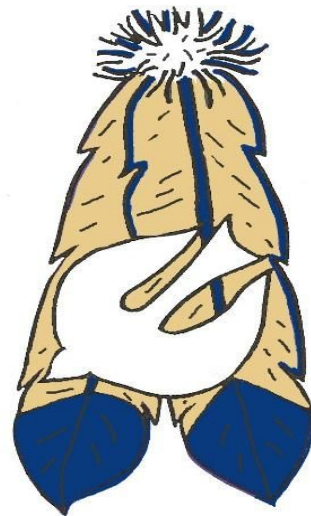


Improving Student Learning



Western Catholic Educational Association
Catholic Schools Accrediting Commission



St. Charles Mission School

PO Box 29

Pryor, MT 59066

Continuous school improvement focused on high achievement of all students

2015-2016 School Year

Improving Student Learning For Catholic Schools

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ST. CHARLES MISSION SCHOOL STAFF

Administration

Principal

Bambi Van Dyke

Counselor

Mark West

Administrative Assistant

Georgia Buckingham

Teaching Staff

Preschool

Fannie Cliff

Kindergarten

Casey Rudio

Grade One

Malissa Mesplie

Grade Two

Paige Cooper-Cole

Grade Three

Randy Hiatt

Grade Four

Ron Leibold

Grade Five

Laura Collins

Grade Six

Paige Tresidder

Grade Seven

Kevin Roberts

Grade Eight

Cheryl Hugs

Music

Karen Poling

Health Enhancement

Andy Roberts

Art

Narayan Diamond

Read 180

Bianka Rock Above

Crow Culture

Dora Hugs

Library

Jane Girard

Support Staff

Pre-K Aide

Kindergarten Aide

Grade One Aide

Grade Two Aide

Aide

Substitute

Jesuit Volunteer

Jesuit Volunteer

Beulah Goes Ahead

Joyce DeCrane

Thelma Goes Ahead

Debbie Kind

Glendora Goes Ahead

Jake Fahey

Mary Kate Latta

Caroline Menendez

ST LABRE PARENT ADVISORY COMMITTEE

Fr. Mark Joseph Costello, OFM cap

Deacon Joe Kristufek

Lucinda Fox

Eloise Stewart

Donna Yazzie

Note: One Parent Advisory Committee serves all three St. Labre campuses with representation from each.

CHAPTER 1 – INTRODUCTION

A. HOW THE SELF STUDY WAS CONDUCTED

Four schools in the St. Labre system had already been through the WCEA accreditation process so various people had a good working knowledge of the process. Much of the “system” information had already been compiled and was used for the St. Charles study. The St. Charles leadership team was able to be present in October of 2015 for the visiting team presentation of findings for the previous St. Labre school to complete the process.

The process at St. Charles began in the spring of 2015. The process was described and the staff began work on developing SLE’s. By the end of May an initial draft of the SLE’s was complete and staff were introduced to the various areas in Chapter 3 – Quality of the School Program.

On August 20, 2015, a major block of time during staff orientation was devoted to the self-study process. Each of the focus areas was discussed in detail and staff formed groups for each. A timeline was presented for the year’s work and a leadership team was formed. Then focus groups met independently to complete initial drafts of reports for the chapter. On September 24, Russ Alexander, St. Labre Curriculum Coordinator, again met with staff to review progress. As drafts of the reports were completed they were forwarded for editing and revision. Most revisions were complete by January.

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

Once all the focus groups completed their reports and lists of goals, the leadership team met to begin work on developing the action plan. It was clear that one goal would concern reading and would be developed through the In-Depth Study. The entire staff were quite unified in identifying the general areas of Catholic identity and Native American identity as areas for growth. At this time, staff took time to consider these general areas and the specific goals were drafted.

The leadership team met with the entire staff. There was general agreement that these goals addressed the most immediate concerns of the self-study. The committee for the In-Depth Study and the leadership team spent the rest of the spring finalizing the action plans for each goal. Again, since the goals identified are very similar to work done at St. Labre Elementary and

Pretty Eagle, system-wide structures (data collection, staff development), St. Charles staff built upon work already done.

An initial draft of the self-study was sent to each staff member before the end of the 2015-2016 school year.

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

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

One of the great challenges faced by all St. Labre schools is the huge geographic area served and the isolated nature of our schools.

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

We have tried to give voice to our parents in two ways. First, we made a concerted effort to get parental involvement in surveys. We have taken the feedback from these surveys very seriously. Second, we have worked through the Parent Advisory Committee and kept them informed of progress on the self-study and opportunities to be involved.

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

CHAPTER 2 – CONTEXT OF THE SCHOOL

A. School Profile

The history of St. Charles Mission School is as rich as its location is beautiful. The school's campus sits at the foot of the Pryor Mountains, and what the local people call the Castle Rocks, in Pryor, Montana.

The school's history begins with Chief Plenty Coups, his council, and the elders of Pryor, which is also known to the Natives as "Arrow Creek". A petition was sent on March 14, 1890 to the Secretary of the Interior asking that the Jesuits be allowed to build a school house and a church in Pryor. Six days later, on March 20, permission was granted by the Secretary of the Interior to erect a chapel and school house. The first chapel was built by Fr. Peter Paul Prando, S.J., on land donated by the Crow Tribe through Chief Plenty Coups in October of 1891. This new building, which consisted of a 50x25 square foot area, would serve as the church, school, and living quarters for the new school teachers.

In February of 1882, three Ursuline Sisters traveled 45 very difficult miles from St. Xavier to Pryor to open up the school. The following month, on March 18, 1892, three small boys arrived and school was in session. A two story frame building was completed in the fall on 1892, which then became the two classroom school on the main floor and the Sisters' living quarters on the second floor.

In 1898 the U.S. government subsidies to mission schools were discontinued, and St. Charles Mission School was forced to close. The school building remained closed until January 11, 1904 when it was sold back to the U.S. government, which then used it as a boarding school.

Throughout the early 1900's, the Catholic school and church at St. Charles ceased to exist. There were no resident priests or sisters; however, once a month a priest would travel from St. Xavier and celebrate Mass with the people of Arrow Creek. Then, in July of 1924, the Catholics of Pryor sent a new petition asking that the school and church be reopened. Seven months later, in February of 1925, Fr. Vrebusch announced that the school would be reopened, and that Mr. Austin Lion Shows would be the new teacher.

During this time, the small chapel which was built in 1891, continued to be used for weekly church services. On April 20, 1930 a new church building was completed and dedicated. This new chapel was christened "St. James Chapel." Funds for the new church were donated by Mrs. Mary O'Malley of Billings, in memory of her late husband. On that Easter Sunday in 1930, Fr. Thomas Grant, S.J. celebrated Mass one last time in the old chapel then led the congregation in a horseback procession to finish the Easter services in the new church. The "old chapel"

building was then used as a parish hall until it was destroyed by fire in 1941, on Easter Sunday to be exact!

It is important to note here that the funeral of the last chief of the Crow Tribe was performed at the St. James Chapel on March 8, 1932. Chief Plenty Coups had died four days before, on March 4, at his home in Pryor, which has since become the hub of Plenty Coups State Park. Bishop Edwin V. O'Hara of Great Falls performed the solemn requiem Mass, with Fr. Thomas Grant and Fr. Thomas Starkle assisting. Luke Rock interpreted Bishop O'Hara's sermon in the Crow language in which Plenty Coups was praised as a man of honor and integrity.

St. Charles Mission School was again forced to close its doors in 1933 due to the lack of funding. The Great Depression had not spared Pryor, Montana and its residents. Fortunately, three years later in September of 1936, the school was reopened for its third and final time. Two sisters from the Sisters of St. Francis in Oldenburg, Indiana, were placed in charge of the school, and remained a part of St. Charles until 1981. At this same time a full-time Jesuit priest was also stationed at St. Charles.

From 1936 to 1965 the Jesuit priests who were stationed at St. Charles included Fr. Joseph Brown, who was one of the first Native American priests in the United States. In 1965, Bishop Condon requested the Capuchin-Franciscan priests and brothers to assume the responsibilities of several parishes on the Crow Reservation, which included St. Charles in Pryor. Fr. Brown, however, remained at St. Charles until 1967.

The school building on the St. Charles campus also went through changes in 1967. The two story house that served the students and sisters since 1892, was torn down and replaced with a temporary building. Two new houses were built for the sisters and the pastor. St. James Chapel was sold and moved to make way for the new building. By 1970, construction of the new building was underway. This new building would contain a church, five classrooms, two offices, a gymnasium, and a full service kitchen. This new church and school building was completed and dedicated in February of 1971.

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

By 1980, St. Charles School had grown so much that the 7th and 8th grade students had to move into temporary mobile classrooms. Five new classrooms, a cafeteria, and three new offices, and an employee lounge were added in 1987. Another huge growth in enrollment required a third expansion of the building. A new library, multi-purpose room/music room,

and two classrooms were completed in January of 1998. Currently, St. Charles Mission School serves approximately 112 students in grades pre-kindergarten to 8th. At the end of the 2015-2016 school year term, 100% of students were Native American, with the majority being enrolled Crow tribal members. St. Charles is fortunate enough to have resources to offer students that live in Billings, Montana the opportunity to attend our school. The current staff is comprised of seventeen certified teachers, seven paraprofessionals, one secretary/receptionist, five food service employees, and three janitorial/maintenance employees, who are supervised by the principal, Mrs. Bambi Van Dyke (2014-Present). The church is served by Fr. Randolph Graczyk and Sr. Sharon Smith and Sr. Mary Lou Mendel (2011-Present) of the Sisters of Charity, Leavenworth, Kansas.

B. Pryor

Pryor, located 35 miles south of Billings, the largest city in Montana, and 80 miles west of Crow Agency, the administrative center for the Crow Nation, is tucked away at the base of what local people call the Castle Rocks. Pryor is a small, quiet town with a population of about 700 people, mostly Crow and some white farmers, and is on the western edge of the Crow Reservation. Because of its rural location, Pryor has been better able to maintain its culture and language in purer forms than other communities on the reservation.

