

Goal #1: Students - By the end of the 2022-23 school year, CTEA students will demonstrate: 1) Academic excellence, 2) Bilingual proficiency in Shosoni/English, and 3) The impact of cultural enrichment embedded in school curriculum.

Objective 1.1. Academic Excellence.

CTEA students will reach or exceed the following Idaho Continuous Improvement Plan (CIP) targets:

- a. **College and career ready** – Not required for elementary schools.
- b. Prepared for **middle school to high school transition**: 75% or more of 8th grade students will meet or exceed designated targets.
- c. **Fourth grade reading readiness**: 75% of students will be reading at grade level or higher by the end of 3rd grade:
- d. **State Testing**: 60% or more of students will reach proficiency on the Idaho assessment: ISAT and Istation.

Team Leaders:

Director of School Programs
School Principal

Resources used to inform

- Idaho Statutes, Title 33, Section 33-320
- ISBA Policy 1315
- Literacy No. 1 – Joining the Literacy Club

Actions: 1.1.a – No action for college and career ready: Not applicable for elementary schools

Actions: 1.1.b – 8th graders prepared to transition from middle school to high

Person Responsible: School Principal

2018-2019

- No 8th grade: no action for 8th graders.
- Identify, schedule, and implement interventions for 7th graders below grade level.
- Gather and report data: participation, activities, improvements, etc.

2019-2020

- Planning year: Develop transition plan for middle school to high school transition.
- Incorporate parent input and involvement with the transition plan.
- Continue with identification of needs as well as scheduling and implementation of interventions for 7th & 8th graders.
- Gather and report data: participation, activities, improvements, etc

2020-2021

- Implement plan.
- Identify modifications, additions, etc., that need to be address within the plan.
- Report data: participation, activities, improvements, etc.

2021-2023

- Continue implementation with modifications as needed each year.
- Report data: Report data: participation, activities, improvements, etc.

Goal #1: Students, continued: 1) Academic excellence, 2) Bilingual proficiency in Shoshoni/English, and 3) Cultural enrichment	
Objective 1.1. Academic Excellence, continued	
Actions: 1.1.c – Reading Readiness Plan:	Person Responsible: Principal (w/support from Director of School Programs)
2018-2019	
1.1.c-1	<p>Support Literacy Club approach, including but not limited to:</p> <ul style="list-style-type: none"> • Maintain Sustained Silent Reading/Free Voluntary Reading (FVR) at all grade levels. • Continue monthly visits to public library for classroom reading book selections. • Encourage and document expanded applications of FVR model at all grade levels. • Inform parents-families.
1.1.c-2	Align reading instruction practices among: I-station, classroom teachers and needed interventions.
1.1.c-3	<p>Refine/expand Response to Intervention (RTI) approach:</p> <ul style="list-style-type: none"> • Monitor student progress on a monthly (minimum) or bi-weekly basis to identify gaps in instruction, learning needs, etc. • Provide regular, ongoing, intentional interventions for underperforming students as well as other options for those who excel. • By end of the year, establish school-wide guidelines and expectations for implementation of RTI, grades K through 8.
2019-2020	
1.1.c-1	Literacy Club approach: Continue with modifications based on available resources, student needs, scheduling, etc.
1.1.c-2	<p>Aligned reading instruction:</p> <ul style="list-style-type: none"> • Follow established plan that shows how Istation, classroom instruction, and scheduled interventions work together. • Continue intentional reading interventions via coordinated efforts among classroom teacher, reading intervention teacher, Istation, and/or other available resources. • Monitor, document, and assess effectiveness of: 1) use of aligned resources and 2) student progress.
1.1.c-3	<p>Refined/expanded RTI:</p> <ul style="list-style-type: none"> • Carry out school wide plan. • Monitor and document: 1) Overall effectiveness of interventions; 2) Individual student progress via interventions.
1.1.c-4	<p>Evaluation: Prior to the beginning of the following school year:</p> <ul style="list-style-type: none"> • Evaluate the effectiveness of 1.1.c-1 through 1.1.c-3: Collaboratively (whole school) and individually (each grade level). • Identify modifications, if any, to above approaches. • Plan for implementation of modifications and training of instructional staff.
2020-2023	
1.1.c	<p>Continue Reading Readiness Plan with modifications.</p> <ul style="list-style-type: none"> • Train teachers • Inform parents-families
	<ul style="list-style-type: none"> • Implement plan with students • Document effectiveness, student progress, needs and challenges.

Goal #1: Students, continued.

CTEA students will demonstrate: 1) Academic excellence, 2) Bilingual proficiency, and 3) Cultural enrichment.

Objective 1.1. Academic Excellence, continued

Actions: 1.1.d –State Testing: 60% or more of students will reach proficiency on Idaho assessments: ISAT and Istation.

Person Responsible: Principal

2018-2019

1.1.1.d Fall, 2018:

- Identify appropriate test-taking skills and strategies by grade level for optimal student performance on assessments.
- Use the RTI model (see Goal #1, Actions 1.1.c-3) to identify underperforming areas for each student.
- Implement interventions (See Goal #1, Actions 1.1.c-3) to support student performance on assessments.

Spring, 2019:

- Teach and practice identified strategies and skills (including behavior) for optimal student performance on assessments.
- Continue with RTI-informed interventions.
- Keep parents-families informed of actions and progress.

By end of the school year:

- Develop an organized plan for teaching, practicing, and reinforcing test-taking skills and strategies for each grade level (in preparation for the upcoming school year).
- Identify needed resources to support the plan.
- Submit purchasing request(s) prior to the beginning of the next school year.

2018-2023

1.1.1.d-1 Implement the plan for teaching, practicing, and reinforcing test-taking skills.

- Train the teachers.
- Prep the students.
- Schedule activities.
- Monitor and report progress in relation to goal of 60% or more of students reaching proficiency.
- Identify patterns and anomalies reflected in lower performance scores to guide further interventions – either in content/skills being assessed or test-taking strategies.
- Keep parents-families informed of actions and progress.

1.1.1.d-2 Identify needed training, teaching strategies, resources, etc. to improve the plan for following years.

- Implement the plan as modified.
- Monitor and report progress.
- Keep parents-family informed of actions and progress.

Goal #1: Students, cont'd: CTEA students will demonstrate: 1) Academic excellence, 2) Bilingual proficiency and 3) Cultural enrichment		
Objective 1.2. Shoshoni/English Bilingualism. CTEA students will demonstrate grade level/bilingual proficiency and fluency in Shoshoni as indicated below:		
1.2.1 Fluency: Conversational interactions with others - teachers, friends, family, community members, etc. 1.2.2 Shoshoni Oral Language Proficiency Assessment (SOLPA) performance. 1.2.3 Literacy skills: Reading, Writing (including texting) in Shoshoni. 1.2.4 The Power of Two: The ability to think, reason, and live in two different worlds or a blended world.		
<u>Team Leaders</u> Director of School Programs (Computer Network) Principal Instructional Curriculum Director	<u>Resources used to inform:</u> SP Worksheet No. 5 –Planning Map L2 Worksheet No. 3 – Shoshoni Oral Language Evaluation	
Actions: 1.2.1 - Fluency in Shoshoni		Person Responsible: School Principal
1.2.1.1 At a minimum (or more), students will be engaged in language immersion according to the scheduled percentage of instructional time below:		
<u>Targeted Time: 2018-19 SY</u> 50 - 60% - Kindergarten 50% - 1 st grade 40% - 2 nd and 3 rd grades 50% - 4 th and 5 th grades 1 hr./day - 6 th and 7 th grades	<u>Targeted Time: 2019-20 SY</u> 70-80% - Kindergarten 65% - 1 st grade 50-60% - 2 nd grade 50% - 3 rd thru 5 th grades 30-40% - 6 th thru 8 th grades	<u>Targeted time: 2020-21 SY</u> 80 - 90% - Kindergarten 80% - 1 st grade 70% - 2 nd grade 60% - 3 rd grade 50% - 4 th thru 8 th grades
1.2.1.2		
<ul style="list-style-type: none"> Immersion instruction and activities will include conversational interactions with others, including but not limited to: teachers, friends, family members, elders, and community. Students will be expected to use Shoshoni in and outside of the classroom (in the community) by conversing with others, texting, storytelling, participating in cultural activities, etc. 		

