrollment fell. When the community saw the high level of satisfaction with the academy concept, enrollment began to increase. The middle school is now filled to capacity with waiting lists at every grade. In 2009, the number of students entering 5th grade decreased due to students being retained in the 4th grade.

An issue at SLMS impacting student achievement is transience. Students enrolled in fifth grade have, on the average, attended 2 other schools since kindergarten, sixth grade -3.5 schools, seventh grade- 2.5 schools, and eighth graders- 2.6 schools. Only 22% of our students have attended St. Labre consecutively since entering kindergarten.

SLMS uses extensive data analysis to target instruction and drive curricular change. St. Labre began administering MAP (Measure of Academic Progress) testing in the fall of 2009. The test is given in the fall, winter, and spring in the curriculum areas of math, reading, language arts, and science. The MAP test is adaptive. The test provides a raw score (RIT) and a percentile score that is convertible to a grade level. The test also provides a growth target in the fall. After the spring test, a report is generated that identifies those students who met the growth targets. Student growth on the MAP test is tracked on yearly Academic Growth Reports.

Administrators and teachers use these results to improve learning for all students and make informed decisions to promote a child's growth. The data let teachers know where a student's strengths and weaknesses are and if help is needed in any specific content area. Teachers use this information to help them guide instruction in the classroom. Test results are discussed with the parents during parent-teacher conferences. A printed summary of all MAP scores is mailed home twice a year.

The CRT (Criterion Referenced Test) is the Montana state test. It was last given in the spring of 2013 and has been replaced by the Smarter Balanced test based on the Common Core State Standards. This test is not being made available to non-accredited, private schools by the state.

Using the results from the past CRT and MAP data, approximately 30% of our students are found to be at least two years behind in reading. This has been the trend over the past five years, so it was

decided that we needed an intervention program that could address these needs. It was at that time that we adopted Scholastic READ 180 program. Potential Read 180 Students are screened using an objective, research-based assessment of students' reading comprehension ability that can be used to place students in the appropriate level.

Assessments are used daily to track progress and to determine student grouping and instructional pacing. These results not only monitor independent reading progress, but provide student motivation. Summative, criterion referenced assessments are administered at midyear and end-of year to assess mastery in all curriculum areas. With these results, we are then able to monitor our students' progress and response to intervention. Writing portfolios are maintained for each student. St. Labre 8th graders are also given the ACT Explore test in the spring. This particular test helps plan high school courses, prepare for the ACT, and choose a career direction.

Another way SLMS uses MAP data is to target students who are two or more years below level in math. After students are identified, they are further tested using an assessment system called aimsweb. Aimsweb is an assessment system that provides the framework for tiered instruction. There are three RTI (response to intervention) tiers. Tier 1 is benchmark. Grade-level assessment probes, three times a year, help identify those students who are possibly at risk. The assessments also help educators focus on specific areas of instruction. Tier 2 is Progress Monitoring. Students who are identified in the benchmark process as at risk are monitored bi-weekly until the 2nd benchmark is given. This process is done to ensure that all students requiring intervention or who need extra help are identified and served. Tier 3 is Targeted Progress Monitoring. Students who are in tier 3 are also progress monitored bi-weekly, but are in intervention programs like Read 180 and Corrective Math.

Corrective Mathematics is a direct instruction program that is designed to provide strategic and intensive instruction to students who test below level. The program consists of eight modules ranging from addition to ratios and equations. The modules are taught so that students learn and retain facts as well as accurately translate word problems into numerical statements. A placement test is given to determine which module the student should begin in. Corrective Math is presented to no more than 7 students at any given time.

SLMS uses many forms of assessments to collect data. The data is then used very effectively to analyze student performance so that students can be placed in a program where they can reach their highest academic achievement.

Significant Accomplishments

- Standardized testing for students in grades 5-8
- 8th grade students tested in ACT Explore
- Corrective Math and Read 180 programs are utilized
- Aimsweb data are used to immediately identify students in need
- Accelerated Reader and Star Testing is are utilized

- Extensive student growth data available

Goals

- Stabilize enrollment in grades K-8
- Incorporate SLEs into classroom instruction
- Reduce the number of students in Tiers 2 and 3
- Increase differentiated instruction by using data disaggregation

Evidence

- MAP scores, Historical CRT scores, ACRE results, ACT Explore
- Weekly progress reports
- PowerSchool Grade Book
- Aimsweb reports
- Writing Portfolios
- Academic Reports
- Criterion Referenced Assessments

E. SLES and Standards-Based Curriculum to Support High Achievement of All Students (3/1)

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 School Wide 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 Middle School Academy strives to fulfill the St. Labre Mission Statement in every decision made and action undertaken. The Mission Statement and St. Labre Values provide the foundation for the newly formulated SLEs (Student Learning Expectations) which will guide and direct curriculum and instruction. SLMSA provides a relevant and rigorous curriculum in order to prepare students in grades five through eighth for successful transition to high school and beyond.

The curriculum director collaborated with each teacher and instructor to create curriculum objectives. He then organized the objectives for each grade level and class to provide seamless transition from grade to grade. The principal is working with teachers to create pacing/unit guides that align with state mandated CCSS (Common Core State Standards). The newly enacted CCSS will necessitate curriculum revision and alignment and that task has been initiated, partly through department PLC (Professional Learning Community) meetings. It will become a goal of SLMSA to have in place a CCS aligned curriculum for every department, from religious education to cultural electives, from life-skills electives to physical education, and from the arts to core subjects. SLMSA will expect core subject area teachers to coordinate learning goals to provide continuity for grades five through eight as well as a common academic language understood by every student in math, English language arts, science and social studies.

Student achievement is measured in the fall, winter and spring using the MAP (Measure of Academic Progress) system. MAP data is summarized each year and provided online to teachers.

Seven years ago, SLMSA initiated an academy concept, since adopted by the elementary, high school, and St. Labre's sister elementary schools on the Crow reservation. The academy model required raising the academic and behavioral expectations of students by teachers, a necessary higher level of effective instruction, and a commitment of support by parents and guardians. Seven years into the project, results have been mixed, with an expected decline in the energy level exhibited by all stakeholders. However, it can be safely stated that SLMSA is a better school as a result. Those benchmarks of progress are detailed in the accomplishments section that follows.

The administration has been generous in enabling staff to attend professional training workshops that have provided current best practice, particularly in curriculum and instruction methodology. Time provided by shortened school days every other Friday has allowed staff to continue implementation of these ideas and strategies.

