



Browning Public Schools Strategic Plan

Years 2022-2025



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Introduction

Browning Public Schools (BPS) is committed to the education and success of all current and future students by creating an environment that is responsive to students' needs. BPS is guided by a panel of community-elected Board of Trustees and led by the Superintendent. BPS Administrators and Directors met in August of 2022 to continue the work of our Strategic Plan. We then brought it to the School Board for their input at the end of August, parents in September and students in October.

Browning Public Schools' Background

BPS consists of dedicated leadership, administrators, directors, and staff who work to improve the education outcomes for every student each year. The BPS district houses nine schools, comprising a high school, an alternative high school, a middle school, four elementary schools and three rural schools. These schools serve over 2,000 students. The following sections review BPS' mission, vision, and district framework for district leadership's efforts and 2019-2022 strategic plan highlights.

District Vision and Mission

In 2022 BPS developed a district vision and mission to establish a pathway to achieve educational, leadership, and cultural distinction among its students. The district's mission and vision, listed below, focus toward renewing the district's efforts to overarching themes.

Vision

- Browning Public Schools work with “Kunnaattupii” (ALL) people - families, students, staff, trustees and community-- to provide a high quality, culturally responsive education for all our children using whole child guidance, teaching and support through collaboration and communication as we by honor the unique identity of ALL.

Mission

- ▶ Browning Public Schools is a safe environment that teaches personal and community wellness and provides support and strategies for overcoming adversity. (Safety Matters)
- ▶ In Browning Public Schools, we are free to teach and learn successfully. We instill and develop respect and pride for self, family, school, community, our environment, and all cultures through service to others. (Graduation Matters)
- ▶ We model accountability, hard work and personal accountability through humility and dedication – demonstrating that these values are the responsibility of all. (Culture Matters)
- ▶ We cultivate and nurture strong partnerships with the community to build citizens who have a sense of place, respect for Mother Earth, and an understanding of the rights and responsibilities of, and to, all people in all communities. (Attendance Matters)



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Table 1 describes each overarching visionary thematic statement for graduation, culture, safety, and attendance. These descriptions outline the district’s focused approach to address each theme. BPS will use these themes to guide each student toward academic excellence and community leadership. Each theme naturally folds into the next, so each effort influences the next toward achieving the vision. BPS will make the most of its available resources to maximize the impact of the activities related to each theme.

Table 1. BPS Overarching Visionary Thematic Statements

Thematic Statements	Description
Graduation	BPS expects that every student can succeed at their highest level and that all staff will provide the best possible education for all students.
Culture	BPS recognizes the strength and importance of knowing and teaching Blackfeet cultural values, traditions, history, language, love of place, and identity. BPS also recognizes the unique and modern backgrounds, diversity, interests, and lifestyles of each student.
Safety	Safety is a top priority for BPS. BPS works with community stakeholders to eliminate bullying and/or violence across district schools. BPS expects that policy, practice, and all interactions with students, staff, and the community follow a trauma-informed approach. Additionally, BPS expects district facilities and structures to be safe and secure for all.
Attendance	BPS expects students to be in school. BPS will work with students, their families, and community stakeholders to help students, including use of the Truancy Court and Restorative Justice model. As a District, BPS recognizes medical and cultural extenuating circumstances and assures that they are clear in policy and procedure. BPS has the same expectations for staff, administration, and Board of Trustees attendance.

District Framework

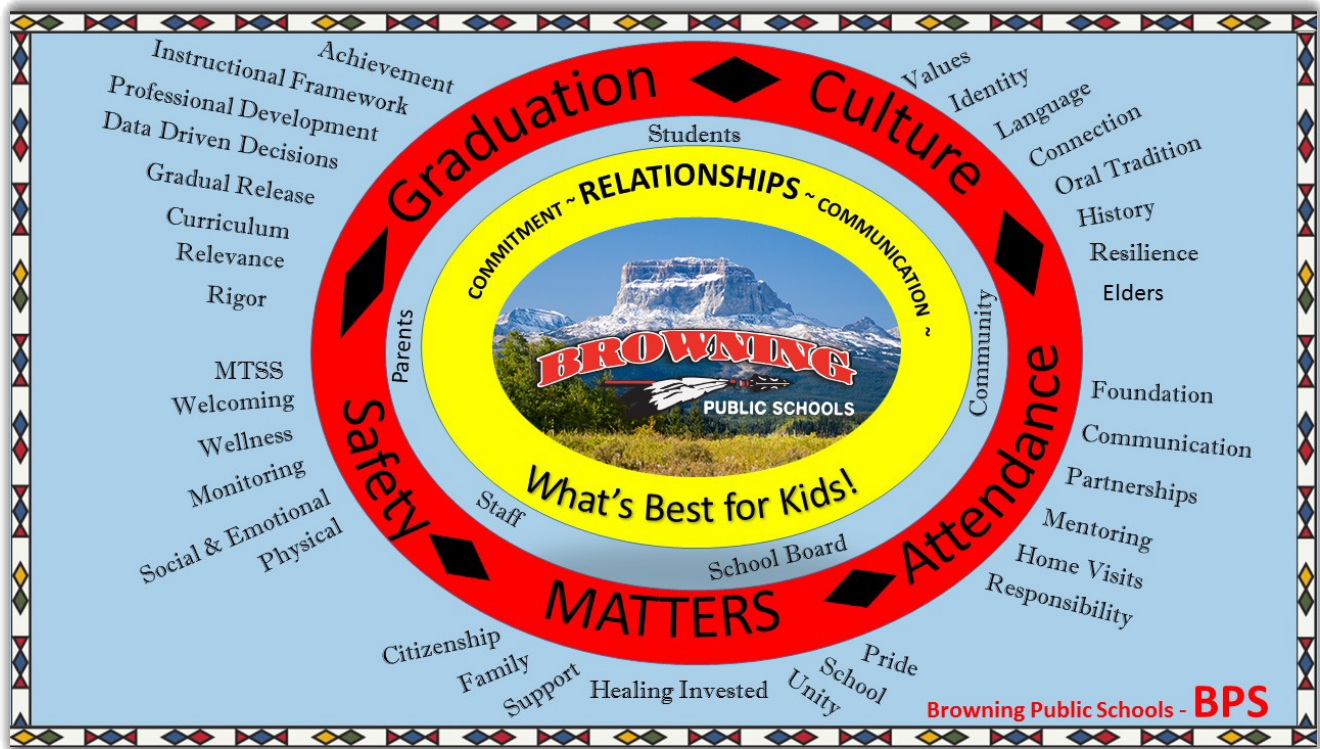
Figure 1 displays the BPS District Framework. The District Framework visualizes the overarching vision themes, which are indicated in the red ring: graduation, culture, safety, and attendance. These overarching themes represent the areas that district leadership and staff regard as significant to the district’s efforts in achieving educational excellence among students. The inner yellow ring represents components of a



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Figure 1. Browning Public Schools' District Framework



transparent, reciprocal, and inclusive pathway between students, parents, staff, the school board, and the community. They include what is best for students: commitment, relationships, and communication.