Goal #1: Students, cont'd: CTEA students will demonstrate: 1) Academic excellence, 2) Bilingual proficiency and 3) Cultural enrichment

Objective 1.2. Shoshoni/English Bilingualism, continued

Persons Responsible: Director of School Programs (Computer & data)
Principal and Instructional Curriculum Director

Actions: 1.2.2 – SOLPA Performance

1. SOLPA will be evaluated, monitored and improved in order to more accurately reflect student progress and proficiency in Shoshoni language immersion.
2. All students will be assessed bi-annually with the SOLPA to: 1) monitor progress and proficiency in Shoshoni and 2) to guide instructional staff in their planning for student learning.

2018-2019

- SOLPA will be administered at the beginning and end of the school year, grades K through 7, in order to measure student performance and growth.
- Shoshoni instructional staff will review and compare SOLPA content with Shoshoni curriculum developed to-date for each grade level to determine if any changes or adaptations should be made to the assessment.
- SOLPA for grades K through 2nd will be installed on computer network by the end of the school year.
- Instructional staff will work together at end of school year to review student progress for each grade level and determine instructional adjustments that should be made to address students' proficiency and progress in the following year.

2019-2020

- SOLPA assessments will be administered at the beginning and end of school year, grades K through 8, to measure student growth.
- K-2 SOLPA will be administered online.
- Shoshoni instructional staff will again review and compare SOLPA content with Shoshoni curriculum developed to-date for each grade level to determine if any changes or adaptations should be made to the assessment.
- SOLPA for grades 3 through 8 will be installed on computer network.
- K-2 SOLPA will be updated on computer based on recommended changes, if any.
- Decision will be made as to whether SOLPA needs further refinements before gathering quantitative data.

2020-2023

- SOLPA assessments will be administered via computer at the beginning and end of the school for all grade levels.
- Data will be gathered and reviewed in order to establish a baseline and reliability for developing quantitative data.
- Instructional decisions will be made on each student's performance.

Goal #1: Students, cont'd: CTEA students will demonstrate: 1) Academic excellence, 2) Bilingual proficiency and 3) Cultural enrichment	
Objective 1.2. Shoshoni/English Bilingualism, continued	
<p>Actions: 1.2.3 - Literacy skills: Reading, writing, texting (in Shoshoni) 2018-2019 – Planning Year</p> <ul style="list-style-type: none"> • A plan will be developed for determining how to approach incremental literacy skills in Shoshoni according to grade level. • Professional development re: skills/activities to develop at each level will be provided in-house or through an outside provider(s). Note: Trainings may need to be approached from an English perspective (for all instructional staff) with approaches then culturally and linguistically adapted to Shosoni instruction. • Language immersion teachers will work together to map out appropriate literacy instruction for each level, grades K through 8. <p>2019-2020</p> <ul style="list-style-type: none"> • Literacy strategies will be embedded into Shoshoni Language Curriculum Development and Implementation (Goal #2). • Students will engage in age and/or grade-level appropriate reading and writing instruction through Shoshoni immersion. • Inform parents-families. <p>2020-2023</p> <ul style="list-style-type: none"> • Literacy strategies will continue to be developed, improved, and embedded into the Shoshoni Language Curriculum (Goal #2). • Strategies for assessing literacy skills will be included in the development of assessments for the Shoshoni language curriculum. • Instruction and assessments with newly developed or improved literacy strategies will be implemented with students. • Targeted benchmarks for student achievement will be identified. • Interventions will be identified and implemented for students not reaching benchmarks for literacy skills. 	<p>Person Responsible: Principal</p>
<p>Actions: 1.2.4 – The Power of Two: Students will be able to think, reason, and live in two different worlds.</p>	
<p>2018-2020 - No formal action</p> <p>2020-2021 - Planning Year</p> <ul style="list-style-type: none"> • Pull together a diverse group: Teachers, staff, family members, board members, community to <i>unpack</i> the concept: Power of Two. • Organize a facilitated event designed to identify key components of the Power of Two: <ul style="list-style-type: none"> - Determine: What the components could or should look like, sound like, feel like, act like, etc. - Brainstorm: 1) Current status of Power of Two within the school environment, 2) Strategies and/or practices to implement, reinforce, or explore that would further support the Power of Two. • Develop recommendations for strategies, activities and/or resources to incorporate into Shoshoni curriculum. <p>2021-2023 – Integration of recommendations into curriculum and practice.</p> <p>1) Integrate recommendations into established Shoshoni curriculum; 2) Implement innovations with students; 3) Inform families.</p>	<p>Person Responsible: Instructional Curriculum Director</p>

<p>Goal #1: Students, cont'd: CTEA students will demonstrate: 1) academic excellence, 2) bilingual proficiency, and 3) cultural enrichment</p>	
<p>Objective 1.3. Cultural enrichment. CTEA students will experience and participate in a variety of activities designed to:</p> <ul style="list-style-type: none"> • Build their confidence in culturally appropriate Shoshoni language and actions (deniwape). • Expand their knowledge of cultural heritage, traditions, and interactions with their local community. • Further develop and/or enhance physical, social, and academic behaviors reflecting the influence of cultural enrichment. <p><u>Lead Persons:</u> Director of School Programs</p> <p><u>Resources used to Inform:</u> Resource No. 1 – 2015 Native Children’s Policy Agenda SP Worksheet No. 3 – Needs Assessment Chart SP Worksheet No. 4 - Goals SP Worksheet No. 5 –Planning Map</p>	
<p>Actions 1.3.1 – Development of a comprehensive cultural enrichment plan to incorporate into all aspects of CTEA. Person Responsible: Director of School Programs</p> <p><u>2018-2019 – Year No. 1</u></p> <p>1.3.3.1 - The Director of School Programs will establish a cultural enrichment committee to work over the next 2-3 years to establish a comprehensive cultural enrichment plan for the school. Recommended committee membership includes:</p> <ul style="list-style-type: none"> • One or two Board members to be selected/approved by the Board, • Three teachers representing the following: Primary (K-2), Intermediate (3-5 grades), Middle school (6-8th grades), • At least one and up to three non-instructional staff members, • One or more representative from Language and Culture or other departments from the Tribal Offices, • One to three parents-family members, ideally representing the following: Primary (K-2), intermediate (3-5), middle school (6-8th) • One or two, at-large members, if such are available and/or interested, • One CTEA administrator or designee. <p>1.3.3.2 – The committee will accomplish the following:</p> <ul style="list-style-type: none"> • Select a chair and secretary and assign other roles if or as needed. • Establish an overall goal(s) to represent their anticipated work. • Outline a plan of action that include but is not limited to: <ul style="list-style-type: none"> - An outline of the scope of their planned work, - An anticipated timeline for accomplishing their work, - A schedule for meeting times. • Begin working the plan. • Submit bi-monthly reports of work accomplished to-date to the Director of School Programs. 	