SLMSA is a Catholic school providing education to Native American students, a majority of whom are not Catholic. However, Catholic identity is evident in the hallways and in the classrooms. Religious education classes are a part of every day, Mass is scheduled every other week, and numerous

activities reinforce Christian and Catholic values throughout the year. Native spiritual leaders are a part of most religious gatherings.

SLMSA is also tasked, in addition to the academic and religious components, to assist the Native community in preserving and perpetuating Native American cultural identity through cultural electives that include language, music, and art.

The academic, religious, and cultural components that are SLMSA present curricular challenges unique to most Catholic schools. AT SLMSA, we see these challenges as opportunities to begin the correct a century of inadequate and ineffective, and often culturally insensitive, education for Native American students. The effort is ongoing, but the mission is steadfast.

Accomplishments

- Implementation of Academy Concept:
 - ✓ Dramatic improvements in Montana Criterion Referenced Test (CRT) scores
 - ✓ Reduction in serious behavior related offenses
 - ✓ Opening a dialogue between administration and teachers with students that includes constant and consistent reinforcement of career goals with the emphasis on college preparation
 - ✓ A sense of being part of something different, something, positive, that separates us from area schools (difficult to quantify but easily articulated by students)
 - ✓ Recognition by the administration that staff development would be required if teachers were to truly instruct at a high level. Curriculum and instruction professional development opportunities have enabled us to adopt research-based theory and methodology practices that allow us to employ proven best-practice strategies and techniques.
- Math and reading intervention programs
- Social intervention implementation
- After school study hall/PACE/TRAX system/awards program
- Professional Learning Communities (PLC)

Goals

- Completion of curriculum mapping with CCSS alignment
- Develop relevant/effective summer program for concept recovery and requirement for advancement
- Develop clear strategy for student empowerment in education: current status information, concise data for missing/make up work and test re-dos, goal setting in consultation with teacher, and time dedicated for achievement of this goal
- Develop a gifted and Talented Program

Evidence

- Listing of specific intervention programs and inclusion criteria
- CRT test results
- MAP results and testing schedule
- Daily schedule
- After-school study hall and detention information and requirement for those failing to stay after
- List of field trips
- Writing portfolio and alignment with CCS
- Accelerated reader information
- Professional development schedule
- AIMSWEB testing information
- Unit/pacing guide
- PowerSchool access for parents and students
- PLC groupings and schedules
- Culture curriculum
- Catholic identity and list of religious activities
- Curriculum text updates for this year and projection
- Writing across the curriculum training and CCS writing implementation
- New school web site information
- TRAX system information

F. Instructional Methodology to Support High Achievement of All Students (3/1)

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.

St. Labre Indian Catholic Middle School Academy strengthens its Catholic identity in a variety of ways. The core subject area teachers teach religion using a text book series that is approved by the diocese. All classes take turns throughout the year leading mass: reading the gospel, reading intentions, being cedar bowl bearers, and gift bearers. The St Labre Mission Statement and Values are displayed in each room of the Academy. The students know and are encouraged to practice the five St. Labre values. During music class students sing and evaluate songs which are sung during Mass. Classes discuss the gospel readings used during mass and assess student understand of the reading. Teachers and students pray together before class and before lunch and at any other time students or teachers deem prayer necessary. During sports activities, athletes and coaches pray together in thanksgiving for their ability and for blessings on the competition. We also do a variety of charitable activities like the Thanksgiving food drive and the Elder Tree during the Christmas Season.

Our teachers maximize achievement for all students through the use of a variety of materials and teaching methodologies. Some of the methodologies used are lecture, group work, individual research projects, brainstorming, small group, one-on-one, experiments, games, computer simulations, online instruction, and direct instruction. Over 80% of our teachers use lecture, one-on-one instruction, and direct instruction. Over 50% also incorporate small group work and whole group work. Fewer than 50% of our teachers are using individual research projects, brainstorming, experiments, games, computer simulations, and online instruction.

Teachers have had extensive opportunities for staff development in specific methodologies and research. These activities have included: Effective Schools Research with Dr. Larry Lezotte, Read 180, Differentiated Instruction through ASCD, Strength in Number, K-12 Literacy with Barbara Schubert, Professional Learning Communities with Dr. Anthony Muhammed, Response to Intervention, and Implementing Common Core Standards.

Measures of Academic Progress (MAP) assessments are given in the fall, winter and, spring. Assessment results are available to teachers in 24 hours. The fall assessment establishes growth targets. In the spring a report is generated identifying those students who were successful in meeting their growth targets. MAP scores and other indicators of growth are tracked on Academic Report spreadsheets.

Teachers share researched-based information about teaching and learning in our PLC groups which meet once a week. We have three PLC groups in the middle school according to content area. The math PLC group's primary focus is math but also delves into science areas and topics as well. There are four math/science teachers and three math intervention teachers in this PLC. The language arts PLC consists of the language arts and social studies teachers as well as the Read 180 teacher. The culture PLC includes the two Native language teachers, the drum instructor, and the beading instructor.

The future directions in curriculum and instruction our school should take to improve student learning are more differentiated approaches to meet the needs of all learners, more direct instruction for tier two students, and more support and resources for new curricula. Streamlining our grading policies and making technology more readily accessible to students is an important part of our future as well. Staff development will be necessary to provide teachers with appropriate instructional methodologies to effectively implement the new Common Core State Standards.

Significant Accomplishments

- Accelerated Reading Program
- PLCs
- Academy Expectations
- Extensive use of data to measure student growth

Goals

- Standardized grading practices
- Transition to all computerized summative assessments
- Better use of support staff in regards to struggling students
- Implement scripted text for all levels of tier two students

Evidence

- Angry Birds reading achievement chart
- SLEs posted in every classroom
- PLC binders
- Writing portfolios

- Student Prezis and power points
- Student project videos
- Pacing guides
- Academic Growth Reports
- Criterion Referenced Assessments
- Staff Development Schedule

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 Schoolwide Learning Expectations, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don't exist) and other governing authority expectations.

Activities encouraging and supporting faith formation are extensive at St. Labre Indian Catholic Middle School Academy. Each school day begins with a morning prayer over the PA led by staff, students or guests. Since we have Crow, Northern Cheyenne and Sioux speaking individuals within our school, often these prayers are led in one of these languages, confirming the connection between the Catholic faith and Native American spirituality. Religion class is part of the daily classroom experience with journals used to promote expression on religious events, understanding of saints and also vocabulary. Before lunch, again prayer is said within individual classrooms, reminding students to give thanks for all that we have.