The District Framework offers an opportunity for leadership to orient planning and resources around a set of expectations across district leadership, administrators, staff, and the community. Moving forward, the district will continue to engage the community, stakeholders, and partners in matters related to this framework and the overarching vision themes. The District Framework offers a steadfast perspective of BPS' programmatic activity trajectory. Over the next 3 years, BPS will renew its activity with the framework and achieve milestones related to each overarching vision theme. This strategic plan offers a concrete path forward that will continue past efforts and expand the district's reach overtime to students intertwine their culture with academic endeavors.

Browning Public Schools' 2022-2025 Strategic Plan Accomplishments

BPS' strategic plan for the 2019-2022 school year guided its efforts over a 36-month period. BPS saw many accomplishments for the tasks it set for itself. This section highlights these accomplishments, as

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listed in Table 2, which were recognized by district leadership, administrators, and directors during the strategic plan workshop. A full list of updates for the 2022–2025 Strategic Plan are listed in Appendix C.

Table 2. BPS 2019–2022 Strategic Plan accomplishments by overarching vision themes

Vision Theme	Accomplishment Highlights	
Graduation	<ul style="list-style-type: none"> • Montana Systems of Support (MTSS) • Standard Based Education (SBE) • District Leadership Team (DLT) • Ellevation Education (ELL) • School Leaderships Team SLT • Question Persuade and Refer (QPR) • Trauma informed (TI) • 2+2 partnership with BCC, UM-Western, and BPS • New Residency Program – partnering with OPI, BCC, and UM Western • Increased Dual Credit opportunities • 3 different graduation tracks 	<ul style="list-style-type: none"> • Upward Bound • Blackfeet Academy • Awards ceremonies/Grad walks • Advancement Via Individual Determination (AVID) • Buffalo Societies • Instructional frameworks • Professional Development (PD)—core program instruction • Senior Portfolios • New and Improved Credit Recovery System of BHS/BHA • Electronic Grad Plans for Students • MTSS in all buildings
Culture	<ul style="list-style-type: none"> • Cultural fieldtrips • Writing system • Tribal flags • Immersion classes K-7 • Morning song/prayer and smudge • Browning Native American Studies • BNAS Instructional Coach • IEFA projects every 6 weeks • Monthly Cultural Day • Advisory rotation includes a cultural day • Increased visibility of Blackfeet Language posters • Google shared drive - language 	<ul style="list-style-type: none"> • Groups, activities, or meetings related to culture (beading club, drum group, traditional games, round dance) • Eekahkimaht after-school programs • Blackfeet word of the day • BNAS unit planning and recourses • Smudge boxes throughout the district • Naming ceremonies • District POWWOW • Flag song at all games • Culture Club • Cultural field trips • Blackfeet Culture seen throughout the District



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Vision Theme	Accomplishment Highlights	
Safety	<ul style="list-style-type: none"> • Controlled access to buildings • Camera systems • Counseling positions and programs • Professional development • Updating facilities and playgrounds • New Sports Complex • More Cameras • Controlled access • Hiring more security • Updated Emergency Plans • Conscious Discipline PD • PAX PD • Fix bus lanes at BMS and BHS 	<ul style="list-style-type: none"> • Policy review/update • Intercom systems • Lockdowns • Transportation—Late pick-up system • Continued improvement to facilities and grounds • New entrance detectors • All buildings have Teacher safety bags • Pick up lanes • Trauma Informed PD • Restorative Practice PD • Added Handicapped parking at all buildings •
Attendance	<ul style="list-style-type: none"> • Created list of students who missed 40 days/year over the last 3 years – restart after Covid • Organized court referrals • Created student and staff incentives • District monthly committee meeting • Each school has attendance plans 	<ul style="list-style-type: none"> • Initiated home visits • Hired home school coordinator • Initiated absence notifications • Initiated attendance recognitions • 10-day drop policy • Added Student Support Position • Technology for remote access • Incentive attendance rewards & field trips • More student recognitions



Strategic Pillars

The BPS team established the following strategic pillars that outline the district’s vision for the next 3 years.

1. Support staff growth and development
2. Advance Blackfeet culture within professional development
3. Continue district’s cultural healing and wellness program
4. Building Community Life Skills & Improve Student Outcomes
5. Educate and inspire student leaders

Strategic Outcomes

Table 3 lists BPS’ strategic pillars with corresponding outcomes for the next 3 years. Each outcome reflects district priorities and includes a set of measures for tracking progress. Additionally, each strategic pillar outcome is tied to a district overarching vision theme.

