

BROWNING

PUBLIC SCHOOLS

Browning Public Schools Strategic Plan

Years 2019–2022

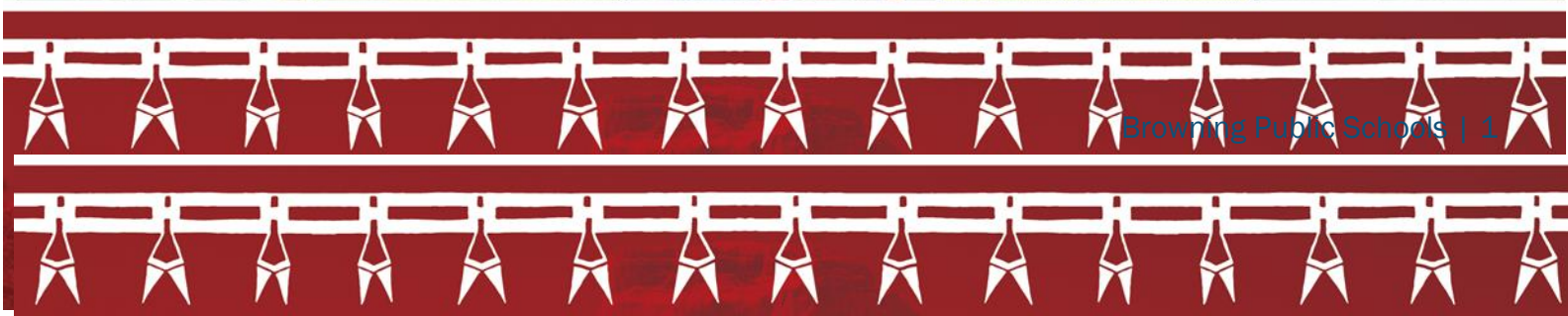


Table of Contents

Acknowledgements	1
Browning School District Strategic Plan Workshop Participants.....	1
Introduction	2
Browning Public Schools’ Background	2
District Mission and Vision.....	2
District Framework.....	4
Browning Public Schools’ 2018–2019 Strategic Plan Accomplishments	5
Strategic Plan, Years 2019–2022	6
Essential Cultural Elements	6
Strategic Pillars.....	7
Strategic Outcomes.....	7
Strategic Action Steps	9
Strategic Pillar 1. Support staff development and growth.....	9
Strategic Pillar 2. Advance Blackfeet culture within professional development.....	11
Strategic Pillar 3. Formalize the district’s cultural healing and wellness program	13
Strategic Pillar 4. Build community life skills	16
Strategic Pillar 5. Educate and inspire student leaders	19
Launch and Sustainability Plan	21
Browning Public Schools’ Commitment	23
Appendix A. 12-Month Action Step Gantt Chart	24
12-month action step Gantt Chart.....	24
Appendix B. Strategic Outcomes by Overarching Vision Theme	25
Safety.....	25
Graduation	25
Culture	25
Attendance.....	25
Appendix C. 2018-2019 Strategic Plan Updates	26



Acknowledgements

Browning School District Strategic Plan Workshop Participants

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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 recently transitioned several key administrative positions and is gearing-up to mold district efforts for the next 3-years. BPS invited the Board of Trustees, district administrators, and district directors for a 2-day strategic planning session on August 15–16, 2019. Kauffman & Associates, Inc., (KAI) an American Indian-owned firm nationally recognized for 29 years of experience in management consulting, facilitation, the strategic planning session, developed this strategic plan. Each aspect of the plan renews the district's 2018–2019 Strategic Plan and the current mission and vision. This document outlines BPS' motivations for the next 3 years through a set of strategic pillars, demonstratable outcomes, and action steps.

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 seven schools, comprising a high school, an alternative high school, a middle school, and four elementary schools. These schools serve over 2,000 students. The following sections review BPS' mission, vision, and district framework for district leadership's efforts and 2018–2019 strategic plan highlights.

District Mission and Vision

In 2018, BPS developed a district mission and vision 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.

