

Improving Student Learning



Pretty Eagle Catholic Academy

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Continuous school improvement focused on high achievement of all students

2015

Improving Student Learning For Catholic Schools

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Grade Three	Vicki Volz
Grade Four	Don Burton
Grade Five	Genesta Luther
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CHAPTER 1 – INTRODUCTION

A. HOW THE SELF STUDY WAS CONDUCTED

Three schools in the St. Labre system had already been through the WCEA accreditation process so various people had a good working knowledge of the process. Much of the “system” information had already been compiled and was used for the Pretty Eagle study.

The process at Pretty Eagle Catholic Academy began in the spring of 2014. The process was described and the staff began work on developing SLE’s. By the end of May an initial draft of the SLE’s was complete and staff were introduced to the various areas in Chapter 3 – Quality of the School Program.

On August 20, 2014, a major block of time during staff orientation was devoted to the self-study process. Each of the focus areas was discussed in detail and staff formed groups for each. A timeline was presented for the year’s work and a leadership team was formed. Then focus groups met independently to complete initial drafts of reports for the chapter. On September 24, Russ Alexander again met with staff to review progress. As drafts of the reports were completed they were forwarded for editing and revision. Most revisions were complete by January.

At the next all-staff meeting, a committee was formed to do the In-Depth Study was formed. By this time it was clear that the curricular area for study would be reading. Data clearly confirmed staff concerns with student achievement in reading. In addition, St. Labre Elementary school had identified reading as the area for study, and Pretty Eagle was already participating in some of the St. Labre action plan that had been implemented system-wide. For example, Pretty Eagle staff participated in extensive training in early literacy.

An individual was appointed to coordinate the Ongoing Catholic Identity Review. A survey had been developed for the St. Labre Elementary self-study. This was administered to staff to establish the baseline required for Year One of the review.

Once all the focus groups completed their reports and lists of goals, the leadership team met to begin work on developing the action plan. It was clear that one goal would concern reading and would be developed through the In-Depth Study. A second goal would be concerned with preserving instructional time in the classroom- similar to one chosen by St. Labre Elementary. The third goal was difficult to pin down. The team saw a need to address both Native American Culture and Catholic culture. Finally these two were combined to address the need for a school culture that is “culturally and spiritually rich.”

The leadership team met with the entire staff. There was general agreement that these goals addressed the most immediate concerns of the self-study. The committee for the In-Depth Study and the leadership team spent the rest of the spring finalizing the action plans for each goal. Again, since the goals identified are very similar to work done last year at St. Labre Elementary system-wide structures (data collection, staff development), Pretty Eagle built upon work already done.

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

Involvement and collaboration of shareholders is an area where all the St. Labre schools struggle- not just in the completion of the self-studies. History, culture and geography all offer pieces to a complex puzzle. In the early days of St. Labre, food rations were withheld from families that did not send their children to school. Among the Crow, there are powerful stories of families going to isolated parts of the reservation in the fall to camp and hide when the Indian agents came looking for children to send away to boarding schools.

Across the United States, studies show that parents who are challenged financially see education as the “schools job.” This is particularly true for Native American parents for whom school may not have been a pleasant experience. In addition, limited job opportunities mean that many of the families we serve struggle with immediate needs on a daily basis.

In all of the St. Labre schools, we recognize that a lack of parental involvement does not mean a lack of concern with quality education. Education is highly valued among Native Americans and expectations of the schools are high. It is important to note that according to surveys done in all the St. Labre schools parents are highly satisfied with our schools. At the same time, staff in all the schools would like to see much more parental involvement.

As the fourth St. Labre school to go through the accreditation process, Pretty Eagle was able to benefit from the experience of these schools in preparing this self-study. Some of the work was already done. Section H applies to all St. Labre schools. Work done with the Chief Financial Officer was still valid and included in this self-study. Expertise from other system-wide staff was called upon as well. These included curriculum and testing, maintenance, mission and ministry and human resources.

CHAPTER 2 – CONTEXT OF THE SCHOOL

A. School Profile

Pretty Eagle Catholic Academy was known as St. Xavier Mission when it was founded in 1887 by Jesuit Priests and the Ursuline Sisters who built a school 60 by 40 feet and 2.5 stories high. In subsequent years the church, girls building and boys building were built with the help of the Mother Katherine Drexel Inheritance which provided support for Catholic schools, particularly those serving minorities across the United States.

By 1893, St. Xavier Mission Boarding School consisted of the girls' frame building, the boys' three story brick building, a church and a dozen other smaller buildings, including a barn, a bakery and other service buildings.

In 1921 the St. Xavier Mission Boarding school closed and became a day school and the Ursuline Sisters left. Although the priests remained, St. Xavier lost its centering force. The school re-opened as a boarding school in 1935 and was staffed by the Franciscan Sisters of Oldenburg until 1975 when it returned to being a day school.

Fr. Emmett Hoffman at St. Labre in Ashland had assisted Saint Xavier and St. Charles at Pryor with fund raising after the departure of the Jesuits in the early 1960's. These elementary schools became part of the St. Labre system in 1982 with central administration and development offices in Ashland.