Table 3. Browning Public School District Outcomes

Strategic Pillars	Outcomes	Outcome measures	Vision Theme
Support staff growth and development (SGD)	1. BPS annually offers tailored professional development for each department/building with 80% of staff participation	<ul style="list-style-type: none"> • # of professional development events • # of staff attendance • pre and post training assessment 	ALL
	2. BPS offers tailored professional development for each department/building annually with 80% of staff participation	<ul style="list-style-type: none"> • # of professional development events • # of staff attendance • pre and post training assessment 	ALL
	3. BPS recognizes 100% of district employee successes by hosting monthly “shout-outs,” quarterly positive feedback, and annual staff celebrations	<ul style="list-style-type: none"> • # of “shout-outs” via various medias • # of celebration events • # of staff recognized • # of positive feedback sessions 	ALL
Advance Blackfeet culture within	1. Pre-K through 12th-grade curricula in Blackfeet Culture	<ul style="list-style-type: none"> • # of grade-level curricula 	Culture



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Strategic Pillars	Outcomes	Outcome measures	Vision Theme
professional development (PD)	are refined for teacher use by the 2022–2025 school year	<ul style="list-style-type: none"> # of districts using curricula 	
	2. BPS increases access to professional development on Blackfeet culture for 100% of staff by 2025	<ul style="list-style-type: none"> # of professional development events # of staff in attendance at professional development events 	Culture
	3. Staff increase their knowledge of Blackfeet culture by 50% by 2025	<ul style="list-style-type: none"> Pre- and post-professional development event evaluations 	Culture
Formalize the district's cultural healing and wellness program (CHW)	1. A committee for department/building representatives annually conduct nine meetings to review procedures, upcoming events, and incentives	<ul style="list-style-type: none"> # of representatives on committee # of committee meetings 	Safety Culture
	2. Staff participation in wellness program activities annually increases by 5%	<ul style="list-style-type: none"> # of staff in attendance at activities 	Safety Culture
	3. BPS designates wellness rooms in each building for staff.	<ul style="list-style-type: none"> # of designated wellness rooms 	Safety
Build community life skills (CLS)	1. All BPS students increase their knowledge and awareness of culturally relevant life skills during the 2022-2025 school year through a developed curriculum	<ul style="list-style-type: none"> pre and post training assessment # of students taught with curriculum 	Culture
	2. Increase community engagement with district resources by 10% annually to	<ul style="list-style-type: none"> # of community participants at BPS events # of BPS resource materials dispersed 	ALL



Strategic Pillars	Outcomes	Outcome measures	Vision Theme
	navigate the education system (BPS and beyond)	<ul style="list-style-type: none"> # of media hits (social media, website, etc.) 	
Educate and inspire student leaders (SL)	1. BPS conducts annual survey to determine positive student/parent/staff relationships with 90% completion rate	<ul style="list-style-type: none"> # of completed surveys 	ALL
	2. BPS conducts annual student questionnaire to determine involvement in community and cultural groups with 95% completion rate	<ul style="list-style-type: none"> # of completed surveys 	Culture
	3. BPS increases student involvement and leadership skills by developing a networking system by 2023	<ul style="list-style-type: none"> # of student participants in network system pre and post training assessment 	Graduation

Strategic Action Steps

Table 4 through Table 8 list the action steps for each strategic pillar objective listed in Table 3. Each table represents one of the five pillars. The tables detail how BPS will achieve each outcome by identifying specific actions, timelines, action leads, and partners.

Each action step has a unique code for easy reference, as identified in the first column of Table 3. Their outcomes also follow the same numerical order outlined in Table 3. Each outcome is then divided into several action steps. For example, *SL* refers to the strategic pillar, *educate and inspire student leaders*. *SL–1* refers to the first of the three outcomes under that strategic pillar. *SL–1.1* refers to the first strategic action for the first outcome under that strategic pillar.

Strategic Pillar 1. Support staff growth and development

BPS developed Strategic Pillar 1, *support staff growth and development*, and its outcomes to increase opportunities for staff to expand their skillset for the classroom with an emphasis on trauma and resilience. Table 4 details the strategic actions that will support BPS to fulfill this strategic pillar. (Outcomes are listed in Table 3.)



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Table 4. Strategic Pillar 1 action steps to support staff growth and development

Strategic Outcome	Strategic Action Step	Timeline	Action Lead	Partners
SGD—1. BPS offers two professional development opportunities focusing on trauma and resilience with 80% staff participation	SGD—1.1: Train a School Climate Team	Oct. 2022 - 2025	Matthew Johnson	School Climate Team, Indian Health Service (IHS), Spokinapi,
	SGD—1.2: Train administrators and directors in adverse childhood experiences (ACEs) and resilience	ongoing	Matthew Johnson	Administrators, Directors
	SGD—1.3: Provide professional development (PD) for each building and department	ongoing	Matthew Johnson, Administrators, Directors, and Trauma Team	School Climate Team, IHS, Spokinapi, Administrators, Directors
	SGD—1.4: Provide PD for each building, including ACEs and resilience	Ongoing	School Climate Team	School Climate Team, IHS, Spokinapi
	SGD—1.5: Provide PD Suicide Awareness and Prevention	Ongoing, twice a year	School Climate Team & Matthew Johnson	School Climate Team, IHS, Spokinapi, BCC and School Climate team.
SGD—2: BPS annually offers tailored professional development for each department/building with 80% of staff participation	SGD—1.6: Positive Psychology/Happiness Class	Ongoing, twice a year	School Climate Team & Matthew Johnson	School Climate Team, IHS, Spokinapi, BCC and School Climate team.
	SGD—1.7: The School Climate team shares their progress with the Board of Trustees and Superintendent	Ongoing	Directors, Administrators, Principals	School Climate Team



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Strategic Outcome	Strategic Action Step	Timeline	Action Lead	Partners
	SGD—2.3: Schedule PD on the district calendar	Sep. 2022 and yearly	Rebecca Rappold, PD Committee	Department, Directors, Principals, Superintendent, Human Resources Director
	SGD—2.4: Collect and evaluate data	May 2023, Annually	John Salois	Directors, Principals
SGD—3: BPS recognizes 100% of district employee successes by hosting monthly “shout-outs,” quarterly positive feedback, and annual celebrations	SGD—3.1: District offers real-time positive feedback.	On going	Corrina Guardipee-Hall	Directors, Board of Trustees, Principals, Staff, Students
	SGD—3.2: Positive staff “shout-outs” using social media, email, bulletin, verbal, newspaper, Board of Trustee meetings, staff meetings	Ongoing	Corrina Guardipee-Hall	Directors, Board of Trustees, Principals, Staff, Students
	SGD—3.3: BPS hosts all-staff appreciation celebration	May 2023, Annually	Corrina Guardipee-Hall	Directors, Board of Trustees, Principals, Staff, Students

Strategic Pillar 2. Advance Blackfeet culture within professional development

BPS developed Strategic Pillar 2, *advance Blackfeet culture within professional development across curricula*, and its outcomes to ensure BPS staff are knowledgeable about, and comfortable with integrating cultural components into the classroom setting. Table 5 details the strategic actions that will offer BPS staff the tools to achieve this strategic pillar. (Outcomes are listed in Table 3.)