Chief Plenty Coups lived in Pryor because of a vision he had in his youth. In this vision, the Little People took him through a tunnel and brought him out at the foot of the Pryor Mountains. It was revealed to Plenty Coups how the cattle would replace the buffalo on the prairies, his two-story house, and how the white man would come in numbers beyond what the Crow could count. Chief Plenty Coups saw great changes to the land now known as Pryor during his lifetime; his priority of education remained, and still remains, a constant through these changes.

C. The Crow People

The Apsaalooke (Crow People) consist of 13,000 enrolled tribal members. Their culture remains a very resilient power that binds the people together. Crow children are raised to appreciate and partake in cultural life; many have an English and a Crow name and participate in the Crow clan system. There are eight different clans and children belong to the clan of their mother and are a clan-child of their father's clan. It is also a common Crow tradition to celebrate family and culture every August at Crow Fair. This encampment of 1,000 tipis brings together much of the tribe's population for a week of camping and reconnecting with relatives and their heritage.

In addition to maintaining culture, education is very important to the Apsaalooke. The Crow people believe in Chief Plenty Coups' quote,

“Education is your greatest weapon. With education you are the white man’s equal, without education you are his victim and so shall remain all your lives. Study, learn, help one another always. Remember, there is only poverty and misery and idleness and dreams, but in work there is self-respect and independence.”

Plenty Coups’ vision has led to Little Bighorn College’s charter in 1980 in Crow Agency. The tribal college offers a wide range of associate degrees and has been a successful stepping stone for Crow individuals to attain a bachelor’s degree at the university level. The school offers in-depth courses in Crow language, culture, arts, and history. It also offers eight Associate of Arts degrees that follow courses of study directly applicable to the job market.

Loss of the Crow language is a primary concern for the Crow people. Surveys show that in 1969, 82% of tribal members spoke Crow fluently, but in 2004, fluency dropped to 28%. Various efforts are being made across the reservation to address this concern. Some of these, including St. Charles, include immersion programs in schools and encourage a focus on speaking to children in Crow in the home.

St. Labre Indian School Educational Association

St. Charles Mission School is one part of a much larger organization: St. Labre Indian School Educational Association based in Ashland, 120 miles from Pryor. The Association operates through the Executive Board. Three members are from the Diocese of Great Falls/Billings appointed by the Bishop: The Bishop or his appointee plus two others. Four members are Capuchin Fathers appointed by the Provincial: the Provincial or his appointee plus three others. Two members are from the Northern Cheyenne Tribe and two members are from the Crow Tribe. Tribal representation is not in the bylaws but has been the practice for some time. One member is at large. The Superintendent of Montana Catholic Schools serves as an ex-officio member. The four tribal members and the at large member are nominated and presented to the board for approval by the Board Development and Nominating Committee. The Nominating Committee and the Executive Director vet the candidates.

The Board has four standing committees:

- Board Development and Nominating Committee
Responsible for board development and new members for the board
- Finance Committee
Responsible for budget development and audit

- Investment Committee
Responsible for Investment oversight and composed of finance professionals
- Executive Committee
Responsible for decisions between board meetings when necessary and is composed of Chair, Vice Chair, Secretary and Treasurer

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

St. Labre Directors

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

Funding

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

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

Facilities

St. Labre in Ashland is housed in six major building on a beautiful campus on the banks of the Tongue River. Most buildings date from the 1960's. The activity building is open to the public evenings and during the summer. The Ashland campus serves students in grades pre K-12.

Two modern elementary schools are situated in St. Xavier, Pretty Eagle Academy and Pryor, St. Charles Mission School.

Because of limited housing in Pryor, many staff live in Billings.

St. Labre Schools

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

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

- Director of Schools
- Curriculum and Testing Coordinator
- Campus Minister
- Transportation and Activities Coordinator
- Drug and Alcohol Counselor
- Career Counselor

A Parent Advisory Committee with representation from all areas served meets monthly in Ashland.

Food Services

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

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

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

Youth and Family Services

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

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

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

This will be the first formal accreditation process for St Charles Mission School. Accreditation is not required by the state of Montana for private schools.

In September of 2008, Dr. Larry Lezotte spent two days on the St. Labre campus working with the teachers from all five schools. Committees worked on sets of goals according to each correlate of his “correlates of highly effective schools.” An educational plan was developed. This plan has been updated each year and is posted on the home page of the school web site. As the St. Labre schools went through the WCEA accreditation process, it became clear that also maintaining the plan based on “correlates of highly effective schools” became unworkable. It was decided to utilize the action planned developed through the WCEA process exclusively. The WCEA action plans are detailed, specific to each school, and have accountability built in.

CHAPTER 3 – QUALITY OF THE SCHOOL PROGRAM

A. Assessment of St. Charles Mission 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.

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

Staff and students participate at Mass each week. Third through eighth grade classes are each responsible, approximately four times a year, for the weekly liturgy: proclaiming the readings and the performing accompanying ministries. In addition, our Masses include many aspects of the Crow tradition. Prayers and songs in the Crow language, smudging with cedar, and the use of the Native American flute and drums are incorporated in our Eucharistic other para-liturgical celebrations. Our staff makes an effort to identify students who desire baptism or may have been baptized, but who have not received the other sacraments. Additionally, all students share in the Sacrament of Reconciliation and Stations of the Cross with our local pastor during Holy Week.

All students, Catholic and non-Catholic, receive religious instruction two to three times weekly and participate in all prayers and worship services. These include weekly Mass, and Monday morning meditation, which includes prayer and in which we include a chant that expresses our core values of Respect, Excellence, Integrity, Stewardship, Spirituality, and Justice. Teachers lead students in prayer before class and meals and at the end of each day, as well as at other gatherings.

We use the Sadlier “We Believe” and “We Live Our Faith” religion series. It is in full conformity with the USCCB framework as recommended by the Diocese of Great Falls-Billings. Recently, a new standards-based religion curriculum was adopted for Montana Catholic Schools. Students in fourth through eighth grades are assessed by letter grades, while kindergarten through third grades are assessed on the novice→proficient continuum. Our fifth and eighth grade students take the Assessment of Catholic Religious Education (ACRE). Results of that test reveal that our students are seriously deficient in many areas.

In addition to our normal religious education program, our school incorporates special events and programs that strengthen our Catholic character. These include the celebration of feast days, religious retreats for our fourth through eighth graders, a deeply religious Christmas concert which includes St. Luke's version of the Nativity proclaimed by our students in the Crow language, and Catholic Schools Week service projects and celebrations. During Lent, our students participate in the Operation Rice Bowl project, including a walk to end hunger that recently raised over \$1200 for Catholic Relief Services. This helps our students to recognize the connection between their Catholic faith and their responsibility to promote world-wide social justice. Since our parish here in Pryor is blessed to be served by a resident Capuchin priest, and because we are blessed to have two Sisters of Charity of Leavenworth, as well as two Jesuit Volunteers at our school each year, our students are exposed to possible areas of service as a way of life and cultivating in our students the vision and example of a Christ-centered life.

A little less than 30% of our teachers are Catholic. Of the teachers who teach religion one-third are themselves Catholic. 100% of our support staff are Catholic. So, that means 50% of our entire staff, excluding the cafeteria staff, are Catholic. Our student body, pre-school through eighth grade, is made up of about half Catholic and half non-Catholic students.

All of our teachers and aides take professional development classes on Catholicism made available by St. Labre and the diocese through Marian University. Our staff members are also certified by the Safe and Sacred program to provide a safe environment for our children. Each fall, all employees of St. Charles attend Mission Quest at St. Labre in Ashland. Mission Quest is a one day retreat designed to reinvigorate each employee's commitment to the mission of St. Labre Indian Educational Association.

Our staff strives to create an atmosphere in the school that is immediately recognized as being Catholic. Liturgical season-appropriate decorations and bulletin boards, Catholic art, crucifixes in each room, and respect for the sacred space of the local parish church which is attached to our school contribute to the Catholic identity of St. Charles.

In a recent parental survey, 83 % of the parents surveyed reported sensing our school to be Catholic immediately upon entering. 94% of those parents felt that the mission and values of St. Charles were clear to them. However, only 57% indicated that religious atmosphere and academic excellence were reasons they sent their children to St. Charles.

Maintaining the Catholic identity at St. Charles presents unique challenges. Ours is not a parish school in the same sense that many Catholic schools are. Well over half of our students are bused in to our rural school from Billings. Those who are Catholic come from various parishes.

In addition only about half of our students are Catholic, and of those, less than 20% would be considered “practicing Catholics.” In addition, with only 30% of the teaching staff Catholic, there is a clear need for a structured approach to strengthening our Catholic identity in all aspects of the school.

Significant Accomplishments:

- St. Charles students and staff participate in our weekly Masses or Prayer Services and celebrate the Sacraments.
- Our students can clearly articulate our Values Chant and Chief Plenty Coups’ quotation about the importance of education.
- Our staff weekly recites the St. Charles Mission statement to our students and works to see that it is lived.
- Our students and staff consider it a first priority to grow in our relationship with God and live that faith life through Catholic social justice and service.

Goals:

- Implement and integrate our new religion standards.
- Better integrate our Catholic Faith into all aspects of school culture.
- Develop a Student Spirituality Survey to yearly get feedback from our students about their spiritual development.
- Emphasize one core value per week on a rotating schedule presenting mini-lessons to increase understanding of what each value means and associated behaviors. (Using the Vision/Values Toolkit)

Evidence:

- Vision/Values Toolkit; Monday Morning values chant
- ACRE test results for 5th & 8th grades
- Self-reporting: Catholic Relief Service Rice Bowl project, a poster from each grade illustrating their extra service project.
- Pictures, video
- Survey results

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.