Liturgies at SLMS are bi-monthly and are held with the high school students in our church. Students participate in the procession, readings, prayers of the faithful as well as singing with the choir and our Native American drum group. All-school masses are held before Thanksgiving, Christmas, the feast day of St. Labre, and during Catholic Schools Week.

Prayer and spirituality are woven throughout the Cheyenne language classes and Crow language classes. Students in the Cheyenne Language class take a trip to Bear Butte, also known among the Cheyenne as Noahvose, the Sacred or Holy Mountain. During this trip, the students learn about Sweet Medicine and his meaning to the Cheyenne People. In the beadwork classes, students pray individually or as a group asking the Creator to give guidance, strength and patience in their work and themselves. Students learn about the historical aspects of beading and are given examples of how historically, there has been a connection between God and items beaded for ceremonial use. In the drum classes, spirituality is taught through the belief that the drum has spirits. Also the songs that are sung have the power to call spirits in times of asking for help and healing. Native Americans believe in spiritual healing of the mind, body and soul.

According to the most recent survey, 75% of the parents are satisfied with the opportunities for parental involvement in the middle school, but the staff would like to see increased involvement from the parents. The greatest hurdle has always been the distance the parents must travel to meet with teachers. Some middle school students that live in the dorm live 70 miles from St. Labre. Each teacher does have a phone in his/her classroom so that parents can be contacted. Power school is available for parents to keep up on grades. St. Labre has a facebook page and a website to provide information. Parent/teacher

conferences are held each quarter during the fifth week to insure that parents are aware of how their children are doing before the end of the quarter.

St. Labre Middle School Academy sees the importance of personal guidance during this time of growth in an individual's life. Rallies are held each Monday morning to reiterate the expectations of St. Labre's core values. Our counseling department is made up of one full-time counselor that meets with students in both individual and group settings. Students may be referred to the counselor by staff or parents through a referral form or by phone. The middle school counselor has been at St. Labre for 43 years, is Native American and is well known and respected throughout our communities. After a suicide that occurred involving one of our high school students, community members were brought in to help counselors facilitate talking circles which give students the opportunity to express themselves in a non-threatening atmosphere. The talking circles have continued with grades 5-8 during one class period every two weeks. The students learn to develop ways to deal with issues in a constructive manner. The K-12 Drug and Alcohol Counselor goes into each classroom in the middle school with Project Alert, which is a national drug and alcohol prevention program. Red Ribbon Week is in the fall of the school year. Students spend a day rotating through mini-sessions that deal with tobacco, drug and alcohol prevention. Professionals are brought in from Billings as well as the Crow and Northern Cheyenne reservations, providing not only information on these subjects, but coping mechanisms to help students deal with issues when family members abuse drugs and alcohol. This has been a highly successful program used at St. Labre for many years and the students look forward to it.

Opportunities for involvement in non-sporting activities include student council, Missoula Children's Theatre, band and choir concerts as well as pep band and Native American Week. SOAR (Students Owning and Accepting Responsibility) is a program that was developed years ago by a counselor that recognizes and rewards students for grades, attendance and behavior. At the end of each quarter the students who have met the requirements for SOAR participate in an activity which includes a lunch party at the dorm. During all activities at St. Labre, students are expected to carry out the core values of St. Labre Middle School Academy. If there is a situation where a student is not demonstrating these values, it becomes a discipline issue and is handled the same as if the student were in the regular school setting. All discipline is handled by the principal and is used as a teaching moment with each student given the opportunity to learn from his or her mistakes.

Academic growth support is taken very seriously at St. Labre. Students who need extra help are placed in the Read 180 program which is available from 5th grade all through high school. A full time teacher is employed. Low test scores used as the basis for involvement. There are currently two full time

math interventionists who work with students who need extra help. Again, test scores are used to determine who is in the program. After school study hall and tutoring are offered both at the school and in the dorm. Summer school is offered for those students that need it to move on to the next grade. Math and reading are taught each morning and students are able to participate in swimming, etc. Lunch and bussing is available for all students enrolled in summer school. Title funds are accessed through local public schools for staff development, Read 180 programs and other support services.

Accomplishments

- Integration of Native American spirituality.
- Extensive guidance services.
- Wide range of elective courses and opportunities.

Goals

- Increase parental involvement.
- Provide better support and opportunities for high achievers

Evidence

- Technology plan
- Liturgy schedule and programs
- Surveys
- Extra-curricular offerings
- Bulletins
- Web site

H. Resource Management and Development to Support High Achievement of all Students (1/1)

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 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

- Prayer as a means of developing dialogue with God
- An understanding of service within the St. Labre School community, students’ homes, communities, and the larger world
- Participation in the liturgy, celebrating the Eucharist and Roman Catholic traditions
- A clearly articulated Mission Statement and Values that define the school’s identity both as a Catholic and as a Native American institution
- Development of SLE’s
- Extensive monitoring of student growth
- Education of the whole person (cultural, spiritual, academic, and physical).
- Continual school improvement efforts over many years (curriculum, academy concepts, and catholic identity). Professional Learning Communities are in place to focus on analysis of data to improve student learning
- Implementation of Common Core State Standards during 2013-2014 school year with new textbooks
- Improved reading scores for students in Read 180 and all students in the Accelerated Reader program
- Utilization of talking circles and counseling as a school wide initiative for all students to resolve conflicts and deal with personal issues
- Extensive efforts to serve underachieving students
- Standardized testing for students in grades 5-8
- 8th grade students tested in ACT Explore
- Corrective Math and Read 180 programs are in effect
- Aimsweb data is being used to immediately identify students in need
- Accelerated Reader and Star Testing is in effect
- Extensive student growth data available
- Implementation of Academy Concept:
 - ✓ Dramatic improvements in Montana Criterion Referenced Test (CRT) scores
 - ✓ Reduction in serious behavior related offenses

- ✓ Opening a dialogue between administration and teachers with students that includes constant and consistent reinforcement of career goals with the emphasis on college preparation
 - ✓ A sense of being part of something different, something, positive, that separates us from area schools (difficult to quantify but easily articulated by students)
 - ✓ Recognition by the administration that staff development would be required if teachers were to truly instruct at a high level. Curriculum and instruction professional development opportunities have enabled us to adopt research-based theory and methodology practices that allow us to employ proven best-practice strategies and techniques.
- Math and reading intervention programs
 - Social intervention implementation
 - After school study hall/PACE/TRAX system/awards program
 - Professional Learning Communities (PLC)
 - Math and reading intervention programs
 - Integration of Native American Spirituality
 - Extensive Guidance Services
 - Wide range of elective courses and opportunities
 - Social intervention implementation
 - After school study hall/PACE/TRAX system/awards program
 - Professional Learning Communities (PLC)
 - Tuition-free education for all student 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 to be accomplished