St. Labre had been founded in 1884 to serve the Northern Cheyenne people. Six Ursuline sisters from Toledo, Ohio arrived in Ashland. Four priests served at the school but departed in quick succession until a Jesuit helped to build the church, school and dormitory. The Ursuline sisters were replaced by the School Sisters of Saint Francis in 1933. After several diocesan priests served briefly, the Capuchin priests and brothers of Mount Calvary Province began as association with St. Labre that has lasted to the present. The Capuchins now serve both the Northern Cheyenne and Crow reservations.

Pretty Eagle Catholic Academy serves 150 students in grades K-8 in St. Xavier, Montana. St. Xavier is a small community on the Crow reservation located 23 miles south of Hardin. The town consists of a small store, a post office, and a few residences. There are no public schools.

Although there was a slight drop in enrollment this year, the enrollment has grown steadily from 99 students in 2007-08. Enrollment has grown to the point that the building is at capacity and talks have begun on a replacement building. The current building is converted from one that also served as a convent. A gym and additional classrooms are housed in a "temporary"

building. Because of the size of the town, there is no housing available for teachers; most live in Hardin, 23 miles away, unless they are local.

The other St. Labre elementary schools also include pre-schools. A pre-school was tried for a short time; however, transportation of the students was a problem. Transporting pre-school children on a regular bus is not feasible.

Because there is no housing available for teachers, most live in surrounding towns and drive each day. The support staff consists of all Crow tribal members. Many of the staff have been at Pretty Eagle for only a few years, while others have taught at the school for more than 15 years and at least one for 30. Although Pretty Eagle, like all Catholic elementary school in Montana is not accredited, staff are expected to hold appropriate Montana certification.

Most students ride buses to school. Busing is provided through a system-wide contract. Transportation is a major expense for St. Labre. 80% to 90% of the students qualify for free or reduced lunches. Each year, about 50% of the students self-identify as Catholic. 91% of the students are enrolled members of the Crow Nation.

Integration of Crow culture is an important aspect of Pretty Eagle. One full time staff member is responsible for teaching Crow language and culture as a scheduled class. Many staff and support staff are Crow speakers and serve as resources and role models for the students.

The Crow nation, or Apsaalooke as they call themselves, consists of 13,000 enrolled members. Tribal government headquarters are in Crow Agency, about 30 miles from St. Xavier. Crow culture is still very strong and a force that binds the people together. Each Crow child has a "Crow name" in addition to his or her English name. Each Crow child knows to which clan he or she belongs and the protocols involved in participating in cultural life. Each August, Crow Fair brings together much of the population for a week of camping and reconnecting with relatives and heritage. The encampment of 1000 tipis is the largest of its kind in the United States.

Education is important to the Crow people. An active tribal college, Little Big Horn College, has been established in Crow Agency. A wide range of associate degrees is offered, and the college has been very successful as a stepping stone to a four year degree at a university. The college also provides an extensive range of courses in Crow language, culture, arts, and history.

A primary concern of the Crow people is the loss of their language. In 1969, 82% of the members spoke Crow fluently. In 2004, 28% spoke. A number of programs are being developed on the reservation to address the concern, including an immersion program at St. Charles Mission School, a St. Labre school at Pryor, Montana

The staff at Pretty Eagle take their roles in helping the students connect to this unique heritage seriously.

Capuchin Presence on the Crow Reservation

In 1964, the Capuchin Province of St. Joseph voted to accept the St. Xavier Mission and to staff the entire Crow Reservation's Catholic leadership. The enrollment of the school at St. Xavier, staffed by Oldenburg sisters, had dropped to only 18 students. Noting the progress Capuchins had been making at St. Labre in Ashland, the bishop asked for their presence on the Crow reservation, which began in 1965. Fr. Carl Pulvermacher was the first Capuchin at St. Xavier. He was extensively burned in the disastrous fire at the school in 1965, but often remarked with pride that not student was injured. He was followed by Fr. Robert Polcyn, Fr. William Backes and Fr. Larry Abler who served as pastors there until 1979. Brother Conrad Heinen taught woodshop in the school and served as the parish administrator, serving from 1976-1985. Brothers Don Bosco Hewlett and William Jenner taught in the school in the 1980's. The St. Xavier parish was served by the pastor of St. Dennis, Crow Agency since the mid 1980's. Notably Fr. Charles Robinson ministered at the Pretty Eagle Catholic Academy and St. Xavier Church for 27 years. The parish and school are currently served sacramentally by Fr. Mark Joseph Costello. Brother Jerry Cornish was hired in 2015 to teach at the school, and deacon Brother Tien Dinh also serves the parish and school.

The Jesuit Volunteer Corps has provided volunteers for many years at the St. Labre campus in Ashland and the St. Charles campus in Pryor. Housing has been an issue at Pretty Eagle. This problem has been solved and for the second year, Jesuit Volunteers have provided support in various areas at PECA.

The principal of Pretty Eagle is herself a Native American and a product of St. Labre schools. She has been principal for nine years and was a kindergarten teacher before that.

St. Labre Indian School Educational Association

Pretty Eagle Catholic Academy is one part of a much larger organization: St. Labre Indian School Educational Association. The Association operates through the Executive Board. Three members are from the Diocese of Great Falls/Billings appointed by the Bishop: The Bishop or his appointee plus two others. Four members are Capuchin Fathers appointed by the Provincial: the Provincial or his appointee plus three others. Two members are from the Northern Cheyenne Tribe and two members are from the Crow Tribe. Tribal representation is not in the by-laws but has been the practice for some time. One member is at large, and the Superintendent of Montana Catholic 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.