St. Charles Mission School is one part of the St. Labre Indian School Association. St. Charles Mission is located in Pryor, Montana. The Association operates through a Board of Directors. Central administrative and fund raising offices are located in Ashland, Montana. The executive board developed and approved the St. Labre Mission Statement. The Mission Statement reflects both St. Labre's Catholic identity and its unique responsibility to the Northern Cheyenne and Crow Peoples.

St. Charles Mission School serves students pre-kindergarten through eighth grade. The enrollment is 112 (Oct. 1, 2015). 100% of the students are Native American and 99% of those students are members of the Crow tribe.

The school and the parish work together to reach the ultimate goal of providing a quality education while celebrating our Catholic faith. Weekly Friday Mass follows Catholic traditions led by Father Randolph. Students participate weekly in Mass by: reading scriptures, intersessions, responsorials, blessing with cedar, passing and collecting books, ushering, and serving at the altar. St. Charles Mission School also has an incredible music ministry with student participation. The parish priest also participates and leads prayers during our school wide Monday morning meetings. Father Randolph also teaches an eighth grade religion class. St. Charles Mission School students also pray to begin and end their days as well as before meals.

Parents and the community are encouraged to also be involved in with St Charles's mission, especially with embracing Native American Culture. The School and parish together celebrate Native American Week, in which the community and parents also gets involved. The School also has a Clan Day every year. Clan Day and Native American Week embrace Native American culture at its finest and bring the community together. St. Charles Mission School also offers Positive Discipline classes and training for parents of the school.

Since this will be the first WCEA accreditation, the School Wide Learning Expectations for St. Charles Mission have just been developed. The SLE's define areas of growth in four areas: academics, core values, Native American culture, and Catholic identity.

The SLE's help give purpose and direction to St. Charles Mission School and have incorporated the Common Core Standards to guide learning at the school and meet St Labre expectations. The SLE's goals are measured by not only the Common Core standards, but MAPS testing,

multiple reading assessments (including DIBELS and DRA), as well as classroom grading. Student behaviors are based on: respect, excellence, integrity, stewardship, spirituality, and justice.

The purpose of St. Charles is also defined through its coordination with the other St. Labre schools. A single Director of Schools provides leadership for all schools. The schools are also governed by a single Parent Advisory Committee with representation from each.

Significant Accomplishments

- Development of School Wide Learning Expectations
- Inclusion of content specific to the Crow people

Goals

- Improve understanding and accessibility of SLE's by the entire staff and students of St. Charles Mission School.
- Implement SLE's into each classroom through the school's overall atmosphere.
- Provide a more focused integration of Native American and Crow culture elements into daily academics and daily life.
- Insure all students are high school, college, or career ready.

Evidence

- Curriculum binders
- St. Labre Mission Statement, Vision, and Values
- MAP scores, DIBELS and DRA assessments
- School surveys that include parent involvement and Native American culture questions

St. Labre Indian School Educational Association

Mission Statement

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

Vision

Education for Life

Values

Respect

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

Excellence

Doing what we do in the very best way possible.

Integrity

Honesty and uprightness of character.

Stewardship

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

Spirituality

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

Justice

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

School Wide Learning Expectations

St. Charles Mission School

Strengthen Respect

SCMS students will gain knowledge of and demonstrate pride, self-confidence, and an appreciation for American Indian culture, language, and spirituality.

Acknowledge Excellence

SCMS students will demonstrate grade level abilities in language arts, critical thinking, and math, leading to high school, college, and career readiness.

Inspire Integrity

SCMS students will demonstrate our core values of respect, excellence, integrity, stewardship, spirituality, and justice, so they are empowered to attain self-sufficiency.

Nurture Stewardship

SCMS students will care for all of God's creation by using resources responsibly.

Treasure Spirituality

SCMS students will demonstrate knowledge of Catholic values, beliefs, morality, and traditions through study, prayer, and appropriate participation in the sacraments.

Stimulate Justice

SCMS students will create and sustain right relationships in everything they do- in worship, work, and play.

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

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

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

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

St. Charles Mission School is led by Bambi Van Dyke, principal of the school for the last two years and a teacher in the school for 2 years before that. With Mrs. Van Dyke's leadership, a new planning method was instituted in which grade level teams met weekly in PLC groups targeting a variety of instructional issues. Under Mrs. Van Dyke's direction, the mission concept was implemented in 2014.

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

Sister Sharon Smith and Sister Mary Lou Mendel are the newest members of St. Charles's religious environment. The sisters are performing a great service by providing help with the weekly Mass for our students while St. Charles transitions to a new Capuchin priest beginning in the following school year. Previously the spiritual leadership position was held for 40 years by Father Randolph Graczyk, OFM Cap. He provided staff, students, and community with religious guidance and support.

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

St. Charles Mission School serves students in pre-kindergarten through eighth grade. Para-educators support the certificated teachers in the educational environment. All staff are expected to be certificated by the state of Montana even though the school is not accredited by the state.

Enrollment at St. Charles Mission School is 112 students (October 1, 2015), down from 131 last year. Of this total enrollment, 100% of students are Native American, 99% are Crow and 85% qualify for free lunches. Benefactor support pays each student's tuition and for breakfast, lunch, and a snack daily. Dinners are also provided when students have after-school activities, such as sporting events that run late or are away from the school. Additionally, the benefactors' generosity supplies necessary school sundries for the students as well as other basic needs for our students. Through this generosity, our students' chances for success improve tremendously.

Organizational structures are constantly re-evaluated and improved. Of great concern is fostering relationships between the school and parents and the St. Charles Mission School staff is working on improving student/teacher and parent relationships. The biggest obstacle faced in this endeavor is the geographical area served by St. Charles. The area is very large, making it difficult for parents to heavily participate in the educational process.

A serious concern of the educational staff involves the yearly calendar and the extensive amount of interruptions which are perceived by the staff to be avoidable. For example, within the first 60 days of school this year, our students experienced interruptions in the educational environment on 12 days. The lost instructional time impacts student achievement and it is important that the staff at St. Charles Mission School addresses this concern.

Significant Accomplishments

- Professional Learning Communities actively researching and implementing differentiated instructional goals.
- Learning potential is optimized through the supplementary provision of breakfast, lunch, and a healthy snack to students.

- Teachers are actively pursuing professional development offered by the St. Labre organization/school.

Goals:

- Increase quantity and quality of instructional time for students.
- Improve the Catholic identity of the school.
- Increase the use of PLC's to improve instruction.

Evidence:

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

D. DATA ANALYSIS AND ACTION TO SUPPORT HIGH ACHIEVEMENT OF ALL STUDENTS

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

St. Charles Mission School analyzes data in order to improve our target instruction and drive for curricular change. St. Charles consists of grades pre-kindergarten to eighth. The enrollment in the fall of 2015 was 112. The student body is 100% Native Americans, with the majority being from the Crow tribe. The percentage of students qualifying for free or reduced lunches is 85%. Our student body is 55% Catholic. No tuition fees are charged, except for a \$10 registration fee.

An issue at St. Charles Mission School impacting student achievement is transience. 36% of our students are in their first year at St. Charles and 59% of our teachers have been here for three years or less. Students enrolled in fourth grade through eighth grade have, on average, attended 2 schools. Also, only one-third of our students in those grades have attended St. Charles consecutively since kindergarten. Because of our proximity to the biggest city in Montana, Billings, and with a nearby school, Morin Elementary that ends instruction at sixth grade, we have an influx and efflux of enrollment from transitional students.

Originally, St. Charles administered the Criterion Referenced Test (CRT), the Montana state test, to its students. It was last given in 2012 and has been replaced by the Smarter Balanced test based on the Common Core State Standards. Since this test is not being provided with free access to non-accredited, private schools by the Montana State Office of Public Instruction, it is not being administered at this time.

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

Administrators and teachers use these results to improve learning for all students and make informed decisions to promote a child's growth. The data let teachers know where the

strengths and weaknesses of each student are, and if help is needed in any specific content area. Teachers use this information to help guide instruction in the classroom. Also, test results are discussed with the parents during parent-teacher conferences, which spreads awareness out of the classroom to continue our plans to improvement.

Using the results from the past CRT and MAP data, approximately 30% of our students are found to be at least two years behind in reading. This has been the trend over the past five years, so it was decided that we needed an intervention program that could address these needs. It was at that time that we adopted the Scholastic READ 180 program. Potential Read 180 students are screened using an objective, research-based assessment of students' reading comprehension ability that can be used to place students in the appropriate level. Assessments are used daily to track progress and to determine student grouping and instructional pacing. Star Reading Testing, Developmental Reading Assessments (DRA), DIBELS, and Rigby assessments are all used in conjunction with MAP test data to target students' reading needs in grades K - 8 at St. Charles.

Significant Accomplishments

- Standardized testing for students in grades K-8
- Read 180 program utilized
- Reading assessments used to identify students' reading grade levels and to target those students in need
- Extensive student growth data available

Goals

- Stabilize enrollment in grades K-8
- Incorporate SLEs into classroom instruction
- Improve reading abilities so that all students are on grade level
- Increase differentiated instruction by using data disaggregation
- Reduce student transience

Evidence

- MAP scores, Historical CRT scores
- PowerSchool Grade Book
- DRA, DIBELS, Rigby, Star Reading Assessment scores
- Academic Reports

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

The school provides a challenging, comprehensive and relevant curriculum for each student that results in achievement of the School Wide Learning Expectations, Diocesan curriculum standards and other governing authority expectations.

Saint Charles Mission School is dedicated to incorporating the Saint Labre Mission Statement in every aspect of student learning. The Saint Labre Mission Statement is the foundation for implementing and strengthening our School Wide Learning Expectations (SLE's), which are the basis for our instruction and assessment. Saint Charles Mission School has adopted the SLE format to create a school wide curriculum that fosters student achievement.

We are in the process of implementing our SLE's and have made valuable steps in this process. One such step is transitioning to a Positive Discipline model, which uses a non-punitive approach to address student behaviors. This model encourages students to become self-sufficient and independent learners and members of society. We also have a Crow language and culture class that empowers students to express themselves and feel confident about their Native American identity. We have spent a great deal of time poring over data to determine how to best improve students' math and reading scores and referring to this data to make instructional decisions.