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Table 5. Strategic Pillar 2 action steps to advance Blackfeet culture within professional development across curricula

Strategic Outcome	Strategic Action	Timeline	Action Lead	Partners
PD—1: Pre-K through 12th-grade curricula in Blackfeet Culture are refined for teacher use by the 2022–2023 school year	PD—1.1: Conduct an environmental scan – BPS alumni survey	Dec. 2022	Robert Hall	Principals, Blackfeet Community College
	PD—1.2: Continue with BNAS Committee	May 2025	Robert Hall, Corrina Guardipee-Hall, Lea Whitford	BNAS Teachers, Immersion Teachers, Community Elders
	PD—1.3: Refine the curricula	On going	BNAS Committee	NAL grant.
	PD—1.4: Continue with BNAS, SBE committee in June	June 2023	Robert Hall, SBE. Lea Whitford	SBE
	PD—1.5: Integrate the Pre-K–12 curricula	On going	Robert Hall Lea Whitford	BNAS Committee, SBE
PD—2: BPS increases access to professional development on Blackfeet culture for 100% of staff by 2025	PD—2.1: Identify local experts	Ongoing	BNAS Committee	Tribe, BCC, Community, BPS, Blackfoot Confederacy
	PD—2.2: Designate a PIR	Oct. 2022	Robert Hall, Lea Whitford, Kevin Kickingwoman, Tommy Heavy Runner	BNAS Committee
	PD—2.3: Provide PD by subject buildings	Ongoing	BNAS Teachers, Immersion Teachers, Local Experts	Tribe, BCC, Community, BPS



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Strategic Outcome	Strategic Action	Timeline	Action Lead	Partners
PD—3: Staff increase their knowledge of Blackfeet culture by 20% by 2025	PD—3.1: Conduct a pre-evaluation	Dec. 2022	Robert Hall, Lea Whitford, BNAS Committee	Teachers, BPS Staff
	PD—3.2: Provide and practice curricula components	Ongoing	Principals	Teachers, Coaches, Experts
	PD—3.3: Conduct post evaluations	June 2023 and yearly after that	Robert Hall, Lea Whitford, BNAS Committee	BPS Staff
	PD—3.4: Review data to find 20% increase of knowledge	Aug. 2023	Robert Hall, Lea Whitford	BNAS Committee,

Strategic Pillar 3. Formalize the district’s cultural healing and wellness program

BPS developed Strategic Pillar 3, *formalize the district’s cultural healing and wellness program*, and its outcomes to increase the district staff and students’ access to opportunities that will help them balance their health and wellbeing. Table 6 details the strategic actions that support BPS to meet this strategic pillar. (Outcomes are listed in Table 3.)

Table 6. Strategic Pillar 2 actions to formalize the district’s cultural healing and wellness program

Strategic Outcome	Strategic Action	Timeline	Action Lead	Partners
CHW—1: A committee of 16 department/building representatives conduct nine meetings to annually review procedures,	CHW—1.1: Superintendent approves the District Wellness Committee	Sept. 2022	Corrina Guardipee-Hall	Strategic Planning Team
	CHW—1.2: BPS establishes a Wellness Committee with department/building representatives	ongoing	Corrina Guardipee-Hall	Strategic Planning Team



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Strategic Outcome	Strategic Action	Timeline	Action Lead	Partners
upcoming events, and incentives	CHW—1.3: Principals or Directors assign building representatives – wellness coach	On going	Principals, Directors	Building/ Department Staff
	CHW—1.4: The Wellness Committee establishes a meeting schedule	Monthly meetings	Committee	Wellness Coordinator, Building coaches. committee
	CHW—1.5: The Wellness Committee inventories and reviews existing wellness program procedures, practices, etc.	Monthly meetings	Committee	Wellness Coordinator, Building coaches/committee
	CHW—1.6: The Wellness Committee develops a cultural healing, health, and wellness program	ongoing	Committee	Wellness Coordinator, Building coaches. committee
	CHW—1.7: The Wellness Committee presents the program to the Board of Trustees	On going updates	Committee	Board of Trustees, Wellness Coordinator, Building coaches committee



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Strategic Outcome	Strategic Action	Timeline	Action Lead	Partners
CHW—2. Staff participation in wellness program activities annually increases by 5%	CHW—2.1: Establish budget for the cultural healing, health, and wellness program	Dec. 2022	Corrina Guardipee-Hall	Wellness Coordinator, Building coaches committee
	CHW—2.2: Establish a baseline during the 2022–2025 school year	In progress	Committee	Wellness Coordinator, Building coaches committee
	CHW—2.3: Publish a district-wide wellness activity calendar	Dec. 22	Committee	Wellness Coordinator, Building coaches committee
	CHW—2.4: Conduct an all-staff pre-and-post assessment	Started it Oct. 22 and ongoing	Committee	Wellness Coordinator, Building coaches committee
	CHW—2.5: The Wellness Committee tracks the program’s progress	Ongoing	Committee	Board of Trustees, Wellness Coordinator, Building coaches committee



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Strategic Outcome	Strategic Action	Timeline	Action Lead	Partners
CHW—3: BPS wellness rooms in each building for staff and student use by May 2025	CHW—3.1: Add topic to the agenda for the Administrators meeting	Begin 2022	Corrina Guardipee-Hall	Administrators

Strategic Pillar 4. Building Community Life Skills & Improve Student Outcomes

BPS developed Strategic Plan 4, building community life skills and outcomes to engage students and the community in a culturally sensitive manner to increase the awareness of the district resources for life skills development (academic foundational skills, career & technical education, apprenticeships, community garden, and innovation in methods of instructional delivery), improve school system navigation, and increase student academic and social outcomes.