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 student in the St. Labre system. Registration fees of \$10.00 for the school and of \$25.00 for the dormitory are charged.

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 Catholic Academy 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
- Campus Minister
- Transportation and Activities Coordinator
- Drug and Alcohol Counselor
- Career Counselor
- Parent Liaison

A single Parent Advisory Board serves all three campuses. Each campus is represented on the board which meets monthly in Ashland. The board is advisory.

Food Services

No one complains about the food at the St. Labre schools. Breakfast and lunch are served to all students. 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

In Ashland 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.

Pretty Eagle students who choose to stay in the St. Labre system after completing the eighth grade, attend high school in Ashland. Students ride a bus about 70 miles on Sunday evening and reside in a dormitory during the week returning home on Friday afternoon. A new dormitory was built in Ashland five years ago primarily to serve increasing numbers of students from the Crow reservation.

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

Pretty Eagle Catholic Academy exhibits an authentic Catholic identity in all aspects of its operations. Our staff is dedicated to teaching and instilling our core values in every student. As members of a Christ-centered institution our students are expected to demonstrate and cultivate a relationship with God through prayer, studying the Catholic faith, and participating in the sacraments. PECA helps students meet these needs in the following ways:

Staff and students participate in the sacrament of the Mass on a weekly basis. Each grade level (3rd through 8th) is responsible for planning the liturgy and doing the readings and the accompanying jobs four times throughout the year. Our Masses enculturate many aspects of the Crow tradition. Prayers and songs in the Crow language, smudging with cedar, and the use of the drum are all incorporated parts of our Eucharistic celebration. In addition, the staff makes an effort to identify students who may have been baptized, but who have not received the other sacraments. This evangelization effort has led to over thirty students being baptized, receiving first communion, penance and confirmation in the last five years. In the past all students were required to share in the Sacrament of Reconciliation in the classroom with our local pastor. This would occur two to three times throughout the school year.

All students are required to take religious instruction on a daily basis. Of the number of teachers teaching religious education classes 78% are themselves Catholic. Of all the staff in our school, 71% are Catholic. Our student body (K-8) is made up of 54% Catholic and 46% non-Catholic. Even though 46% are not Catholic, all students are required to take religious education and participate in all prayers and worship services. These include weekly Mass, Monday morning meditation, prayer before classes and meals, and the daily morning chant where we reiterate our core values. We also have incorporated our EAGLE acronym...E, Eager to learn, A... Aware of my culture and Language, G...Growing in my relationship with God, L...Living the core values, E... Excellence in all I do. Every student is required to learn this as part of our Catholic way of being at PECA. Teachers are also expected to lead students in prayer each day. A recent survey of all classroom teachers revealed that they lead their students in prayer at the beginning of the day and the end of the day, and most pray before their students go to lunch. Some pray at the beginning and end of each particular class period.

Our religious education program is based on the USCCB framework as recommended by the Diocese of Great Falls-Billings. Recently, a new standards-based religion curriculum was adopted for Montana Catholic Schools. Students are assessed from 4th through 8th grade by letter grades, while K-4 is assessed with a novice / proficient continuum. Our students in 5th grade and 8th grade are tested on the ACRE (Assessment of Catholic Religious Education). The results of that test reveal that Catholic students who have been with us a number of years score in the average range but newer students and non-Catholics tend to score in the novice to nearing proficiency areas. All teachers work through professional development classes on Catholicism made available by St Labre through Marian University. All staff

members are also certified by the Safe and Sacred program to provide safe environments for children. Each classroom has a copy of the CCC (Catechism of the Catholic Church) available for teacher and student use. Each fall, all employees of P.E.C.A. attend Mission Quest at St. Labre. Mission Quest is a one day retreat designed to reinvigorate each employee's commitment to the mission of St. Labre Indian Education Association. Approximately 270 staff members attend.

Our staff strives to create an atmosphere in the school that is immediately recognized as being Catholic. Liturgical season-appropriate decorations, the cross, Catholic art, word walls with Catholic key words and student uniforms all serve to create such an atmosphere. In a recent study, eighty-nine percent (89%) of the parents surveyed reported sensing our school to be Catholic immediately upon entering our school. Ninety-two percent (92%) of those parents felt that the mission and core values of the school were clear to them. Fifty-seven percent (57%) of those parents said they sent their children to our school for the religious atmosphere and academic excellence. Ninety-four percent of those parents surveyed said they felt a welcoming atmosphere at Pretty Eagle Catholic Academy. In addition, parents are always welcome at our masses and they are invited to share meals with us on special occasions. Christmas Feast, Veteran's Day, and Clan Day are all times when parents join us in the goodness of our Catholic community. Parents are always encouraged to help out with fundraising and they do so throughout the school year.