- Increase the degree of parental and familial involvement in the faith formation of students
- Practice rituals such as Stations of the Cross during Lent and participate in recitation of the Rosary as a unified school body
- Empower students to live out their faith in their home communities
- SLEØs will be understood and worked towards by all in the middle school
- Students, parents and teachers will follow SLEØs in all curriculum while keeping in mind our schoolØs mission and values
- SLE achievement and implementation will be tracked
- Improve utilization of all available resources (i.e. technology and staff) to increase academic growth for all level achievers
- Increase parent and guardian involvement in student programs such as parent teacher conferences sporting events, fundraising, and after school activities

- Strengthen our Native American identity
- Stabilize enrollment in grades K-8
- Incorporate SLEs into classroom instruction
- Reduce the number of students in Tiers 2 and 3
- Increase differentiated instruction by using data disaggregation
- Complete curriculum mapping with CCSS alignment
- Develop relevant/effective summer program for credit recovery and advancement
- Develop clear strategy for student empowerment in education: current status information, concise data for missing/make up work and test re-dos, goal setting in consultation with teacher, and time dedicated for achievement of this goal
- Develop a gifted and talented program
- Standardize grading practices
- Transition to all computerized summative assessments
- Better use support staff in regards to struggling students
- Implement scripted text for all levels of tier two students

Two Critical Goals

1. Strengthen Our Native American Identity

While St. Labre is a large and complex organization, provision of the highest quality education to Native American students, particularly the Northern Cheyenne and Crow peoples, is the reason for our existence. While St. Labre Indian Catholic Middle School Academy does a good job of integrating Native American culture, there is much more that could be done. First is our ethical responsibility to the families we serve. Second, we assume that Native American students will be more successful academically in a school that honors their culture.

It is the sense among some teachers that the resources allotted to the cultural identity of our school should be equal to the resources allotted to the Catholic identity of our school.

2. Make more effective use of technology to improve academic achievement of all students.

While technology resources at SLMS are good, effective utilization lags. Given the number of students at SLMS who are behind in basic skills, technology offers a way of differentiating instruction and meeting the needs of all students. As SLMS strives to implement the Common Core State Standards, effective implementation of technology in the classroom is crucial. Technology can also provide the means to more precisely assess student strengths and weaknesses and to track growth.

Over 80% of the students at SLMS qualify for free and reduced lunches. Many of the students lack the technology access at home that might be expected in a more affluent population. Social justice demands that St. Labre respond to this technology gap, a growing educational concern in the United States.

Improving Student Learning for Catholic Schools

Action Plan for St. Labre Indian Catholic Middle School Academy

Goal #1: Better use research and data to address the individual needs of each student, particularly in English and Language Arts.

Rationale for this Goal: St. Labre Indian Catholic Middle School Academy has an open admissions policy. With the exception of some students with severe learning or discipline issues, students are accepted on a first-come, first-serve basis. In addition, the student population is very transient, and 80% of our students qualify for free or reduced lunches. Each year, many students are new to our system. As a result, SLMS serves students with a wide range of academic needs.

Although, SLMS makes extensive use of data, the skillful, targeted use of data will help us better and address the unique needs of each student.

Alignment with mission, philosophy, SLE's: Both the St. Labre Mission Statement and the SLMS SLE's clearly define our obligation to provide the highest possible quality education to our Native American students. Better use of research and data will result in better student achievement.

Strategy #1	Hold regular all-staff data meetings to share data about student achievement and growth.
Activities	Teachers collect and analyze specific data.
Cost or Resources & Services	Minimal- will take staff meeting time.
Person(s) Responsible For Implementation	1. Principal and teachers
Process For Monitoring	Student academic growth on specified indicators.
Baseline Assessment	Initial measures.
Ongoing Assessment	Ongoing measures on specified indicators.
Timeline Start/Stop	Fall to spring 2014-2015 and ongoing.
Process for Communicating To Shareholders	Staff meetings

Strategy #2	Evaluate/restructure the instructional schedule to better meet student needs based on current research.
Activities	Establish a committee to examine and rework the instructional schedule.
Cost or Resources & Services	Minimal – will require staff planning time.
Person(s) Responsible For Implementation	Principal and staff.
Process For Monitoring	Peer collaboration.
Baseline Assessment	Concerns with current schedule
Ongoing Assessment	NA
Timeline Start/Stop	Complete for fall of 2014.
Process for Communicating To Shareholders	Staff meetings.

Strategy #3	Evaluate and revise the grading system and philosophy in order to better serve students.
Activities	<ol style="list-style-type: none"> 1. Establish a committee to evaluate and revise the grading system and philosophy. 2. Research other grading systems. 3. Establish clear philosophy for grading system.
Cost or Resources & Services	Minimal – will require staff meeting time.
Person(s) Responsible For Implementation	Principal and teachers.
Process For Monitoring	Peer collaboration.
Baseline Assessment	Concerns with current grading system.
Ongoing Assessment	NA
Timeline	Complete for fall of 2014

Start/Stop	
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Strategy #4	Develop a cross-curricular writing curriculum
Activities	1. Evaluate current writing curriculum and align with Common Core State Standards. 2. Provide staff development in writing for all staff.
Cost or Resources & Services	1. Minimal – will require staff planning time. 2. Minimal – will require staff meeting time.
Person(s) Responsible For Implementation	1. Principal, teachers and curriculum coordinator. 2. Principal, teachers and curriculum coordinator.
Process For Monitoring	Writing grading rubrics.
Baseline Assessment	Initial scores on grading rubrics.
Ongoing Assessment	Initial and ongoing scores on grading rubrics.
Timeline Start/Stop	1. Fall 2014 and ongoing. 2. Fall 2014 and ongoing.
Process for Communicating To Shareholders	1. Staff meetings. 2. Staff meetings.

Improving Student Learning for Catholic Schools

Action Plan for St. Labre Indian Catholic Middle School Academy

Goal #2: Strengthen our Native American Identity

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 SLMS students have access to Native American specialist teachers, Native American interests, concerns and values should be a part of every content area and the responsibility of every teacher. Native American studies are a part of seventh grade social studies. However, many content teachers do not feel comfortable addressing Native American content. 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 SLEs also identify an expectation that SLES students will "Develop an awareness of Native American Cultures."

