



# IMPROVING STUDENT LEARNING

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**A Self Study for:**

**De La Salle Blackfeet School**

**104 1<sup>st</sup> St. NW**

**Browning, MT 59417**

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

**2016 E842 DLSBS**



May 2016

Permit me a moment to formally welcome you to De La Salle Blackfeet School. Speaking for the self-study leadership committee and the entire educational community, I hope you are excited about our efforts and accomplishments of the school in its fifteen years as presented in this document for your site visit. With limited resources, the dedicated staff has provided a quality and Catholic education for Blackfeet children as first instructed by our founder St. John Baptist De La Salle, “to those who have been entrusted to our care”. It has been due to hard work and almost heroic efforts by many instructors, staff, donors, and our students that we have come to this moment. We are prepared to present this report that is a result of our own self-study and ask you to analyze both the report as well as primary sources that were used in its preparation to help us into the next years at De La Salle Blackfeet School.

With the closing of Holy Family Mission Boarding School in 1940, the Christian Brothers and Associates of the Midwest District opened this Catholic School on a predominately Catholic Indian Reservation. This comes after more than sixty years of educational abandonment by the Church. It has been a learning experience for this congregation which prides itself on lifting numerous immigrant and disenfranchised communities out of isolation and poverty creating productive citizens through education in the world’s largest cities. The Lasallian commitment of taking students where they are educationally when they enter our doors and helping them mature as young men and women has born fruit in Browning. That

through enormous effort on their part and with the support of others who truly believe in them, the graduate is not merely a pawn on a chess board, but truly a person who can plan with others and confront the challenges of life.

I am especially appreciative of Michael O'Brien for his leadership in the self-study process and his extraordinary efforts to bring these different elements together in a report that reflects not only our efforts at providing the De La Salle student with the tools to direct their own future, but also our efforts as a school to best continue this process in years to come. It is truly the efforts of the De La Salle Educational community that has made this report as complete as possible. Special thanks go to our parents and students for their frank responses as well as, to our donors, graduates, immersion group leaders, the Christian Brothers, and the School Advisory Council for their continued pursuit of improving the education of the students at De La Salle Blackfeet day after day and year after year.

Sincerely,

A handwritten signature in black ink, appearing to read "Brother Dale Mooney". The signature is fluid and cursive, with a long horizontal stroke at the end.

Brother Dale Mooney, FSC  
President  
De La Salle Blackfeet School

# **DE LA SALLE BLACKFEET SCHOOL AFFILIATIONS**

- **NCEA - National Catholic Education Association**
- **AICSN - American Indian Catholic Schools Network**
- **Christian Brothers of the Midwest District**
- **Diocese of Helena - Montana Catholic Schools**
- **WCEA - Western Catholic Education Association**
- **NWEA - Northwest Educational Association**
- **GTCC - Golden Triangle Curriculum Cooperative**

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## MISSION

De La Salle Blackfeet School is committed to providing a quality, innovative, and faith-based education to empower its students to become successful learners and able participants in shaping their community.

## VISION

As Lasallian educators in this remote part of the country, we strive daily to instill in every student a Catholic identity in the midst of their Blackfeet (Pikuni) culture. It is our intention to provide every member of our school community a sense of sacredness of life and encourage everyone to creatively develop their full potential. We strive to tap into the power of the students' capacity to know themselves and through this knowledge honor their own worth. In this non-tuition, San Miguel based school, we tirelessly work to uncover financial resources and channel them so that we offer the Lasallian core values of education to all of our present students and make this available to additional students if fiscally feasible.



## **DE LA SALLE BLACKFEET SCHOOL SCHOOLWIDE LEARNING EXPECTATIONS**

### **BE SAFE**

- KEEP HANDS AND FEET TO SELF
- REMAIN CALM
- FOLLOW DIRECTIONS

### **BE RESPECTFUL**

- TO STUDENTS AND SELF
- FACULTY, STAFF, AND IMMERSION GROUPS
- PARENTS, TRIBAL ELDERS, AND COMMUNITY

### **BE RESPONSIBLE**

- EDUCATION
- BLACKFEET TRADITIONS AND CULTURE
- MAKE PROPER CHOICES

### **BE LASALLIAN**

- FAITH
- PRAYER
- SERVICE TO COMMUNITY



## TEACHER AND STAFF DIRECTORY

President/Principal  
Administrative Assistant  
Bookkeeper  
Development Director  
Director of Technology  
4th Grade & 5th Grade Religion  
5th Grade Language Arts and Reading  
6th Grade LA/Reading 7th Social Studies  
7th and 8th Grade Language Arts/Reading  
8th Social Studies and 6th Grade Religion  
Science 4th - 8th Grade  
Mathematics 6th - 8th Grade  
Health and Wellness 4th - 8th Grade  
School Counselor  
Social Studies 4th and 5th Grade  
Maintenance  
Housekeeping  
Food Service  
Native American Studies

Br. Dale Mooney, FSC  
Jodi Calf Boss Ribs  
Br. Michael Flaherty, FSC  
Colleen Dunne  
Michael Hairsine  
Kelly McConnaughey  
Shelly Hall  
Giovanni Palacio  
Ruth Ficaro  
Jon Ficaro  
Matthew Kohler  
Cyril England  
Mike O'Brien  
Olivia Davis  
Michael Dischner  
Patrick Griffin  
Clarice Hall  
Venetia Wells  
Darnell Ridesatthedoor

Self-Study Leadership Committee

Mike O'Brien - Chair  
Br. Dale Mooney, FSC  
Michael Hairsine  
Ruth Ficaro

## **CHAPTER 1 – INTRODUCTION**

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

#### **ACCREDITATION PROCESS**

De La Salle Blackfeet School is going through its first accreditation after fifteen years of existence. Dr. Timothy Uhl, PhD, Superintendent of Catholic Schools in Montana announced that all Catholic elementary schools would be accredited by the Western Catholic Educational Association (WCEA).

De La Salle was notified in the spring of 2015 that their school should begin its year long self study report during the 2015-2016 school year and be ready for the Visiting Committee in the fall of 2016.

The faculty and staff of De La Salle Blackfeet School met on Tuesday September 8, 2015 and were given a presentation by Dr. Uhl on the accreditation process. Later that month, the Leadership Committee was given a videoconference presentation from Dr. Uhl on how to write the initial self-study report.

The main work on the Self-Study began in mid-October of 2015 with faculty and staff as well as different constituency groups. We first identified all of the different constituency groups that were present in the school community and set up a leadership committee to start the self-study report.

During the months of November and December, the Leadership Committee developed a set of surveys and proofed them for submittal in January of 2016. We also discussed the school mission, vision, and schoolwide learning expectations (SLEs). The leadership committee has been meeting every Wednesday morning to discuss the self-study. These meetings take place from 7:30 AM to 8:15 AM every Wednesday before the start of the school day. The agenda for these meetings are located in the self-study library.

In March and April of 2016, after the data from surveys was reviewed, the Leadership Committee developed Focus Groups to write the eight sections of Chapter 3 of the report. These focus groups not only wrote their particular section, but also met to review the other reports that were written by other focus groups. The Leadership Committee main purpose was to have transparency with the self-study report. This report should not be one person's thoughts and ideas but a collaboration of the entire school community. The Leadership Committee feels that we have satisfied this requirement.

## **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.*

All shareholders were kept apprised of self-study report through surveys, focus group meetings, and reports to the School Advisory Council (SAC) that meets on a regular basis.

All of the faculty and staff were put into committees that correlate to the eight sections in Chapter 3. Since we are a very small school, most faculty and staff were put on at least two committees. The Leadership Committee team members each chaired two committees on the eight committees that were set up.

Other share holders were kept apprised of the self study through the following ways:

- Parents through surveys and Wednesday bulletin.
- Faculty and staff through various faculty meetings that were totally dedicated to the self-study as well as updates at faculty meetings by the Leadership Committee team chair.
- School Advisory Council filled out surveys and were kept informed through dialogue at their regular scheduled meetings.
- The Leadership Committee team met every Wednesday morning from 7:30 AM to 8:15 AM before school. Agenda of meetings are located in the self-study library.

The Schoolwide Learning Expectations (SLEs) are a relatively new vocabulary word for De La Salle Blackfeet School. All faculty and staff did discuss the SLEs during several faculty meetings. A copy of the new SLEs were given to each committee when they were writing their narrative. The school administration is still in the process of developing some type of assessment tool with the implementation of the SLEs.

Survey data was reviewed by the Leadership Committee team members and an executive summary was prepared for all different surveys. All executive summaries were given to committee members as they prepared their narrative on their particular section.

The school will provide a completed self-study to members of the school advisory council at their August 2016 meeting. The faculty and staff will be given a final self-study report at their orientation meetings in early part of August 2016.

The Leadership Committee would like to acknowledge Dr. Tim Uhl for his persistence, patience, knowledge, and understanding as we put this report together. We could not have finished this report without his valuable assistance.

## **EVIDENCE:**

- Survey Data and Executive Summaries of Surveys
- Wednesday Bulletins
- Faculty Meetings
- School Advisory Council meetings

## **FOCUS GROUPS DIRECTORY**

### Section A: Catholic Identity

Br. Dale Mooney, FSC - Chair  
Kelly McConnaughey  
Jon Ficaro  
Shelly Hall

### Section E: Curriculum

Ruth Ficaro - Chair  
Kelly McConnaughey  
Shelly Hall  
Giovanni Palacio

### Section B: School Purpose

Br. Dale Mooney, FSC - Chair  
Colleen Dunne  
Matthew Kohler  
Jodi Calf Boss Ribs

### Section F: Instructional

Ruth Ficaro - Chair  
Giovanni Palacio  
Matthew Kohler  
Michael Dischner  
Darnell Ridesatthedoor

### Section C: School Organization

Michael Hairsine - Chair  
Giovanni Palacio  
Olivia Davis

### Section G: Spiritual, Academic Growth

Mike O'Brien - Chair  
Olivia Davis  
Cyril England

### Section D: Data Analysis

Michael Hairsine - Chair  
Jodi Calf Boss Ribs  
Jon Ficaro  
Giovanni Palacio

### Section H: Resource Management

Mike O'Brien - Chair  
Br. Michael Flaherty, FSC  
Colleen Dunne  
Patrick Griffin



## **CHAPTER 2 – CONTEXT OF THE SCHOOL**

### **A. SCHOOL PROFILE (with supporting data)**

#### **HISTORY OF DE LA SALLE BLACKFEET SCHOOL**

The town of Browning, Montana is the headquarters of the Blackfeet Nation, a Native American Indian tribe. There are seven Federal recognized Indian reservations in the State of Montana; Blackfeet, Flathead, Crow, Northern Cheyenne, Fort Belknap, Fort Peck, and Rocky Boy. The Blackfeet reservation borders scenic Glacier National Park and is about 1.5 million acres in size with a population of around 12,000.