Mission

Browning Public Schools works with all stakeholders—families, students, staff, trustees, and community—to provide a high quality, culturally diverse education for all our children using guidance, teaching, and support through collaboration and communication.

Vision

- Browning Public Schools is a safe environment that teaches personal and community wellness and provides support and strategies for overcoming adversity.
- 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.



Browning Public Schools Strategic Plan

Years 2019–2022

- We model hard work and personal accountability through humility and dedication, demonstrating that these values are the responsibility of all.
- 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.

Table 1 describes each overarching vision theme. The description for each theme outlines the district’s focused approach to address each theme. These themes naturally fold into and impact each other. BPS will make the most of its available resources under each theme to maximize the impact of the activities.

Table 1. BPS Overarching Vision Themes

Vision Theme	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.

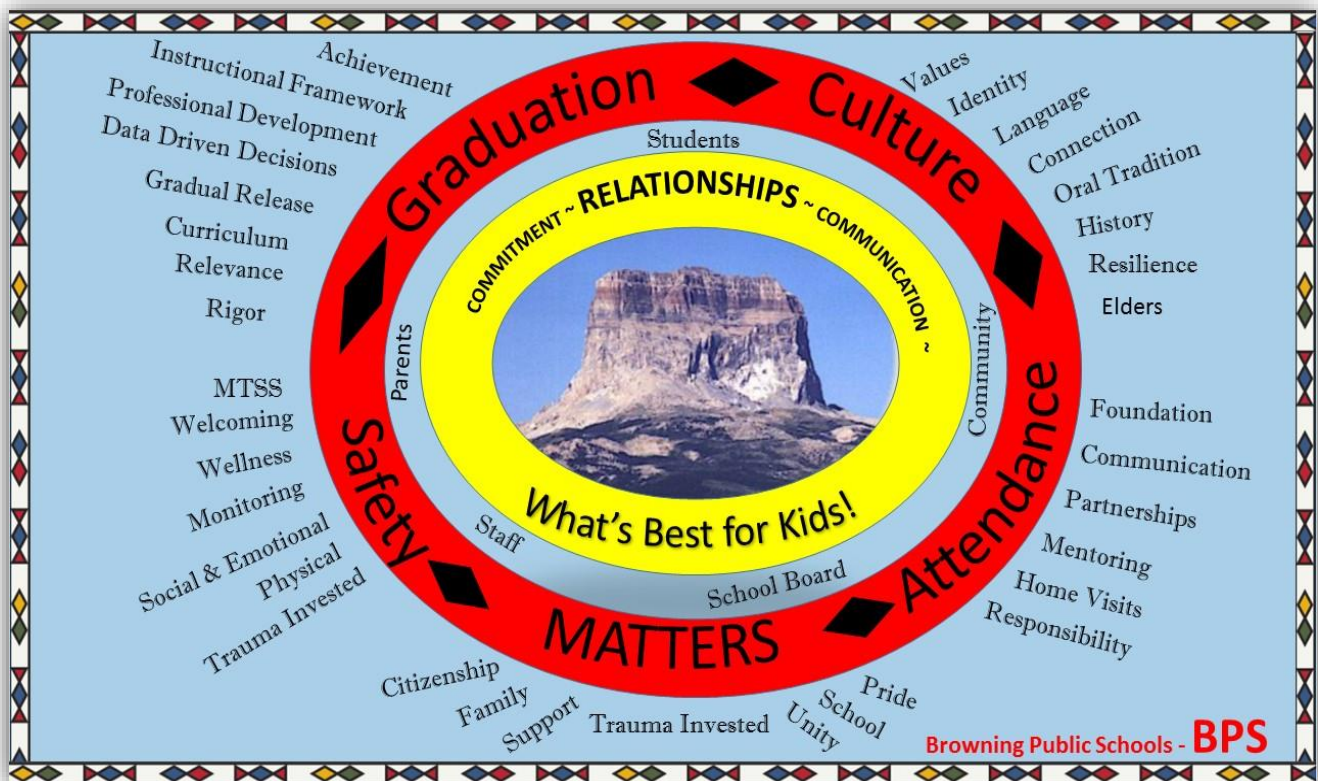


District Framework

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 to ensure a transparent, reciprocal, and inclusive pathway between students, parents, staff, the school board, and the community. These components include what is best for kids: 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