Strategy #1	Enhance the physical appearance of the St. Labre Middle School and the Culture Center.
Activities	Assess the current physical appearance of St. Labre Middle School the Culture Center and make recommendations of improvement.
Cost or Resources & Services	Dependent on inventory
Person(s) Responsible For Implementation	Committee representing Native American staff, students and parents
Process For Monitoring	Peer collaboration.
Baseline Assessment	St. Labre Middle School and the Cultural Center does not currently reflect our commitment to Native American culture.
Ongoing Assessment	Peer collaboration.
Timeline Start/Stop	Spring 2015 and ongoing
Process for Communicating To	Committee reports

Shareholders	
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Strategy #2	Offer regular professional development opportunities for staff.
Activities	1. Provide “mini-courses” for staff. 2. Utilize local resource people.
Cost or Resources & Services	1. Minimal, can be done by Native American staff. 2. Minimal, stipends from budget.
Person(s) Responsible For Implementation	Principal, Native American staff.
Process For Monitoring	Staff collaboration.
Baseline Assessment	There is currently no staff development dedicated to Native American identity. Many staff feel unqualified to implement Native American content.
Ongoing Assessment	Staff collaboration.
Timeline Start/Stop	Winter 2015 and ongoing
Process for Communicating To Shareholders	Staff meetings. Monthly bulletin. Parent Advisory committee.

Strategy #3	Incorporate Native American content into all subjects.
Activities	1. Evaluate current curriculum for Native American content. 2. Consult Montana Common core State Standards for Indian Education for All content. 3. Consult Office of Public Instruction for available resources. 4. Revise Current curricula.
Cost or Resources & Services	1. Minimal, will require staff planning time. 2. There may be some cost for purchase. 3. May be some cost for purchase.

	4. Minimal, will require staff planning time.
Person(s) Responsible For Implementation	Principal, teachers, Native American Culture Staff
Process For Monitoring	Staff collaboration.
Baseline Assessment	Native American content written into seventh grade social studies course. Drum and Native American art electives available.
Ongoing Assessment	End of year assessment/survey
Timeline Start/Stop	Winter 2015 and ongoing.
Process for Communicating To Shareholders	Staff meetings. Monthly Newsletter. Parent Advisory Committee.

Improving Student Learning for Catholic Schools

Action Plan for St. Labre Indian Catholic Middle School Academy

Goal #3: Make effective use of technology to improve academic achievement of all students.

Rationale for this Goal: As we strive to meet the needs of learners with a wide range of needs, technology remains an underutilized asset. Technology offers the teacher the ability to individualize instruction. It offers the teacher another mode to meet unique needs of a particular student. It offers the teacher access to information that would otherwise not be accessible.

Technology is not only a valuable teaching mode, it is a learning goal in itself. Our students will live and work in a technology based world. Their ability to use technology will be as important as their ability to read and do math. By the end of middle school, students must be proficient in basic technological skills.

Alignment with mission, philosophy, SLE's: The effective use of technology has the potential to greatly improve academic achievement of all students: clearly a key component of our mission, philosophy and SLE's.

Strategy #1	Hire a technology coach.
Activities	Utilize the hiring process.
Cost or Resources & Services	Salary and benefits for one fte in the budget.
Person(s) Responsible For Implementation	Administration
Process For Monitoring	Executive Board action.
Baseline Assessment	There is no technical support dedicated to educational application.
Ongoing Assessment	NA
Timeline Start/Stop	Fall 2014
Process for Communicating To Shareholders	Staff meetings.

Strategy #2	Provide ongoing staff development in the utilization of technology.
Activities	1. Survey needs. 2. Design three staff development days.
Cost or Resources & Services	1. Minimal, staff time 2, Minimal, unless outside consultant is needed.
Person(s) Responsible For Implementation	Principal, teachers, technology coach, administration.
Process For Monitoring	Staff collaboration
Baseline Assessment	Currently no data, will depend on staff survey. However, the desire for staff development in the area of technology has been clearly expressed.
Ongoing Assessment	Continual surveys, staff collaboration.
Timeline Start/Stop	Fall 2014 to Spring 2015
Process for Communicating To Shareholders	Staff Meetings

Strategy #3	Incorporate blended learning into each classroom
Activities	Seek out options for using technology in each classroom.
Cost or Resources & Services	TBD will depend on tech license.
Person(s) Responsible For Implementation	Principal, MIS department, MS Staff, Technology Coach (if hired).
Process For Monitoring	PLC Meeting, staff collaboration.
Baseline Assessment	Skill building programs are being used in mathematics classes.
Ongoing Assessment	PLC's, Staff collaboration.
Timeline Start/Stop	Fall 2014 - Indefinite
Process for Communicating To Shareholders	Staff meetings.

Strategy #4	Create a 1:1 initiative for technology at SLMSA
Activities	Purchase enough devices for 1:1.
Cost or Resources & Services	\$39,000 (40 Devices per year for 3 years at \$325 each). Combination of Chromebooks and Ipads.
Person(s) Responsible For Implementation	Principal, MIS Director, Director of Schools, Technology Coach.
Process For Monitoring	Monitor till completion
Baseline Assessment	None
Ongoing Assessment	Budget planning and meetings.
Timeline Start/Stop	Fall 2014-Fall 2017
Process for Communicating To Shareholders	Staff meetings, newsletters.

Strategy #5	Implement existing Technology Standards
Activities	Review, revise current technology curriculumm
Cost or Resources & Services	Minimal, standards exist. Will require staff planning time.
Person(s) Responsible For Implementation	Principal, teachers, technology coach.
Process For Monitoring	Classroom walkthroughs, teacher and program evaluations.
Baseline Assessment	Standards exist, implementation has been sporadic.
Ongoing Assessment	Classroom walkthroughs, teacher and program evaluations.
Timeline Start/Stop	Fall 2015, ongoing.
Process for Communicating To	Staff meetings, professional development focused on technology.