Goal #1: Students, cont'd: CTEA students will demonstrate: 1) academic excellence, 2) bilingual proficiency, and 3) cultural enrichment

Objective 1.3. Cultural enrichment plan, continued

2019-2021- Years No. 2 and 3

1.3.3.3 – Committee work, continued

- The Committee will continue developing and/or working their plan.
- The Committee will coordinate with the Director of School Programs or designee re: feasibility of recommendations, timelines for implementation of components, and integration of activities within the planned or established curriculum.
- Final adjustments are made to the plan based on findings from the pilot activities.
- The plan, once approved by the Director of School Programs, will be presented to the Board for further input and review.

1.3.3.4- Implementation

- If feasible, portions of the plan, as developed, will be tried out as pilot activities at school to determine how well they work.
- Once the plan has final approval (as determined by the Director of School Programs), full implementation begins.
- Inform parents-families.

2021-2023 – Years No. 4 and 5

- The plan should be in full implementation.
- Modifications, adaptatons, additions, and subtraction of items should be addressed on an ongoing basis.
- Keep parents-families informed.

2022-2023 – Year No. 5

- Established events, activities, etc., are fully integrated into the curriculum and calendar of the school
- The plan goes through thorough review at the direction of the Director of School Program or designee.
- Decisions are made re: future planning, needs, etc.

Recommendation

Outcomes could include, but are not limited to:

- Student involvement in the community: Conducting prayers within the community, participation in song and prayer at events, and participation in pow-wows, festivals, etc.
- Student participation/engagement in school-sponsored culturally-based activities such as, but not limited to: drumming, singing, flute-playing, art, special performances, etc.

<p>Goal #1: Students, cont'd: CTEA students will demonstrate: 1) Academic excellence, 2) Bilingual proficiency, and 3) Cultural enrichment</p>	
<p>Objective 1.4. Culturally responsive school-wide environment: One that supports, reinforces, and addresses appropriate and inappropriate student behaviors, social skills and interventions (when needed) and helps with the development of the <i>whole</i> child.</p>	
<p><u>Lead Person:</u> Principal</p>	<p><u>Resources used to inform:</u> Resource No. 1 – 2015 Native Children’s Policy Agenda SP Worksheet No. 3 - Needs Assessment Chart SP Worksheet No. 5 – Planning Map</p>
<p>Actions: 1.4.1 – Pilot a Check-in/Check-out (CICO) system Person Responsible – School Principal</p>	
<p><u>2018-2019</u></p> <ul style="list-style-type: none"> • At the beginning of the school year, develop a pilot CICO process for students needing day-to-day monitoring of their focus and progress. • Determine type of data to collect for monitoring CICO effectiveness and best ways for collecting and organizing data. • Monitor effectiveness of the CICO process on a weekly/monthly basis throughout the school year. • If perceived as effective, fully develop the process for implementation of CICO for the next school year. 	
<p><u>2019-2020</u></p> <ul style="list-style-type: none"> • Fully implement the CICO process, if decision was made to continue. • Monitor student data throughout the school year to determine the effectiveness of the system. • Determine whether system should continue in subsequent years. 	
<p><u>2020-2023</u> Continuation of, modification of, or replacement of CICO process will be decided upon based on findings from the previous years.</p>	
<p>Actions 1.4.2- Explore availability of a behavioral/social assets inventory appropriate for use in an elementary school setting. Person Responsible – School Principal</p>	
<p><u>2018-2019</u></p> <ul style="list-style-type: none"> • Search for appropriate resource(s). • Make a selection if feasible one is found. 	
<p><u>2019-2020</u></p> <ul style="list-style-type: none"> • Administer the inventory. • Analyze findings. • Incorporate findings into appropriate parts of curriculum and school environment adjustments. • Make decisions about further use of information in upcoming school years. 	

Goal #1: Students, cont'd: Students will demonstrate: 1) Academic excellence, 2) Bilingual proficiency, and 3) Cultural enrichment

Objective 1.4. Culturally responsive school-wide environment, continued

Actions 1.4.3 - Develop a comprehensive behavior/discipline plan with culturally responsive interventions and consequences.

Person Responsible: School Principal

2018-2019

1.4.2.1. Determine who is best person(s) to lead and others to participate in exploring options.

- Designated individual(s) will explore best approach(es) to use in a culturally responsive comprehensive plan.
- Within that process look for:
 - Behavior interventions,
 - Trauma-informed interventions/support,
 - Comprehensive discipline/behavior plan,
 - An organized approach to threat assessment,
 - An organized approach to teaching social skills, and
 - An effective, user-friendly data-base system for tracking: absences, tardies, mobility, discipline issues, etc.
- Work with parents, teachers and community representatives (individually or as whole group) to determine which approach(es) would work best in a heritage language immersion environment.
- Develop a plan for implementation.

2019-2020

1.4.2.2 Pilot the comprehensive plan.

- Develop procedures to include with student-parent-family handbook.
- Inform parents-family of the new plan.
- Train instructional and support staff.
- Determine best ways for orientating students to the new plan.
- Orientate students.
- Maintain careful tracking of student issues.
- Collect and analyze data – monthly basis:
 - Compare data with possible changes in student behaviors and achievement at school.
 - Share findings with staff, administration, parents-families, and Board.
- Make recommendations for the following school year.

2020-2021

1.4.2.3 Based on findings from pilot:

1. Continue the program or 2. Regroup and start over.

2021-2023 SY (2 years)

1.4.2.3 Further actions will depend on findings from pilot.

<p>Goal #2: Instruction By the end of the 2022-2023 school year, CTEA will have reached full capacity for instruction in Shoshoni Language Immersion, grades K through 8. Project Oversight: Director of School Programs Lead Person: Principal</p>		
<p>Objective 2.1 Instruction in and through Shoshoni language immersion will be structured accordingly on a weekly basis:</p> <p style="padding-left: 40px;">90% - Kindergarten 80% - 1st grade 70% - 2nd grade 60% - 3rd grade 50% - 5th grade 50% - 6th thru 8th grades</p> <p><u>Lead Person:</u> School Principal/Curriculum Coordinator</p> <p><u>Resources used to Inform:</u> L2 Worksheet No. 4 – Shosoni L2 Planning 2019</p>	<p>Actions 2.1.1. Teachers will work toward targeted L2 instructional time on a weekly basis:</p> <p><u>Targeted Time: 2018-19 SY</u> 50 - 60% - Kindergarten 50% - 1st grade 40% - 2nd and 3rd grades 50% - 4th and 5th grades 1 hr./day - 6th and 7th grades</p> <p><u>Targeted Time: 2019-20 SY</u> 70-80% - Kindergarten 65% - 1st grade 50-60% - 2nd grade 50% - 3rd thru 5th grades 30-40% - 6th thru 8th grades</p> <p><u>Targeted time: 2020-21 SY</u> 80 - 90% - Kindergarten 80% - 1st grade 70% - 2nd grade 60% - 3rd grade 50% - 4th thru 8th grades</p>	<p>Target Completion</p> <p><u>By May 30, 2019</u></p> <ul style="list-style-type: none"> • 4th and 5th grades on target @ 50% immersion <p><u>By May 30, 2020</u></p> <ul style="list-style-type: none"> • 4th thru 6th grades on target @ 50% immersion <p><u>By May 30, 2021</u></p> <ul style="list-style-type: none"> • K through 8 on target 80 - 90% - Kindergarten 80% - 1st grade 70% - 2nd grade 60% - 3rd grade 50% - 4th thru 8th grades