St. Charles Mission's current math curriculum is aligned with the Common Core State Standards (CCSS), and each standard covered is listed in the Everyday Math and Holt McDougal text materials. St. Charles is currently working to adopt new language arts materials that are better aligned to the CCSS. All classrooms are equipped with Quick Flip Reference Guides for CCSS. A copy of the CCSS "Flip Book" is also available for checkout in the library for every grade. Our current administration has recently provided us with multiple trainings to evaluate and "unpack" the language arts CCSS to better understand and implement them effectively in our curriculum.

St. Charles Mission School's goal is to have 80% to 100% of students perform at or above grade level. Our primary way of defining adequate progress is using the data in Measure of Academic Progress (MAPS) testing outcomes to analyze which students are at the 41st to 99th percentile nationally. We also rely on DIBELS, DRA, and Rigby (Literacy by Design) testing to measure approximate grade-level equivalencies.

Currently, we are striving to meet this goal and to get every student to meet typical growth. The 2014-2015 MAPS data shows that in mathematics between 23% and 75% of 1st through 8th grade students met typical growth, and in Reading between 17% and 100% of 1st through 8th graders met typical growth.

St. Charles Mission School also utilizes a schoolwide PK-8th grade assessment wall to evaluate student growth in Reading. The assessment wall provides a useful, visual way for teachers to track student progress and for the school as a whole to determine academic growth of every student in the St. Charles school system. The assessment wall cards provide a snapshot of every student's scores in MAPS and DRA.

In addition to the variety of assessment resources outlined above, Saint Charles Mission is currently working to improve our Professional Learning Committees (PLCs). These committees meet and evaluate the MAPS data, the assessment wall, and other assessment tools data to determine student growth and guide instructional choices. Students' progress is also documented by daily and weekly assessments, which include running records and unit quizzes and tests, that give us real-time results about student progress.

For students who are struggling to meet the standards and make typical growth, we use a variety of programs in both mathematics and reading to motivate and intervene for students who are not achieving at their level of expectation. These programs include: Khan Academy, Mathletics, Waterford, Read Well, and Read 180. All of these programs easily align to CCSS and so incorporate seamlessly in our current curriculum.

Accomplishments:

- Extensive Student Data
- Resources aligned with Common Core Standards

Goals:

- Provide a Common Core based curriculum in math and language arts
- Better meet students' academic needs based on multiple assessment scores
- Incorporate continuous Crow language immersion PK-8th
- Incorporate faith based values to encourage a positive learning environment

Evidence:

- MAPS testing data
- Assessment Wall

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.

St. Charles Mission School strives to integrate Catholic teachings throughout each subject in order to strengthen our students' faith and values. Each school day begins with religion. Our Catholic identity is strengthened in the following ways:

- **Masses:** Classes take turns throughout the year leading mass by reading the gospel, reading intentions, and being cedar bowl bearers and gift bearers.
- **Music:** During music class students practice songs which are sung during mass. During Christmas the 4-8th grade students go to Mission Ridge Retirement Home and perform for the residents. Crow sign language and culture are also integrated into the songs sung during church.
- **Religion Curriculum:** Each grade level teacher has religion standards and assessments. Religion is taught through the curriculum entitled "We Believe"
- **Retreats:** Retreats are designed and lead through the Campus Ministry staff in Ashland.
- **Miscellaneous:** Teachers and students pray at the beginning of school, before lunch, before going home, and other times when students and teachers feel prayer is necessary. The St. Labre Mission Statement and Values are displayed in every room of the school. The students know and are encouraged to practice the five St. Labre values.

Our teachers maximize achievement for all students through a variety of materials and teaching methodologies. Materials and methodologies include:

- Lecture, group-work, one-on-one, experiments, games, computer simulations, online instruction, and direct instruction.
- 100% of our teachers use lecture, one-on-one instruction, small group instruction, and direct instruction.
- Read Well is used in grades prekindergarten through third grade
- Everyday Math is used in grades prekindergarten through fourth
- Read 180 is used for grades fifth through eighth grade as an intervention for the students who scored in the bottom five of their MAP testing
- Guided reading groups are used in every classroom every day for ninety minutes
- Math instruction is done every day in every classroom for ninety minutes

At St. Charles we use the following formative and summative assessments to monitor and enhance student learning:

- MAP (Measures of Academic Progress) testing is used in kindergarten through eighth grade three times a year. Teachers receive reports showing yearly growth targets for each student and reports indicating which students have met growth targets for the year.
- DRA (Developmental Reading Assessment) is used in grades kindergarten through fifth grade several times throughout the year.
- Literacy by Design is used in grades kindergarten through fifth

St. Charles staff have the opportunity to grow as educators through staff development.

- Positive Discipline training was done for all staff members
- Read Well training for grades kindergarten through third grade
- Guided reading and running records for grades kindergarten through fifth
- Waterford training for grades prekindergarten through first

St. Charles K-4 staff have received extensive training in early literacy strategies in cooperation with the other St. Labre schools.

Significant Accomplishments:

- Extensive assessment data available
- Extensive staff development
- Crow immersion for prekindergarten and kindergarten students
- Use of technology through the Waterford program

Goals:

- Continue implementation of PLC's
- Implement Step Up to Writing in grades Kindergarten through eighth grade
- Provide certified, full-time reading and math specialist for all grades
- Provide professional development to better train teachers on intervention strategies to use in their classrooms

Evidence:

- Assessments, both formative and summative that are aligned to the student learning expectations and the common core standards
- Writing portfolios
- Staff development documentation
- Technology integrated into the classrooms
- Weekly lesson plans submitted by teachers

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 (local curriculum standards where Diocesan standards don't exist), and other governing authority expectations.

Saint Charles Mission School has many activities and events that support the students' Catholic faith formation while encouraging them to embrace their Native American identity. Each week begins with a school wide meeting that opens in prayer led by a residing religious member. Prayers are also said at the beginning and end of each school day and before all meals. Religion class is part of the daily schedule which introduces students to the significance of saints, the Mass, and teachings of Jesus. Additionally, retreats have been added throughout the year to foster a spirit of fellowship among the classes. On Friday mornings, the whole school attends Mass which includes a smudging as well as songs and prayers in Crow. These practices in particular demonstrate to the students that there is a connection between the Catholic faith and their Crow identity.

St. Charles has begun the process of implementing the recently adopted standards-based religion curriculum, adopted for Montana Catholic Schools.

Native American spirituality and identity are also demonstrated with larger celebrations during the year. Every September, Saint Charles Mission School celebrates Native American Week which encourages students to learn about and celebrate their heritage. Various speakers come to the school to share their history. The students are also given opportunities to have a hands-on approach to learning about their culture by participating in activities like drumming, arrow throwing, and beading. Before Thanksgiving, Clan Day is celebrated during which the students invite a member of their clan to the school for a special meal.

On a more regular basis, the students are able to grow in their knowledge and respect of Crow traditions in their weekly Crow Language course. They also sing the Flag Song and Arrow Creek District Song together as a student body during Monday Morning Meetings.

There are many opportunities for personal growth outside of the traditional classroom for the students at Saint Charles. There is a full time counselor on staff who works with regularly scheduled full classes and with individual students if they need more assistance. At times, extra counselors from the Indian Health Services have come to talk with the students about relevant

issues and pressures they may face. The school also offers extracurricular activities - both sporting and non. There are volleyball, cross country, and basketball teams that provide physical exercise while also promoting good sportsmanship and teamwork. All teams also pray before their games or meets. Non-sporting extra-curriculars such as Reading Club, Girl Scouts, and Recycling Club also meet regularly and give students a time to grow in activities they are passionate about.

Academic support is available in different capacities for the students based on their needs. Reading groups have been established in all grades and a large portion of the daily schedule is committed to improving reading and language arts skills. Additional tutoring and intervention groups are setup to provide additional support for students who are struggling. Scores from assessment tests given at the beginning of the year are used, along with classroom performance, to determine the student's level. A Title I program, *Read 180*, is one program in place that works with middle school aged students who are reading and comprehending far below grade level. Students who are working above grade level work with their teachers to complete additional and more challenging work. Students and teachers also practice positive discipline, instead of punitive discipline, in the classroom which enhances critical thinking and problem solving skills. This method provides students with more choices and control over their behavior and how they approach a problem whether it be a confrontation with another student or a disagreement with a teacher.

Parent involvement in their child's academic career is structured around the online database Powerschool which allows them to stay updated on grades and attendance. There are also mid-quarter parent teacher conferences that allow parents to meet with the teachers to discuss the student's successes and troubles. Because of their placement in the middle of the quarter, adequate time is available for students to work to improve their performance before final grades are due.

Significant Accomplishments

- Integration of Native American spirituality into weekly Catholic Mass
- Full time guidance services available
- Implemented reading groups and programs in all grades
- Implementation begun of the Montana Catholic Schools religion standards

Goals

- Increase parent involvement
- Provide better support for students working above grade level

Evidence

- Weekly Mass, religion class, and student retreats
- Native American Week and Clan Day celebrations
- Crow Language class
- Full-time counselor on staff
- Extracurricular activities - sporting and non-sporting
- Reading groups and extra help for intervention students
- Positive discipline practices in the classroom
- Parent teacher conferences

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

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

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

The Board has four standing committees:

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

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

St. Labre Directors

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

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

Funding

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

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

Budgeting

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

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

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

Accountability

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

Long Range Viability

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

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

Significant Accomplishments

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

Goals

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

Evidence

- Executive Board By-Laws
- Parent Advisory Board By-Laws
- Annual Audit Report
- Mission Statement
- Statement of Accountability

CHAPTER 4 – ACTION PLAN

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

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

Significant Accomplishments

St. Charles students and staff participate in our weekly Masses or Prayer services and celebrate the Sacraments.

Our students can clearly articulate our Values Chant and Chief Plenty Coups’ quotation about the importance of education.