Figure 1. Browning Public Schools' District Framework



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’ 2018–2019 Strategic Plan Accomplishments

BPS’ strategic plan for the 2018–2019 school year guided its efforts over a 12-month period. BPS saw many accomplishments for the tasks it set for itself. This section highlights these accomplishments, as 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 2018–2019 Strategic Plan are listed in Appendix C.

Table 2. BPS 2018–2019 Strategic Plan accomplishments by overarching vision themes

Vision Theme	Accomplishment Highlights	
Graduation	<ul style="list-style-type: none"> • MTSS/DDD • SBE • DLT • ELL • SLT • UPR • TI • 2+2 dual enrollment 	<ul style="list-style-type: none"> • Upward Bound • Blackfeet Academy • Awards ceremonies/Grad walks • AUID • Buffalo Societies • Instructional frameworks • PD—Core Program Instruction
Culture	<ul style="list-style-type: none"> • Cultural fieldtrips • Writing system • Tribal flags • Immersion class • Browning Native American Studies 	<ul style="list-style-type: none"> • Groups, activities, or meetings related to culture (beading club, drum group, traditional games, round dance) • EkahKimaht after-school programs • Blackfeet word of the day
Safety	<ul style="list-style-type: none"> • Controlled access to buildings • Camera systems • Counseling positions and programs • Professional development • Updating facilities and playgrounds 	<ul style="list-style-type: none"> • Policy review/update • Intercom systems • Lockdowns • Transportation—Late pick-up system
Attendance	<ul style="list-style-type: none"> • Identified a Hot List of students who missed 40 days per year over the last 3 years • Organized court referrals • Began incentives development • District monthly committee meeting 	<ul style="list-style-type: none"> • Initiated home visits • Each building had their own committee • Hired home school coordinator • Initiated absence notifications • Initiated attendance recognitions • 10-day drop policy



Strategic Pillars

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

1. Support staff development and growth
2. Advance Blackfeet culture within professional development
3. Formalize the district’s cultural healing and wellness program
4. Build community life skills
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 development and growth (SDG)	1. BPS offers two professional development opportunities focusing on trauma and resilience with 80% staff participation	<ul style="list-style-type: none"> • # of professional development events • # of staff attendance • pre and post training assessment 	Culture
	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 	Culture
	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 	Culture
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



Browning Public Schools Strategic Plan

Years 2019–2022

Strategic Pillars	Outcomes	Outcome measures	Vision Theme
professional development (PD)	are refined for teacher use by the 2022–2023 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 2022	<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 20% by 2022	<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 of 16 department/building representatives conduct nine meetings to review procedures, upcoming events, and incentives annually	<ul style="list-style-type: none"> # of representatives on committee # of committee meetings 	Safety
	2. Staff participation in wellness program activities increases by 5% annually	<ul style="list-style-type: none"> # of staff in attendance at activities 	Safety
	3. BPS designates 16 wellness rooms in each building for staff and student use by May 2020	<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 2021–2022 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 	Attendance



Strategic Pillars	Outcomes	Outcome measures	Vision Theme
	navigate the education system (BPS and beyond)	<ul style="list-style-type: none"> # of BPS resource materials dispersed # 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 	Graduation
	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 2022	<ul style="list-style-type: none"> # of student participants in network system pre and post training assessment 	Graduation

Strategic Action Steps

Table 8 through Table 5 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 development and growth

BPS developed Strategic Pillar 1, *support staff development and growth*, and its outcomes to increase opportunities for staff to expand their skillset for the classroom with an emphasis on trauma and



Browning Public Schools Strategic Plan

Years 2019–2022

resilience. Table 4 details the strategic actions that will support BPS to fulfill this strategic pillar. (Outcomes are listed in Table 3.)