<p>Goal #2: Instruction, cont'd: By the end of the 2022-2023 school year, CTEA will have reached full capacity for instruction in Shoshoni Language Immersion, K thru 8.</p>	
<p>Objective 2.2 CTEA will have developed, implemented, and revised a rigorous, detailed, comprehensive, and culturally relevant Shoshoni curriculum plan for grades K through 8 that will align with the criteria listed below :</p>	
<p><u>Five Criteria</u></p> <ul style="list-style-type: none"> • Shoshoni Language Standards • Shoshone-Bannock Global Themes • Idaho Common Core Standards • Established Cultural Standards • Deniwape 	<p><u>Project Oversight:</u> Director of School Programs</p> <p><u>Lead Persons:</u></p> <ul style="list-style-type: none"> • Principal/Curriculum Coordinator • Instructional Curriculum Director
<p>Actions: 2.2.1 – Shoshoni Language Curriculum Development and Implementation</p>	
<p>Project Oversight: Director School Programs</p>	
<p>Responsible Persons: Principal and Instructional Curriculum Director</p>	
<p>2018-2019</p>	
<p>Kindergarten: Teacher will pilot established kindergarten curriculum.</p> <ul style="list-style-type: none"> • Needed adjustments to curriculum and resources will be identified, collected and used to refine curriculum for following year. • Technical assistance will be provided to the teacher, as needed, to assist with implementation. 	
<p>Grades 1 & 2:</p> <ul style="list-style-type: none"> • Teachers will assist in the development of a rough sketch of curriculum aligned to criteria listed above. • The Instructional Curriculum Director will fine-tune/finalize curriculum for grades 1 and 2 by July 31, 2019. • Technical assistance will be provided to the teachers, as needed, to assist with implementation. 	
<p>Grades 3 through 7:</p> <ul style="list-style-type: none"> • Working collaboratively through the Shoshoni PLC, teachers will develop a rough sketch of curriculum aligned to the Five Criteria (above). • Technical assistance will be provided to the teachers, as needed, to assist with implementation 	
<p>Grade 8: Curriculum planning begins no later than April 2019 and finishes by July 31 in preparation for the 2019-20 SY.</p>	
<p>Microphones & speakers for language immersion instruction:</p> <ul style="list-style-type: none"> • Figure out best approach to introduce use of available microphones and speakers. Use them . • Monitor student performance to see if use of equipment improves student performance. Document findings! 	

Goal #2: Instruction, cont'd: Full capacity for instruction in Shoshoni Language Immersion, grades K through 8.	
Objective 2.2, continued – Shoshoni language immersion curriculum plan	
Actions: 2.2.1, continued	
2019-2020	<p>Kindergarten: Continues with implementation and refinement of established curriculum. Grades 1 & 2: Pilot the established curriculum, while also tracking needed changes, adjustments, resources. Grades 3 through 8:</p> <ul style="list-style-type: none"> • Grades 3 through 8 further develop and fine-tune their curriculum. • Finalized curriculum ready for <i>official</i> pilot during the 2020-2021 school year.
2020-2023	<p>Grades K through 8</p> <ul style="list-style-type: none"> • Continue with yearly implementation of curriculum. • Additional curriculum to be added and/or current curriculum modified on an as-needs or recommended basis, as determined by teachers along with the Principal, the Instructional Curriculum Director, and/or the Director of School Programs.
2022-2023	<p>Grades K through 8</p> <ul style="list-style-type: none"> • Through the Shoshoni Language PLC , instructional staff will develop a matrix incorporating the Five Criteria. • K-12 curriculum will be analyzed within the matrix. • Instructional gaps (based on the Five Criteria) will be identified and curriculum adjusted accordingly.
Actions: 2.2.2 – Development and alignment of assessments with established curriculum, grades K through 8.	
2018-2019	Grades K through 7 - No official action this school year. Focus is on development and implementation of curriculum.
2019-2020	<p>Grades K through 8 - Professional development to be provided, if/as needed to:</p> <ol style="list-style-type: none"> 1) Support development of formative and summative assessments (including rubrics) to be used in day-to-day instruction and 2) Design ongoing assessments <i>of learning</i> as well as assessments <i>for learning</i>.
2020-2023	<p>Grades K through 8</p> <ul style="list-style-type: none"> • Assessments will be implemented as scheduled within the curriculum. • Assessment data will be gathered and used to evaluate effectiveness of established curriculum and student achievement on an on-going basis. • Teachers will continue developing formative and benchmark assessments, to be established for all levels, K through 8. • Teachers will use formative assessments to guide continued instruction, modifications, and/or interventions.

Goal #3: Capacity Building

By the end of the 2022-2023 school year, CTEA will have in place the capacity to support Academic Excellence, Bilingualism: Shoshoni/English, and Cultural Enrichment through the following components.

1. **Academic excellence:**

- Resources to support preparation for academic excellence
- Development of physical inventory and online Toolkit for management of instructional resources
- Optimal use of technology resources by teachers, staff, and administration to support instruction, learning, and assessment
- Optimal use of technology resources by students to support learning, understanding, and high levels of achievement
- Potential development of a middle school Career and Technical Education (CTE) program to support excellence and achievement.

2. **Bilingualism: Shoshoni/English:** 1) Instructional and support staff and 2) students.

3. **Cultural Enrichment:** Cultural enrichment through culturally responsive place-based learning.

4. **Governance:** Highly engaged and effective school board governance and leadership supporting CTEA vision, mission, and goals

5. **Facility:** A new school building and grounds that encompasses, supports, and nurtures a culturally responsive, bilingual heritage language immersion environment.

6. **Operational Support:** Building a five-year master plan that:

1. Integrates plans for each of the topics listed below with the Vision, Mission, and Goals (ABC's) of CTEA.
2. Incorporates culturally responsive approaches within the implementation of the master plan.
3. Addresses each of the areas below individually while also connecting them with each other.

Areas to address

- Effective communication: Internally and externally,
- Highly engaged parents/family and community support,
- Highly qualified teachers,
- Maintenance plan,
- Maximum student enrollment,
- Professional development activities and resources aligned to CTEA's goals, and
- Technology hardware that: 1) fully supports curriculum, instruction, assessment, 2) supports school operations and, 3) is used effectively.

7. **School Safety:** Building a comprehensive safety plan.

Threads

- Culturally responsive and enriching practices
- Deniwape
- Effective communication (In support of ABC's): internally; externally
- Family-school-community relationships (Supportive of Vision, Mission, ABC's)
- Proactive vs. reactive approach to changes, improvements, and progress towards goals.