Our staff weekly recites the St. Charles Mission Statement to our students and works to see that it is lived.

Our students and staff consider it a first priority to grow in our relationship with God and live that faith life through Catholic social justice and service.

Professional Learning Communities actively research and implement differentiated instructional goals.

Learning potential is optimized through the supplementary provision of breakfast, lunch, and a healthy snack to students.

Teachers are actively pursuing professional development offered by the St. Labre organization. Standardized testing for students in grades K-8.

Read 180 program utilized.

Reading assessments used to identify students’ reading grade levels and to target those students in need.

Extensive student growth data available.

Extensive student data available.

Resources aligned with Common Core Standards.

Integration of Native American spirituality into weekly Catholic Mass.

Full time guidance services available.

Implemented reading groups and programs in all grades.

Implementation begun of Montana Catholic Schools religion standards.

Goals

Implement and integrate our new religion standards.

Better integrate our Catholic Faith into all aspects of school culture.

Develop a Student Spirituality Survey to yearly get feedback from our students about their spiritual development.

Emphasize one core value per week on a rotating schedule presenting mini-lessons to increase understanding of what each value means and associated behaviors

Improve understanding and accessibility of SLE's by the entire staff and all students of St. Charles Mission School.

Implement SLE's into each classroom through the school's overall atmosphere.

Provide a more focused integration of Native American and Crow culture elements into daily academics and daily life.

Insure all students are high school, college, or career ready.

Increase quantity and quality of instructional time for students

Improve the Catholic identity of the school.

Increase the use of PLC's to improve instruction.

Stabilize enrollment in grades K-8.

Incorporate SLE's into classroom instruction.

Improve reading abilities so that all students are on grade level.

Increase differentiated instruction by using data disaggregation.

Provide a Common Core based curriculum in math and language arts.

Meet students' academic needs based on multiple assessment scores.

Incorporate continuous Crow language immersion PK-8.

Incorporate faith based values to encourage a positive learning environment.

Implement PLC's

Implement Step Up to Writing in grades kindergarten through eighth grade

Provide certified, full-time reading and math specialists for all grades.

Provide professional development to better train teachers on intervention strategies to use in their classrooms.

Increase parent involvement.

Provide better support for students working above grade level.

Improving Student Learning for Catholic Schools

Action Plan for St. Charles Mission School

Goal #1

Improve Reading Achievement

Rationale for this goal: The rationale for this goal is twofold: First, an examination of data clearly justifies an intense focus on reading achievement of the students at all grade levels at St. Charles. Secondly, reading has been identified as a goal at Pretty Eagle School and St. Labre Elementary School. The entire system is in the third year of a focused examination of reading achievement. St. Charles is already participating in many system-wide efforts to improve reading achievement.

Alignment with mission, philosophy, SLE's: The St. Labre Mission Statement states clearly that students will be provided with a "quality education." It is assumed that grade level mastery in reading will be attained to meet the provision of "quality education." The SLE's also stress the emphasis of reading at an appropriate level.

Strategy #1	Provide staff development focused on reading achievement.
Activities	<ol style="list-style-type: none"> 1. Continue system-wide staff development days with trainers from Sheridan, Wyoming school district. 2. Continue training in the Daily Five. 3. Provide in-depth training for any new staff. 4. Utilize Positive Discipline training for better utilization of class time.
Cost or Resources and Services	<ol style="list-style-type: none"> 1. Covered by district- Title funds 2. Minimal- staff time. 3. Minimal- staff time. 4. Minimal- staff time.
Person(s) Responsible for Implementation	Principal
Process for Monitoring	MAP testing/other ongoing assessments
Baseline Assessment	2015-16 MAP data

Ongoing Assessment	MAP testing/other ongoing assessments
Timeline Start/Stop	August 2016/already in process Ongoing

Strategy #2	Develop better collaboration among grades.
Activities	1. Coordinate PLC activities. 2. Teachers share resources. 3. Re-design assessment wall
Cost or Resources and Services	1. None 2. Minimal- staff time 3. None
Person(s) Responsible for Implementation	Teachers, Principal
Process for Monitoring	Committee review
Baseline Assessment	Survey of current practices
Ongoing Assessment	MAP testing/other ongoing assessments
Timeline Start/Stop	January 2017/Ongoing

Strategy #3	Develop Consistency in Instructional Methodology
Activities	1. Reading groups. 2. Consistent implementation of Daily 5

	<ul style="list-style-type: none"> 3. A-z Reading 4. Waterford
Cost or Resources and Services	<ul style="list-style-type: none"> 1. None – staff time 2. None – staff time 3. None – in place 4. Minimal replacement costs
Person(s) Responsible for Implementation	Principal, Reading Committee
Process for Monitoring	Literacy Coach, Reading Committee, Principal
Baseline Assessment	Current MAP testing
Ongoing Assessment	MAP Testing/Other ongoing assessments
Timeline Start/Stop	January 2017/Ongoing

Strategy #4	Design comprehensive, data-based intervention component to reading program to serve students reading below grade level.
Activities	<ul style="list-style-type: none"> 1. Hire Literacy Coach 2. Better utilize summer schools 3. Common Core implementation 4. Continue current programs: Read 180, Read Well, Waterford. 5. Assess needs in grades 6-8
Cost or Resources and Services	<ul style="list-style-type: none"> 1. 60K – Title Funds 2. None 3. None – Staff Time 4. None – Programs in Place 5. None – Staff Time

Person(s) Responsible for Implementation	Literacy Coach, Principal, Reading Committee
Process for Monitoring	Committee Review
Baseline Assessment	MAP scores
Ongoing Assessment	MAP scores/Other ongoing assessments
Timeline Start/Stop	August 2016

Improving Student Learning for Catholic Schools

Action Plan for St. Charles Mission School

Goal #2

Better Integrate Catholic culture into all aspects of school.

Rationale for this goal: As we look for ways to help our students achieve academically, it is crucial that we strive to strengthen our Catholic identity as well. As the goal clearly states, all aspects of the school must reflect our Catholic culture. St. Charles has a long history as a Catholic school.

Alignment with mission, philosophy, SLE's: The St. Labre Mission Statement makes clear that the mission of all our schools is to provide “. . . quality education which celebrates our Catholic faith. . .” The SLE's also reflect the importance of the Catholic Culture of St. Charles.

Strategy #1	Provide Staff development focused on Catholic culture.
Activities	<ol style="list-style-type: none"> 1. Utilize the Going Deeper program with Intentional Guided Conversation. 2. Familiarize staff with the new Diocesan Standards 3. Participate in a yearly St. Charles Staff Retreat. 4. Staff Prayer – daily or weekly. 5. Set up a “Question Box” for religion-related questions.
Cost or Resources and Services	<ol style="list-style-type: none"> 1. None- in place 2. None, staff planning time 3. None 4. None 5. None
Person(s) Responsible for Implementation	Catholic Identity Committee
Process for Monitoring	Ongoing committee notes (one/quarter)
Baseline Assessment	Survey
Ongoing Assessment	Survey

Timeline Start/Stop	Fall 2016, ongoing

Strategy #2	Provide student development focused on Catholic culture.
Activities	<ol style="list-style-type: none"> 1. Utilize Diocesan Standards 2. Continue participation in the St. Labre student retreats. 3. Prayer cards with grade-appropriate prayers for memorization/prayer posters for classrooms. 4. Use cross-curricular approach to incorporate more religious themes into teaching each day.
Cost or Resources and Services	<ol style="list-style-type: none"> 1. None, staff time 2. None- budgeted system-wide 3. Minimal 4. None, staff planning time
Person(s) Responsible for Implementation	Catholic Identity Committee, classroom teachers
Process for Monitoring	Grade level assessments in religion texts,
Baseline Assessment	Student Spirituality Survey
Ongoing Assessment	ACRE exam for grades 5 and 8.
Timeline Start/Stop	Some in place now (retreats) Begin Spring 2017.

Strategy #3	Expand our Community Outreach
Activities	<ol style="list-style-type: none"> 1. Modify the physical appearance of our school so It better reflects our faith culture. 2. Inform parents and invite them to attend when their children have ministerial roles in our Friday Masses. 3. Be certain that all public events reflect our Catholic identity (concerts, clan day, ball games, parent teacher conferences, and field trips).
Cost or Resources and Services	<ol style="list-style-type: none"> 1. 1K 2. None 3. None
Person(s) Responsible for Implementation	Catholic Identity Committee, individual classroom teachers
Process for Monitoring	Catholic Identity Committee observation
Baseline Assessment	Checklist
Ongoing Assessment	Checklist
Timeline Start/Stop	January 2017/January 2018

Improving Student Learning for Catholic Schools

Action Plan for St. Charles Mission School

Goal #3

Strengthen Implementation of Crow Culture and Language into all aspects of the school

Rational for this goal: The student body of St. Charles Mission School is 100% Native American and 99% members of the Crow nation. While the school recognizes the crucial role of the community and the family in teaching the culture and language of our students, to ignore the cultural identity of our students would be to ignore their identity as Crow people.

Alignment with mission, philosophy, SLE's: Both the St. Labre Mission Statement and the SLE's developed by St. Charles staff make clear the importance of Native American culture, and in particular, Crow Culture to the school. Like Catholic culture, Crow Culture must be integrated into every aspect of the school.