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

Strategic Outcome	Strategic Action Step	Timeline	Action Lead	Partners
SDG—1. BPS offers two professional development opportunities focusing on trauma and resilience with 80% staff participation	SDG—1.1: Train a trauma team	Sep. 2019, Ongoing	Matthew Johnson	Trauma Team, Indian Health Service (IHS), GM, Healing to Wellness
	SDG—1.2: Train administrators and directors in adverse childhood experiences (ACES) and resilience	Sep. 2019	Matthew Johnson	Administrators, Directors
	SDG—1.3: Provide professional development (PD) for each building and department	Oct. 2019	Matthew Johnson, Administrators, Directors, and Trauma Team	Trauma Team, IHS, GM, Healing to Wellness, Administrators, Directors
	SDG—1.4: Provide PD for each building, including ACEs and resilience	Oct. 2019, Ongoing	Trauma Team	Trauma Team, IHS, GM
	SDG—1.5: The trauma team shares their progress with the Board of Trustees and Superintendent	Dec. 2019, Ongoing	Directors, Administrators, Principals	Trauma Team
	SDG—2: BPS offers tailored professional development for each department/building annually	SDG—2.1: Create a needs assessment for PD	Oct. 2019	John Salois
SDG—2.2: Develop and conduct local training		Dec. 2019	John Salois	Department, Directors, Principals, Superintendent



Strategic Outcome	Strategic Action Step	Timeline	Action Lead	Partners
with 80% of staff participation	SDG—2.3: Schedule PD on the district calendar	Sep. 2019, Monthly	Jerci Matt	Department, Directors, Principals, Superintendent, Human Resources Director
	SDG—2.4: Collect and evaluate data	May 2020, Annually	John Salois	Directors, Principals
SDG—3: BPS recognizes 100% of district employee successes by hosting monthly “shout-outs,” quarterly positive feedback, and annual celebrations	SDG—3.1: District offers real-time positive feedback	Sep. 2019, Quarterly	Corrina Guardipee-Hall	Directors, Board of Trustees, Principals, Staff, Students
	SDG—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
	SDG—3.3: District hosts all-staff appreciation celebration	May 2020, 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.)



Browning Public Schools Strategic Plan

Years 2019–2022

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	Dec. 2019	Robert Hall	Principals, Blackfeet Community College
	PD—1.2: Create a BNAS Committee	Sep. 2019	Robert Hall, Corrina Guardipee-Hall, Jerci Matt	BNAS Teachers, Immersion Teachers, Community Elders
	PD—1.3: Refine the curricula	June 2020	BNAS Committee	SBE
	PD—1.4: Conduct an SBE Committee review	Aug. 2020	Robert Hall, SBE	SBE
	PD—1.5: Integrate the Pre-K–12 curricula across curricula	Aug. 2021	SBE	SBE
PD—2: BPS increases access to professional development on Blackfeet culture for 100% of staff by 2022	PD—2.1: Identify local experts	Ongoing	BNAS Committee	Tribe, BCC, Community, BPS
	PD—2.2: Create a plan that includes culture	Aug. 2020	Leadership Team	All SLT and DLT BNAS Committee
	PD—2.3: Designate a PIR	Aug. 2020	Robert Hall, Corrina Guardipee-Hall, Jerci Matt	BNAS Committee
	PD—2.4: Provide PD by subject buildings	Ongoing	BNAS Teachers, Immersion Teachers, Local Experts	Tribe, BCC, Community, BPS



Strategic Outcome	Strategic Action	Timeline	Action Lead	Partners
PD—3: Staff increase their knowledge of Blackfeet culture by 20% by 2022	PD—3.1: Conduct a pre-evaluation	Aug. 2020, Ongoing	Principals	Teachers, BPS Staff
	PD—3.2: Provide and practice curricula components	Ongoing	Principals	Teachers, Coaches, Experts
	PD—3.3: Conduct post evaluations	June 2021	Principals	BPS Staff
	PD—3.4: Review data to find 20% increase of knowledge	Aug. 2021	BNAS Committee	Robert Hall, Corrina Guardipee-Hall, Jerci Matt