The De La Salle Blackfeet School project took nine long years to get started. The Pastor Fr. Ed Kohler and the Pastoral Council of Little Flower Parish formulated the vision and dream idea of a school. This vision included the formation of a K-12 school. The process began in the summer of 1992. At that time, concern over drug and alcohol abuse had become rampant in Browning. After careful consideration, the pastor and the council began their long journey for the school that is now in place.

For a year and a half they wrestled with this dream of opening a new Catholic school. They thought they had the answer when the Browning Public School District was going to give the Parish a twenty year lease on a piece of property that was vacant for \$1.00 a year. At the property closing, several of the school district lawyers had a problem with giving a lease to the parish and in the end the deal was shut down.

In 1994 Fr. Ed Kohler the Pastor of Little Flower Parish began conversations with the Christian Brothers of the Midwest District. At that time, the Christian Brothers had opened several San Miguel schools in very poverty-stricken places in the Midwest and across the country. San Miguel schools are non-tuition driven schools. San Miguel schools solely rely on the donations from foundations and benefactors. Although they did not tell him no, the idea was put on hold until the Christian Brothers could send out a team to investigate. Finally in April of 1996, the Christian Brothers of the Midwest District sent out a team of Brothers. They reported to their superiors and the ball started rolling. Final approval of this school project was temporarily held up until a bishop was named for the Diocese of Helena. After Bishop Morlino was named as the new bishop of the Diocese of Helena, he finalized talks with Br. Thomas Johnson, Superior of the Christian Brothers of The Midwest District, and the De La Salle Blackfeet School project was a reality in December 2000.

The Christian Brothers of the Midwest District assigned Br. Paul Ackerman, FSC as the chairperson of this project. Br. Paul spent two years in Browning trying to get this project going by seeking donations, writing grants, and eventually getting a staff together.

On September 4, 2001 the San Miguel project of a Lasallian school was a reality. It was named De La Salle Blackfeet School. They opened up with 22 students in the 5<sup>th</sup> grade. It was the idea to add a class every year until they had all twelve grades.

With low enrollment and financial constraints, the school has only expanded to five grade levels; fourth through eighth grade. The school has an enrollment of about seventy students.

The town of Browning is one of the poorest counties in the United States, with over 75% unemployment, and a median income below the poverty level. Additionally, only about 65% of the adult population in Browning has some type of high school education.

Substance abuse has long been considered a problem of the inhabitants of the Blackfeet reservation, and has affected the traditional family model. Grandparents, aunts, and uncles are raising or parenting a majority of the De La Salle Blackfeet School student body because their biological parents are either out of the picture or still trying to rid themselves of substance abuse. The Blackfeet Hospital reports that presently over 60% of children born at the hospital are already addicted to methamphetamines, and commonly called meth babies.

The dropout rate at the local public school is around 40% and most of the children are far behind the appropriate grade level for children of their age. This present year, Browning High School graduated 91 students. However, they had a class of over 220 freshmen four years previous.

A small amount of families and students travel over twenty miles to send their children to De La Salle Blackfeet School. De La Salle Blackfeet School has students from Heart Butte, which is located 25 miles away, and Blackfoot Housing development, which is located 14 miles away. The public school district does not provide school bus transportation, which puts a strain on students and family members getting rides to and from school.

After 15 years of existence, De La Salle Blackfeet School is still thriving providing a Catholic faith-based education to the children of Browning, Montana.

**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 is the first accreditation for De La Salle Blackfeet School.

## 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.*

De La Salle Blackfeet School, as stated in our Mission, is committed to providing a faith based education grounded in the traditions of the Roman Catholic Church. This is especially expressed through our identity as a Lasallian school. The Christian Brothers of the Midwest District have embraced this school with the assignment of at least two Brothers and continue to support it financially in many ways. To further strengthen its Catholic identity, the school forges a supportive relationship with the Diocese of Helena through a Memorandum of Understanding approved by all parties in December of 2015. In the tradition of Saint John Baptist De La Salle, the staff centers the education of our students in the Good News of Jesus Christ and the lived experience of the Gospel through service. Of our school’s eleven faculty members, six are volunteer teachers, committed to the mission of De La Salle and exemplify Catholic service.

De La Salle Blackfeet School is unique in its ability to integrate the Blackfeet Spirituality in its identity complementing our Catholic heritage through utilization of Blackfeet prayers and symbols. We pride ourselves as an inclusive community which is respectful of our students’ culture and spirituality. We strive to bring to our school community a belief in the rights of the child to develop the gifts freely given by the Creator. Through our Native Studies course, these spiritual concepts are presented to our students by Blackfeet elders, especially in the seventh and eighth grade historical projects. These projects focus on origin of family names and/or major events of the Blackfeet people.

The students, faculty, and staff begin the day with prayerful assembly and share blessings during meals. Individual classes share in prayer throughout the day with special attention to student intentions, and conclude the day with individual class prayer. A close relationship with our local parish, Little Flower, allows our school to host weekly Mass on Thursdays, where each grade level alternates leading the church services which are open to the public and often attended by family members. Our school community also participates in the Sacrament of Reconciliation twice a year and Stations of the Cross during Lent. Our school also provides Sacramental preparations for Baptism, First Reconciliation and Communion, and Confirmation. This present year, there were two students Baptized, eight First Communicants, and seven Confirmandi.

Our students are given practical instruction in the structure of the Liturgy, including the proclaiming of the Word and developing petitions, which is evidenced by our initiative to give students the weekly responsibility of hosting Mass. Students are provided daily religious instruction in which our three instructors follow the curriculum of the Archdiocese of Seattle as recommended by the Diocese of Helena. To assist our religion teachers, we have adopted the



“We Believe” textbook series. Fifth and eighth graders are assessed through the Assessment of Catechesis/Religious Education (ACRE) test. The Religion teachers can use these results to address areas of improvement.

As a Catholic school, we believe that the involvement of the whole family is crucial to a child’s development, both educationally and spiritually. De La Salle Blackfeet School has a unique demographic of families that make up the population we serve. Many of our children are raised by single parents, grandparents, or foster parents who seek the school’s support in the holistic development of their child. Highlighting the importance of the whole family’s involvement is the element of service following the example of Jesus Christ.

Our children’s parents and guardians support the faith-based education in our school through their participation in our weekly Mass and with at least twenty hours of volunteer work in service to the school over the course of the year. Moreover, our school has frequent breakfasts and lunches in which we invite the children’s families to share meals as a community. These gatherings allow us to foster greater relationships with our parents and guardians. We support our families, and our families support our school. Communication with our parents and guardians proves to be easier because of these relationships. A majority (81%) of the parent’s who responded to the survey feel that their child is receiving a solid religious education based on Catholic values.

De La Salle Blackfeet School impresses upon our students the importance of service. As a community, we are constantly reminded of the centrality of works in our faith formation because of the presence of volunteer teachers, dedicated personnel from near and far, and the Christian Brothers of the Midwest District. Throughout the school year, but especially in the spring, we invite schools from around the country to “O-Ki-Ni-Soo-Ka-Wa” (Come and See) our community for one to two weeks, immerse themselves in the Blackfeet Culture, and serve in each of our classrooms. This Immersion Program gives us an opportunity to illustrate by example the values of service, which immersion students can use to better their own community. Each grade level completes at least three service projects a year. Outreach to the local community includes giving blankets to the elderly, visiting and leading Mass in a nursing home, and trash pickup. Locally, the school also accommodates Cursillo retreats, parish catechism classes, and a high school youth group. De La Salle Blackfeet School (DLSBS) also serves the global Catholic community through a “twinning” initiative with a school in Kenya, letters of solidarity to victims of violence and natural disaster, and the Lenten Project Rice Bowl donations. The school participates in the larger Catholic and Lasallian community through a very active Catholic Schools Week and Founders Week.

The school day begins with a student-led morning assembly in the spirit of Saint John Baptist De La Salle by remembering that we are always in God’s presence, our Lasallian salutation. Students begin assembly and individual classes with spontaneous or traditional Catholic prayers. We also pray the Chaplet of Divine Mercy weekly and/or a decade of the Rosary, occasionally, in religion classes and as large groups throughout the year. Roman Catholic symbols

(Crucifixes, icons, and pictures) are present in classrooms, hallways, and offices, and are complemented by Blackfeet depictions of icons and Native American Catholic Saints. Students frequently choose to pray in the Blackfeet tradition at morning assembly, and our students and staff embrace this cultural inclusion.

At De La Salle Blackfeet School, faculty and staff prioritize developing their Catholic identity as educators for the benefit of their students. When interviewing students, families, and even prospective staff members, the interview begins with a prayer, often led by the family, staff member, or administrator. In preparation for our weekly ministry, faculty and staff meetings meet on Monday mornings to reflect upon Saint John Baptist De La Salle's Twelve Virtues of a Teacher and the Lasallian 2015-2016 theme of "A Gospel Adventure". Faculty from all disciplines participate in Marian University courses designed to improve religious education and an integration of our Catholic beliefs and Lasallian values throughout the day and in all activities with our students. Starting in fall of 2016, we will begin the "Going Deeper" online formation program with continued conversation with staff, parents, and students. Additionally, staff will have an opportunity for professional development in religious education through Dayton University. Finally, almost all of our volunteer teachers have continued educational studies at the Master's Degree level when they leave after their years of service.

Prior to the beginning of the school year, there is a two-week staff orientation for cultural education, Catholic formation, and community building. It includes Lasallian orientation and creating the environment lived mission of Jesus Christ. Within this preliminary orientation, different elements of the Blackfeet community provide not only insights into the Blackfeet culture, but also their spiritual expressions. Most of our staff, particularly those with limited teaching experience, participates in a two-day retreat led by the diocese that centers on the development of a Christian school community.

#### **ACCOMPLISHMENTS:**

- Weekly student led activities: Mass, prayers, assembly
- Daily religion class and integration of prayer throughout the day
- Strong community, parish, and family connection
- Staff dedicated to specifically religious education
- Incorporation of Lasallian identity and tradition without the staff

## **GOALS:**

- Include, educate about, and integrate Amskapi Pikuni traditions
- Increase cross-discipline Catholic education
- Expand service, social justice, and internalization of Lasallian identity in families and students
- Further incorporate praise into the school life, re-enforcing Catholic values

## **EVIDENCE:**

- “We Believe” textbooks
- Professional development days’ activities and schedules
- Catholic Schools Week
- Family night Bingo
- Founder’s Day (week)
- Buffalo dinner
- Homecoming week service project
- 4th grade trip to elderly home for mass
- Tie blanket enrichment
- Operation Rice Bowl (Diocese of Helena)
- Crucifixes in classrooms
- Symbols in classrooms
- Prayers on classroom walls
- Pictures of saints in halls/classrooms
- Prayer cards
- Rosaries
- Blackfeet spiritual imagery and art around school
- “Creator God” and Lasallian Teacher’s prayers
- Blackfeet Flag song
- Native Studies classes
- Beading enrichment, Blackfeet language enrichment
- 7th and 8th grade native studies projects

- Visiting elders dates
- Chaplet of Divine Mercy
- Parish bulletins
- Cursillo/Pilgrimage schedule
- Immersion groups and other visiting groups
- Orientation packets
- Monday meeting resources
- Weekly Mass Schedule - Grade Level

## **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, and other governing authority expectations.*

The Mission of De La Salle Blackfeet School is committed to providing a quality, innovative and faith-based education to empower its students to become successful learners and able participants in the shaping of their community.