In addition to the normal religious education program, our school incorporates as a way of being, special events and programs that strengthen our Catholic character. They include the celebration of feast days, religious retreats for 5th through 8th grades, Works of Mercy and other community service programs, the all school living rosary project, and Catholic Schools Week celebrations. Our students participate in the Rice Bowl project during Lent, raising money for Catholic Relief Services. The Rice Bowl program allows our students to learn about and take an active role in worldwide social justice. At Christmas they make baskets for the needy and visit the Crow Elders at the rest home. They participate in cancer awareness fundraisers and they sponsor food drives for the local food bank. Our students are also exposed to the possibilities of service as a way of life by their association with our Jesuit Volunteer Corps personnel. We practice our core value of stewardship each spring by taking the whole school to Crow Agency to clean up the town. At weekly Mass students are awarded commendations based on their outstanding efforts to live out each of our core values. In these commendations teachers specifically point out what the student did and link it to one or more of our core values. Students learn to live out our core values of Respect, Excellence, Integrity, Stewardship, Spirituality, and Justice on a daily basis and they are rewarded for doing so.

Pretty Eagle Catholic Academy provides authentic Catholic teaching and opportunities for community worship and participation in the sacraments. It promotes evangelization and service to the community while cultivating in our students the foundations for a faith-based life.

Maintaining the Catholic identity at Pretty Eagle presents unique challenges. It is not a parish school in the sense that many Catholic schools are. Because so many students ride buses to this rural school, they come from various parishes. In addition, only about half the students are Catholic. The Parish is served by a Capuchin father from Crow Agency, about 30 miles away.

Significant Accomplishments:

- PECA students and staff participate in the liturgy and celebrate the sacraments
- PECA students and staff can clearly articulate our Mission Statement and Core Values
- PECA students and staff have a clear understanding of Catholic Social Justice and service
- PECA students and staff work to create a faith centered life based on a relationship with God

Goals:

- Create a vibrant parish, family, school community between Pretty Eagle Catholic Academy and St. Xavier parish
- Increase all school prayer time by practicing Stations of the Cross and The Rosary
- Empower our students and families to live out their faith in their home communities
- Integrate and implement the new religion standards
- Better Integrate Catholicism into all aspects of school culture

Evidence:

- ACRE Test
- Retreat schedule
- Living Rosary
- Works of Mercy and community service
- Safe and Sacred Program
- Daily core value chant
- Rice Bowl Program
- Parent/staff surveys
- All grade level participation in the Eucharistic Liturgy

B. Defining the School's Purpose

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

As our mission statement indicates Pretty Eagle Catholic 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 Crow and Northern Cheyenne 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 Pretty Eagle Catholic 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.

PECA serves students in grades K-8. Enrollment is 146 (Oct.1, 2014). 54% of the students are Catholic. 80% to 90% of the students qualify for free or reduced lunches. 99% of the students are Native American. 91% of the students are Crow. Students are admitted on a first come, first serve basis. Students with serious learning disabilities are admitted according to our ability to serve their needs and in consultation with parents.

PECA embarked upon the WCEA process in the spring of 2014. Committees were formed to address the various areas of Schoolwide Learning Expectations. These committees produced Student Learning Expectations (SLE's) which reflect the school's Catholic Mission and expectations for quality as well as the integration of Native American cultures. Each teacher has explained these SLE's to his/her classes and in addition these have been summarized and discussed during "Monday Morning Meditation", posted in every classroom for the students, and put on the school website. In the 2015-2016 school year the SLE's are to be published in the student handbook and in the student planner books.

The ultimate goals of our Student Learning Expectations are three fold:

1. Each child will demonstrate grade level abilities in math and reading which will enable them to succeed in his/her higher education and become a lifelong learner,
2. Each child will demonstrate pride in American Indian culture, beliefs, and spirituality which will enhance his/her self-confidence and esteem that is embedded in Indian culture,
3. Each child will demonstrate a cultivated and dynamic relationship with his/her Creator enhanced by prayer, study and participation in the sacraments, the foundations of a faith-based life. As a direct result of these goals each child will exhibit respect for self and others through good stewardship, and integrity in all academic and social interactions.

The SLE's give purpose to our Academy and have incorporated the Common Core Standards so as to present an integrated approach to learning within the Academy. As well as the Common Core

Standards, the attainment of the SLE's can be tracked through multiple avenues. The academic SLE's can be tracked through MAPS and Dibbles Next testing, as well as general grades earned in the classroom. Academy behaviors are tracked through Powerschool, 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, demonstrates the corresponding SLE's. Last but not least the faith and spirituality SLE's can be tracked through the required theology classes that have adopted a standardized curriculum, student 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 except for the recently adopted religion standards. Pretty Eagle has locally developed curriculum standards that are consistent among all five St. Labre schools. Revision of these standards is "on hold" as Pretty Eagle along with all schools in Montana implements the Common Core Standards. Each student is expected to give a summative assessment each semester. These are criterion referenced to the curriculum.

Significant Accomplishments:

- Development of SLE's
- Extensive monitoring of student growth

Goals:

- SLE's will be understood and worked towards by all in the school
- SLE's will be implemented into all aspects of the curriculum
- SLE achievement and implementation will be tracked
- Implement new religion standards
- Better integrate Native American and Crow cultural elements into daily life
- Increase Catholic identity across the curriculum

Evidence:

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

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

Academics:

PECA students will demonstrate grade level abilities in reading and math, and be college and/or career ready.

American Indian Identity:

PECA students will demonstrate pride and self confidence in their American Indian culture, language, beliefs, and spirituality.