Table 7. Strategic Pillar 4 action steps to build up community life skills

Strategic Outcome	Strategic Action	Timeline	Action Lead	Partners
CLS—1: All BPS students increase their knowledge and awareness of culturally relevant life skills during the 2022–2025 school year through a developed curriculum	CLS—1.1: Positively communicate pillar and outcome, why it is needed, and how we will get there for transparency to the community	Dec. 2022	Corrina Guardipee-Hall, Dennis Juneau, Rebecca Rappold	DLT, SLT & SBE
	CLS—1.2: Continue working with DLT, SLT, SBE to coordinate all areas in strategic plan.	Jan. 2023	Corrina Guardipee-Hall, Dennis Juneau, Rebecca Rappold, Board of Trustees	Administrators, Teachers, Parents/Guardians, Community Members, Elders
	CLS—1.3: Identify life skills taught at each grade level	June 2023	DLT, SLT, SBE	Administrators, Teachers, Parents/Guardians,

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Strategic Outcome	Strategic Action	Timeline	Action Lead	Partners
				Community Members, Elders
	CLS–1.4: Identify/create resources for life skill curricula or training and associated costs	ongoing	District and Community Committee, Crystal, Corrina Guardipee-Hall, Dennis Juneau, Board of Trustees	Administrators, Teachers, Parents/Guardians, Community Members, Elders
	CLS–1.5: Seek Board of Trustees’ approval for curriculum adoption and any needed funding	Ongoing	Corrina Guardipee-Hall, Rebecca Rappold, Dennis Juneau,	Board of Trustees, Community
	CLS–1.6: District rolls out implementation plan, including a baseline data analysis and pre and post surveys each year	Aug. 2021	Corrina Guardipee-Hall, Rebecca Rappold District and Community Committee	Crystal TailFeathers, Staff, Administrators, Calendar Committee
	CLS–1.7: Communicate to stakeholders, parents, and community about the life skills curriculum implementation	April Yearly	Corrina G-Hall, Dennis Juneau. Rebecca Rappold. Robert Hall	Glacier Report, social media, etc.
	CLS–1.8: Update staff, parents, and community on progress of the life skills curriculum implementation	Ongoing	District and Community Committee	
	CLS–1.9: Conduct pre-and-post survey each school year	Ongoing	District and Community Committee	



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Strategic Outcome	Strategic Action	Timeline	Action Lead	Partners
CLS—2: Increase family, and community engagement with district resources by 10% annually to navigate the education system (BPS and beyond)	CLS—2.1: Create district parent committee; Identify lead facilitator at each school, adults, and students, NAPI to BHS/BHA	Sept. 2023	Corrina Guardipee-Hall, Dennis Juneau	Parent Committee, Building Administrators, Navigator
	CLS—2.2: Survey parents to identify needed life skills	April. 2023	School Navigator, Administrators	Parents/ Guardians, Administrators, Parent Committee
	CLS—2.3: Develop resources and events based on survey results	May 2023	District Committee, Parent Committee	Board of Trustees, Corrina Guardipee-Hall, Rebecca Rappold. Crystal TF.
	CLS—2.4: Develop community awareness campaign	Feb. 2023	Corrina Guardipee-Hall, Rebecca Rappold, Dennis Juneau,	Blackfeet Tribal programs
	CLS—2.5: Provide professional development for school stakeholders	Aug. 2023	Dennis Juneau. Rebecca Rappold, John Salois,	Board of Trustees, Corrina Guardipee-Hall,
	CLS—2.6: Conduct pre-and-post surveys at each community event	Aug. 2023, Ongoing	District Committee	Corrina Guardipee-Hall, Dennis Juneau. Rebecca Rappold
	CLS—2.7: Create a calendar of events	Finalize in June yearly	Parent Committee	Administrators, Student Activities Coordinator Athletic Director
	CLS-2.8: Collect and analyze data for implementation and ongoing refinement to improve family/community engagement.	June and annually	Rebecca Rappold,	All Admin, DLT, SBE, and SLT



Strategic Pillar 5. Educate and inspire student leaders

BPS developed Strategic Pillar 5, *educate and inspire student leaders*, and its outcomes to ensure that BPS can support its students in a way that allows them to develop leadership skills by engaging with the community, Blackfeet culture, and available resources. Table 8 details strategic actions that will support BPS staff in focusing resources and efforts for this strategic pillar. (Outcomes are listed in Table 3.)

Table 8. Strategic Pillar 5 action steps to educate and inspire student leaders

Strategic Outcome	Strategic Action	Timeline	Action Lead	Partners
SL–1: BPS conducts annual survey to determine positive student/parent/staff relationships with 90% completion rate	SL–1.1: provide survey using the keywords: relationships, opportunity, resource	Nov. 2022	MTSBA	Corrina G-Hall, Matthew Johnson, Cinnamon Crawford, Heidi Bullcalf
	SL–1.2: Distribute survey	Nov. 2022	Building Staff	Staff, Parents/Guardians, Students
	SL–1.3: Analyze fall results for baseline activities and the action plan	Dec. 2022	MTSBA	
	SL–1.4: Develop an action plan/change	Jan. 2023, Ongoing	MTSS/SLT Grade-level Teams	SLTs, Staff, Students, Parents/Guardians
	SL–1.5: Distribute a post survey	April 2023	MTSS Staff	Staff, Parents/Guardians, Students
SL–2: BPS conducts annual student questionnaire to determine involvement in	SL–2.1: Develop a questionnaire	May 2023	Building Staff	District Department, BNAS, 21 st Century and Eekahkimaht. Community



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Strategic Outcome	Strategic Action	Timeline	Action Lead	Partners
community and cultural groups with 95% completion rate	SL–2.2: Administer the questionnaire	Sep. 2023	Building Staff	District Department, BNAS, 21 st Century and Eekahkimaht. Community
	SL–2.3: Compile the results	Jan. 2023	Building Staff	District Department, BNAS, 21 st Century and Eekahkimaht. Community
	SL–2.4: Map student involvement	May 2023	District Department	District Department, BNAS, 21 st Century and Eekahkimaht. Community
	SL–2.5: Identify gaps	May 2023	District Department	District Department, BNAS, 21 st Century and Eekahkimaht. Community
SL–3: BPS increases student involvement and leadership skills by developing a networking system by 2022	SL–3.1: Correlate student interest with available opportunities	June 2023	District	District Department, BNAS, 21 st Century and Eekahkimaht. Community



Launch and Sustainability Plan

This section outlines the BPS launch and sustainability plan to begin implementation activity of this strategic plan, including staff and community outreach. The launch and sustainability plan also addresses monitoring progress to achieve the strategic pillar outcomes. Table 9 lists the launch plan steps, plan oversight assignments, and progress assessments.