The Vision of De La Salle Blackfeet School states that as Lasallian educators in this remote part of the country, we strive daily to instill in every student a Catholic identity in the midst of their Blackfeet (Pikuni) culture. It is our intention to provide every member of our school community a sense of sacredness of life and encourage everyone to creatively develop their full potential. We strive to tap into the power of the students' capacity to know themselves and through this knowledge honor their own worth. In this non-tuition based San Miguel school, we will tirelessly work to uncover financial resources and channel them so that we offer the Lasallian core values of education to all our present students and make this available to additional students if fiscally feasible.

The Schoolwide Learning Expectations (SLEs) for De La Salle Blackfeet School are: Be Safe, Be Respectful, Be Responsible, and Be Lasallian. The four major SLEs have three subsets to every major classification that are illustrated at the beginning of this document.

The Mission, Vision, and SLEs of De La Salle Blackfeet School are intimately tied to our Catholic identity as they remind the educational community of our commitment to provide a "quality, innovative, and faith-based education." In addition, the school provides a practical, Lasallian approach toward education and one of very few options for parents when seeking the best educational opportunity for their child. The staff strives to bring into harmony the faith experience of our students with their cultural expressions and the communion of the Body of Christ and the whole of creation. Many of our students have not been steeped in the sacramental life of the church and so in the first year they, whose parents so desire and with the genuine interest of the child, are prepared for First Reconciliation and Communion and some even Baptism. In the students' final year, they are invited into the sacrament of Confirmation for which extended-day enrichment classes are dedicated to preparation for this sacrament.

Ever since the evangelization brought to the Blackfeet tribe by the beloved Jesuits, the "Blackrobes," the local community has sought the Catholic Church for the guidance of its children. For over sixty years, from the closing of the boarding school at Holy Family Mission in 1940 until the opening of De La Salle Blackfeet in 2001, no Catholic school was available to this community. At De La Salle Blackfeet School, the student is introduced to various forms of prayer that include the recitation of a student-created prayer every morning at assembly and the use of classroom prayer on a regular basis. The Blackfeet Prayer, "I-OH-NA-NA" is frequently

chosen by students following the expressed intentional prayers of their classmates. While many of our students' parents and/or guardians are overwhelmed by life's situations, we invite them to share at the weekly student-prepared liturgies, where they might model their faith expressions to the younger generation. Through our Wednesday bulletin, parents/guardians are informed of parish events and we invite the parents/guardians to sit with their child at Mass and join them in a meal.

As a relatively young school, the De La Salle Blackfeet School Mission and Vision were formulated by the first dedicated staff along with active parish members. These preserved articles were heavily influenced by members of the Cursillo movement who were instrumental in the process that ultimately brought Catholic education to Browning through the sponsorship of the school by the Christian Brothers of the Midwest District. The school continues to accommodate the Cursillo movement and its various activities that require the use of the school. Even some of our staff has participated in the four-day Cursillo retreat.

The Schoolwide Learning Expectations, SLEs, are relatively new to our vocabulary, having previously permitted the Mission and Vision to guide our ministerial work. The first components of what became De La Salle Blackfeet School SLEs were formulated in the 2014-15 school year. In our conversations during the self-study, the final components were addressed and included. Our SLEs are a work in progress, and once reviewed by the educational community, will be displayed in all areas of the school.

Since our first years of operation, De La Salle Blackfeet School has depended heavily on full-time volunteer instructors. Where possible, certified and/or certifiable instructors are the primary classroom teachers and others are present in secondary roles. The isolation of the Reservation has at times resulted in placing instructors with limited professional preparation in the classroom. While this gives some reason for concern, our graduates have expressed their appreciation for the preparation provided them, which is confirmed by their successful high school graduation and entrance into college. De La Salle Blackfeet School encourages continued professional development of the teaching staff through on-line courses, participation in summer programs and through alignment to the Golden Triangle Cooperative's curriculum that is adapted from Montana's OPI standards for this rural community.

In characterizing De La Salle Blackfeet School's purpose, what is clearest is its gratuitous nature. While initially intended as sliding-scale tuition, the school administration soon adopted the minimal annual education fee, or tuition, of \$450.00. The same fee is charged today since many of our parents/guardians find this minimal collaboration beyond their financial means. Furthermore, all parents are encouraged to provide twenty hours of service to supplement the educational costs, but some are more capable of responding than others. Some donors specifically request an opportunity to cover the tuition of those students who are unable to support a child's education even at this minimal cost.

We have purchased textbooks, electronic applications, electronic hardware, and other materials to provide both our teachers, as well as our students, access to the best materials on the market.



We continue to design curriculum through the guidance and appropriations of funds by the Better Way Foundation through the American Indian Catholic Schools Network and a plan for professional development. We have also adopted the Diocese of Helena religion curriculum this past year, although we have been using the recommended text for many more years. Many on staff have taken extensive theology classes on the college level to augment their curricula, whether they teach a religion class or not.

### **ACCOMPLISHMENTS:**

- Development and promulgation of our SLEs
- Above average high school graduation rates of De La Sale Blackfeet students
- Sacramental preparation and public witness
- Many of our graduates who continue in post-secondary education
- Memorandum of Understanding
- Passage of the By-laws and the formation of a Board of Directors

### **GOALS:**

- Certification of staff
- Continued professional development of staff
- Closer relations with entities that can enforce the Blackfeet culture in the curriculum of De La Salle Blackfeet School

### **EVIDENCE:**

- Graduate Support Director's reports
- Parent and graduate survey results
- Copies of popularly used prayers
- List of sacraments received
- Founder's Week
- Catholic School's Week

### **C. ORGANIZATION FOR STUDENT LEARNING TO SUPPORT HIGH ACHIEVEMENT OF ALL STUDENTS**

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

De La Salle Blackfeet School is a Lasallian school organized under the San Miguel model, which incorporates enrichment activities and an extended school day. This is the first time De La Salle Blackfeet School has been through the accreditation process. In addition, De La Salle Blackfeet School is an independent Catholic school operating within the Diocese of Helena. This past school year, De La Salle Blackfeet School entered into a Memorandum of Understanding (MOU) agreed upon by the Diocese of Helena, represented by the bishop, and the Christian Brothers of the Midwest District. The Memorandum of Understanding will go into effect August 1, 2016 for one year to be reviewed at the end of the 2016-2017 school year. Both entities have a superintendent under which the school operates (Dr. Scott Kier for the Christian Brothers of the Midwest District and Dr. Tim Uhl for the Diocese of Helena). As agreed upon, the Christian Brothers of the Midwest District manage De La Salle Blackfeet School while still aligning itself to the policies of the Diocese of Helena. Because of this, the policies and procedures are very similar to other Catholic schools in Montana. De La Salle Blackfeet School operates gratuitously on Little Flower parish property by invitation of the pastor. An organizational flowchart is located at the end of Section C.

The role of the pastor is to serve as an advisor to the school and as a member of the School Advisory Council (SAC). A total of nine members hold office on the school advisory council, and membership is for life. The SAC meets on a regular basis and has advice powers only. Under the terms of the MOU a Board of Directors will be seated and begin their work in August of 2016. The Board of Directors will have advise and consent powers.

The president oversees the school organization as a whole and focuses particularly on the physical plant and the financial health of the school. The president dedicates time to connecting with donors and raising funds for the operation of the school. In order to advance the mission and wellbeing of the school, the president works closely with the development director. In order to manage expenditures and set budgets, the president regularly works with the bookkeeper. Additionally, the president oversees the maintenance staff in order to ensure the upkeep of the school building and facilities.

The principal supervises the day-to-day operations of the educational institution by managing the faculty and students. In the role of supervisor, the principal oversees curriculum development as well as the management of extra-curricular programs. The principal also helps faculty members develop classroom goals for student learning and professional growth. Furthermore, the principal plans grade-level meetings and subject-specific meetings, which are organized daily on a rotating basis. On this schedule, each meeting occurs about once per month. These meetings are organized to discuss student issues, gain feedback on best practices, and guide student achievement to its highest potential. The principal sets the weekly schedule and agenda topics



for the all-staff meeting that occurs every Monday morning before school to strengthen teacher morale and methodology. Additionally, the principal does both formal and informal observations to assess the strengths and weakness of the faculty and improve classroom instruction. Because of financial concerns and lack of interested candidates, the President has been doing both President and Principal jobs for the past three years. De La Salle Blackfeet School has hired Mr. Michael O'Brien as the new principal for the 2016-2017 school year. Mr. O'Brien begins his duties on July 1, 2016.

The faculty consists of both salaried and volunteer teachers. The school benefits from the Lasallian Volunteer program, which commits two or three personnel each year.

The faculty shows great care in the nurturing and education of their students. Teachers use the abundant technology resources to tailor their lesson plans to meet the students where they are academically. Instruction includes differentiated learning for students as well as Title I tutoring. The Title I Tutoring schedule is set based on student need in accordance with Northwest Education Association (NWEA) Measures of Academic Progress (MAP). Testing results with the goal of bringing the student's MAP scores up to the grade-level average range. Additionally, teachers serve as brother or sister to the students, in accordance with Lasallian education philosophy, by modeling Catholic values.

De La Salle Blackfeet School has adopted a new religion curriculum that is aligned with the Archdiocese of Seattle standards. This new curriculum focuses on strengthening the Catholicity of the school as well as the individual students. To further strengthen De La Salle Blackfeet School's Catholic identity, the school gathers for Mass every Thursday with the staff, parents/guardians, and community. The weekly Mass is led by a different grade every week on a rotating basis.

Student academic achievement is the first priority and expectations are set high. Classroom instruction is aligned with the Golden Triangle Curriculum Cooperative (GTCC) education standards and benchmarks. Student progress is monitored through the student information system (SIS) program Achieve and the student portal program e-Backpack. Through these programs, teachers and parents can track student grades, behavior, and successes, which are kept and measured to assess the student's particular strengths and weakness. Student information is shared with the parent instantaneously and is updated by teachers regularly. Obviously, academics are the priority over extra-curricular activities. Therefore, the faculty instills student-learning habits that value academic work above extra-curricular activities in maintaining student growth and development.

The students at De La Salle Blackfeet School are also exposed to successful high school and college students from around the United States through the "O-Ki-Ni-Soo-Ka-Wa" (Come and See) Immersion Program. This program immerses more privileged students into the classroom with De La Salle Blackfeet School students in order to spread awareness of the school throughout both Catholic and Lasallian networks nationwide. Furthermore, the program allows other young people to share experiences and model Catholic values and behaviors for De La

Salle Blackfeet School students in order to help them be successful at the high school and university level.