Catholic Faith & Spirituality:

PECA students will demonstrate and cultivate the foundations for a faith-based life, through prayer, the study of the Catholic faith, and participation in the sacraments.

Academy Behaviors:

PECA students will demonstrate our core values of respect, excellence, integrity, stewardship, spirituality, and justice.

C. Organization for Student Learning to Support High Achievement of all Students

The focus of the school is the high achievement of students and the communication of student progress to all of the shareholders reflected in the organizational structure of the educational environment.

St. Labre Indian Educational Association, of which Pretty Eagle Catholic Academy is a part, is led by the Executive Director, Curtis Yarlott, who oversees the entire mission of St. Labre. As Executive Director of St. Labre, Mr. Yarlott reports on all schools to the Executive Board of Directors.

The Director of Schools, Ivan Small, is the secondary level of organizational structure at St. Labre Indian Educational Association. Mr. Small manages all academic and professional development for St. Labre, Pretty Eagle Catholic Academy and St. Charles Mission. Through Mr. Small's efforts, staff development and instructional knowledge within the aforementioned schools has improved yearly. The most recent activities within staff development have focused on the Professional Learning Communities (PLC), Differentiated Instruction (DI), and the implementation of the Common Core State Standards.

Pretty Eagle Catholic Academy is led by Garla Williamson, principal of the school for the last nine years and a teacher in the school for eight years before that. Through Ms. Williamson's direction grade level teams meet weekly in their PLC groups targeting a variety of instructional issues. Under Ms. Williamson's direction the academy concept was implemented in 2006. In 2010 Ms. Williamson brought the Jesuit Volunteer program back to Pretty Eagle.

During the 2014-2015 school year, the Parent Advisory Committees at the St. Labre schools were restructured. Because of the difficulty maintaining a functioning committee on each campus, the system is represented by one committee. Each of the areas is represented on the Committee that regularly meets in Ashland. However, an informal committee of parents has been formed at Pretty Eagle as a direct voice of parents.

Father Larry Alber OFM CAP is the newest member of Pretty Eagles religious environment. Father Larry is providing a great service by providing weekly mass for our students while Pretty Eagle transitions to a new Capuchin priest beginning in the following school year. Previously the spiritual leadership position was held for 35 years by Father Charles Robinson, CAP. Father Charlie has been sorely missed by students and staff. He provided staff, students and community with religious guidance and support.

Pretty Eagle benefits from being a part of a much larger educational organization. Catholic identity is supported by the Director of Mission and Ministry and Campus Minister in Ashland. Selection of texts, curriculum, and organization of grade level retreats are handled system-wide. And of course, all development activities are handled by a full-time staff for the entire system.

PECA serves students in kindergarten through eighth grade. Para-educators support the certificated teachers in the educational environment. All staff are expected to be certificated by the state of Montana albeit that the school is not accredited by the state.

Student enrollment at PECA is 146 (October 1, 2014). 99% of students are Native American and 85% of the population qualify for free lunches. Benefactor support pays the students enrollment fee and for breakfast, lunch, dinner and a snack daily. Additionally, the benefactor's generosity supplies necessary school sundries for the students as well as other basic needs for our students. Through this generosity our students' chances for success improve tremendously.

Organizational structures are in constantly re-evaluated and improved. Of great concern is the fostering of relationships with parents and Pretty Eagle staff are working on improving student/teacher and parent relationships. The biggest obstacle that is faced in this endeavor is the geographical area served by Pretty Eagle which is large and it is difficult for parents to participate in the educational process.

Of serious concern to the educational staff is the issue involving the yearly calendar and the extensive interruptions which are perceived by staff to be avoidable. Within the first 60 days of school this year our students experienced interruption in the educational environment on 12 days. The lost instructional time impacts student achievement. It is important that the staff at Pretty Eagle address this concern.

Significant Accomplishments

- Professional Learning Communities actively researching and implementing differentiated instructional goals.
- Learning potential is optimized through the supplementary provision of breakfast, lunch, and a healthy snack to students.
- Teachers are actively pursuing professional development offered by the St. Labre organization/school.

Goals:

- Increase quantity and quality of instructional time for students.
- Increase the Catholic identity of the school
- Parent Advisory Committee to meet on a regular monthly meeting to ascertain and deal with educational and communal involvement priorities.
- Increase the use of PLCs to improve instruction

Evidence:

- Staff Surveys
- Parent Surveys
- PLC meeting notes
- Yearly calendar
- Schedule of Staff Development opportunities
- Parent Advisory committee agendas and minutes

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.

Pretty Eagle Catholic Academy utilizes data analysis to target instruction and drive curricular change. Pretty Eagle Catholic Academy (PECA) consists of grades K-8. The enrollment in the fall of 2014 was 146. The student body is 99% Native American, with the majority being from the Crow tribe. The percentage of students qualifying for free or reduced lunches is eighty percent. Fewer than 50% of our students are Catholic.

In 2006 the St. Labre education system began transitioning to an academy model. This meant higher academic and behavior expectations, more time on task, as well as daily homework. Initially there was community concern about the academy model and enrollment declined. When the community saw the high level of student and parent satisfaction with the academy concept, enrollment began to increase. Enrollment has increased from 97 in 2007 to approximately 150 in the past four years. An enrollment of 150 is at capacity for the physical plant.