Goal # 3 – Capacity Building	
Objective 3.1 – Academic excellence: Shoshoni & English	<u>Resources used to inform:</u> SP Worksheet No. 3 - Needs Assessment Chart
<u>Lead Persons:</u> Director of School Programs; Technology Director	
Actions 3.1.1. Resources to support preparation for academic excellence Person Responsible: Director of School Programs	
Goal:	
<ol style="list-style-type: none"> 1. Appropriate resources are easily available on an ongoing basis for instructional staff or are planned for in advance in order to support fully developed, bilingual and culturally responsive curriculum, instruction, and assessment (CIA). 2. Resources include, but are not limited to: Space, time, hands-on instructional materials, computer lab/technology resources, digital resources, professional development resources, classroom supplies, cultural enrichment resources, etc. 	
<u>2018-2019</u>	
3.1.1.1 Development of written administrative procedures and priorities	
<ul style="list-style-type: none"> • Procedures will be developed to address the following: <ul style="list-style-type: none"> - Ongoing assessment of immediate and upcoming resource needs by instructional staff. - Process for instructional staff and others to inform administration of immediate or in-the-near future needs. - Establishment of priorities for expenditures of time, financial resources, use of technology resources and other on-site resources, etc., in relation to requests for resources by instructional staff. • Communication process to be established that simplifies access for acquiring resources and provides timely feedback to those requesting resources. • Orientation to and implementation of procedures and processes addressed with CTEA employees. 	
<u>2019-2020</u>	
3.1.1.2. Established communication process and follow-through practices to support access to resources are in place.	
<ul style="list-style-type: none"> • Employee handbook (online?) will include: 1) Clearly laid out procedures; 2) Expectations for following procedures. • Follow-through practices will be established and included based on established communication process. • Everyone follows established processes and procedures as a means of supporting preparation for student’s academic excellence. 	
<u>2020-2023</u>	
<ul style="list-style-type: none"> • Continue refining and/or revising procedures and communication processes to best meet needs for supporting user-friendly access to resources needed by instructional staff and students. • Continued use of follow-through practices based on established procedures. 	

Goal # 3 – Capacity Building, continued

Objective 3.1 – Academic excellence: Shoshoni & English, cont’d Resources used to inform: SP Worksheet No. 3 - Needs Assessment

Actions 3.1.2 – Academic Excellence – Inventory of available resources Persons Responsible: Principal, Technology Director

Goal: To organize and make easily available all instructional resources and materials available on-site (or in storage) for instructional staff and student instructional uses.

2018-2019

- 3.1.2.1 Identify a physical location(s) for storing resources in an organized and easily accessible fashion.
- Gather all physical, hands-on resources, including books, workbooks, equipment, manipulatives, etc.
 - Inventory the items.
 - Develop a *CTEA Resources Chart* that:
 - Identifies each item and its location.
 - Explains what grade levels, content area, or other applications the item(s) will support.
 - Post the resources chart on the Toolkit (3.1.2.2 – below).
- 3.1.2.2 Develop a digital *Toolkit* location on CTEA’s server that will be available to all instructional staff.
- Gather, organize, and post all available handouts, instructional resources, written materials, website addresses, etc., that have been made available for use over the years for and by instructional staff.
 - Develop a *CTEA Toolkit (resources) Chart* that:
 - Identifies each item.
 - Explains what grade levels, content area, or other applications the identified resources will support.
 - Connects with previously given presentations and trainings, as applicable.
 - Post the *CTEA Toolkit Chart* on the digital Toolkit as a table of contents.
- 3.1.2.3 Determine best ways to:
- Share information about the resource information/resources with instructional staff.
 - Determine what materials included in the physical and digital inventories may need further professional development action to brush-up, reteach, or teach for the first time as to how materials may be effectively used for instruction.

2019-2023

- 3.1.2.4 Determine who will manage the digital *Toolkit* and the physical inventory of resources.
- Keep the physical and digital resources updated on a bi-weekly or monthly basis.
 - Continue to train staff on effective use of the *Toolkit* as a location for finding and storing professional resources to help with instruction, curriculum, assessment and management of the classroom environment.

Goal # 3 – Capacity Building, continued	
Objective 3.1 – Academic excellence: Shoshoni & English, continued	<u>Resources used to inform:</u> SP Worksheet No. 3 - Needs Assessment Chart
<u>Lead Persons:</u> Director of School Programs, Technology Director	
Actions 3.1.3. Optimal use of technology resources by teachers, staff, and administration to support instruction, learning, and assessment 2018-2019	
Person Responsible: Director of School Programs	
3.1.3.1 Develop a required and desired competency checklist for CTEA teachers and staff that includes, but is not limited to:	
<ul style="list-style-type: none"> • Basic troubleshooting skills -- turning equipment on and off, virus prevention, safe/unsafe practices, etc. • Strategies for instructional use of computers to provide more and varied one-on-one learning experiences for students. • Knowledge of various methodologies (such as flipping) to be used via computer-assisted instruction. • Competency in using Istation resources. • Competency with various programs used by CTEA that provide data or require data input by teachers and/or staff. 	
3.1.3.2 Technology competency assessment	
<ul style="list-style-type: none"> • Develop an employee technology competency assessment based on the above competency checklist. • Determine best ways to assess employee skills based on the type of items included on the competency checklist. 	
3.1.3.3 Technology professional development	
<ul style="list-style-type: none"> • Determine how to address professional training to reach 100% competency of <i>required skills</i> (basic) by all CTEA staff. • Identify best ways to support instructional staff as they integrate uses of technology into their work with students. • Identify best ways to train and support non-instructional staff in appropriate uses of technology resources for their work. 	
3.1.3.4 Assessment of employees (based on the completed competency checklist) to be completed by end of the school year.	
<u>2019-2020</u>	
3.1.3.5 Transition year for reaching competency in CTEA technology requirements for all employees.	
<ul style="list-style-type: none"> • Provide on-going professional development and mentoring for employees related to optimal use of technology resources. • Differentiate instruction to reach required competencies for everyone, while expanding skill sets of more advanced staff. 	
<u>2020-2021</u>	
3.1.3.6 Enforcing performance standards for returning and new employees	
<ul style="list-style-type: none"> • 90-100% of returning employees are at basic levels (required) of competency. • 100% of new employees are assessed within the first two weeks of employment or as a pre-employment requirement. • 85% of instructional staff are at intermediate or advanced levels for instructional uses of available technology resources. • As employees reach higher levels of competence, appropriate skills are acquired/developed based on Goal # 3, Actions 3.1.3.5. 	
<u>2021-2023</u>	
3.1.3.6 Optimal use of technology resources by teachers, staff, and administration	
<ul style="list-style-type: none"> • New employees must be at basic level on checklist or have a remediation plan and deadline in place to demonstrate competency. • Identifying needs for technology resources and training is established as an ongoing process; professional development continues. 	

Goal # 3 – Capacity Building, continued	
Objective 3.1 – Academic excellence: Shoshoni & English, cont’d. Project Oversight: Director of School Programs Team Leaders: Principal; Technology Director	<u>Resources used to inform:</u> SP Worksheet No. 3 – Needs Assessment Chart
Actions 3.1.4 Optimal use of technology resources for student learning and academic achievement/excellence.	
<u>2018-2019</u>	
<ul style="list-style-type: none">• Identify the behaviors, knowledge and operational skills needed by students for:<ul style="list-style-type: none">○ Appropriate behavior in the computer labs and also in classrooms for individualized work.○ Group or individual learning projects online.○ Individual instruction via Istation or with classroom computer stations.○ Operational skills:<ul style="list-style-type: none">▪ Logging in/out,▪ Monitoring progress,▪ Troubleshooting difficulties experienced while using equipment,▪ Avoiding viruses, inappropriate locations, etc.,▪ Saving, storing, and sharing completed work.○ Production skills using word processing programs, powerpoints, spreadsheets, photoshop, etc.○ Remediation activities to support optimal use of instructional, learning and assessment technology resources.• Working with instructional staff, develop a comprehensive plan for students (according to age/grade levels) that include the following components (but not, necessarily, in the order listed below).<ul style="list-style-type: none">○ Initial assessment of student skills upon entering school for the first time.○ Orientation checklist of skills and behaviors that students must have acquired to be successful in the computer labs.○ Plan for orientating students (as needed) each year to the computer lab.○ Best age/grade level for engaging in certain types of activities via available technologies.○ Consequences for inappropriate behavior and/or interventions for students not experiencing success in the computer lab.○ Other issues that need to be addressed.	
<u>2019-2023</u>	
<ul style="list-style-type: none">• Implement the developed plan.• Inform parents-families about the plan: why it is important; how they can help, etc.• Monitor, refine, adjust as needed.• Train instructional staff, as needed, to support students’ efforts in the lab and at computer/technology stations in the classroom.	