Strategy #1	Revise and develop curriculum in the areas of Crow culture and language.
Activities	<ol style="list-style-type: none">1. Continue writing Crow books, flashcards, and alphabet.2. Purchase published materials.3. Write primary read aloud/big books4. Utilize elders more.5. Illustrate/publish stories from elders
Cost or Resources and Services	<ol style="list-style-type: none">1. In process. Staff time2. 1K3. Staff time4. Minimal- stipends5. Staff time.
Person(s) Responsible for Implementation	Culture committee, Principal
Process for Monitoring	Staff/Culture Committee consultation

Baseline Assessment	Review current practice
Ongoing Assessment	Principal/Committee observation Follow-up activities
Timeline Start/Stop	August 2016/already ongoing

Strategy #2	Strengthen connections to the Crow community.
Activities	<ol style="list-style-type: none"> 1. Monthly Crow Immersion and Culture Committee meetings. 2. Utilize elders more 3. Continue activities in place (Clan Day, Native American Day/Week, Flag and District Song, music in Crow at Mass, etc.)
Cost or Resources and Services	<ol style="list-style-type: none"> 1. Staff time 2. Minimal- stipends 3. Activities already in budget
Person(s) Responsible for Implementation	Culture Committee/Principal
Process for Monitoring	Committee/Principal observations
Baseline Assessment	Survey current practice
Ongoing Assessment	Committee/Principal observations
Timeline Start/Stop	August 2016

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Strategy #3	Provide orientation and development activities for all staff
Activities	1. Crow speaking staff attend Apsaalooke Institute 2. Provide cultural orientation for new/non-Native staff
Cost or Resources and Services	1. None 2. Minimal- staff time
Person(s) Responsible for Implementation	Culture Committee/Principal
Process for Monitoring	Culture Committee observations
Baseline Assessment	Current Practice
Ongoing Assessment	Survey
Timeline Start/Stop	Summer 2016/ongoing

Improving Student Learning for Catholic Schools

Appendix G2

Action Plan Timeline

Month/Year	Goal	Strategy or Activity	Cost	Person Responsible
	1. Improve Reading Achievement	<i>Provide staff development focused on reading achievement</i>		
August/2016		1. Continue system-wide staff development days with trainers from Sheridan	Title Funds	Principal
August/2016		2. Continue training on the Daily Five	None	
August/2016		3. Provide in-depth training for any new staff	None In- House	
October/2016		4. Utilize Positive Discipline training for better utilization of class time.	None	
		<i>Develop better collaboration among grades.</i>		
January/2017		1. Coordinate PLC activities	None	Principal/Teachers

January/2017		2. Teachers share resources	None	Teachers
January/2017		3. Re-design assessment wall	None	Teachers Reading Committee
		<i>Develop consistency in instructional methodology</i>		
January/2017		1. Reading Groups	None	Principal Teachers
January/2017		2. Consistent implementation of Daily Five		Principal Teachers
August/2016		3. A-z Reading		Principal Teachers
August/2016		4. Waterford		Principal Teachers
		<i>Design Comprehensive, data based intervention component to reading program to serve students reading below grade level</i>		
August/2016		1. Hire literacy coach	60K	Principal
May/2017		2. Better utilize summer school	None	Committee
March/2017		3. Common Core Implementation	None	Committee
August/2016		4. Continue current programs: Read 180, Read Well, Waterford	None In place	Committee

March 2017		5. Assess needs in grades 6-8	None	Committee
	2. Better Integrate Catholic culture into all Aspects of the School			
		<i>Provide Staff development focused on Catholic Culture</i>		
January/2017		1. Utilize Going Deeper program with Intentional Guided Conversation	None in-place	Principal
October/2017		2. Familiarize staff with the new diocesan standards	None	Principal Committee
Spring/2017		3. Participate in a yearly St. Charles Staff Retreat	Minimal	Principal Committee
January/2017		4. Staff Prayer-daily or weekly	None	Principal Committee
January/2017		5. Set up a "Question Box" for religion-related questions	None	Principal Committee
		<i>Provide student development focused on Catholic culture</i>		
Spring/2017		1. Utilize Diocesan Standards	None	Principal Committee
Spring/2017		2. Continue participation in the St. Labre student retreats		Principal Committee

October/2016		3. Prayer cards/Prayer posters for classrooms	Minimal	Committee
August/2017		4. Use cross-curricular approach to incorporate more religious themes into teaching each day.	None	Principal Committee
		<i>Expand our Community Outreach</i>		
August/2017		1. Modify the physical appearance of our school so it better reflects our faith culture.	1K	Committee
August/2016		2. Inform parents and invite them to attend when their children have ministerial roles in our Friday Masses.	None	Committee
August/2016		3. Be certain that all public events reflect our Catholic identity	None	Principal Committee
	3. Strengthen Implementation of Crow Culture and Language into all Aspects of the School	<i>Revise and develop curriculum in the areas of Crow culture and language</i>		
Ongoing		1. Continue writing Crow books, flashcards, and alphabet.	none	Staff
Spring/2017		2. Purchase published materials.	1K	Principal Committee

August/2017		3. Write primary read-aloud big books.	None	Staff
September/2017		4. Utilize elders more	Minimal stipends	Committee
Spring/2017		5. Illustrate/publish stories from elders	None	Committee
		<i>Strengthen connections to the Crow community.</i>		
January/2017		1. Monthly Crow immersion and Culture Committee meetings.	minimal	Committee
August/2016		2. Utilize elders more	Minimal stipends	committee
Ongoing		3. Continue activities in place	None already in budget	Committee
		<i>Provide orientation and development activities for all staff.</i>		
Summer/2016		1. Crow speaking staff attend Apsaalooke Institute	None	Principal
August/2017		2. Provide cultural orientation for new/non-Native staff	None	Principal Committee

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B. CAPACITY TO IMPLEMENT AND MONITOR THE ACTION PLAN

St. Charles Mission School will be able to implement and monitor the action plan.

Since St. Charles is one of five schools on three campuses of the St. Labre system, some of the actions identified build on those taken at the other schools.

Goal #1

Improve Reading Achievement

Since this goal is shared by all the elementary schools in the St. Labre system, system-wide resources will cover much of the financial costs of implementing this goal. Staff training has been in place for two years and will continue. This cost is covered by Title funds and is organized in cooperation with the other St. Labre schools. A literacy coach is essential to growth on this goal. A literacy coach to work with both Pretty Eagle and St. Charles will be hired through Title funds.

Goal #2

Better Integrate Catholic Culture into All Aspects of the School

Financial resources necessary to grow toward this goal are minimal and can be budgeted in the request made by the principal to the St. Labre Executive Board. An ad hoc Catholic Identity Committee already exists and has become more structure through this accreditation process. This committee is ready to take the lead in implementation of this goal.

Goal #3

Strengthen Implementation of Crow Culture and Language into all Aspects of the School.

There will be some financial resources necessary to implement this action plan; however, these needs can also be included in requests made to the Executive Board. Better integration of Native American content into all aspects of the schools in the St. Labre System is part of the Board's strategic plan. Thus the minimal costs incurred here should be easily justifiable.

It is important to note that the primary resource required to implement all three goals is staff time. Demands of time on staff in every school is great; however, the detailed action plans will help staff prioritize time. Any school improvement effort begins with the assumption that it is impossible to address all needs in any school at the same time. St. Charles now has a plan that focuses improvement efforts and increases the likelihood of success.

Improving Student Learning for Catholic Schools

St Charles Mission School

Appendix A-1 School Profile – Basic Information

St Charles Mission School
School Name

PreSchool-8 406 259 9976
Grades School Phone

PO Box 29 Pryor, MT 59066
Address City State Zip

bvandyke@stlabre.org
Principal E-mail address

Fr. Randolph Craczyk ofm Cap
Pastor

Pryor Public School
Public School District

Emily Ruef
Mission Director

Ed Sisolak
Campus Minister

Does your school have a Parent Advisory Committee? Yes No

If yes, is it an advisory body or a governing body? Advisory Governing

Who is the chair/president? Deacon Joe Kristofek

Do you have a Preschool Program? Yes No

For which grades do you have waiting lists?

Do you have an approved Technology Plan? Yes No

Improving Student Learning for Catholic Schools

Appendix A-2 School Profile – Current Enrollment Information

	Male	Female	Total
Preschool	2	0	2
Pre-K	4	3	7
K	9	6	15
1	6	8	14
2	6	2	8
3	8	5	13
4	3	3	6
5	8	5	13
6	4	3	7
7	6	8	14
8	3	10	13
TOTAL	59	53	112

Race and Ethnicity	Catholic	Non-Catholic	Total
Black	0	0	0
Asian	0	0	0
Hawaiian / Pacific Islander	0	0	0
Native American / Native Alaskan	52	60	112
White	0	0	0
Other	0	0	0
TOTAL RACE	52	60	112
Hispanic	0	0	0
Non-Hispanic	52	60	112
TOTAL ETHNICITY	52	60	112

School Year	Number of Graduates Boys / Girls	Number applying to Catholic high schools Boys / Girls	Number accepted by Catholic high schools Boys / Girls
2011	6/4		
2012	2/4		

2013	4/9		
2014	7/8		
Current Year	3/10		

Improving Student Learning for Catholic Schools

Appendix A-3

Adhere to Diocesan Policy in publishing this appendix

School Profile – Instructional (Teaching) Staff

Name	Grade Subj.	Catholic/Non-Catholic	Highest Degree	Teacher License	Catechist Cert.	Total Yrs. Exp.	Exp. this school	Ethnicity	M/F
Bambi VanDyke	Principal	Catholic	MA	Yes	No	8.5	5	NA	F
Fannie Cliff	Pre-K	Non-Catholic	MA	Yes	No	18	16	NA	F
Casey Rubio	K	Non-Catholic	BA	Yes	No	7	6	NA	F
Malissa Mesplie	G1	Catholic	BS	Yes	No	2	2	NA	F
Paige Cooper-Cole	G2	Non-Catholic	MA	Yes	No	6	1	Cauc.	F
Randy Hiatt	G3	Non-Catholic	MA	Yes	No	2	2	Cauc.	M
Ron Leibold	G4	Non-Catholic	MA	Yes	No	24	3.5	Cauc.	M
Laura Collins	G5	Catholic	BS	Yes	No	1	1	Cauc.	F
Paige Tresidder	G6	Non-Catholic	BA	Yes Secondary	No	1	1	Cauc.	F
Kevin Roberts	G7	Non-Catholic	BA	Yes	No	38	1	Cauc.	M
Cheryl Hugs	G8	Non-Catholic	MS	Yes	No	12	2	NA	F
Karen Poling	Music	Non-Catholic	BA	Yes	No	34	16	Cauc	F
Andy Roberts	PE/Health	Non-Catholic	BS	Yes	No	3	3	Cauc.	M
Narayan Diamond	Art	Non-Catholic	MA	Yes	No	2.5	2.5	Cauc.	F