Shareholders	
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Improving Student Learning for Catholic Schools

Appendix G2

Action Plan Timeline

Month/Year	Goal	Strategy or Activity	Cost	Person Responsible
Fall 2014 ongoing	Better use research and data to address the individual needs of each student, particularly in English and Language Arts	1. Hold regular all-staff data meetings to share data about student achievement and growth	Minimal	Principal and teachers
Fall 2014		2. Evaluate and restructure the instructional schedule to better meet student needs	Minimal	Principal and teachers
Fall 2014		3. Evaluate and revise the grading system and philosophy in order to better serve students.	Minimal	Principal and teachers
Fall 2014 ongoing		4. Develop cross-curricular writing curriculum	Minimal	Principal, teachers, curriculum coordinator
Spring 2015 ongoing	Strengthen our Native American Identity	1. Enhance the physical appearance of the SLMS and the Culture Center	Dependent on inventory	Committee
Winter 2015 ongoing		2. Offer regular professional development opportunities for staff	Minimal, offered by staff	Principal, Native American staff
Winter 2015 ongoing		3. Incorporate Native American content into all subjects	Minimal	Principal, Native American Staff, teachers, curriculum coordinator
Fall 2014	Make effective use of technology to	1. Hire a technology coach	1 fte salary and benefits	Administration

	improve academic achievement of all students			
Fall 2014 ongoing		2. Provide ongoing staff development in the utilization of technology	Minimal unless outside consultant is needed	Principal, teachers, technology coach, administration
Fall 2014		3. Incorporate blended learning into each classroom	TBD, will depend on tech license	Principal, MIS Dept. MS staff technology coach
Fall 2014 ó Fall 2017		4. Create a 1:1 initiative for technology at SLMSA	\$39k over 3 years	Principal, MIS director, Director of Schools, technology coach
Fall 2015 ongoing		5. Implement existing technology standards	Minimal	Principal, teachers, technology coach

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.

Goal #2, Strengthen Our Native American Identity, can easily be monitored by the principal, the staff and the shared cultural staff. The goal will provide structure to scattered efforts that have been made for many years. Although some costs will be incurred to improve the physical appearance of the culture center and middle school, costs will not be excessive and can be budgeted. The purchase of Native American items, particularly student work, can be done on a continuing basis as funds allow.

The use of data and research to improve student achievement in English and Language Arts and the increased use of technology are related goals. For example English teachers have already begun to use google docs to aid the teaching of writing and have proposed creating on-line writing portfolios. Time and resources have been budgeted system-wide to improve the implementation of technology.

. MIS (Management of Information Systems) has budgeted to increase the numbers of chrome books available to students and staff system-wide. Continuing coordination with MIS to monitor the use of these computers and to increase numbers available will be necessary.

A key to implementation of both goals is the addition of a technology coach which will be the addition of a staff member. Currently the schools work with the MIS department which is a separate department. Technology expertise and support in the school is crucial to forward movement.

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
1			
2			
3			
4			
5	16	16	32
6	15	16	31
7	14	16	30
8	19	16	35
TOTAL	64	64	128

Race and Ethnicity	Catholic	Non-Catholic	Total
Black			
Asian			
Hawaiian / Pacific Islander			
Native American / Native Alaskan	54	68	122
White	4	1	5
Other			
TOTAL RACE			
Hispanic	1		1
Non-Hispanic			
TOTAL ETHNICITY	59	69	128

School Year	Number of Graduates Boys / Girls	Number applying to Catholic high schools Boys / Girls	Number accepted by Catholic high schools Boys / Girls
2010	6/11		
2011	6/21		
2012	19/9		
2013	12/17		
Current Year	17/19	NA	NA

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
Alexander, Hymn	7 th Rel./S S/LA	NC	BA	Yes	No	11	11	C	M
Buckles, Lori	Read 180	C	MA	Yes	No	31	5	C	F
Fox, Adeline	Cheyenne Lang Culture	C	BA	Yes	No	14	14	NA	F
Franquelin, Phillipe	NA Art	NC	BA	Special	No	6	6	C	M
Gion, Jacob	Principal	C	MA	Yes	No	5	5	C	M
Headswift, Benjamin	NA Music	NC	NA	No	No	8	8	NA	M
Hill Alden, Roanne	Crow Lang Cultrure	C	BA	Yes	No	10	8	NA	F
Lei, Robyn	Home Ec	C	BA	Yes	No	31	31	C	F
MacFarlane, Mary	6 th Rel, SS, LA	NC	BS	Yes	No	13	9	C	F
Maloney, Pat	Band	NC	MA	Yes	No	18	14	C	M
Melin, Cheryl	5 th Rel Math Sc.	NC	BA	Yes	No	38	38	C	F
Melin, Mic	7 th Rel, Math Sc.	NC	BS	Yes	No	41	38	C	M
Morin, Lyman	Counselor	C	MA+	Yes	No	43	42	NA`	M
McLean, Olivia	Art	NC	BA	Yes	No	4	3	NA	F

Onderdonk, Josh	Health PE	C	BS	No	No	1	1	C	M
Pearce, Kaitlin	Ag. Science	NC	BS	Yes	No	1	2	C	F
Schaffer, Stephanie	5 th Rel, SS, LA	C	BS	Yes	No	10	10	C	F
Schmitt, David	Vocal Music	C	BA	Yes	No	3	3	C	M
Shaw, Curtis	8 th Rel, SS, LA	C	BA	Yes	Yes	31	5	C	M
Small, LaCee	8 th Rel, Sc. Math	NC	BS	Yes	No	10	5	C	F
Spang, Jolene	Drug/ Alcohol Ed	C	NA	Yes	No	30	6	NA	F
Widdicombe, Kathy	6 th Rel. Math Sc.	C	BS	Yes	No			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.)
Cain, Edith	Teaching Assistant	8	180-200	16	
Daniels, Christopher	Math Intervention	8	180	1	BS
Graham, Ada	Admin Assistant	8	240	5	
Le, James	Math Intervention	8	180	4	BS
Medicine Bull, Brooke	Math Tutor	8	180	4	Assoc.

Improving Student Learning for Catholic Schools

St Labre Indian Catholic Middle School Academy

Appendix A-5

School Profile – Participation in TITLE PROGRAMS

Title IA Services

St. Labre Middle School Academy serves students from several districts. The school participates in **Title I and Title II A**. The Director of St. Labre Schools has made an arrangement with the state of Montana so that the funds for the students in this school who qualify for Title IA services (anyone scoring below the 50 percentile on standardized tests) will come to the Ashland School district. Generally this number of students is about **89**. The school provides the documentation to the Ashland Public Schools for the qualifying students, regardless of the district in which they live. These funds are used for materials which are used for interventions for the students, though a percentage may be used for teacher training. Also these funds are used for a tutoring program for a Corrective Math Program. The amount received for Title I programs is approximately **\$29,000**.