De La Salle Blackfeet School policies are clear, concise, and legible, containing a code of conduct for students, staff, and parents. This information is communicated in the faculty handbook as well as the student handbook, which establishes dress code, student behavioral expectations, and educational responsibilities for students and parents. Every Wednesday, the school electronically sends out a Wednesday bulletin, which is the main communication from De La Salle Blackfeet School to the parents/guardians. Each Wednesday bulletin includes school events, sports schedules, reminders, and a short Catholic reflection.

In order to ensure the safety of the students, the Diocese of Helena provides the school with the VIRTUS: Protecting God's Children program. All incoming staff and volunteers are required to complete the training program in person and continue their child safety education by completing a virtual training bulletin every month. In correlation with the Protecting God's Children program, students receive a formal lesson at the beginning of each school year on personal safety. Emergency procedures are established and reviewed yearly with drills occurring once every month. Each room in the building also contains a fire evacuation plan and a binder of emergency procedures.

#### **ACCOMPLISHMENTS:**

- Implementation of MAP testing
- Establishment of new religion curriculum
- Increase of technology used for instruction
- Staff cohesiveness

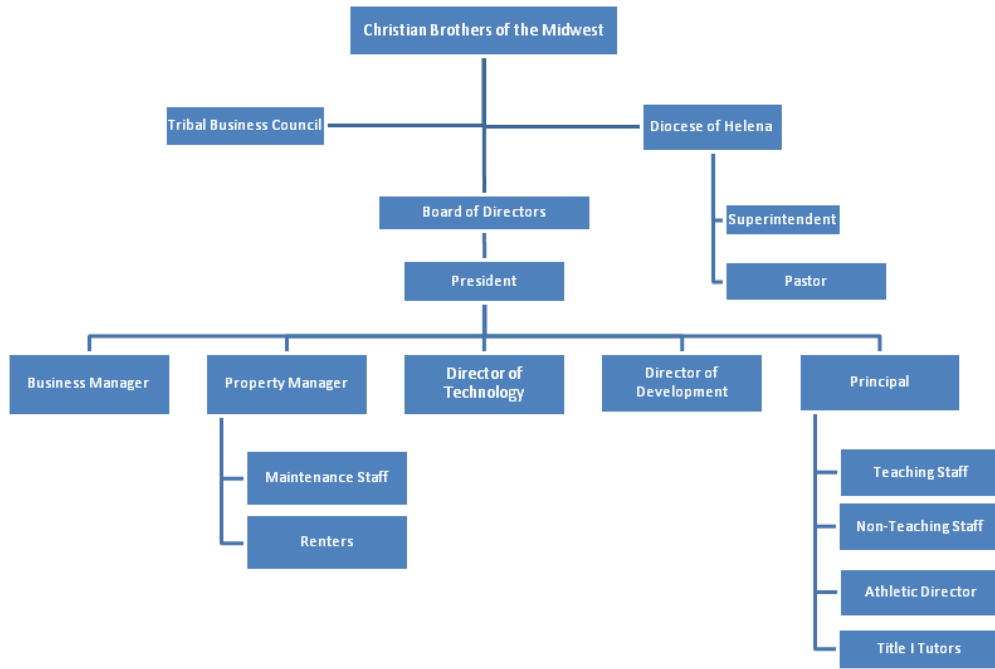
#### **GOALS:**

- Hire principal or curriculum specialist
- Increase faculty use of e-Backpack
- Further develop faculty use of MAP scores for student learning

**EVIDENCE:**

- MAP test results
- Weekly schedules
- Archdiocese of Seattle religion standards
- Classroom safety binder
- De La Salle Blackfeet School bylaws and Memorandum of Understanding
- Curriculum mapping sheets
- Title I tutoring program
- Golden Triangle Curriculum Cooperative (GTCC) standards
- Monthly and Quarterly Newsletter

# DE LA SALLE BLACKFEET SCHOOL ORGANIZATIONAL CHART



#### **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.*

De La Salle Blackfeet School administers standardized assessments so that faculty and staff can analyze, report, and disaggregate assessment data for the purpose of improving curriculum and classroom instruction. The data is used to assess the alignment of instruction to curriculum standards.

The Assessment of Catechesis/Religious Education (ACRE) test is administered to all students in 5th and 8th grade at De La Salle Blackfeet School. The test was developed by the National Catholic Educational Association (NCEA), and is designed to strengthen our religious education program and evaluate its effectiveness. De La Salle Blackfeet School 5th and 8th grade students are assessed using ACRE every year and were most recently administered the test in the spring of 2016.

De La Salle Blackfeet School uses assessment tools in order to analyze and nurture student growth. Most notably, De La Salle Blackfeet School administers the Measures of Academic Progress (MAP) assessment, which is a standardized assessment developed by the Northwest Educational Association (NWEA) that assesses students in the areas of Language Arts, Math, Reading, and Science. The science assessment is an optional MAP assessment that De La Salle Blackfeet School administers. Students are tested three times per year in the fall, winter, and spring. In the 2015-2016 school year, students were tested in October, January, and May. The 2015-2016 school year was the first year De La Salle Blackfeet School used MAP. In previous school years, De La Salle Blackfeet School used Renaissance Learning's STAR Assessment, which assessed student achievement in Math and Reading. The school adopted the NWEA MAP assessment in alignment with diocesan standards. MAP creates a personalized assessment experience by adapting to each student's learning level.

With MAP results, our administration and teachers are able to personalize instruction, track achievement and growth of individual students, and evaluate student learning. Using MAP data, De La Salle Blackfeet School places students into intervention plans as needed. De La Salle Blackfeet School is developing a Response to Intervention (RTI) model. This intervention model helps assess students who need help and how long the intervention should last. Those scoring in the Low Quintile (1<sup>st</sup> - 20<sup>th</sup> percentile) are placed in a Title I tutoring program where they meet with the tutor twice per week in order to work on the subject they scored low in. Those scoring in the Low Average Quintile (21<sup>st</sup> - 40<sup>th</sup> percentile) are placed in a Title I tutoring program where they meet with the tutor once per week. For math tutoring, De La Salle Blackfeet School uses IXL, which individualizes instruction to the particular student in order to help them master

standards and concepts to improve their MAP assessment scores towards the average grade level percentile range.

The Data Administrator provides each instructor with copies of their students' MAP assessment scores for instructional purposes and for data analysis by Professional Learning Committees (PLCs). PLCs are formed by grade and by subject area; therefore instructors often sit on multiple committees. There are a total twelve PLCs (five grade-level committees and seven subject-based committees). Over the course of the year, PLCs analyze and interpret student results from both the MAP and ACRE exams. Analyses focus on identifying both negative and positive trends in student achievement as well as possible statistical anomalies, such as a lower than expected scores.

De La Salle Blackfeet School currently uses the Achieve Technology student information system (SIS). Achieve is a program where teachers can keep track of assignments and tests which allows for parents/guardians and students to receive current grades instantaneously. Achieve also keeps an SIS database of all students, as well as faculty and staff. Achieve also collects data on disciplinary actions, such as detentions. Teachers record altercations electronically in Achieve, which then communicates the altercation and corrective action to the parent/guardian and to administration. De La Salle Blackfeet School has used Achieve Technology for several years, but only began using the disciplinary function of this software at the beginning of the current semester (January, 2016). The current system limits our analysis as it is specific to each student case by case, but is valuable for instructors and administrators looking at the progress of each case.

Schoolwide Learning Expectations (SLEs) are being assessed through a number of our current best practices. Since the SLEs are relatively new at De La Salle Blackfeet School, the school administration has not developed an assessment tool to evaluate the SLEs.

The data received from the variety of assessments requires some sorting and interpretation. While our standardized assessments provide us with already disaggregated results, non-standardized test results, however, require our own staff to disaggregate and sort. Typically this takes the form of class grades, which are collected and tracked using Achieve. How this information is disaggregated is left to the discretion of the individual instructor, as each teacher has his or her own classroom style. For instance, some teachers may put a large emphasis on hands-on projects and prioritize data collected from it while others may focus on exam data.

Analyzing data allows our instructors to better accommodate the unique academic needs of our students. In other words, these trends can be a major driving force behind instructional methodology. Negative trends on an individual basis are targeted using Title I tutoring, but negative academic trends on a larger scale require instructors to modify or even overhaul the curriculum. Finally, staff is encouraged to use the data not only to accommodate in the classroom but to innovate as well. It drives instructors to try new approaches and methods to reach students who are at-risk.

**ACCOMPLISHMENTS:**

- Successful implementation of MAP assessment across all grades
- Frequent meetings of PLC groups to analyze data and improve instruction
- Data-driven Title I tutoring program for at-risk students

**GOALS:**

- Development of assessment tool(s) to evaluate SLEs performance and achievement
- Decrease percentage of students who score in the Low and Low Average quintiles on the MAP assessment
- Development of a Response to Intervention (RTI) model

**EVIDENCE:**

- MAP assessment results
- ACRE assessment results
- Achieve Technology
- Lesson Plans
- Display of high achieving student work
- Title I tutoring program
- IXL results
- Curriculum mapping

## **E. HIGH ACHIEVEMENT BY ALL STUDENTS TOWARD CLEARLY DEFINED STANDARDS AND CURRICULUM STANDARDS**

*All students make acceptable and measurable progress toward clearly defined Schoolwide Learning Expectations and challenging, comprehensive, and relevant curriculum standards.*

De La Salle Blackfeet School Catholic identity is ultimately intertwined with our Lasallian identity. Therefore, a good deal of our educational philosophy and curriculum planning relates to it. In particular, teachers are encouraged to approach curriculum in a way that does not leave struggling students behind, but also encourages excelling students to push ahead. While not explicit in the curriculum, instructors are often encouraged to examine standards and curriculum in order to align them with Lasallian virtues. These adjustments, however, are just one way our Catholic identity is measured against standards.

De La Salle Blackfeet School measures acceptable progress in student's faith formation through the Assessment Catechesis/Religious Education (ACRE) test. Each individual grade level leads assembly and prayer to start each day on a rotating basis. The morning assembly concludes with the morning salutation where students greet classmates with a handshake to show support and community. Each grade level leads Mass and is evaluated on their participation by their religion instructor. Each of these opportunities allows students to show leadership through their faith and what it means to be Lasallian. Student progress with curriculum and faith formation is communicated to parents through: progress reports, quarterly report cards, parent-teacher-student conferences, weekly bulletins, phone calls as needed, emails, eligibility reports, and student meetings. Catholic identity and faith formation are integrated into the total curriculum in various ways: students participate in daily classroom prayer, students are encouraged to make connections to the Catholic faith particularly in reading and language arts, health and wellness classes encourages the respect of body and self, and all students work to create a positive school culture based on Catholic and Lasallian values. Native American studies also integrates the Native American Indian spiritually within the social studies curriculum.