To ensure fidelity to the strategic plan, BPS has committed to meet outcomes through the activities listed in each action step table. These efforts will require regular monitoring of implementation progress, annually reviewing the plan, and making updates as needed. The review will include the Superintendent, Board of Trustees, and administrators to ensure action step leads are equipped with the appropriate resources to complete the tasks.

Table 9. Steps to launch and sustain the strategic plan

Step	Launch and Sustainability Plan
<p>Launch Plan</p>	<p>Introduce the plan to BPS staff and the community</p> <p>Complete these continuation steps by May 2025:</p> <ol style="list-style-type: none"> 1. Announce the strategic plan internally to BPS staff by end of Nov. 2022 The Superintendent will introduce the plan to all staff and department leads during a staff meeting and assign action step leads. 2. Announce the plan to the external BPS partners and the community The Superintendent will announce the plan to partners and the community via social media, a newsletter, and/or the website to allow them to review the plan and to secure their support.
<p>Plan Oversight/ Sustainability</p>	<p>Plan oversight/sustainability roles</p> <p>The Superintendent and Board of Trustees will oversee the plan’s implementation.</p> <p>The Superintendent and Board of Trustees will regularly assess the plan’s progress during Board of Trustee meetings and as needed based on updates from action step leads.</p> <p>Responsibilities:</p> <ul style="list-style-type: none"> • Promote the plan/identify champions to promote the plan. • Identify ways to implement the plan. • Provide orientation to the plan and any responsibilities. • Implement progress tracking and reporting of the plan.



Step	Launch and Sustainability Plan
<p>Assess Progress</p>	<p>Progress metrics</p> <p>Quarterly—The Superintendent will monitor progress toward achieving the strategic plan’s outcomes and track outcomes measures by reviewing the action steps.</p> <ul style="list-style-type: none"> • Confirm and identify which action steps are active, complete, awaiting resources, or stalled. • Verify that action step leads are fulfilling the requirements and meeting completion timelines. • Ensure action step leads have the necessary resources or work plan to complete the task. If they do not, the Superintendent is to act as an advocate or liaison to ensure any needed resources are accessible and available. • Report to the Board of Trustees about the plan’s progress and seek input or feedback. <p>Annually—The Superintendent and Board of Trustees will convene annually to complete the following review.</p> <ul style="list-style-type: none"> • Review and assess the plan. • Develop a briefing report that outlines the plan’s achievements, areas for improvement, and the next phase of objectives. • Revise the plan based on the progress reports from the action step leads to reflect changes in needs or resources. <p>Strategic plan impact metrics</p> <p>The BPS Superintendent will monitor the strategic plan’s impact through assessing outcomes measures.</p> <p>Outcome Measures—Assess the strategic plan’s impact through the outcome measures listed in Table 3.</p> <p>Quarterly report—Issue a quarterly internal report to summarize the plan’s progress and outcomes achieved.</p>



Browning Public Schools' Commitment

The BPS Superintendent and Board of Trustees will work to implement BPS' Strategic Plan: Years 2022–2025. The plan is intended to ignite action toward fulfilling BPS' vision to see students thriving in a safe learning environment supported by confident and caring teachers, staff, and administrators.

For more information about the BPS' Strategic Plan: 2022–2025, please contact the following people.

BPS District Superintendent and Board of Trustees



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Brian Gallup
Chairman, Board of Trustees



Mistee RidesAtTheDoor
Vice Chair, Board of Trustees



Donna Yellow Owl
Board of Trustees



James Evans
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Board of Trustees



Steve Conway
Board of Trustees



James Running Fisher
Board of Trustees



Kristy Salway-Bull Shoe
Board of Trustees

Browning Public Schools Strategic Plan

Years 2022-2025

BPS Administrators and Directors



Tonia Tatsey
Principal of
KW/Vina
Elementary



William Huebsch
Assistant Principal of
KW/Vina Elementary



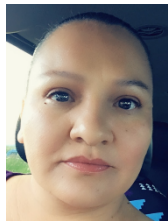
Sheila Hall
Principal of Browning
Elementary



Racquel LittlePlume
Assistant Principal of
Browning Elementary



Sicily Bird
Principal of Napi
Elementary



Jessica Racine
Assistant Principal of
Napi Elementary



Angie HeavyRunner
Principal of Browning
Middle School



Robin BearChild
Assistant Principal of
Browning Middle School



Jennifer Wagner
Principal of
Browning High
School



Mike Comes at Night
Assistant Principal of
KW/Vina
Elementary



Kari McKay
Assistant Principal of
Browning High School



Dennis Juneau
Principal of Babb
Elementary



Rebecca Rappold
Principal of
Colonies



William Kennedy
Director of Technology



John Salois
Human Resource
Director of Programs



Reid Reagan
Director of Facility
Maintenance

Browning Public Schools Strategic Plan

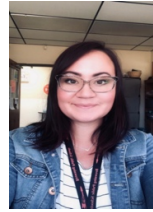
Years 2022-2025



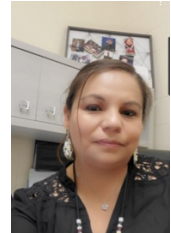
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Cinnamon Crawford
Director of Spōkināpi
Good Health Project



Lynne Keenan
Director of Child
Nutrition/Food
Services



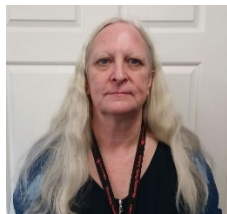
Tony Wagner
Athletic Director



Robert Hall
Director of Blackfeet
Language/Native
American Studies



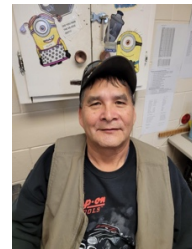
Matthew Johnson
Director of Student
Support Services



Ginny Crawford
Director of Special Ed.