Goal # 3 – Capacity Building, continued	
Objective 3.1 – Academic excellence: Shoshoni & English, cont’d	
Project Oversight Director of School Programs	<u>Resources used to inform:</u> SP Worksheet No. 3 - Needs Assessment Chart SP Worksheet No. 5 – Planning Map
Actions 3.1.5. Career and Technical Education (CTE)	Person Responsible: Director of School Programs
<u>2018-2019</u>	
<ul style="list-style-type: none"> • Investigate whether CTEA is eligible to acquire CTE funding for 7th and 8th grades. • Identify data/information to be gathered (if required) to apply for funding or to determine eligibility for funding. 	
<u>2019-2020</u>	
If feasible to apply for funding,	
<ul style="list-style-type: none"> • Explore program possibilities to incorporate into an application for funding. • Develop a middle school plan focusing on career and technical possibilities available on the reservation and/or surrounding community. • Identify resources needed to support the plan. • Build local partnerships to support the plan. • Apply for funding and proposed program approval. 	
<u>2020-2021</u>	
<ul style="list-style-type: none"> • Pilot program, if funded. • Monitor progress – ongoing basis. • Gather and report required data for continued export . 	
<u>2020-2023 If funded.</u>	
<ul style="list-style-type: none"> • Continue with program as planned and/or modified. • Continue relationship building with local partnerships. • Monitor impact on student achievement and/or motivation, if any. • Gather and report applicable data, as required. 	
	<u>Possibilities to incorporate into plan:</u>
	<ol style="list-style-type: none"> 1. Aptitude testing 2. Career counseling 3. Visiting area high schools 4. Visiting potential job sites/career areas on the reservation and nearby areas 5. Working with parents; take them to high schools also

Goal # 3 – Capacity Building, continued	
Objective 3.2. – Bilingualism <u>Lead Person:</u> Director of School Programs	<u>Resource to inform:</u> SP Worksheet No. 3 – Needs Assessment Chart SP Worksheet No. 5 – Planning Map
Actions 3.2.1 – Develop a plan for building Shoshoni language fluency for teachers and instructional staff, as well as functional language fluency (BICS – basic interpersonal communication skills) for administrators and support staff, as needed.	
Person Responsible: Director of School Programs	
<u>2018-2020</u>	
3.2.1.1.	<p>Provide on-site Shoshoni language instruction for language immersion instructional staff:</p> <ul style="list-style-type: none"> • Identify a fluent Shoshoni speaker to teach. • Focus instruction on content, concepts, and vocabulary needed to support global themes for language immersion curriculum for students. • While building language skills, also focus on continued conversations and extended practice by participants, practicing content they will be delivering to students. • Provide Shoshoni practice time while language immersion staff are also preparing global-themed content for their grade levels or content areas. • Provide technical assistance to the Shoshoni speaker/instructor, as needed, to ensure success with instructional staff. • Provide language acquisition professional development, as needed, for the instructor as well as the immersion staff.
<u>2019-2021</u>	
3.2.1.2.	<p>Develop a plan for two levels of Shoshoni language instruction for CTEA employees: 1) Developing fluent instructional staff and support staff with functional language fluency.</p> <ul style="list-style-type: none"> • Explore feasibility of Language and Culture Department as well other individuals or organizations providing some or all of language instruction for CTEA employees. • Explore feasibility of CTEA partnerships with universities, community colleges, Language and Culture Department, etc., to offer college credit for language instruction course(s) for those individuals working on bilingual teaching certifications. • Work with local community to explore other possibilities for providing Shoshoni language instruction or opportunities for staff to engage in conversations with other Shoshoni speakers – guided practice. • Explore potential partnership with Shoshone-Bannock Junior/Senior High School to groom potential future Shoshoni speakers who would like to work in education. <p>Pilot portions of the plan as they are ready.</p>
<u>2021-2023</u>	
3.2.1.2.	Implement the plan, if feasible, monitoring and adjusting as needed.

Goal # 3 – Capacity Building, continued	
Objective 3.2 – Bilingualism	<u>Resources used to inform:</u> SP Worksheet No. 3 – Needs Assessment Chart SP Worksheet No. 5 – Planning Map
Lead Persons: Principal; Instructional Curriculum Director	
Actions 3.2.2 - Develop a plan for building Shoshoni language fluency for students in and outside the classroom.	
Person Responsible: Principal	
<u>2018-2019</u>	<p>Develop the plan</p> <ul style="list-style-type: none"> • Make the plan fun and engaging. • Consider developing motivational strategies. • Inform parents-families: Encourage their input. Find ways to bring them onto campus to engage in language w/children. <p>Notes: 1. Possibilities are endless! 2. Consider including passing times, lunchtime, recess breaks, conversation break times, etc.</p>
<u>2019-2020</u>	<p>Implement the plan.</p> <ul style="list-style-type: none"> • Invite local Shoshoni community members to participate with some of the activities, as long as they speak Shoshoni only when with students. • Inform parents-families of plan, activities, successes, etc. • Keep a log of activities and events. • Figure out a way to measure impact of the activities. • Work with instructional and support staff to determine which activities were the most successful and why. • Report data via principal’s monthly board report. • Revise, revamp the plan for upcoming school year.
<u>2020-2023</u>	<p>Continue with implementation of the plan.</p> <ul style="list-style-type: none"> • Continue revising the plan as language skills improve in order to continue challenging students’ fluency and use of the language. • Keep a log of activities and events. • Report data via principal’s monthly board report. • Keep parents informed.

Goal # 3 – Capacity Building, continued	
Objective 3.3 – Cultural enrichment - Through place-based learning.	<u>Resources used to inform:</u> SP Worksheet No. 3 – Needs Assessment Chart SP Worksheet No. 5 – Planning Map
<p>Actions 3.2.1 Integration of Place-based learning into curriculum Person Responsible: School Principal</p> <p>Goal: Use place-based learning to teach students about their heritage, history of the reservation, significant ceremonies and traditions, history of their families, and cultural significance of locations while strengthening a sense of identity and belonging to local community.</p> <p><u>2018-2019</u></p> <ul style="list-style-type: none"> • Determine who will take the lead on exploring the planning, training, and resources needed for integration of place-based learning into the curriculum with particular focus on Shoshoni immersion curriculum. <p><u>2019-2020</u></p> <ul style="list-style-type: none"> • Provide place-based learning training to instructional staff. • Identify, develop, and implement one to three place-based learning activities for each grade level. • Align place-based learning activities and instructional within global themes. • Make further decisions re: who, what, when, where, why, and how to fully integrate place-based learning into the curriculum. • Determine logistics for integrating the plan into Shoshoni language immersion curriculum versus integrating some aspects of the plan into the English curriculum (if at all). • Pilot at least one or two place-based learning lessons/events within each grade level. • Finalize a plan for fully integrating place-based learning into the curriculum. • Inform parents-families. <p><u>2020-2021</u></p> <ul style="list-style-type: none"> • Implement place-based learning as indicated within the established curriculum. • Each grade level engages in at least three (3) place-based activities with each one aligned to a global theme. • Identify resources needed for full implementation of plan for the following school year. • Monitor impact on student academics, bilingualism, and cultural enrichment. • Develop format for end-of-year report. • Complete the report and submit to Director of School Programs no later than June 30, 2021. <p><u>2021-2023</u></p> <ul style="list-style-type: none"> • Follow the plan. • Monitor impact on student performance. • Report findings. Keep parents-family informed. • Determine adjustments, modifications. 	