Lasallian identity is integrated into all subjects by instilling the values of helping one another, and specifically students in need.

The faculty is encouraged to design curriculum and lessons that meet several important requirements. First they must set an achievable goal for our students. Our school works with a unique student body with varying needs. Therefore, faculty often examine and create curriculum that can be adapted to these needs while remaining engaging and educational. Regardless of a student's ability level, curriculum is designed to challenge students' educational boundaries and push them further. Alongside these requirements, our curriculum is also based on the Golden Triangle Curriculum Cooperative (GTCC) teaching standards, which in turn build onto Common Core standards. In all, this alignment means that our students are able to receive a tailored education while at the same time being included in a wider educational initiative.



Teachers use long-range curriculum planning by utilizing curriculum-mapping left by current and former teachers. These maps allow teachers to look at past plans in order to create long-term efforts, while also preparing students to be well equipped in transitioning to other grade levels. Teachers from different grade levels share ideas and resources to create continuity in the ongoing curriculum. This is often accomplished by not only looking at the progress of present students but the performances of past students as well. Furthermore, the use of curriculum mapping allows teachers to not only see how standards have been achieved in the past but also how to improve upon them in the future. In conjunction with student grades and archived standardized test results, teachers can use curriculum maps to better understand how standards might best be achieved while also providing engaging and comprehensive lessons to the students.

The school is still in the process of defining how to measure progress towards Schoolwide Learning Expectations (SLEs). This is an ongoing process and conversation within the staff and administration. The curriculum is currently being developed to fit school-specific needs; this will include measurable goals and correlation with the school's SLEs. An effective procedure will be created to ensure that all members of the school community clearly show acceptable progress towards SLEs and curriculum goals. This will be a part of the curriculum creation process and is essential to our school's self-study.

Because of our unique educational community, our school often serves students who are not able to meet the standards set by the curriculum on their own. These shortcomings may result from a variety of factors. Regardless, teachers and faculty are able to identify struggling students through a variety of means. Letter grades, individual assignment grades, and standardized test results typically provide an efficient litmus test. Furthermore, students check-in each day to self-monitor how they are feeling. If a student indicates they are feeling down, the counselor immediately checks in to determine what is needed for the student and to help them be successful in their school day. Often if needed there is continual check-in throughout the day and as determined by the classroom teacher. One-on-one conversations with trusted teachers are also utilized to help students get through the day and the help needed. Teachers refer students to counseling due to individual needs. They also call Child Protective Services (CPS) when needed and communicate all concerns to parents. The school provides rides home, breakfast, lunch, snack, any additional food, school supplies and clothes as needed. The cost of this service is offset by the Federal Free and Reduced breakfast and lunch program.

Faculty is encouraged to use formal and informal assessments. They keep a record of assessments used in their classes and the frequency of use is left to the discretion of each individual instructor. Additionally, faculty are trained in the use of varying types of assessments. Furthermore, the school utilizes Northwest Education Association (NWEA) Measures of Academic Progress (MAP) tests three times in the year to monitor progress of students in all five grades. MAP test results are archived by the school and issued to each individual parent or guardian. Other assessments, such as tests or informal check-ins, are typically kept and maintained by each individual teacher. Overall, these test results help determine the use of Title

I resources, summer school placement, and assists in advising students on any future education plans.

There are a variety of technology resources available to teachers, which include; 1:1 iPads program, a class set of Chromebooks, a functional wireless connection for each classroom, and a school library. Many teachers use technology in daily instruction, this is supported by professional development and staff working together. Students actively use technology in the classroom to expand their knowledge beyond textbooks, by utilizing Nearpod, PDF scans, interactive news articles, video and current events. By using reading resources on electronic devices students start to see devices as educational and not as toys. Another benefit of using electronic devices as reading tools is to prepare students for standardized testing.

### **ACCOMPLISHMENTS:**

- Strong communication with parents/ guardians
- Integrated technology use in classrooms
- Use of assessments to determine Title I resources
- Native American studies integrated into curriculum
- Highly differentiated instruction

### **GOALS:**

- SLEs assessment
- Curriculum Mapping development

### **EVIDENCE:**

- Curriculum aligns with Diocesan Standards and ACRE testing
- Grade level led Thursday Mass services
- Native American studies courses
- Golden Triangle Curriculum Cooperative standards met or exceeded
- Daily student check-ins
- NWEA MAP Test
- Use of Title I resources

## **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.*

### **Introduction**

In order to understand our methodological strategies, one must be familiar with our school. Founded in 2001, the De La Salle Blackfeet School is part of a wide network of private Lasallian schools following the San Miguel model. The San Miguel model focuses almost exclusively on middle school education and boasts an extended school day among other unique attributes. For instance, students have an assignment completion period to complete missing work, as many of our students do not have home lives conducive to learning. Students also participate in a thirty-five minute long “enrichment” period, where they are able to participate in a fine art, like painting or creative writing, or learn a life skill, such as cooking. This model has advantages, the main one being that students are kept in a safe environment for longer portions of the day.

The San Miguel model school has traditionally been almost exclusively *urban* which makes our rural San Miguel school quite challenging. For instance, since San Miguel school budgets are entirely donation based, a rural school has a far more difficult time sustaining itself based on local contributions. Our school relies on a largely volunteer staff. For instance, out of the eleven instructors, six are employed on a purely volunteer basis. This volunteer aspect does tend to attract passionate, young teachers.

### **Purpose of Professional Learning Committees**

Our Professional Learning Committees (PLCs) focus on three primary topics:

- 1) Lasallian Identity/ Weekly Staff Updates
- 2) Individual Grade Levels
- 3) Academic Disciplines

All of our PLCs meeting take place in the morning before the start of the school day. Generally speaking most meetings begin at 7:40 AM and last until 8:15 AM. Lasallian identity is discussed every Monday. These sessions primarily focus on Saint John Baptist De La Salle and his twelve virtues of teaching. Not only do these sessions help reaffirm the ideals of our Founder but also remind us of our status as a Catholic school. It also allows teachers time for personal reflection that they may not normally have during the week as well as formation of a more cohesive

identity as a staff. Ideas are also exchanged and refined during this time. This provides an excellent opportunity to review the weekly schedule and rotating staff duties in order to start the week with all staff on the same page. These meetings provide the opportunity to talk about general school-wide concerns in particular. One of these conversations led to the implementation of a formal detention system.

Grade level meetings are held weekly, on a rotating basis. These meetings primarily focus on the academic, social and emotional health of each class. Staff are able to exchange concerns and encouragements for their students. It is also a time to ask for help with particular problems or students in the classroom or simply exchange information as necessary. Finally, these meetings give more experienced teachers an opportunity to mentor first-year teachers.

Academic meetings are also held on a weekly rotating basis, typically after the grade level meetings have run a full course. These meetings focus exclusively on subject matter and lesson planning. Since they are multi-grade level, it allows teachers the opportunity to discuss curriculum continuation as well as potential and actual learning gaps. Often teaching strategies and new technology applications are also shared.

## **Current Curriculum and Development Progress**

As of now, our current curriculum is heavily dependent on what previous teachers leave behind for curriculum mapping, as well as the myriad of resources that the school has accumulated. Teachers have been required to complete basic “curriculum maps” every quarter for the past three years. These maps highlight general topics and educational standards, along with suggested activities and resources for each discipline. They are a good starting point for teachers transitioning to our school. Our school draws from the Golden Triangle Curriculum Cooperative (GTCC), which also align to the Montana state standards and the common core. Teachers currently use the GTCC standards to guide lesson planning and instruction.

The staff is currently in the process of creating a school-specific curriculum to meet our unique needs. Staff members will be meeting over the summer and attending a professional development session to assist and guide this process. The Better Way Foundation has been leading efforts to form a future curriculum.

## **Professional Leadership and Development**

The administration informally observes classrooms on a regular basis. Formal observations are conducted twice a year. These observations are preceded by a pre-observation discussion and followed by a debriefing session. The pre-observation meeting focuses primarily on structure and viability of the lesson plan, the expectations of student engagement, the individual needs of the

class, and areas of specific focus for the administrator. The post-observation meeting focuses primarily on the effectiveness of classroom management, lesson preparation and student engagement. All observations, formal or informal, are accounted for and help create a professional portfolio for each teacher

Every year begins with professional development at the school and through the Diocese of Helena. Sessions have included a pre-year orientation week, which offers new teachers an introduction to being an educator, as well as refreshes the expectations of veteran instructors.

The staff has also participated in an extremely effective professional development technology session. Other professional development sessions have included reading comprehension, student management sessions and a cultural context session on the Indian Education for All initiative.

## **Instructional Strategies**

Instructors are not only encouraged to teach to their own strengths but also to teach to the strengths of their students. Therefore, instructors tend to approach different classes with varying instructional methods and strategies. Some methods focus on students working independently with a source text as a preparation for high school, while lower grades use a guided reading method to work as a class.

Some commonly used instructional methods include: cooperative learning, group projects, student mentorship, partner and group work, whole class instruction, independent projects, immersion group tutoring, remedial tutoring, community learning, technology led discussions, and enrichment labs. As previously stated there are two methods that help De La Salle Blackfeet School immensely: immersion group tutoring and the use of technology.

As mentioned before, the staff participated in an incredibly useful technology development session. We were introduced to several useful programs such as: Nearpod, Kahoot, Seesaw, Socrative, Google Instructional Suite, and e-Backpack.

These programs have become particularly accessible because our school is able to maintain a 1:1 iPad program that allows creative, interactive, technology-based lessons.

Groups of high school and college students frequently visit our school as part of our “immersion” program. These students stay for the week as part of a service trip and are able to assist the students through one-on-one tutoring and work assistance. These visiting students also better allow students to learn about the world off the Reservation.

## Assessment

There are a variety of assessment forms at our school. Three times a year, students are required to take a standardized exam that measures their reading, language arts, math, and science abilities against a dynamic rubric. Also, students in fifth and eighth grade are also required to take the Assessment of Catechesis/Religious Education (ACRE) exam once per year. Past that, individual teachers vary in their administration of assessment. A focus is nominally put on formative assessment, which can take the following forms: quizzes, check-in slips, exit slips, worksheets, and daily practice assignments. Pre-assessments, post-assessments, and summative assessments are used in the forms of class discussions, exams, and projects.

Teachers are directed to fit the needs of their students in terms of assessment and progress. We are consistently informally assessing students at all times to map out their progress throughout the year. Formative assessments are used more often to fit the unique needs of our learning community and student body. Summative assessments are used by teachers to the best of their abilities and are modified to fit the needs of the students. These assessments also allow teachers to set student benchmarks.