Prior to the adoption of the Common Core National Standards, the Criterion Referenced Test (CRT) was the test used in Montana to assess achievement of state academic standards. It was last given in the spring of 2013 and has been replaced by the Smarter Balanced test based on the Common Core National Standards. Free access to this test is not being provided by the Montana State Office of Public Instruction to non-accredited, private schools at this time.

In 2009 the St. Labre school system began administering the Northwest Evaluation Association (NWEA), Measure of Academic Progress (MAP) test. The test is given in the fall, winter, and spring in the curriculum areas of math, reading, language usage, and general science. The MAP test is adaptive. The test provides a raw score called a Rausch Unit score (RIT), a percentile score and it is normed to an approximate grade level. After fall testing scores are available, a growth target is set for the spring. Student goal setting worksheets, based on test results, are generated from the NWEA website and completed with the student. This worksheet identifies a student's strengths as well as areas of concern. Teachers can then access the NWEA's Learning Continuum to address the student's academic needs. The Learning Continuum is based on National Common Core Standards. Student growth on the MAP test is tracked on yearly Student Progress Reports and Academic Growth Reports.

Many administrators, teachers and staff use the MAP results to improve learning for students and make informed decisions to promote a child's growth. The data allow teachers to provide appropriate intervention and/or enrichment for each student's academic strengths and needs. Additional use of data to inform instruction should result in improved student achievement.

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.

Since this is the first year that most Catholic schools in Montana have used the MAP testing protocol, there will be a report generated in the summer of 2015 showing achievement and growth levels in Montana Catholic Schools. We hope to use this information to improve instruction.

MAP data is the prime focus at PECA Professional Learning Communities (PLC) meetings. At the PLC meetings, MAP reports are used to determine student position in the Response to Intervention Model tiers. There are three RTI tiers. Tier 1 is referred to as Benchmark. This means the student has been assessed as performing at grade level (at the 40th-74th percentile on nationally normed tests). Tier 2 is referred to as Strategic. Students who are identified as functioning at this level are at the 21st-39th percentile nationally. Tier 1 is called the Intensive level and these students are performing below the 20th percentile. Students who score above the 75% percentile fall into the Advanced level and are provided learning opportunities at their level.

Using the results from the past CRT and MAP data, approximately 30% of our students were found to be at least two years behind in reading. This had 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 the Scholastic READ 180 program. Intensive tier students are placed in the Read 180 program. 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. With these results, we are then able to monitor our student's progress and move them through the Response to Intervention model. DIBELS, Star Reading Testing and Running Records are all used in conjunction with MAP test data to target student learning needs in grades K-8 at Pretty Eagle.

Students who test at the Intensive tier in math are placed in the Science Research Associates (SRA) math series for comprehensive math intervention. SRA math placement tests are given to determine the correct placement in that series. Progress monitoring occurs through the summative testing embedded in the SRA program and through MAP testing.

Student MAP scores are also used in conjunction with the on-line Khan Academy lessons. A student's RIT range on the MAP math and science test indicates, for teachers, which Khan Academy lessons are most applicable for an individual student's zone of proximal development. Additionally, MAP scores can be used to predict general college readiness in the areas of reading, language usage and math. NWEA has completed a study which links cut scores on the MAP reading, language usage, and general mathematics tests with corresponding scores of the published college readiness benchmarks on the EXPLORE, PLAN, and ACT assessments (ACT, 2010).

Attendance, behavior and academic data are also used to identify students who have met the criteria for a school incentive program. The program is called Students Owning and Accepting Responsibility (SOAR). Participation in this program allows students to earn extra privileges. The same data is also utilized in parent meetings that are scheduled to address the specific needs of a student who may not be performing to the best of their ability. At this meeting the staff, family and student identify areas of concern, appropriate interventions and who will be involved with the interventions.

In the spring, the Kindergarten Readiness Test (KRT) is given to prospective pre-school students seeking enrollment for the following year. This allows the kindergarten teacher access to data to determine which students appear to be ready for kindergarten and what the possible areas of need will be for the next fall's kindergarten class.

PECA 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 MAP testing for students in grades K-8
SRA Math, Read Well, Reading Mastery, Read to Achieve and Read 180 programs are utilized
DIBELS, Running Records, Star Testing and KRT are utilized
Extensive student growth data available

Goals

Incorporate SLEs into classroom instruction.
Create and maintain a more effective process to monitor every student in the RTI structure.

Increase the number of teachers effectively using test result data
Study the Montana Catholic Schools MAP data
Utilize data for effective interventions to improve student learning
Improve teacher use of student instruction time through focused professional development

Evidence

MAP, KRT, DIBELS, Star Reading test
PowerSchool Data
Bully Report Forms

Plan of Action Forms
Writing Portfolios
Academic Reports
Criterion Referenced Assessments

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

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

Pretty Eagle Catholic 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 of the newly formed SLEs (Student Learning Expectations), which will guide and direct curriculum and instruction. PECA provides a relevant and rigorous curriculum in order to prepare students in grades K-8 for successful transition to the next level and success in life.

We are currently transitioning into utilizing the Common Core State Standards (CCSS) for our curriculum standards in core disciplines. We are in the process of adapting our courses and materials to closely align with CCSS. Commercial guides to the Common Core ELA Standards have been purchased for each teacher. These guides ðupackö the standards into öll canö statements. These have been very useful. The guides for math will be purchased. A format for the ELA and math curriculum guides will be determined that fully incorporates the Montana CCSS. The only additions Montana has made are to incorporate Indian Education for all. All St. Labe Schools far exceed state expectations in this area.