Goal #3 – Capacity Building, continued	
<p>Objective 3.4 - Governance: Highly engaged and effective school board governance, supporting CTEA goals which includes but is not limited to:</p> <ol style="list-style-type: none"> 1. Policy adoption and review: Policies are adopted, current, reviewed on an ongoing basis. 2. Compliance with local, state, federal, and grant requirements. 3. Cultural responsiveness/Deniwape embedded within governance practices. 4. Effective teamwork, collaboration, and coordination with school administration. 5. Ongoing Board training and development that includes but is not limited to: <ul style="list-style-type: none"> • Annual Board self-assessment and goal setting • Clarification/further delineation of roles: Board, Administrators, Teachers, Staff, Community • Effective meeting formats, procedures, timelines, etc. • Evaluation of Director of School Programs in alignment with policy and CIP data • Other topics as they arise. <p><u>Lead Persons:</u> Director of School Programs , Board Chair, Clerk</p>	<p>Resources Used to Inform: SP Worksheet No. 3 – Needs Assessment Resource No. 6 - ISBA: A Framework for Effective Governance (Professional Standards) Idaho Statutes, Title 33, Section 33-320</p>
<p>Actions 3.4.1. Adoption of comprehensive set of ISBA Board Policies</p> <p>2018-2020 Initial policy review and adoption</p> <ul style="list-style-type: none"> • Develop a calendar for in-depth review and adoption of full set of ISBA Board Policies. The calendar can be developed by the Clerk in conjunction with the Board chair, then reviewed by the board at a regular or special board meeting. • Determine best ways to proceed with in-depth review of policies: During regular board meetings or special board meetings. • Explore the possibility/feasibility of integrating culturally responsive practices wherever possible in policies to be adopted. • Board policies must undergo two official readings, posted as action items on regular and/or special board meeting agendas. • As sections of policies are adopted, request to see proposed administrative regulations for policies that warrant additional follow through. Reminder: Administrator policies do not undergo Board approval, but benefit from Board input. • For some policy sections, it may be helpful for the Board to undergo specific trainings or briefings from staff in order to feel prepared for reviewing, adopting, and then supporting specific policies. • Monitor to make sure that policies, once they are approved, are posted within a reasonable timeframe on school website. • Follow policies as established. <p>2020-2023 Establish and follow timeline for ongoing policy review (brush-up for board members; orientation for newcomers).</p>	<p>Persons Responsible: Governing Board, Director of School Programs, Clerk</p>

Goal #3 – Capacity Building, continued	
Objective 3.4. – Governance, cont’d. Lead Persons: Board Chair Director of School Programs, Clerk	<u>Resources to Inform:</u> ISBA Policies; Bylaws for CTEA Resource #6 – ISBA Professional Standards
Actions 3.4.2. Compliance with local, state, federal, and grant requirements 2018-2023	Persons Responsible: Governing Board Director of School Programs, Clerk
<ul style="list-style-type: none"> • Work through policy review and adoption. See Actions 3.4.1 • Through support from the Clerk and Director of School Programs, build a Board calendar with key timelines for review, adoption, and/or briefing of compliance with local, state, federal, and grant requirements. • Support administrative efforts by: 1) requesting advance notice of upcoming deadlines/requirements; 2) being available for work sessions, as needed to give and/or gather input, monitor progress, etc.; 3) becoming familiar with annual requirements. • Spend the time to learn the significance of the various requirements, why they are required, and how they impact the Board’s vision, mission, and goals. 	
Actions 3.4.3 Cultural responsiveness/Deniwape embedded within governance practices 2018-2019	Persons Responsible: Governing Board, Director of Sch. Programs
<ul style="list-style-type: none"> • Organize a Board discussion that addresses the following: <ul style="list-style-type: none"> - What could or should cultural responsiveness look like, feel like, act like, sound like when the Board is operating in their official capacity – at Board meetings? - What could or should cultural responsiveness look like, feel like, act like, sound like when individual Board members are interacting with CTEA employees, parents-families, students, or the wider community? - Is it possible/feasible to incorporate Deniwape into governance practices? Why or Why not? - To what extent are or should Board members, in their official capacity, walk the talk of what they want to see in the behavior, attitudes, and biculturalism of students who eventually graduate from CTEA and employees who work for CTEA? • From all the ideas discussed, identify what input from the discussion could be incorporated into CTEA’s governance practices. • Incorporate at least one or two of the ideas into governance practices this school year. Incorporate changes into written operating procedures. 	
2019-2023	
<ul style="list-style-type: none"> • During a planned worksession: 1) continue exploring ways that cultural responsiveness/Deniwape can be embedded with cultural practices; 2) Incorporate changes into written operating practices. <p>One potential example: Opening prayer at the beginning of board meetings</p> <ul style="list-style-type: none"> • Each month a different grade level writes the prayer (aligned with that month’s global theme) • The whole class or student representatives (along with their teacher) open the board meeting with the prayer they have written. 	

Goal #3 – Capacity Building, continued	
Objective 3.4.4 – Governance, cont’d.	<u>Resources to Inform:</u> ISBA Policies Resource #6 – ISBA Professional Standards
Lead Persons: Board Chair Director of School Programs, Clerk	
Actions 3.4.4 Effective teamwork, collaboration, and coordination with school administration	
<u>2018-2020</u> Roles and Responsibilities Training	
<ul style="list-style-type: none"> • Consider a summer or early fall worksession for a specific Board training: Roles and Responsibilities. <ul style="list-style-type: none"> ○ As part of the preparation for the worksession, determine best ways to address the following issues with the Board: <ul style="list-style-type: none"> - What each of the following expressions mean and should look like in day-to-day operations and board meetings. <ul style="list-style-type: none"> ▪ Effective teamwork with administration ▪ Effective collaboration with administration ▪ Effective coordination with school administration. - How might each of the above terms look and feel like if they were further expanded from a culturally responsive perspective? Is it feasible to incorporate culturally responsive practices with the above concepts? - How do the expressions above connect with Policy 1600 – Board Ethics? From a Deniwape perspective, are there further adjustments, wording, etc., that need to be incorporated into the Board’s ethical practices? - How can or should the Board address conflicts that arise when community members approach the board for actions and/or responses that do not align with the statutory expectations of a Governing Board? - What would or should Deniwape look like in terms of the Board’s work, monthly meetings, interactions with CTEA employees and students as well as the larger community? • Based on the above discussion: <ul style="list-style-type: none"> ○ The Board and administration (either at the worksession or at a follow-up meeting) determine what additional actions, follow-through, training, etc. are needed to the fulfill the intent of: <ol style="list-style-type: none"> 1. Effective teamwork with administration 2. Effective collaboration with administration 3. Effective coordination with school administration. ○ Final decisions are made as to how each of the above three items will work within CTEA’s governance. 	
<u>2019-2023</u> Board Self-Assessment	
<ul style="list-style-type: none"> • The Board conducts an annual self-assessment which includes reflection on it efforts and succeses in engaging in effective teamwork, collaboration, and coordination with school administration. • Any needed changes or adjustments are reflected in the Board’s goals set for the current or upcoming school year. 	