### ACCOMPLISHMENTS:

- Rapid increase in technology proficiency and incorporation into the classroom
- All teachers participated in Marian University religious instruction courses
- Weekly discussions of and reflections on St. John Baptist De La Salle's principles
- Consistent standardized testing and use of data to implement Title 1 tutoring

### GOALS:

- Develop a formal and comprehensive curriculum across all disciplines
- Effectively use Title 1 resources to guide further instruction
- Increase opportunities for teachers' professional development and growth
- Create a standardized rubric and structured process for teacher evaluations

**EVIDENCE:**

- Student work to SLEs
- Samples of summative and formative assessment
- Teacher lesson plans
- Curriculum mapping
- Native American studies
- Staff development programs
- Use of Federal program funds for staff and development
- Integration of technology into the instructional process

## **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, Diocesan curriculum standards, and other governing authority expectations.*

### **SPIRITUAL**

De La Salle Blackfeet School has a very strong Catholic Identity in the Lasallian tradition. Students begin every day during the assembly period with special intentions and prayer. Usually prayer begins with the preface "Let us remember that we are in the holy presence of God". The student prayer is called "Creator God". The faculty also prays their Lasallian teacher's prayer. A very special moment during assembly is when the school plays the Blackfeet Flag song. This song brings pride to all the students because of their traditional heritage and culture. Every class, including the lunch period, begins with a prayer. At the end of the school day, each individual class says a prayer together. In the Lasallian tradition every prayer ends with "Saint John Baptist De La Salle – Pray for us", and "Live Jesus in our Hearts – Forever."

Students attend religion classes four days a week and the entire student body and community who wish to participate attend a weekly Mass on Thursdays at Little Flower Parish. The students and faculty rotate in planning and participating in the liturgy.

During the Lenten season, students participate in the Stations of the Cross, as well as recite the Divine Mercy Chaplet of the rosary.

The faculty and staff have all attended the Marian University course on religion certification. These courses carry Montana OPI credits, and faculty and staff can take the courses for credit at a reduced rate. All faculty and staff meetings begin with a prayer. Beginning in the fall of 2016, faculty will be invited to attend the "Going Deeper" adult catholic formation program.

### **ACADEMIC**

De La Salle Blackfeet School tests students three times a year (fall, winter, and spring) in Measures of Academic Progress (MAP) testing. Teachers use these test results to group students into different ability levels. This type of differentiated teaching strategy helps our students succeed. Students can learn from other students who are at the same academic ability level.



If a student is having difficulty with their reading work, we offer a Title I program. A reading tutor is given to us through a federally funded program that is awarded through the Local Education Authority (Browning Public Schools).

Four days a week our students do participate in an assignment completion period and an enrichment period. The assignment completion period is a silent-study class, so students can finish homework or get some additional help from a teacher. The enrichment period teaches students different vocational and lifelong skills that they may not acquire from a textbook. The school has offered classes in chess, cooking, and quilting to name a few.

The De La Salle Blackfeet School has a robust with technology department; all six classrooms are equipped with SMART boards and every student has an iPad to use for classroom work only.

In the beginning of the year, students and parents sign an Internet disclosure statement. This document prohibits students from using the Internet for other than its intended purpose.

Parents are kept apprised about their students' successes, failures and behaviors both positively and negatively. The school's Student Information System (SIS) program is called Achieve; it tracks students' academic progress as well as their discipline record. The school also uses a program called e-Backpack. E-Backpack is a student portal where students can submit homework or other assignments as well as receive other resources and announcements from teachers. Additionally, e-Backpack allows parents to find out what assignments have been assigned and completed by their child.

## **PERSONAL**

De La Salle Blackfeet School has an adequate discipline system. Students who violate the Schoolwide Learning Expectations (SLEs) are subject to fifteen (15) minutes of detention per offense. During the detention period, which takes place after the end of the school day, students write out the schools' Code of Conduct.

Providing a safe environment is very important to De La Salle Blackfeet School. All school personnel, even the volunteer coaches must participate and complete the Diocese of Helena's VIRTUS training. The entire school participates in emergency action plans. Drills are performed on a regular basis. There is an emergency evacuation map located in each room of the school.

A school counselor is available for counseling if a student is having behavioral, mental, or social issues. All information is confidential, and the counseling department refers students to the Indian Health Service for further consultation if needed.

De La Salle Blackfeet School offers athletic participation for several athletic teams. In the fall the school offers co-ed cross country and girls' basketball. In the winter, the school offers boys' basketball, girls' volleyball, and co-ed wrestling. In the spring, the school offers track and field, boys' basketball (4th and 5th grade only), and girls' basketball (4th and 5th grade only). A large



majority of the student body (84%) participates on an athletic team. Most students who participate in athletics play on two or more teams. De La Salle Blackfeet School is a proud member of the NMSAA (Northern Middle School Athletic Association). While athletics plays a vital role in the school, students are held to a higher standard with athletic eligibility. Athletic eligibility is conducted on a weekly basis, which is more stringent than the Montana High School Association (MHSA). All teams are required to say a prayer together before an athletic competition. Some athletes, but not all, participate in the Blackfeet tradition of smudging sweet grass before a game. Smudging sweet grass is American Indian prayer tradition for the good luck and health of the athlete so that they will not get seriously hurt or injured.

### **ACCOMPLISHMENTS:**

- Weekly Mass (Thursdays) at Little Flower Parish
- Assignment completion period
- Enrichment courses
- Co-curricular activities
- Athletic team participation
- Celebrate all athletic accomplishments during assembly

### **GOALS:**

- Revised Student-Parent Handbook
- Solidify faculty and staff emergency procedures
- Supervised emergency drills by first responders in community

**EVIDENCE:**

- Daily prayer
- Blackfeet Flag Song
- Wednesday bulletin
- Church bulletin
- MAP testing results
- Enrichment wrap up program every quarter
- Code of Conduct
- Parent/Student Handbook
- Title I attendance records
- Emergency plan policy manual
- Attendance check-in sheets
- Counselor incident or referral forms
- VIRTUS training documentation

## 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 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.*

De La Salle Blackfeet School is an independent Lasallian school in association with the De La Salle Christian Brothers of the Midwest District and the Diocese of Helena. The school seeks to achieve the twin Lasallian goals of bringing a Gospel Adventure and academic success to the students.

Little Flower, the local Catholic parish owns the property and land, on which the school is located. The parish rents the facility to the school for a nominal fee. The parish pays for most of the utilities and maintenance infrastructure expenses. There is a Memorandum of Understanding (MOU) between the school and the Parish that outlines this arrangement.

The school operates under the San Miguel model of schools. In the Lasallian tradition, San Miguel schools are non-tuition driven. The school relies on individual donors and grants for 96% of the operating budget.

Fundraising efforts of the school's development office include direct mail solicitation, presentations to groups, grant writing, individual relationships, quarterly newsletters, student and parent fundraising, and monthly e-newsletters.

The school has a functioning school board, which meets regularly. The board's role is advisory at this time but will be moving toward an "advise and consent" role in the future. Beginning in August of 2016, De La Salle Blackfeet School will have a Board of Directors under the Memorandum of Understanding (MOU). This Board of Directors will have "advise and consent" powers.

The school is run and operated by eleven educators and six of whom are volunteers. The volunteers receive a mix of benefits; some receive no compensation, while others receive room and board or housing as well as a modest monthly stipend. Because of the very modest amount of money that these volunteer teachers receive, turnover is quite high from year to year. At the present time, De La Salle Blackfeet School only expects one departure from the teaching staff for the 2016-17 school year. The school also uses immersion groups to help support the high achievement of all students. There are forty immersion groups that come in usually for a week at a time and help tutor students. Immersion groups also come during the summer months to do physical plant upgrades around the school. These immersion groups come from all over the United States.

De La Salle Blackfeet School faculty and staff have participated in the Marian University religion series. Courses were offered through Marian University, which helps ensure Montana OPI credits for teachers and administrators. Teachers had the ability to take the courses for credit at a reduced cost. These courses help nourish our teachers to teach Catholic values to our students. During the fall of 2016 the faculty will be invited to participate in the “Going Deeper” adult Catholic formation program.

De La Salle Blackfeet School has a robust technology department. Every classroom is equipped with a SMART board and every student has an iPad for educational use. Within the past year, De La Salle Blackfeet School has purchased sixteen Chromebooks for student use. Technology is funded through the support of benefactors and foundations that support the school. The school uses such programs as e-Backpack and Achieve to track student academic progress.

The school takes advantages of Federal and State of Montana programs such as e-rate, free and reduced lunch and breakfast, and Title I and IIA monies.

The building and grounds of De La Salle Blackfeet School serve the students well and foster academic achievement and student health and wellbeing. A majority of the volunteers live at the Holy Family Mission, while a few others live in town, in housing that has been provided by Little Flower parish. There has been an effort to secure more housing in town and plans are underway of rehabbing some residences that is walking distance to school.

Six classrooms, one of which is a science lab, are spacious and well ventilated and are suitable for the maximum enrollment of sixteen students per grade. The church basement and kitchen accommodate half of the school for lunch and other activities. The gymnasium, while not regulation size for some athletic competition, is quite adequate for practices and health and wellness classes. The gym has a modest stage that serves well for Christmas events and other dramatic, cultural, and artistic productions. The gymnasium is available to the community. Cursillo retreats are held regularly in the gymnasium as well as the Easter Walk from Star School to Browning.

The De La Salle Blackfeet School physical plant is in remarkably good shape due to the timely efforts of summer immersion groups and the talents of school personnel. Future plans include continued plumbing upgrades, attention to the roof and gutter system, and the re-wiring of the schools’ computer network.