Title II Part A

St. Labre Middle School Academy participates in **Title II Part A** which generally amounts to \$7500.00. This funding has been used to help pay for part of the professional development which is described under Staff Development Program on the next page. These funds are of course not used for the Catholic Identity portions of the Staff Development Program.

St. Labre Middle School Academy does not participate in any other Title Programs.

St. Labre Middle School Academy draws students from a wide area and several school districts. The number of students who would qualify for these programs is small and must be gleaned from the particular district. The amount of funds is miniscule when compared to the time and effort necessary to obtain them and therefore we have not pursued these monies.

Improving Student Learning for Catholic Schools

St Labre Indian Catholic Middle School Academy

Appendix A-8

School Profile – Staff Development Program

In the following section, discuss your staff development plans.

Staff Development for St. Labre Middle 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 and writing 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	Preschool	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

5-8 Only

2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
166	150	114	118	113	86	113	104	118	127

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.

The Executive Board is expected to produce a balanced budget each year. Each school submits a budget each year and may be asked to make cuts necessary to balance the system-wide budget.

Improving Student Learning for Catholic Schools

Appendix B-3

Disaggregation and Analysis of Test Results: Quartile Analysis

Measures of Academic Progress (Fall 2013)

Subject Reading	2	3	4	5	6	7	8	2-8 Totals
75-99%				3	0	2	3	8
50-74%				8	8	3	9	28
25-49%				10	10	10	12	42
1-24%				10	12	13	10	45

Data Analysis:

Students in the bottom quartile in Reading as determined by NWEA Maps data and Aimsweb screening are placed in our Tier 3 instructional groups. These students are then assessed using our in-program assessments from Scholastic's Read 180 program. This assessment gives our reading specialist insight into their reading level but other specific skill deficiencies such as vocabulary. Using the Read 180 series our reading specialist is able to meet the needs of each individual student. We progress monitor these students on a bi-weekly basis to ensure they are meeting adequate growth.

Improving Student Learning for Catholic Schools

Appendix B-3

Disaggregation and Analysis of Test Results: Quartile Analysis

Measure of Academic Progress (Fall 2013)

Subject Math	2	3	4	5	6	7	8	2-8 Totals
75-99%				4	3	3	5	15
50-74%				5	5	3	8	21
25-49%				8	13	10	10	41
1-24%				13	9	14	12	48

Data Analysis:

Students in the bottom quartile in Mathematics as determined by NWEA Maps data and Aimsweb screening are placed in our Tier 3 instructional groups. Those students are then assessed using our in-program assessments from SRA's Corrective Math or Essentials for Algebra series. These assessments allow us to determine what foundational skills each student possesses and what skills they need help with. For example, we might have a student who has good addition and multiplication skills, can divide by a single digit number, but does not have the skills to divide by two digit numbers. That student is then started in the division skills book at the appropriate lesson for the skills they have. These students are then progress monitored every two weeks to make sure they are making adequate progress.

In-Depth Study

An In-Depth Study in English/Language Arts

by:

St. Labre Indian Catholic Middle School Academy

1000 Tongue River Road

Ashland, MT 59003

Continuous School Improvement Focused On High Achievement of All Students

2013-2014

Preface

The St. Labre Indian Catholic Middle School Academy has chosen language arts for an in-depth study. We recognize that student achievement in both math and language arts is a concern. However, a great deal of work has been done to examine the math program and to implement intervention strategies.

TASK 1 – ANALYZING CURRICULUM ASSESSMENT DATA

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

St. Labre Indian Catholic Middle School Academy (SLMS) uses a variety of assessments to measure student progress and the effectiveness of instructional programs. Beginning in the 2007-08 school year SLMS began giving the Northwest Education Association's Measures of Academic Progress (MAP) assessment three times per year. SLMS also administered the MontCas Criterion Reference Test (CRT) through the Montana Office of Public Instruction each spring. The CRT was discontinued in the 2012-2013 school year with the switch to the Smarter Balanced assessment which is not available from OPI to non-accredited middle and elementary schools. In the fall of 2013 SLMS began using the Aimsweb curriculum based measurement suite for initial screening and progress monitoring purposes. SLMS also administers the ACT Explore Test to all eighth graders and the ACRE assessment to all fifth and eighth graders.

SLMS staff uses all of this standardized data to meet the needs of each individual learner. Students are ability grouped according to their achievement levels which allows teachers to design assignments and provide proper scaffolding to students based on their academic level. SLMS staff members use the NWEA MAPS data to chart student growth during the year to determine if students are meeting their prescribed growth targets. Starting in the fall of 2013 SLMS implemented a progress monitoring program for all students who are below grade level in Reading and Mathematics. Every two weeks students are given a short assessment using the Aimsweb CBM system to track their progress in meeting their expected goals. This allows SLMS to continuously monitor students to determine if additional support is needed. Data is analyzed in SLMS's professional learning communities and SLMS staff collaborates to prescribe solutions for students who are not progressing adequately.

Teachers also provide a number of formative and summative assessments as part of the student's coursework. These assessments are either teacher created or come with our program materials and can be formal or informal in nature. Each student also has a writing portfolio that follows them from grade to grade and contains samples of written student work. Each of these assessments provides insight to the staff on the mastery of critical subject matter and skills. The teaching staff uses this information to provide additional support, differentiation and tutoring to the student.

In analyzing the data at hand it became apparent to the staff that the largest area for SLMS is Language Arts. According to the NWEA MAPS data from 2012-2013, 35% of SLMS students were at grade level in

reading. Also concerning to the staff is the fact that 52% of SLMS students met their typical growth target set by NWEA.

The NWEA Language Usage assessment results for SLMS are also of concern to the SLMS staff. The mean score for the 5th grade spring assessment period in 2013 was at the 32nd percentile. The mean percentile scores at grade 6 (40 percentile), grade 7 (33 percentile) and grade 8 (37 percentile), show similar achievement across grade levels.

ACT Explore data paints a similar picture with the 2012-2013 8th grade class having an average English score of 13.3(compared to 15.2 nationally) and an average Reading Score of 13.9 (compared to 15.0 nationally). The trend continued in the 2013-2014 grade class with an average English score of 12.4 and an average Reading score of 14.1. Also of concern is the number of students meeting ACT College Readiness Benchmarks in English and Reading. The 2012-2013 8th grade class had 52% of students at benchmark in English and 31% of students at benchmark in Reading. The 2013-2014 8th grade class had 42% of students at benchmark in English and 28% of students at benchmark in Reading. Compared to the national averages of 72% in English and 28% in Reading, Language Arts is where the achievement gap is the largest.