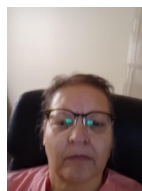
Crystal Tailfeathers
Director of Finance



Wayne BullCalf
Director of Transportation



Melanie Magee
GEAR UP Coordinator



Rose Racine
Child Care Coordinator



Heidi BullCalf
Student Activities Coordinator

Support staff growth and development (SGD)

1. Advance Blackfeet culture within professional development (PD)
2. Formalize the district's cultural healing and wellness program (CHW)
3. Build community life skills (CLS)
4. Educate and inspire student leaders (SL)

Support staff growth and development (SGD)													
Strategic Goal	2022-2023				2023-2024				2024-2025				
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
1. Advance Blackfeet culture within professional development (PD)													
2. Formalize the district's cultural healing and wellness program (CHW)													
3. Build community life skills (CLS)													
4. Educate and inspire student leaders (SL)													
1. Advance Blackfeet culture within professional development (PD)													
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2. Formalize the district's cultural healing and wellness program (CHW)													
3. Build community life skills (CLS)													
4. Educate and inspire student leaders (SL)													



Appendix B. Strategic Outcomes by Overarching BPS Vision Themes

Table 12 through Table 13 organizes the strategic pillar outcomes as they correspond to an overarching BPS vision theme. The strategic pillars include:

1. Support staff growth and development (SGD)
2. Advance Blackfeet culture within professional development (PD)
3. Formalize the district’s cultural healing and wellness program (CHW)
4. Build community life skills (CLS)
5. Educate and inspire student leaders (SL)

Graduation

Table 10. Strategic pillar outcomes that correspond to the graduation vision theme

Pillar	Outcome
SL	BPS conducts annual survey to determine positive student/parent/staff relationships with 90% completion rate
SL	BPS increases student involvement and leadership skills by developing a networking system by 2022

Culture

Table 11. Strategic pillar outcomes that correspond to the culture vision theme

Pillar	Outcome
SGD	BPS offers two professional development opportunities focusing on trauma and resilience with 80% staff participation
SGD	BPS annually offers tailored professional development for each department/building with 80% of staff participation



Browning Public Schools Strategic Plan

Years 2022–2025

Pillar	Outcome
SGD	BPS recognizes 100% of district employee successes by hosting monthly “shout-outs,” quarterly positive feedback, and annual staff celebrations
PD	Pre-K through 12th-grade curricula in Blackfeet Culture are refined for teacher use by the 2022–2023 school year
PD	BPS increases access to professional development on Blackfeet culture for 100% of staff by 2025
PD	Staff increase their knowledge of Blackfeet culture by 20% by 2025
CLS	All BPS students increase their knowledge and awareness of culturally relevant life skills during the 2022-2025 school year through a developed curriculum
SL	BPS conducts annual student questionnaire to determine involvement in community and cultural groups with 95% completion rate

Safety

Table 12. Strategic pillar outcomes that correspond to the safety vision theme

Pillar	Outcome
CHW	A committee of department/building representatives conduct nine meetings to annually review procedures, upcoming events, and incentives
CHW	Staff participation in wellness program activities annually increases by 5%
CHW	BPS designates wellness rooms in each building for staff and student use.

Attendance

Table 13. Strategic pillar outcomes that correspond to the attendance vision theme

Pillar	Outcome
CLS	Increase community engagement with district resources by 10% annually to navigate the education system (BPS and beyond)



Appendix C. BPS 2022-2025 Strategic Plan District Updates

Table 14 through Table 19 list the BPS 2022-2025 strategic plan accomplishments for each district school by overarching vision theme.

KW/Vina Elementary

Table 14. KW/Vina Elementary’s BPS 2019-2022 strategic plan updates by overarching vision theme.

Vision Theme	Update
Graduation	<ul style="list-style-type: none"> • Collect data (e.g., ISIP math) for progress monitoring (Principal goals) • Have graduating class walk through the elementary buildings so kids see graduates • Provide step graduation ceremonies leading up to high school graduation (Pre K = “Step Up”; First grade = “Step Over,” 3rd grade = “Step Across,” 6th grade = “Step Up to,” 8th grade = “Step Into”)
Culture	<ul style="list-style-type: none"> • Provide more opportunities and access to individual culture and identity (e.g., naming ceremony, Honor your life poster, natural environment inside the school, awards, Christmas program, newsletter, logo, labeling objects, and cultural activities) • Pair Family Resource Center and community resources • IHS, tribal programs (coalition), bridging generational trauma (“school is good”)
Safety	<ul style="list-style-type: none"> • Continue to teach MBI (routines and procedures in settings, training and monitoring, measuring by referrals) • Inform staff of Emergency Operation Plan with periodic review and practice; make map available/visible in the school • Have a crisis kit available
Attendance	<ul style="list-style-type: none"> • Send letters to parents/families (3, 5, 7, 10 (IC)) because they have a responsibility to ensure their children attend school • Certify this process with students who come in • Conduct home visits for students with three consecutive absences without notification



Browning Elementary School, 2nd-3rd Grade

Table 15. Browning Elementary School’s BPS 2019-2022 strategic plan updates by overarching vision theme.

Vision Theme	Update
Graduation	<ul style="list-style-type: none"> • Collect data (e.g., ISIP, math, and program data) for progress monitoring (Principal goals) • Provide professional development to assist teachers in making the goal (instructional framework, data, instruction, and progress monitoring) • Have instructional coaches who meet with principal and assistant principal to address walk-through and program data • Have curricula for math, ELA, science, and social studies that use the instructional framework • Ensure instructional rounds and video reflection happen regularly for teachers to reflect on their teaching strategies and see strategies other teachers use • Use IEFA in daily lessons; BES has an SLT, grade level, and component meeting to discuss goals, implementation plans, and roll-out professional development
Culture	<ul style="list-style-type: none"> • Provide more opportunities and access individual culture and identity (e.g., naming ceremony, Honor your life poster, Christmas program, logo, labeling objects, and cultural activities) • Bridging generational trauma (“school is good”) • Ensure vision and mission are tied to Pikunni Culture • Use hand drums for percussion lessons in music classes and integrate Native arts and crafts in art classes • BES has two immersion classrooms with four immersion teachers, along with two BNAS specials classes • Hold a cultural field trip for all students and a cultural day every month with activities that tie into geometry standards
Safety	<ul style="list-style-type: none"> • Continue teaching MBI (routines and procedures in settings, training and monitoring, measuring by referrals) • Inform staff of the emergency operation plan with periodic review and practice, and make map available/visible in the school • Have a crisis kit available • Provide “catchya cards” weekly for students practicing our matrix; chosen students wear a ribbon shirt for the day, receive a treat certificate, and have their picture in the paper • Post MBI universals in classrooms and around the school, and refer to them periodically • Classrooms earn incentives for the month and quarter for having appropriate behavior