### **ACCOMPLISHMENTS:**

- Weekly publication to parents (Wednesday folder)
- New heating and ventilation system in gym – last 3 years
- New kitchen area in school
- New student desks



- Low teacher turnover for next year
- Operates in the black with a very modest surplus
- New budget model

**GOALS:**

- Strategic plan that will forecast the next 5 years
- Broaden donation and contribution models
- Become a certified non-profit entity – 501 (C) 3
- Continued technology upgrades
- Teacher resource room

**EVIDENCE:**

- New desks
- E-backpack teacher program on website
- New religion series
- New Chromebook computers
- Monthly donation email newsletter
- Budget
- Survey data
- Wednesday bulletin
- Little Flower Parish weekly bulletin
- 96% of operating budget comes from foundations and benefactors
- Weekly staff bulletin

## CHAPTER 4 –ACTION PLAN

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

*The Action Plan addresses the school's critical goals to enhance student learning that supports high achievement of all students of the Schoolwide Learning Expectations, Diocesan curriculum standards, and other governing authority expectations.*

#### ACCOMPLISHMENTS:

- Weekly student lead activities: Mass, prayers, assembly
- Daily religion class and integration of prayer throughout the day
- Strong community, parish, and family connection
- Staff dedicated to specifically religious education
- Incorporation of Lasallian identity and tradition throughout the staff
- Development and promulgation of our SLEs
- High graduation rates of DLSBS students from high school
- Sacramental Preparation and Public Witness
- Many graduates who continue in post secondary education
- Memorandum of Understanding that includes the Christian Brothers of the Midwest District, Diocese of Helena, Little Flower Parish, and De La Salle Blackfeet School
- Passage of by-laws and the formation of a Board of Directors
- Implementation of MAP testing
- Establishment of new religion curriculum
- Increase of technology used for instruction
- Staff cohesiveness
- Successful implementation of MAP assessment across all grade levels
- Frequent meetings of PLC groups to analyze data and improve instruction
- Data driven Title I tutoring program for at-risk students
- Strong communication with parents and guardians
- Integrated technology use in the classroom
- Use of Assessments to determine Title I resources
- Native American studies integrated into curriculum
- Highly differentiated instruction
- Rapid increase in technology proficiency and incorporation into the classroom
- All teachers participated in Marian University religious instruction courses
- Weekly discussions and reflections of St. John Baptist De La Salle's Principles
- Consistent standardized testing and use of data to implement Title I tutoring
- Weekly Mass (Thursdays) at Little Flower Parish
- Assignment completion period
- Enrichment courses

- Co-curricular activities
- Athletic team participation
- Celebrate all athletic accomplishments during assembly
- Weekly publication to parents (Wednesday folder)
- New heating and ventilation system in gym - last 3 years
- New kitchen in school
- New student desks
- Low teacher turnover for next school year
- Operates in the black with very modest surplus
- New budget model

## **GOALS:**

- Include, educate about, and integrate Amskapi Pikuni traditions
- Increase cross-discipline Catholic education
- Expand service, social justice, and internalization of Lasallian identity in families and students
- Further incorporation of praise into the school life, re-enforcing Catholic values
- Certification of staff
- Continued professional development of staff
- Close relations with entities that can enforce the Blackfeet culture in the curriculum of De La Salle Blackfeet School
- Hire Principal or Curriculum specialist
- Increase faculty use of e-Backpack
- Further develop faculty use of MAP scores for student learning
- Development of an assessment tool(s) to evaluate SLEs performance and achievement
- Decrease percentage of students who score in the Low and Low Average quintiles on the MAP assessment
- Development of a Response to Intervention (RTI) model
- Curriculum mapping development
- Develop a formal and comprehensive curriculum across all disciplines
- Effectively use Title I resources to inform further instructions
- Increase opportunities for teachers' professional development and growth
- Further training to help teachers
- Create a standardized rubric and structured process for teacher evaluations
- Revise student-parent handbook
- Solidify faculty and staff emergency procedures
- Supervised emergency drills by first responders in community
- Strategic plan that will forecast the next 5 years
- Broaden donations and contribution models
- Become a certified non-profit entity - 501 (C)3



- Continued technology upgrades
- Teacher Resource Room

### **SELECTION OF GOALS FOR DE LA SALLE BLACKFEET SCHOOL:**

1. Improvement of Professional Development for teachers and staff.
2. Development of an enhanced curriculum, in all subject areas.
3. Development of Response to Intervention (rti) Model, so that we can better evaluate students who are struggling in a particular subject area.
4. Development of an assessment tool to evaluate Schoolwide Learning Expectations (SLEs)
5. Improve and strengthen the education of our Lasallian and Blackfeet culture.

## **CRITICAL GOALS FOR DE LA SALLE BLACKFEET SCHOOL:**

- 1. Improvement of Professional Development for teachers and staff.**
- 2. Development of an enhanced curriculum, in all subject areas.**
- 3. Development of Response to Intervention (rti) Model, so that we can better evaluate students who are struggling in particular subject areas.**

### **Goal # 1 - Improvement of Professional Development for teachers and staff.**

#### **Rationale:**

Professional Development represents our commitment to continuously improve the education we provide to our students and dedication to grow as professionals. Furthermore, De La Salle Blackfeet School strongly believes that we must provide the most up to date technology needs to our students so that they can survive in the 21st century. The need for professional development is paramount due to the fact the faculty and staff at De La Salle Blackfeet School is always in influx. In most years, there is significant turnover from one year to the next. To start the 2015 - 2016 academic year we started the year with nine new teachers and only two returning teachers. Because of this high turnover we need to provide more professional development. In addition to, we also need to provide more professional development in the area of Indian education

### **Goal # 2 - Development of an enhanced curriculum in all subject areas.**

#### **Rationale:**

De La Salle Blackfeet School believes it is important to critically reflect on our practice as educators. It is our responsibility to examine our curriculum content and pedagogy so that we can adapt new methods, change and grow to meet the needs of our students. De La Salle Blackfeet School is moving towards a standards based curriculum. Relevant to our students' reality of living on the Blackfeet Reservation we must constantly adjust our teaching methodologies to support high achievement of all students.

### **Goal # 3 - Development of a Response to Intervention (rti) model, so that we can better evaluate students who are struggling in a particular subject area.**

#### **Rationale:**

The main purpose of a rti model is to make sure all students at De La Salle Blackfeet School have access to quality instruction and learning opportunities. This type of model will assist struggling students so that they can be identified and supported for high achievement. Due to the poor socio-economic conditions on the Blackfeet Reservation, most of our students are performing well below the national grade level or norm.

## ACTION PLAN

### Goal # 1 - Strategy # 1

|  |  |
|--|--|
| Goal # 1                                       | Improvement of Professional Development for faculty and staff.   |
| Rationale                                      | Represents a commitment to improve student learning and dedication to grow as individuals.   |
| Strategy # 1<br>Goal # 1                       | Identify individuals and firms that offer professional development for educators.  |
| Cost or<br>Resources and<br>Services           | Seek funding through the Better Way Foundation and other entities and foundations.   |
| Person(s)<br>Responsible for<br>Implementation | President - To seek funding<br>Principal - To identify and find respected firms to provide professional development to teaching staff.<br>Faculty - Provide potential types of professional development that would benefit high student achievement. |
| Process for<br>Monitoring                      | Principal  |
| Baseline<br>Assessment                         | Establish a timetable for implementation with dates and benchmarks.  |
| Ongoing  | Principal - Make sure that at minimum 2 professional development   |

|   |   |
|---|---|
| Assessment                                      | sessions are held within the course of the school year.   |
| Timeline<br>Start/Stop                          | <p>Start: August 2016 - Begin dialogue immediately with Better Way Foundation and other entities to seek funding.</p> <p>September 2016 - Find reputable firms to conduct professional development seminars</p> <p>Stop: Ongoing process from year to year.</p> |
| Process for<br>Communicating<br>to Shareholders | <p>PLC meetings</p> <p>Faculty meetings</p> <p>Board of Directors meetings</p> <p>School Advisory Council</p> <p>Wednesday Bulletin</p>   |

**Action Plan**

**Goal # 1 Strategy # 2**

|  |   |
|--|---|
| Goal # 1                                       | Improvement of professional development for faculty and staff   |
| Strategy # 2<br>Goal # 2                       | Increase the technology portion of professional development.<br>More hands-on teaching of computer applications that can be used in the classroom.  |
| Cost or Resources<br>Services                  | Better Way Foundation or other entities and foundations.  |
| Person(s)<br>Responsible for<br>Implementation | President - Seek funding, as well as Title II A funds<br>Principal - Schedule of professional development days<br>Faculty/staff - Topics of pertaining interest<br>Technology Director - Do we have the capacity to use |
| Process for<br>Monitoring                      | Principal - At least 1 professional development day or series that is dedicated to technology in the classroom.   |
| Baseline<br>Assessment                         | Timetable for implementation with dates and benchmarks  |
| Ongoing<br>Assessment                          | Principal - Survey of what new technology applications are being implemented in the classroom   |
| Timeline                                       | Start: August Orientation - Technology trends that are already being used in the school.  |

|  |   |
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| <p>Start/Stop</p> <p>Timeline</p> <p>Start/Stop (contd.)</p> | <p>December 2016 - Begin dialogue with Technology Director about professional development</p> <p>September - Select vendor and date</p> <p>October - Finalize funding</p> <p>January - Survey of classrooms</p> <p>March - Survey of topics</p> <p>May - Finalize for next year</p> |
| <p>Process for Communicating to Shareholders</p>             | <p>PLC meetings</p> <p>Faculty meetings</p> <p>Board of Directors meetings</p> <p>Wednesday bulletin</p> <p>School Advisory Council</p>   |

**Action Plan**

**Goal # 1 Strategy # 3**

|  |   |
|--|---|
| Goal # 1                                       | Improvement of professional development for faculty and staff.  |
| Goal # 1<br>Strategy # 3                       | To provide professional development to faculty staff about socio-economic conditions that effect students on Blackfeet Reservation. |
| Cost or Resources<br>Services                  | Better Way Foundation and other entities and foundations  |
| Person(s)<br>Responsible for<br>Implementation | President - Seek funding<br>Principal - Schedule professional development day and to qualified vendor                               |
| Process for<br>Monitoring                      | Principal   |
| Baseline<br>Assessment                         | Timetable of implementation with dates and benchmarks   |
| Ongoing<br>Assessment                          | To find topics that pertain to the student life on the Blackfeet Reservation.   |

|  |  |
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| <p>Timetable<br/>Start/Stop</p>                          | <p>Start: October 2016<br/>Stop: July 2017 - Ongoing with surveys and data</p>   |
| <p>Process for<br/>Communicating<br/>to Shareholders</p> | <p>PLC meetings<br/>Faculty meetings<br/>Board of Directors meeting<br/>Wednesday bulletin<br/>School Advisory Council</p> |



## Action Plan

### Goal # 2 Strategy # 1

|  |  |
|--|--|
| Goal # 2                                 | Development of an enhanced curriculum in all subject areas   |
| Rationale                                | Critical analysis of curriculum so that we can best suit the learning needs of our students.   |
| Strategy # 1<br>Goal # 2                 | Curriculum mapping that is standards based, by subject area and by grade level. Curriculum mapping is used as a guide not as creating a curriculum plan. |
| Cost or Resource Services                | The cost of publications from the Golden Triangle Curriculum Consortium about State of Montana learning standards.                                       |
| Person(s) Responsible for Implementation | Principal<br>Faculty Teaching Staff - Writing up mapping plans   |
| Process for Monitoring                   | Principal will collect the curriculum mapping every month from the teaching faculty.   |
| Baseline Assessment                      | Establish timelines with dates and benchmarks  |
| Ongoing Assessment                       | During informal and formal evaluations, Principal will see if the curriculum mapping is on target and on task.   |

|  |  |
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| <p>Timetable<br/>Start/Stop</p>                          | <p>Start: August - Roll out plan at faculty orientation<br/> Every Month collect curriculum mapping data<br/> Stop: May - Have completed curriculum mapping for subject area by grade level</p> <p>Process: Continuous from year to year</p> |
| <p>Process for<br/>Communicating<br/>to Shareholders</p> | <p>PLC meetings<br/> Faculty meetings<br/> Board of Directors meetings<br/> Wednesday bulletin<br/> School Advisory Council</p>  |