Bianka Rock Above	Read 180	Non-Catholic		Yes	No	5	3	NA	F
Dora Hugs	Crow Culture	Non-Catholic	MS	Yes	No	40	35	NA	F
Jane Girard	Library	Catholic	BS	Yes	No	23	22	Cauc	F
Mark West	Counselor	Catholic	MA	Yes	No	30	2.5	Cauc	M

Improving Student Learning for Catholic Schools

Appendix A-4

Adhere to Diocesan Policy in publishing this appendix School Profile – Support (non-teaching) Staff

Name	Assignment	Hours per day Worked	Days per year worked	Years Worked at this school	Qualifications (degree, certification, etc.)
Beulah Goes Ahead	Instructional Aide	8	171	16	Bus. Certificate
Debbie King	Instructional Aide	8	171	33	Assoc. Elem. Ed.
Thelma Goes Ahead	Instructional Aide	8	171	11	
Jake Fahey	Substitute	8	180	2 (JV last year)	BA Math
Glendora Goes Ahead	Instructional Aide	8	171	11	
Mary Kate Latta	Academic Support	8	180	1 JV	BA English
Caroline Menendez	Academic Support	8	180	1 JV	BA Biology
Georgia Buckingham	Admin. Assistant	8	360	8	BS PE and Community Health

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Improving Student Learning for Catholic Schools

St Charles Mission School

Indian Catholic School

Appendix A-5

School Profile – Participation in TITLE PROGRAMS

Title IA Services

St. Charles Mission School serves students from several districts. Funds are accessed through the administrative offices in Billings and Pryor. The school participates in **Title I and Title II A**. The Director of St. Labre Schools has made an arrangement with the state of Montana so that the funds for the students in this school who qualify for Title IA services (anyone scoring below the 40 percentile on standardized tests) will come to the Pryor school district. Generally this number of students is about **115**. The school provides the documentation to the Pryor Public Schools for the qualifying students, regardless of the district in which they live. These funds are used for materials which are used for interventions for the students, though a percentage may be used for teacher training. The amount received for Title I programs is approximately **\$86,135**.

Title II Part A

St. Charles Mission School participates in **Title II Part A** which generally amounts to \$6505.00 This funding has been used to help pay for part of the professional development which is described under Staff Development Program on the next page. These funds are of course not used for the Catholic Identity portions of the Staff Development Program.

St. Charles Mission School does not participate in any other Title Programs.

Improving Student Learning for Catholic Schools

St Labre Indian Catholic Middle School Academy

Appendix A-8

School Profile – Staff Development Program

In the following section, discuss your staff development plans.

Staff Development for Pretty Eagle Catholic Academy is a series of planned in-services designed not only to meet the needs of this school but are conducted in concert with the other four schools in the system.

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

In recent years, experts have come to our campus to help us develop skills in Differentiated Teaching, Professional Learning Communities and Literary and Writing Skills. The 2013-2014 year was devoted to learning about the Core Curriculum and its implications. The schools have begun to implement these concepts this year. During the 2014-2015 school year, staff development was focused on early literacy and technology. Pre K-4 teachers participated in three days of training in early literacy strategies and went to Sheridan, Wyoming to observe the strategies in action. 5-8 teachers spent the three days developing technology applications specific to their grade levels and content areas. Annually, the system spends about \$25,000 for in service for the teachers. Of this amount about \$18,000 comes from Title Funds



Improving Student Learning for Catholic Schools

Appendix B – Data Analysis Templates:

Appendix B-1 Data Analysis – Enrollment Trends Grade Enrollment Over Time

Year	Preschool	PK	K	1	2	3	4	5	6	7	8
2006	3	12	12	19	13	20	15	8	11	10	14
2007	4	7	18	14	16	16	16	12	7	7	8
2008	4	11	20	14	13	15	12	16	13	4	5
2009	3	10	14	17	14	11	6	9	11	16	5
2010	5	4	15	14	12	12	11	12	9	11	15
2011	5	9	16	9	14	14	12	8	10	9	8
2012	4	11	17	7	14	7	12	13	8	12	8
2013	6	10	19	18	8	13	9	14	12	13	12
2014	1	12	15	15	14	9	12	10	15	12	16
Current	2	7	15	14	8	13	6	13	7	14	13

Total Enrollment Over Time

2006	2007	2008	2009	2010	2011	2012	2013	2014	Current
137	125	127	116	120	114	113	134	131	112

Improving Student Learning for Catholic Schools

Appendix B-2

Finances

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

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



Improving Student Learning for Catholic Schools

Reading Measures of Academic Achievement Fall 2015

SUBJECT	GRADES							2-8 Totals
	2	3	4	5	6	7	8	
75-99%	0	3	0	0	0	1	1	5
50-74%	1	4	1	1	0	1	6	14
25-49%	2	3	2	5	4	9	5	30
1-24%	7	3	3	6	4	4	3	30

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

2	acquisition vocabulary
3	informational text
4	informational text
5	informational text
6	literature
7	informational text
8	literature

The data suggest that reading information text is a problem area at most grade levels. However, students scoring in the bottom quartile are weak in all three areas.

In all St. Labre schools we use MAP scores as an initial indicator and use more precise assessments to identify individual weaknesses.



Improving Student Learning for Catholic Schools

Math Measures of Academic Achievement (MAP) Fall 2015

SUBJECT	GRADES							2-8 Totals
	2	3	4	5	6	7	8	
75-99%	2	1	0	0	0	1	2	6
50-74%	4	2	0	1	0	2	4	13
25-49%	4	3	0	2	0	3	4	16
1-24%	5	9	8	9	8	9	5	53

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

2	number and operations
3	numbers and operations
4	operation s and algebraic thinking
5	operation s and algebraic thinking
6	statistics and probabilit y
7	statistics and probabilit y
8	Statistics and probabilit y

The data suggest that at the early grades basic operations is a weakness. At the upper grades statistics and probability is a weaknesses. Although, MAP is correlated with the Common Core Standards, it would be worth further investigation to see to what extent the MAP assessments can identify weaknesses with precision- particularly at the upper grades.

Clearly with 60% of the students scoring in lowest quartile, math achievement is a great concern at St. Charles.



In-Depth Study

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An In-Depth Study in Reading

by:

St. Charles Mission School

PO Box 29

Pryor, MT 59066

Continuous School Improvement Focused On High Achievement Of All Students

2015-2016 School Year

Preface

St. Charles students are significantly behind in achievement in both math and reading for a variety of reasons. However, to maximize efforts, the St. Charles staff has chosen to concentrate on reading achievement. The predictions are grim: if a child is not reading at grade level by the fourth grade (some say the third) we know that he/she will not likely catch up and chances of graduating are slim.

Also, reading is a logical choice at St. Charles. The other St. Labre elementary schools, which have gone through the accreditation process have chosen reading for in-depth study. The St. Charles staff, particularly the early elementary teachers, have been taking part in activities already identified by St. Labre elementary and Pretty Eagle schools.

TASK 1 – ANALYZING CURRICULUM ASSESSMENT DATA

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

St. Charles Mission School, along with all St. Labre schools, uses the MAP (Measures of Academic Progress) system as the primary measure of growth toward specific standards and is used to inform instructional/curricular improvement. The MAP assessments in reading, math, language, and science are given three times each year. The MAP system identifies a target of “typical growth” for each student. The mid-year assessment is a check on progress and the spring assessment identifies students who have or have not made “typical growth.” These data are analyzed- both at the school level and with the other St. Labre elementary schools. One day after the assessment is given, the teacher has detailed data on the class. He/she knows which students need referral for further assessments and which students are well ahead of the class and will need enrichment. The assessment also provides data on specific strengths and weaknesses for each student and by class, allowing the teacher to tailor instruction. MAP data are provided to parents after the fall and spring assessments. The reports provide comprehensive, longitudinal data for as long as the student has been in the St. Labre system.

The MAP assessment system is correlated with the Common Core Standards (see Task 2). Montana has adopted the Common Core Standards with the addition of Indian Education for All standards. Private non-accredited schools in Montana do not have access to Smarter Balanced assessments that are used in the public school system. However, we feel that the MAP system provides more detailed and more timely data than Smarter Balanced would.

The summary of spring MAP data for the 2014-15 school year illustrates the depth of the problem in reading:

Grade	Met Typical Growth	Tier 1 >40th percentile	Tier 3 <20th percentile
K	0%	25%	67%
1	17%	8%	91%
2	69%	50%	21%
3	63%	34%	50%
4	100%	15%	61%
5	50%	0%	34%
6	86%	27%	40%

7	50%	50%	25%
8	69%	57%	29%

Particularly concerning is the small percentage of students in grades kindergarten and one who made typical growth. In addition, at the end of the year, only 25% of kindergartners and 8% of first graders were above the 40th percentile at the end of the year. Although 100% of fourth graders made typical growth, only 15% were above the 40th percentile at the end of the year.

An examination of MAP data from fall of 2015 shows that 36% of all students are at or above the 40th percentile.

The MAP system is used primarily as an initial indicator of students who are not making high achievement. St. Charles uses additional assessment data to identify specific needs. Over the past two years, we have developed our data usage to create a more efficient instruction and curriculum. We have developed an assessment team to assist teachers in interpreting their students' testing scores. We also use other assessments such as DRA and DIBELS for kindergarten through 6th grades to monitor progress and create data-driven curriculum for all o teachers. We have created an assessment wall for our staff to have access to all results so we can have a clear picture of the needs of our students. Results are calculated by grade level MAP scores. Progress is calculated by the teachers to help drive instruction.

As part of the balanced literacy training that staff have been taking, a running record is taken of each student each week. This diagnostic provides the teacher with very specific information on the needs of each student and guides instruction for him/her.