Browning Public Schools Strategic Plan

Years 2022–2025

Vision Theme	Update
	<ul style="list-style-type: none"> The MBI team has recruited new team members BES is working on getting their emergency committee together to assist with ways to create a safe environment
Attendance	<ul style="list-style-type: none"> Send letters to parents/families (3, 5, 7, 10 (IC)) because they have a responsibility to ensure their children attend school Certify students who come in Conduct home visits for students with three consecutive absences without notification; We are referring families to court who are not willing to work with BES. Give monthly awards to each student with perfect attendance, and post their names and pictures on a bulletin board in the main hallway Assign specials teachers and teacher assistants to our 40+ attendance students Through Check and Connect, reach out and make relationships with the students and parents, and monitor their attendance daily Give quarterly and yearly awards (certificate and gift) for good (95%) and perfect attendance Conduct home visits on the 40+ attendance students and anyone out of school for prolonged periods Recognize Students of the Month, which started this year

Napi Elementary

Table 16. Napi Elementary's BPS 2019-2022 strategic plan updates by overarching vision theme.

Vision Theme	Update
Culture	<ul style="list-style-type: none"> IEFA monthly planning meeting Have staff take Introduction to IEFA course by December
Safety	<ul style="list-style-type: none"> Continue MBI, PAX, OLWELLS Support plans for residential treatment Hold safety data discussions
Attendance	<ul style="list-style-type: none"> Assign staff mentors to 40+ attendance students Use a Parent Resource Center
Graduation	<ul style="list-style-type: none"> Provide breakfast to go Hold a 6th grade ceremony and quarterly recognition for accomplishments. Recognize classrooms that bring back the most Read and Responds weekly with pencils and popcorn



Vision Theme	Update
	<ul style="list-style-type: none"> Teachers host monthly Family Literacy and Math Nights to share engaging strategies with parents and students.

Browning Middle School

Table 17. Browning Middle School’s BPS 2018-2019 strategic plan updates by overarching vision theme.

Vision Theme	Update
Graduation	N/A
Culture	<ul style="list-style-type: none"> Establish the Blackfeet and cultural standards and benchmarks school-wide through teacher PD on OPI Introduction to IEFA Consistently integrate language/culture school-wide by adding Pikuni language words to word walls in all classrooms Reinforce and promote immersion in Blackfeet culture by implementation of Blackfeet Civics Resources and Assessment in social studies classes and Blackfeet Buffalo Curriculum in science Use BNAS course unit organizer in BNAS class, and make it available to teachers
Safety	<ul style="list-style-type: none"> Provide trauma-informed professional development to all staff members and make it a permanent addition to the yearly PD calendar Personalize PD to BMS with principals as leaders Learn the concepts/teach the brain process and problem-solving methods to students as part of the advisory class curriculum Assess building safety, use School Climate Survey data to develop an action plan, and add to the overall BMS Emergency Plan
Attendance	<ul style="list-style-type: none"> Quarterly evaluate behavior, (OSS) suspensions, academic progress, and attendance reports for each student Develop attendance interventions with teachers, families, and family court in identifying and requesting placement in BMS Multi-Tiered System of Support, and it share with students, parents/families, and courts before referrals are made to family court



Browning High School

Table 18. Browning High School’s BPS 2019-2022 strategic plan updates by overarching vision theme.

Vision Theme	Update
Graduation	Same updates as Attendance
Culture	<ul style="list-style-type: none"> • Revisit or establish the K-12 Blackfeet and cultural standards and benchmarks • Consistently integrate the language/culture and make it visible • Reinforce and promote immersion in the language/culture • Use the BNAS course unit organizer • Continue to implement student societies through our MBI program • A full-time language instructor was added, and we have a full-time culture/song and dance instructor
Safety	<ul style="list-style-type: none"> • Make trauma-informed professional development all inclusive (including a consistent definition) and personalized with principals as leaders • Learn the concepts/teach the brain process and problem-solving methods to students • Assess building safety and act on the School Climate survey data • Overall, behavior referrals have been dropping, but we have had conflicts (physical and verbal) mainly with our large freshman class this year • Continue to emphasize social skills in the Olweus classroom meetings that matter with the freshman class; staff analyzed results from last year’s student, teacher, and parent voice surveys and developed suggestions for MBI (the surveys will be given again)
Attendance	<ul style="list-style-type: none"> • Evaluate graduation requirements, academic progress, and attendance reports for each student quarterly • Develop attendance interventions with stakeholders and share them with students, parents/families, and courts before referrals (BHS is working closely with the Healing to Wellness Court) • Refer to Dan McFadgen, the foster care program, and parent visits/contracts prior to court referrals



Browning High Alternative School

Table 19. Browning High Alternative’s BPS 2019-2022 strategic plan updates by overarching vision theme.

Vision Theme	Update
Graduation	Same updates as Attendance
Culture	<ul style="list-style-type: none"> • Revisit or establish the K-12 Blackfeet and cultural standards and benchmarks • Consistently integrate the language/culture and make it visible • Reinforce and promote immersion in the language/culture • Use the BNAS course unit organizer • Work with the BNAS director to integrate Blackfeet Language throughout all subject areas • Promote resiliency through Blackfeet History and storytelling
Safety	<ul style="list-style-type: none"> • Make trauma-informed professional development all inclusive (including a consistent definition) and personalized with principals as leaders • Learn the concepts/teach the brain process and problem-solving methods to students • Assess building safety and act on the School Climate survey data • Have ongoing suicide prevention strategies, including QPR and Signs of Suicide
Attendance	<ul style="list-style-type: none"> • Evaluate graduation requirements, academic progress, and attendance reports for each student quarterly • Develop attendance interventions with stakeholders and share them with students, parents/families, and courts before referrals • Establish a student-led advisory process as a weekly exit ticket to monitor attendance, grades, credits, and missing assignments