## Action Plan

### Goal # 2 Strategy # 2

|  |  |
|--|--|
| Goal # 2                                 | Development of an enhanced curriculum in all subject areas.  |
| Strategy # 2<br>Goal # 2                 | Identify and contract specialist in subject area to guide and enhance the curriculum that represents our student population. |
| Cost or Resource Sources                 | Seek funding from Better Way Foundation or other entities and foundations  |
| Person(s) Responsible for Implementation | President - Seek funding<br>Principal - Selection of vendor and areas of concentration                                       |
| Process for Monitoring                   | Principal - Will have to make time for different subject areas to meet and seek advice from specialist in subject area.      |
| Baseline Assessment                      | Establish timetable with dates and benchmarks  |
| Ongoing Assessment                       | Review timetable of different subject areas for implementation of curriculum plan.   |

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| <p>Timeline<br/>Start/Stop</p>                           | <p>Start: June 2016 - Language Arts/Reading - End May 2017<br/>         January 2017 - Mathematics - December 2017<br/>         August 2018- Religion - End December 2018 (Adopt Seattle Plan)<br/>         August 2017 - Science - December 2017<br/>         August 2018 - Social Studies - January 2019<br/>         January 2019 - Health/Wellness - June 2019</p> |
| <p>Process for<br/>Communicating<br/>to Shareholders</p> | <p>PLC meetings<br/>         Faculty meetings<br/>         Board of Directors meetings<br/>         Wednesday bulletin<br/>         School Advisory Council</p>  |

**Action Plan**

**Goal # 2 Strategy # 3**

|  |  |
|--|--|
| Goal # 2                                 | Development of an enhanced curriculum in all subject areas.                          |
| Strategy # 3<br>Goal # 2                 | Send Principal or designee to an enhanced curriculum workshop                        |
| Cost or Resource Services                | Cost of workshop<br>Possible substitute if designee needs substitution.              |
| Person(s) Responsible for Implementation | Principal or designee  |
| Process for Monitoring                   | Selection of topics from American Supervision of Curriculum Development (ASCD)       |
| Baseline Assessment                      | Establishment of timetable and dates and benchmarks                                  |
| Ongoing Assessment                       | Information gained through workshop and implementation of sharing of best practices. |
| Timeline Start/Stop                      | Start: Fall 2018<br>End: June 2018   |

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| Process for Communicating to Shareholders | PLC meetings, Faculty meetings, Board of Directors meeting, Newsletters, Wednesday bulletin, and School Advisory Council |
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**Action Plan**

**Goal # 3 Strategy # 1**

|  |   |
|--|---|
| Goal # 3                                 | Development of a Response to Intervention (rti) model   |
| Rationale                                | To identify students who are struggling in a particular subject and get them help and remediation that they need.   |
| Strategy # 1<br>Goal # 3                 | Improve utilization of Title 1 resources  |
| Cost or Resources Sources                | Minimal - Staff time or committee to review data  |
| Person(s) Responsible for Implementation | Principal   |
| Process for Monitoring                   | Review progress reports from Title 1 teacher.<br>Review initial MAP scores, to see if additional students need remediation.<br>Consult individual teachers about struggling students. |

|   |  |
|---|--|
| Baseline Assessment                       | Establish timetable of implementation with dates and benchmarks.   |
| Ongoing Assessment                        | Review progress reports from Title 1 teacher and other individual subject matter teachers.   |
| Timeline Start/Stop                       | <p>Start: Fall - When Title 1 begins review student list and adjust new and old students.</p> <p>October: Review data from NWEA MAP initial testing to see what students need remediation</p> <p>January 2017 through May 2018- Review 2nd and 3rd MAP testing to see what students can move out of remediation and what student that can move in.</p> <p>Stop: Ongoing from year to year.</p> |
| Process for Communicating to Shareholders | <p>PLC meetings</p> <p>Faculty meetings</p> <p>Board of Directors meetings</p> <p>Wednesday bulletin</p> <p>School Advisory Council</p>  |

**Action Plan**

**Goal # 3 Strategy # 2**

|  |   |
|--|---|
| Goal # 3                                 | Development of a Response to Intervention (rti) model   |
| Strategy # 2<br>Goal # 3                 | Import data from computer applications that assist with student achievement and monitor effectiveness to academic needs |
| Costs or Resource Sources                | Cost of computer application subscriptions and other programs.<br>Time of staff to monitor data                         |
| Person(s) Responsible for Implementation | Principal<br>Technology Director  |
| Process for Monitoring                   | Data driven   |
| Baseline Assessment                      | Establish timeline for implementation with dates and benchmarks.  |
| Ongoing Assessment                       | MAP Testing<br>PLC meetings<br>Data from computer applications<br>Individual teachers in subject matter                 |



|  |   |
|--|---|
| <p>Timeline<br/>Start/Stop</p>                           | <p>Start: August/September - Previous student who were identified in programs in previous years.<br/>         October - Review data from initial MAP testing to identify students.<br/>         January through May - Constant update of data and student performance.<br/>         Stop: Ongoing from year to year</p> |
| <p>Process for<br/>Communicating<br/>to Shareholders</p> | <p>PLC meetings<br/>         Faculty meetings<br/>         Board of Directors meetings<br/>         Wednesday bulletin<br/>         School Advisory Council</p>   |

# Improving Student Learning for Catholic Schools

## Action Plan Timeline

The purpose of this form is to ensure that the school is not stressed by trying to accomplish too much at one time, i.e., use too many of the school's financial or personnel resources during the same limited time period. The data for this form comes from the Action Plan. If too many things are happening at the same time, the school should revise its Action Plan to spread out the use of resources. Complete this form and consider the impact each month /year will have on staff and budgets.

### 2015 - 2016 Academic Year

| Month     | Goal | Strategy   | Cost        | Person Responsible |
|-----------|------|--|-------------|--------------------|
| June 2016 | # 2  | #2 - Curriculum Specialist in Language Arts/ Reading | \$ 3,500.00 | Principal Teachers |

### 2016 - 2017 Academic Year

| Month          | Goal | Strategy                            | Cost | Person Responsible             |
|----------------|------|-------------------------------------|------|--------------------------------|
| Every Month    | # 2  | # 1 Curriculum Mapping              | N/A  | Principal                      |
| August 2016    | # 3  | # 2 Computer Remediation            | N/A  | Principal/PLC/ Technology Dir. |
| September 2016 | # 3  | # 1 rti model                       | N/A  | Principal/Title 1              |
| September 2016 | # 1  | # 1 Professional Development Topics | N/A  | Principal and Teachers         |

|              |     |                            |        |                          |
|--------------|-----|----------------------------|--------|--------------------------|
| Fall 2016    | # 1 | # 2 Technology PD          | N/A    | Technology Director      |
| Fall 2016    | # 3 | # 1 MAP scores             | N/A    | Principal/PLC            |
| January 2017 | # 1 | # 3 PD on Blackfeet Nation | N/A    | Principal                |
| January 2017 | # 2 | # 2 Mathematics Curriculum | 1,000. | Principal/Math personnel |
| Winter 2017  | # 3 | # 1 MAP Scores             | N/A    | Principal/PLC            |
| Spring 2017  | # 3 | # 1 MAP Scores             | N/A    | Principal/PLC            |

**2017 - 2018 Academic Year**

| <b>Month</b>   | <b>Goal</b> | <b>Strategy</b>               | <b>Cost</b> | <b>Person Responsible</b>          |
|----------------|-------------|-------------------------------|-------------|------------------------------------|
| Every Month    | # 2         | # 1 Curriculum Mapping        | N/A         | Principal                          |
| August 2017    | # 2         | # 2 Science Curriculum        | 1,000.      | Principal/Science personnel        |
| August 2017    | # 3         | # 2 Computer Remediation      | N/A         | Principal/PLC/<br>Technology Dir.  |
| September 2017 | # 1         | # 1 PD Topics                 | N/A         | Principal/Teachers                 |
| Fall 2017      | # 3         | # 1 MAP Scores                | N/A         | Principal/PLC                      |
| Fall 2017      | # 1         | # 2                           | N/A         | Technology Director                |
| January 2018   | # 1         | # 3 PD for Blackfeet Nation   | N/A         | Principal                          |
| Winter 2018    | # 2         | # 2 Social Studies Curriculum | 1,000.      | Principal/Social Studies personnel |
| Winter 2018    | # 3         | # 1 MAP scores                | N/A         | Principal/PLC                      |
| Spring 2018    | # 3         | # 1 MAP scores                | N/A         | Principal/PLC                      |

**2018 - 2019 Academic Year**

| <b>Month</b>   | <b>Goal</b> | <b>Strategy</b>                       | <b>Cost</b> | <b>Person Responsible</b>                     |
|----------------|-------------|---------------------------------------|-------------|---|
| Every Month    | # 2         | # 1 Curriculum Mapping                | N/A         | Principal                                     |
| August 2018    | # 3         | # 2 Computer Remediation              | N/A         | Principal/PLC/<br>Technology Dir.             |
| August 2018    | # 2         | # 2 Religion Curriculum               | N/A         | Principal/Religion<br>personnel               |
| September 2018 | # 1         | # 1 PD Topics                         | N/A         | Principal/Teachers                            |
| Fall 2018      | # 1         | # 2 Technology PD                     | N/A         | Technology Dir.                               |
| Fall 2018      | # 2         | # 3 Curriculum Workshop               | 1,000.      | Principal or<br>Designee                      |
| Fall 2018      | # 3         | # 1 MAP Scores                        | N/A         | Principal/PLC                                 |
| January 2019   | # 1         | # 3 PD Blackfeet Nation               | N/A         | Principal                                     |
| January 2019   | # 2         | # 2 Health and Wellness<br>Curriculum | 1,000.      | Principal/Health<br>and Wellness<br>personnel |
| Winter 2019    | # 3         | # 1 MAP Scores                        | N/A         | Principal/PLC                                 |
| Spring 2019    | # 3         | # 1 MAP Scores                        | N/A         | Principal/PLC                                 |

## **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.*

De La Salle Blackfeet School is willing and able to implement and monitor its three critical goals and will follow the Action Plan that has been developed above.

De La Salle has recently hired a Principal, which in turn will give the school another administrator to follow through in its Action Plan. For the past three years, the President has been doing both jobs the President and Principal, the school has done without a Principal and the recent hiring will help strengthen the organizational structure of the school. De La Salle Blackfeet School has enjoyed a very good relationship with the Better Way Foundation and they have continued to support us and the Project Supervisor of the Better Way Foundation has communicated that are willing to continue it financial support in the future.

While the Action Plan is bold, De La Salle feels very confidently that it can fulfill its goal and expectations. With the hard work of our staff and administration De La Salle Blackfeet School will continue to provide a quality faith filled education to all of its students.

De La Salle Blackfeet School has learned an enormous amount of information about its school and the community in general, through the accreditation process. We feel that it was the right thing to do to critically analyze all facets of the school.