We will continue to use our current curriculum binders in areas other than math and ELA. Implementation of strong, standards based curriculum will assure that available instructional time will be used efficiently. System-wide curriculum will also assure effective instruction as students move from grade to grade.

In addition, our administration has provided us opportunities for training in and encouragement to learn more about the CCSS and how to adapt them to our classrooms. In those areas not covered by CCSS we rely on the internally developed St. Labre curriculum standards for guidance. In the area of religious studies we have adopted a curriculum that meets diocesan standards for Catholic education and are now looking to integrate the new recently-adopted religion standards.

Our overall standard for acceptable student progress is that our students should be performing at or above grade level. We have generally relied on MAPS testing, DIBELS, Running Record, Dominee and Star Reading tests to measure approximate grade-level equivalence. In reality, many of our students are at risk which result in serious deficiencies. We also have students for whom language is a significant barrier to education. For these students we strive to make sure

that they progress more than one grade-level equivalent each year. The amount of progress we make in these various situations depends on the student's deficit in learning.

We have several types of formal assessment to evaluate student achievement of school standards, in addition to less formal assessments built into our course plans on a continuous basis. Students at all levels are assessed in fall, winter and spring using the MAPS (Measure of Academic Progress) system. Students at the elementary level are also assessed on a more frequent basis using DIBELS, Running Record, Dominee, and Star assessments. Test results from these assessments are used to place students into appropriate levels for maximum learning potential.

We are striving to improve student progress towards achievement of our curriculum standards. For example, when looking at MAPS data, we only find from 8% to 42% of students performing at or above grade level in mathematics and 8% to 56% of students performing at or above grade-level in reading. Also, MAPS scores indicate that the average student at PECA tends to be consistently one grade-level below where he/she should be. Despite these obstacles, our focus on student achievement compels us to make continual progress.

We have several interventions in place and are planning new interventions in order to help those students who fall behind achieve our curriculum goals. In mathematics we currently make use of SRA math, Kahn academy and small group pull outs. In reading we currently make use of Read 180, Reading Mastery, Read Well, leveled reading and more group pull outs. We also have enrichment opportunities for advanced students including such things as Showtime, Kahn Academy, and special pull outs. With the introduction of Chrome Books into our classrooms we are also exploring new computer-based interventions and enrichment.

Data have shown us that the mission of all St. Labre schools will continue to challenge us to meet the needs of a student population who enter the educational system at a disadvantage. The staff of Pretty Eagle must strive to assess these needs and design interventions to remedy them.

We are working to address the following challenges, in order provide a culturally relevant education:

- Socio-economic barriers
- Language barriers
- A past history of negative educational and religious experiences

We will continue to endeavor to overcome these challenges.

Accomplishments:

- Implementation of the Academy Concept

- Math and reading intervention programs
- SOAR incentive/rewards program
- Robotics program to foster interest in math and science
- 4H Film projects

Goals:

- Students will perform at or above grade level in reading and math.
- Students who are performing below grade level will be provided assistance to achieve acceptable progress.
- High achieving students will receive enrichment to foster intellectual curiosity and academic excellence at their grade level
- Students receive a culturally relevant and appropriate education
- Student instruction time will be effectively used
- Integration of new religion standards

Evidence:

- MAP and other testing results
- Listing of specific intervention programs and inclusion criteria
- Common Core Curriculum
- St. Labre Curriculum standards
- Religious education curriculum
- Cultural education curriculum
- Updates to curriculum to reflect CCSS standards
- Power School access for parents and students
- Writing portfolios
- Professional development schedule
- PLC groupings and schedules
- School web site information

F. Instructional Methodology to Support High Achievement of All Students

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

Pretty Eagle Catholic Academy strives to integrate into the learning process the teachings of the Catholic Church including the faith and values inherent in our religious identity. Students' learning of the faith is incorporated into instruction to strengthen their faith and values. Catholicism is integrated into their learning environment in the following ways:

1. **Mass:** The opportunity to lead Mass is on a rotation basis consisting of third through eighth grade. First and Second grades come into the rotation after first communion.
2. **Retreats:** Emily Ruef (Director of Mission and Ministry) led the seventh and eighth grades in a retreat this fall. Fifth and Sixth grades will have their retreat in the spring. It is with great hope that we anticipate a partial day retreat for our students K-4 next school year.
3. **Religion Curriculum:** Our religion text is entitled, "We Believe" and we will be implementing the Montana curriculum.
4. **Miscellaneous:** We have four representatives from Pretty Eagle Catholic Academy who serve on the St. Labre Campus Religious Education Committee inclusive of Jack Joyce, Vicki Volz, Debbie Norland and Lorna Big Hair. These representatives help in the planning of special seasonal habits such as Advent wreath blessings, Lenten activities and the living Rosary.

The design and monitoring of both formative and summative assessments are used to enhance learning in the following ways:

- **MAP (Measures of Academic Progress):** This testing measure is administered to K-8 students three times per year. Reports from this measure are generated that detail yearly growth in Reading, Math and Science. These reports guide our teachers in supporting the academic environment to assist students in attaining yearly growth goals.