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 review procedures,	CHW—1.1: Superintendent approves the District Wellness Committee	Sep. 2019	Corrina Guardipee-Hall	Strategic Planning Team
	CHW—1.2: BPS establishes a Wellness Committee with department/building representatives	Oct. 2019	Corrina Guardipee-Hall	Strategic Planning Team



Browning Public Schools Strategic Plan

Years 2019–2022

Strategic Outcome	Strategic Action	Timeline	Action Lead	Partners
upcoming events, and incentives annually	CHW—1.3: Principals or Directors assign building representatives	Oct. 2019	Principals, Directors	Building/ Department Staff
	CHW—1.4: The Wellness Committee establishes a meeting schedule	Nov. 2019	Committee	Corrina Guardipee-Hall, Building/ Department Representatives
	CHW—1.5: The Wellness Committee inventories and reviews existing wellness program procedures, practices, etc.	Feb. 2020	Committee	Corrina Guardipee-Hall, Building/ Department Representatives
	CHW—1.6: The Wellness Committee develops a cultural healing, health, and wellness program	May 2020	Committee	Corrina Guardipee-Hall, Building/ Department Representatives
	CHW—1.7: The Wellness Committee presents the program to the Board of Trustees	July 2020	Committee	Board of Trustees, Corrina Guardipee-Hall, Building/ Department Representatives
	CHW—1.8: BPS rolls-out the program for the 2020–2021 school year	Aug. 2020, Ongoing	District	Board of Trustees, Corrina Guardipee-Hall, Building/ Department Representatives, Staff, Students



Browning Public Schools Strategic Plan

Years 2019–2022

Strategic Outcome	Strategic Action	Timeline	Action Lead	Partners
CHW—2. Staff participation in wellness program activities increases by 5% annually	CHW—2.1: Establish budget for the cultural healing, health, and wellness program	Aug. 2020, Ongoing	Corrina Guardipee-Hall	Principals and Directors
	CHW—2.2: Establish a baseline during the 2020–2021 school year	May 2020	Committee	Corrina Guardipee-Hall, Building/ Department Representatives
	CHW—2.3: Publish a district-wide wellness activity calendar	Monthly	Committee	Corrina Guardipee-Hall, Building/ Department Representatives
	CHW—2.4: Conduct an all-staff pre-and-post assessment	Bi-annually	Committee	Corrina Guardipee-Hall, Building/ Department Representatives
	CHW—2.5: The Wellness Committee tracks the program’s progress	Ongoing	Committee	Board of Trustees, Corrina Guardipee-Hall, Building/ Department Representatives
	CHW—3: BPS designates 16 wellness rooms in each building for staff and student use by May 2020	CHW—3.1: Add topic to the agenda for the Administrators meeting	Sep. 2019	Corrina Guardipee-Hall
CHW—3.2: Conduct a feasibility study		Dec. 2019	Designee by Corrina Guardipee-Hall	Administrators



Strategic Outcome	Strategic Action	Timeline	Action Lead	Partners
	CHW—3.3: Present the results to the Board of Trustees	Feb. 2020	Designee by Corrina Guardipee-Hall	Corrina Guardipee-Hall, Administrators, Board of Trustees

Strategic Pillar 4. Build community life skills

BPS developed Strategic Pillar 4, *build community life skills*, and its outcomes to engage students and the community in a culturally sensitive manner to increase the awareness of district resources for life skills development and school system navigation. Table 7 details the strategic actions to fulfill this strategic pillar. (Outcomes are listed in Table 3.)