Goal #3 – Capacity Building, continued	
Objective 3.4.5 – Governance, cont’d.	<u>Resources to Inform:</u> ISBA Policies
<u>Lead Persons:</u> Board Chair Director of School Programs; Clerk	Resource #6 – ISBA Professional Standards Idaho Statutes, Title 33, Section 33-320
<p>Actions 3.4.5. Ongoing Board training and development</p> <ol style="list-style-type: none"> 1. Annual Board self-assessment and goal setting 2. Evaluation of Director of School Programs in alignment with policy and CIP requirements 3. Clarification and further delineation of roles: Board, Administrators, Teachers, Staff, Community 4. Effective meeting formats, procedures, timelines, etc <p>Persons Responsible: Governing Board Director of School Programs; Clerk</p>	
<p><u>2018-2019</u> The Board continues their review and adoption of new ISBA policy, Section 1000 – Actions 3.4.1.</p> <ul style="list-style-type: none"> • Based on the policy review, the Board prioritizes four areas above, and any additional areas where they would like training. • Two trainings are scheduled within current school year, with one of them #1: Annual Board self-assessment and goal setting. • For each training: <ul style="list-style-type: none"> - Decisions are made as to: <ol style="list-style-type: none"> 1) Implementation of required or expected concepts. 2) Additional trainings, worksessions, and/or follow-through needed to assist with implementation. - A product, process, or format is identified that will be developed as part of the training. - Ongoing monitoring of performance is reviewed during monthly Board meetings. 	
<p><u>2019-2020</u></p> <ul style="list-style-type: none"> • The Board sets their annual performance goals early in the school year (if not already developed in 2018-2019). • Included in the Board goals are the remaining two trainings not covered in 2018-2019. • The Board may choose additional trainings as well, during their goal setting process or as needs arise during the school year. • For each training: <ul style="list-style-type: none"> - Decisions are made as to: <ol style="list-style-type: none"> 1) Implementation of required or expected concepts. 2) Additional trainings, worksessions, and/or follow-through needed to assist with implementation. - A product, process, or format is identified that will be developed as part of the training. - Ongoing monitoring of performance is reviewed during monthly Board meetings. 	
<p><u>2020-2023</u></p> <ul style="list-style-type: none"> • The Board engages in annual self-assessment and sets annual performance goals. • The Board monitors their progress throughout each school year and makes adjustments, accordingly. 	

Goal #3 – Capacity Building, continued	
<p>Objective 3.5 – New school facility: Completion of a new building to be located on the Fort Hall Indian Reservation that will be designed as a K-8 public, heritage language immersion, charter school and that will include the following components:</p> <ol style="list-style-type: none"> 1. Debofuighani (school house) according to cultural expectations 2. Excellent acoustics throughout 3. Expanded concept of <i>language nest</i> in terms of how the school is designed, learning spaces are developed, etc. 4. Incorporation of a round design (tipi) within part or all of the school. 5. Meeting place/space (library?) for speaking language for students and community 6. Multi-purpose room adequate to meet the instructional, cultural, social, and extra-curricular needs of the student body and wider community 7. Native art by students and the surrounding local and regional community 8. Performance area that includes capacity for native drumming, native dance, etc. 9. Plenty of window space to help build student awareness of their sense of place: Where they are; who they are. 	
<p><u>Lead Persons</u> Director of School Programs Governing Board</p>	<p><u>Resources used to inform</u> 2017 Strategic Planning work with Board SP Worksheet No. 3 – Needs Assessment Chart</p>
<p>Background information.</p> <ul style="list-style-type: none"> • Planning efforts have been initiated to acquire tribal support, outside funding, and other logistical requirements for a new school facility to be built in the vicinity of the current school campus (consisting of portables). • Once the initial planning phase is complete, a complete building plan will be developed with an accompanying timeline. 	
<p>Person Responsible: Director of School Programs</p>	
<p>Actions 3.5.1 – New school facility</p> <p>2018-2019 Completion of initial planning efforts</p> <ul style="list-style-type: none"> • Working through logistical efforts to secure funding and approval from all stakeholders • Developing a plan for implementation • Establishing timelines • Sharing the plan with the Board for input and approval • Finalizing location, funding, technical support and all authorizations. 	
<p>2019-2023 Follow through on implementation plan, once approved and as approved.</p>	

Goal #3 – Capacity Building, continued

Objective 3.6 - Operational Support – Building a five-year master plan that:

1. Integrates planning for each of the designated areas with CTEA’s Vision, Mission, and Goals (ABC’s)
2. Incorporates culturally responsive approaches within the design and implementation of the master plan.
3. Addresses each of the areas below individually, interdependently and collectively, as appropriate:
 - Effective communication: Internally and externally
 - Highly engaged parents-families and community support
 - Highly qualified teachers
 - Maintenance plan
 - Maximum student enrollment
 - Professional development activities and resources aligned to CTEA’s goals.
 - Technology hardware that: 1) fully supports curriculum, instruction, assessment, 2) supports school operations, and 3) is used effectively.

Lead Person:
 Director of School Programs

Resources to Inform:
 SP Worksheet No. 3 – Needs Assessment Chart

Actions 3.6 Building a five-year operational support plan.

2018-2019 Planning retreat

- Organize a one day leadership retreat that includes, but is not limited to, the following individuals:
 - Administrators: Director of School Programs, Principal
 - Administrative Support Team: Business Administrative Assistant, Business/Human Resources Manager, Technology Director, Graphic Arts Specialist, School Psychologist/Special Services Coordinator
 - One or two other key individuals to be determined by the Director of School Programs.
- Structure the retreat as a facilitated work session.
- Goals to accomplish are the following:
 - Identify needs to be addressed within each area
 - Brainstorm solutions for each area
 - Develop a rough sketch to address planning for each area or combinations of areas.
 - Reach conclusions as to next steps: More planning? Fine-tuning each of the plans? Coming back for a follow-up session to tweak and finalize plans? Etc.?
- Finalize plans; begin implementation as appropriate.

2019-2023 Implement, monitor on a monthly basis and adjust accordingly.

Goal #3 – Capacity Building, continued	
Objective 3.7 – School Safety	
<u>Lead Person:</u> Director of School Programs	<u>Resources to Inform:</u> SP Worksheet No. 3: Needs Assessment Chart
Actions 3.7. - School Safety: Developing a Comprehensive Plan	
Responsible Person: Director of School Programs	
<u>2018-2019</u>	Planning
3.7.1.1	<p>Explore available resources/school safety experts to help with the analysis CTEA needs and the development of a comprehensive safety plan.</p> <ul style="list-style-type: none"> • Contract with appropriate experts • Develop a comprehensive plan • Review the plan with the Governing Board • Once finalized and approved, begin immediate implementation of the plan. • Once finalized, attach timeline and actions as an Appendix to strategic plan.
<u>2018-2023</u>	
3.7.1.2	<p>Implementation</p> <ul style="list-style-type: none"> • Begin or continue implementation of plan • Keep Board informed of progress – monthly basis • Inform parents-families as well as CTEA employees.