- Star Reading assessments are administered quarterly to K-8 students.
- DIBELS (Dynamic Indicators of Basic Early Literacy Skills) is administered three times yearly for benchmark indicators of literacy skills. Dibels is also utilized weekly/biweekly for struggling students to monitor their achievement levels through the RTI (Response to Intervention) process.
- Everyday Math curriculum unit assessments K-5th grade.
- Guided Reading running records are utilized by many classrooms.

We are in the process of investigating standards based grading using our Powerschool program.

PECA utilized intervention programs to instruct mid to low level students until the recent school year. Unfortunately due to budget cuts and constraints these intervention programs have been discontinued.

- Math Recovery is a program that was providing one-on-one assistance to students First grade students whom scored below grade level expectations. Students participating in the program were provided with sixteen weekly interventions for thirty minute periods daily. In 2013-2014 PECA provided services to 8 students.
- Reading Recovery is another one-on-one program providing students in first grade with daily thirty minute interventions PECA provided services for 8 students.

Professional Learning Communities (PLC) provide teachers with the opportunity to share relevant information regarding students, current data as well as best practices on a weekly basis.

PECA's staff participates in system wide staff development through trainings provided in literacy development, common core standards and differentiated instruction. Title funding makes such staff development possible. These funds are accessed through our local public school system in Hardin, MT.

Staff development during the 2014-15 school year was designed to increase K-4 teacher expertise in early literacy strategies. At the 5-8 grade levels the emphasis was on technology applications in the classroom. Both of these areas will better prepare Pretty Eagle teachers to meet the needs of our students.

During the 2014-2015 school year, the K-4 staff participated in three days of training in early literacy strategies. They also traveled to Sheridan, Wyoming on various occasions to observe these strategies in practice. The 5-8 staff participated in three days of technology training. One day was directed by the St. Labre technology coach. The following two days, staff learned specific applications to their grade or content area.

Significant Accomplishments:

- Focused staff development
- Extensive assessment data
- Professional Learning Communities active in student achievement
- Integration of Technology into the curriculum through the MAPS/Khan supportive measures.

Goals:

- Re-introduction of Math Recovery for students who are low in their reading scores.
- Teacher involvement in the planning and implementation of special events throughout the school year.
- Continue training in early literacy strategies.
- Increase the Catholic identity and culture every day
- Offer professional development to improve instruction
- Offer professional development to improve literacy instruction
- Improve intervention techniques to aid instruction.

Evidence:

- Staff development documentation
- Federal funding documents that support staff development
- Technology integrated into classroom instruction
- Assessments, both formative and summative that are aligned to the Student Learning Expectations and the Common Core Standards.
- Samples of student work

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 program to achieve the Schoolwide learning Expectations, Diocesan curriculum standards (local curriculum standards where Diocesan standards don't exist), and other governing authority expectations.

Pretty Eagle Catholic Academy provides extensive spiritual, personal, academic and cultural support to our students. A successful football program was recently added. A robotics program has been made available through a relationship with Montana State University.

PECA provides students with encouraging and supportive faith based activities. Every classroom at Pretty Eagle prays at the beginning of the school day. Class retreats are being introduced. Mass is celebrated weekly. Religion classes in the upper grades are taught by the parish priest. The school provides opportunities for the sacraments of baptism, first communion, and penance.

Personal and academic support is provided by a full-time, experienced counselor. She administers and evaluates MAP testing and other testing. She works with teachers to understand and to utilize testing results. The counselor also provides classroom instruction concerning bullying and career and character education.

PECA views the Native American, primarily Crow, culture of our students integral to everything we do. All students receive formal classroom instruction in Crow culture and language taught by a teacher fluent in the Crow language. Also the Crow staff members serve as role models every day. Other cultural activities include celebration of Native American Week in September, an annual push dance contest, and hand games. This year the students participated in cultural presentations sponsored by the National Park Service. The culture of our students and the families we serve is a strength to draw upon as we strive to meet the academic needs of our students.

A need to address the cultural and spiritual needs of Native Americans in a Catholic school puts unique demands on the academic schedule. The staff must work to assure a balance among these demands.

Significant Accomplishments:

- Integration of Native American Spirituality
- Crow Studies and Character Education
- Robotic/Lego League and 4H films
- Monthly newsletter
- Crow Flag Song

Goals:

- Develop an awareness of service among the students
- Bring back the Math Recovery program
- Support and develop the Crow language program

Evidence:

- Newsletter
- Parent Surveys
- Student surveys
- Student of the Month
- Volunteers

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

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

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

The Board has four standing committees:

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

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

St. Labre Directors

Daily functions on all three campuses are overseen by the St. Labre directors: Executive Director, Director of Schools, Director of Ministry and Mission Integration, Finance Director,

Development Director, Human Resources Director, Maintenance Director, Director of Youth and Family Services, MIS Director, and Food Services Director. The directors meet bi-weekly.

Funding

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

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

In 2013, public support, other revenues and gains totaled \$49,766,086. Expenses and losses totaled \$45,262,080. Statements of Accountability are included in the evidence binder.

At Pretty Eagle a significant expense was the replacement of the boiler system. The Executive Board has made the replacement of the Pretty Eagle school building a priority in its strategic plan.

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