Significant Accomplishments:

- NWEA Maps testing
- MontCas CRT testing
- ACT Explore
- ACRE Religious Education Exam
- Aimsweb screening and progress monitoring
- Implementation of Professional Learning Communities
- Implementation of a Response to Intervention approach to meet the needs of all students

Goals: Improve Language Arts performance for all students.

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 institutional and/or 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/or other governing authority expectations.

St. Labre uses curriculum standards that were developed by the school and most recently updated in 2010. In the fall of 2013 SLMS began implementing the Common Core State Standards in Mathematics and English/Language Arts. Staff was offered numerous training opportunities in Common Core awareness

and instruction. Highlighted in these trainings were close reading strategies, systematic vocabulary instruction and writing instruction.

Evidence of student performance is collected in various forms, including writing portfolios, in-class assessments and standardized assessments.

All students are required to read outside of class as part of our Accelerated Reader program. Each student is assigned a reading goal based on their lexile level for each quarter. Students are able to earn prizes and recognition by reaching their goals.

In an effort to better serve the needs of our tier 2 students we have adopted two direct instruction programs for use in the 5th and 8th grade. Reading Mastery is a tier 2 intervention program used in the 5th grade and Read to Achieve is a reading program focusing on informational text that is being used in the 8th grade. These programs are being piloted during the 2013-2014 school year to determine their effectiveness with our students.

At the beginning of each school year students are placed in classes based on their academic ability in reading and writing according to the RTI model. Test scores and teacher recommendations determine what tier of instruction students will receive to meet their needs. Currently SLMS has 3 tiers with tier 1 and 2 receiving regular classroom instruction with different levels of differentiation and tier 3 students receiving instruction through our Read 180 program. All students in tiers 2 and 3 are progress monitored bi-weekly to ensure they are making acceptable progress in reading. If students are not making acceptable progress the staff will look to provide the student with additional support. Also if a student makes enough progress to move up to a different tier, SLMS can accommodate that student. SLMS reevaluates students in the winter with Aimsweb Benchmarking and the NWEA MAPS testing cycle, as well as through teacher recommendations and in class assessments.

Significant Accomplishments

- Read 180 Program
- Accelerated Reader
- Pilot of Direct Instruction reading programs
- Training in Common Core ELA instruction
- Implementation of progress monitoring through Aimsweb

Goal:

- Improve English/Language Arts achievement for all students.

TASK 3 – INSTRUCTIONAL METHODOLOGY

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.

SLMS uses a number of different instructional practices to support the high achievement of all students. Students are ability grouped in Math and Language Arts to provide differentiation for students based on their preferred learning style and ability level. SLMS follows and RTI model to best meet the needs of each student. Students are grouped in to 3 Tiers, with students in Tier 1 receiving core instruction. Tier 2 students also receive core instruction with additional supports and scaffolding built in. Tier 3 students are those who are in need of intensive intervention and they are taught in replacement classes that best meet their needs. Read 180, Corrective Math and Essentials for Algebra are all programs that are used in our Tier 3 programs.

Placement in these programs are determined by various assessment methods including NWEA MAPS data, Aimsweb Data, Read 180 SRI and Corrective Math Placement tests. Using these data points the SLMS staff meets and recommends students for their proper grouping. Generally students who are at or above grade level norms are slated for Tier 1, students who are just below expectations are slated for Tier 2 and students below the 20% are slated for Tier 3 instruction.

Tier 1 students (A group), are taught using our core methods and materials. Students in the A group are students that are on level and various instructional methods are used. Direct instruction, pair and share, small group work, independent work etc., are all commonly used methods.

Tier 2 students (B group) are students that are slightly below grade level and are taught using core methods and materials. The main difference between the Tier 1 and Tier 2 students is that students are provided more support and scaffolding by the instructor. The Tier 2 students are one of the biggest areas of concern, in that the staff feels these students could greatly benefit from additional support.

Tier 3 students (C group), are taught in our Read 180 program. These students are significantly behind in their reading skills and are receiving intensive intervention. This program focuses on direct instruction; computer based learning and independent work techniques. Read 180 has been a highly successful program at SLMS, with very few students still needing Read 180 instruction in the 8th grade. The one concern from the staff is that there is not enough writing instruction in the Read 180 program. The staff feels that it would be important to incorporate writing instruction all content areas for the benefit of all students.

All Tiers include frequent formative and summative assessment. Quizzes, projects, presentations, workbooks, tests and quizzes are all part of the standard program. Reading is also assessed bi-weekly for students in Tiers 2 and 3 through the Aimsweb progress monitoring tool. This data is used to determine program effectiveness and achievement growth for academically at-risk students.

Significant Accomplishments:

- Incorporation of NWEA Maps Data into instruction
- Emerging development of an RTI structure
- Successful implementation of Read 180 program
- Successful implementation of progress monitoring through Aimsweb.

TASK 4 – SUMMARY OF FINDINGS

St. Labre Middle School Academy has been very successful in identifying the needs of individual students in Language Arts as well as Mathematics. There is a wealth of information that is collected on each student to not only assess their baseline levels of achievement, but to monitor to ensure that each student is making adequate progress. Staff is able to use this data in order to group students by ability and differentiate instruction to their needs.

The largest gains seem to be made in the Tier 3 groupings in Reading and Mathematics. Students in the intervention classes grow at a faster rate than students in the traditional groupings. Read 180 especially has been highly effective in increasing students reading ability to the point that they are able to have success in their grade level classes. By progress monitoring these students SLMS is able to ensure that these students are improving at adequate rates and make adjustments to instruction if necessary.

Students who are at the Tier 1 level of instruction have also been highly successful in our ELA and Mathematics programs. They generally progress at adequate rates and have a strong foundation in Reading, Writing and Mathematics for entrance into high school as evidenced by NWEA, ACT and other achievement reporting systems. The staff has been satisfied with their growth at all levels 5-8.

The goal of SLMS is to replicate the successes of students at the Tier 1 and 3 levels for the students at the Tier 2 level. The SLMS staff feels that these “bubble” students have an opportunity to make large gains in their ELA achievement. By examining ways to create structures and scaffolds for these students, SLMS hopes to move more students from Tier 2 to Tier 1. SLMS is committed to identifying the needs of these students, particularly in ELA, but also in Mathematics and behavior supports to move these students to a level of achievement that will be highly predictive of future academic success.