Significant Accomplishments

- Extensive student assessment data available at the student, class, school and system
- Consistent DRA testing
- Assessment wall

- Data files are organized and accessible
- MAP is used to drive instruction
- Systemized disaggregation of data
-

Goal

Improve reading achievement

TASK 2 – USING CURRICULUM STANDARDS

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

All St. Labre Schools, including St. Charles, began using a common curriculum in 2010. When Montana adopted the Common Core Standards, we began a transition. It would be safe to say that this transition is still taking place. All classrooms have been provided with “flip books” that unpack all common core standards in math and language arts by grade level. These books have become the defacto curriculum until a St. Labre curriculum can be written that incorporates the CCS.

The first St. Charles Mission School School Wide Learning expectation is, “Students will demonstrate grade level abilities in language arts, critical thinking, and math leading to high school, college, and career readiness. This expectation clearly defines high academic expectations for our students.

Analysis of the assessment data, tells us that all students are not making acceptable progress toward clearly defined Schoolwide Learning Expectations and challenging, comprehensive, and relevant curriculum standards. It is through clear definition of expectations and comprehensive assessment of progress toward those expectations that we understand the problem- particularly in reading. School-wide between 15% and 20% of the students are reading at an appropriate level according to the MAP assessments (40th percentile or above) in reading.

Significant Accomplishments

- Coordination with other St. Labre Schools in curriculum development
- Support in implementing Common Core Standards
- Development of SLE's

Goal

Effective implementation of Common Core Standards

TASK 3 – INSTRUCTIONAL METHODOLOGY

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

The staff at St. Charles recognizes that the skillful, well-trained teacher in the classroom is the key to improved student achievement. For two years, the St. Charles staff, along with staffs of the other St. Labre schools has participated in three days of balanced literacy training per year provided with trainers from Sheridan, Wyoming. This training has provided teachers with expertise and a standard approach to instruction- particularly in the early grades. This training has also assisted teacher with effective implementation of the Common Core Standards.

Teachers also have had the opportunity to observe classes in Sheridan, Wyoming, and participate in the early literacy “summit” held in July, 2015, with the Sheridan Public Schools.

PLC (Professional Learning Communities) were operational for a year, with a gap of two years and have recently restarted. Groups meet weekly to study professional materials and evaluate student work, using data obtained to identify student needs in the classroom. Literacy by Design is our core literacy program. Primary staff have participated in early literacy training and are using the early literacy intervention strategies from such programs as Waterford, Read Well, and Reading Mastery. In addition, during the 2015-16 school year, teachers received early literacy training in guided reading and running records. Reading Groups have been established

in grades K-6. Students needing extra help in 6th , 7th and 8th grades use the Read 180 intervention program. An assessment wall has been set up displaying each student’s reading level so that all teachers are able to see student reading levels at a glance. Read Well is an intervention program that is being used in guided reading groups to provide direct interventions for reading in kindergarten through 3rd grade. Teachers are in the process of implementing the Daily 5 and CAFÉ programs which assist them in making sure that all of the five literacy skills are taught each day. During the 2013-14 school years, staff attended two days of training in implementation of the Common Core Standards in English/Language Arts, writing, and math sponsored by Catapult Learning. These one-day trainings were followed up by school visits by the trainers.

Significant Accomplishments:

- Reduced class size
- Up-to-date materials
- Para-professional aides and other help
- Consistent, on-going training

Goals:

- Provide structured, consistent, formative assessment in reading. Utilize technology more efficiently in the teaching of literacy at all grade level
- Provide continued staff development in early literacy strategies.

TASK 4 – SUMMARY OF FINDINGS

1. Religion

St. Charles Mission School (SCMS) has been incorporating grade level religion curriculum. We have a parish connected to the school where on Fridays, we have an all school mass where grades 3rd through 8th do the preparations required for facilitating the mass. We have developed an effective way of incorporating many Native traditions into the Catholic Mass,

including the use of the Crow Language in songs and prayers. The parish priest is able to enhance the 8th grade religion program by going into depth about the Church. He makes an effort to teach the eighth grade class, and he guides them on their journey to the next level of learning. SCMS uses resources such as Sadler series, We Believe, along with the grade level textbook each teacher has in their classrooms. Another great tool that teachers use is a journal that reinforces what the students learn from their textbooks. SCMS adapts grade level standards from the Archdiocese of Seattle of Catholic Schools, along with the use of grade level assessments and their resulting data that helps drive instruction. In addition to these assessments, the 5th and 8th grades take the ACRE test to further their knowledge and understanding of the material.

2. Crow Language

SCMS has Crow immersion in preschool and language classes in all grades. A group of teachers and the priest from our parish that have been working on publishing Crow books that teach the Crow language. Father Randolph, the priest in our school and parish, has published a dictionary in the Crow Language. He participates in a Crow Language consortium that writes books and helps us create a curriculum for our immersion classes.

3. Guided Reading Groups

SCMS teachers and staff have had training in guided reading groups and early literacy. The literacy programs that SCMS uses are designed for all students at all levels, starting with early childhood development to create a foundation for effective reading instruction. SCMS uses Waterford, an early literacy internet program for grades preschool through 1st grade. These materials can be used with differentiated whole-class and individual instruction. This kind of instruction has the potential to be replicated in math by using leveled math centers to improve overall understanding. SCMS also uses A to Z internet programming for reading materials to ensure that teachers have properly leveled resources for each reading group.

4. Professional Learning Communities

The implementation of Professional Learning Communities has clearly improved the writing skills of students and developed the writing expertise of teachers. Teachers are examining detailed data on students every two weeks. They are then using this data to identify the students' weaknesses and design an effective intervention. While no standardized assessment evaluates writing at the early grades, various teacher-made assessments document the improvement. By switching the content emphasis of the PLC's from writing to reading, a similar growth in reading achievement can be realized.

5. Use of Data

Over the past two years, we have developed our data usage to create more efficient instruction and curriculum. We have developed an assessment team to assist teachers in interpreting their students' test scores. SCMS assesses grades K through 8 th in nationwide MAPs testing. We also use other tests such as DRA and DIBELS for Kindergarten through 6 th grades to monitor progress and create data-driven curriculum for all of the teachers. We have created an assessment wall for our staff to have access to all these results so we can have clear picture of the needs of our students. This data will help us greatly as we work toward our goal of improved reading achievement.

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

TASK 5 – ACTION PLAN

Improving Student Learning for Catholic Schools

Action Plan for St. Charles Mission School

Goal #1

Improve Reading Achievement

Rationale for this goal: The rationale for this goal is twofold: First, an examination of data clearly justifies an intense focus on reading achievement of the students at all grade levels at St. Charles. Secondly, reading has been identified as a goal at Pretty Eagle School and St. Labre Elementary School. The entire system is in the third year of a focused examination of reading achievement. St. Charles is already participating in many system-wide efforts to improve reading achievement.

Alignment with mission, philosophy, SLE's: The St. Labre Mission Statement states clearly that students will be provided with a "quality education." It is assumed that grade level mastery in reading will be attained to meet the provision of "quality education." The SLE's also stress the emphasis of reading at an appropriate level.

Strategy #1	Provide staff development focused on reading achievement.
Activities	<ol style="list-style-type: none"> 1. Continue system-wide staff development days with trainers from Sheridan, Wyoming school district. 2. Continue training in the Daily Five. 3. Provide in-depth training for any new staff. 4. Utilize Positive Discipline training for better utilization of class time.
Cost or Resources and Services	<ol style="list-style-type: none"> 1. Covered by district- Title funds 2. Minimal- staff time. 3. Minimal- staff time. 4. Minimal- staff time.
Person(s) Responsible for Implementation	Principal
Process for Monitoring	MAP testing/other ongoing assessments
Baseline Assessment	2015-16 MAP data
Ongoing Assessment	MAP testing/other ongoing assessments
Timeline Start/Stop	<p>August 2016/already in process</p> <p>Ongoing</p>

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Strategy #2	Develop better collaboration among grades.
Activities	<ol style="list-style-type: none"> 1. Coordinate PLC activities. 2. Teachers share resources. 3. Re-design assessment wall
Cost or Resources and Services	<ol style="list-style-type: none"> 1. None 2. Minimal- staff time 3. None
Person(s) Responsible for Implementation	Teachers, Principal
Process for Monitoring	Committee review
Baseline Assessment	Survey of current practices
Ongoing Assessment	MAP testing/other ongoing assessments
Timeline Start/Stop	January 2017/Ongoing

Strategy #3	Develop Consistency in Instructional Methodology
Activities	<ol style="list-style-type: none"> 1. Reading groups. 2. Consistent implementation of Daily 5 3. A-z Reading 4. Waterford
Cost or Resources and Services	<ol style="list-style-type: none"> 1. None – staff time 2. None – staff time

	<ul style="list-style-type: none"> 3. None – in place 4. Minimal replacement costs
Person(s) Responsible for Implementation	Principal, Reading Committee
Process for Monitoring	Literacy Coach, Reading Committee, Principal
Baseline Assessment	Current MAP testing
Ongoing Assessment	MAP Testing/Other ongoing assessments
Timeline Start/Stop	January 2017/Ongoing

Strategy #4	Design comprehensive, data-based intervention component to reading program to serve students reading below grade level.
Activities	<ul style="list-style-type: none"> 1. Hire Literacy Coach 2. Better utilize summer schools 3. Common Core implementation 4. Continue current programs: Read 180, Read Well, Waterford. 5. Assess needs in grades 6-8
Cost or Resources and Services	<ul style="list-style-type: none"> 1. 60K – Title Funds 2. None 3. None – Staff Time 4. None – Programs in Place 5. None – Staff Time
Person(s) Responsible for Implementation	Literacy Coach, Principal, Reading Committee
Process for Monitoring	Committee Review

Baseline Assessment	MAP scores
Ongoing Assessment	MAP scores/Other ongoing assessments
Timeline Start/Stop	August 2016