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 2021–2022 school year through a developed curriculum	CLS—1.1: Communicate pillar and outcome, why it is needed, and how we will get there for transparency to the community in a positive manner	Nov. 2019	Corrina Guardipee-Hall, Jerci Matt	Tribal Council
	CLS—1.2: Create a district and community committee	Oct. 2019	Corrina Guardipee-Hall, Jerci Matt, Board of Trustees	Administrators, Teachers, Parents/Guardians, Community Members, Elders
	CLS—1.3: Identify life skills taught at each grade level	May 2020	District and Community Committee	Administrators, Teachers, Parents/Guardians, Community Members, Elders



Browning Public Schools Strategic Plan

Years 2019–2022

Strategic Outcome	Strategic Action	Timeline	Action Lead	Partners
	CLS–1.4: Identify/create resources for life skill curricula or training and associated costs	July 2020	District and Community Committee, Stacy Edward, Corrina Guardipee-Hall, Jerci Matt, 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	Dec. 2020	Corrina Guardipee-Hall, Jerci Matt, District and Community Committee	Board of Trustees, Community
	CLS–1.6: District rolls out implementation plan, including a baseline survey	Aug. 2021	Corrina Guardipee-Hall, Jerci Matt, District and Community Committee	Crystal [Last Name], Staff, Administrators, Calendar Committee
	CLS–1.7: Communicate to stakeholders, parents, and community about the life skills curriculum implementation	Sep. 2021	Corrina Guardipee-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	
CLS–2: Increase community engagement with	CLS–2.1: Create district parent committee; Identify lead	Dec. 2019	Corrina Guardipee-Hall, Jerci Matt	Parent Committee, Building



Browning Public Schools Strategic Plan

Years 2019–2022

Strategic Outcome	Strategic Action	Timeline	Action Lead	Partners
district resources by 10% annually to navigate the education system (BPS and beyond)	facilitator at each school, adults, and students, NAPI to BHS/BHA			Administrators, Navigator
	CLS—2.2: Survey parents to identify needed life skills	Feb. 2020	School Navigator, Administrators	Parents/ Guardians, Administrators, Parent Committee
	CLS—2.3: Develop resources and events based on survey results	May 2020	District Committee, Parent Committee	Board of Trustees, Corrina Guardipee-Hall, Jerci Matt, Stacey Edward
	CLS—2.4: Develop community awareness campaign	Oct. 2019	Corrina Guardipee-Hall, Jerci Matt	Tribal Council
	CLS—2.5: Provide professional development for school navigators	Aug. 2020	Jerci Matt	Board of Trustees, Corrina Guardipee-Hall, Jerci Matt, Stacey Edward
	CLS—2.6: Conduct pre-and-post surveys at each community event	Aug. 2020, Ongoing	District Committee	Corrina Guardipee-Hall, Jerci Matt, Crystal [Last name]
	CLS—2.7: Create a calendar of events	May 2020	Parent Committee	Administrators, Community Partners, Maintenance Facilities



Strategic Outcome	Strategic Action	Timeline	Action Lead	Partners
	CLS–2.8: Collect and analyze data	Ongoing	Jerci Matt	Navigator Committee

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: Each building develops a survey using the keywords: relationships, opportunity, resource	Oct. 2019	MTSS Committee	MTSS Committee
	SL–1.2: Distribute survey	April 2020	Building Staff	Staff, Parents/Guardians, Students
	SL–1.3: Analyze fall results for baseline activities and the action plan	Dec. 2019	MTSS Committee	SLTs
	SL–1.4: Develop an action plan/change	March 2020, Ongoing	MTSS/SLT Grade-level Teams	SLTs, Staff, Students, Parents/Guardians
	SL–1.5: Distribute a post survey	April 2020	MTSS Staff	Staff, Parents/Guardians, Students
	SL–1.6: Analyze/reflect/revise the action plan for school year 2020–2021	May 2020	MTSS Staff	SLTs



Browning Public Schools Strategic Plan

Years 2019–2022

Strategic Outcome	Strategic Action	Timeline	Action Lead	Partners
SL–2: BPS conducts annual student questionnaire to determine involvement in community and cultural groups with 95% completion rate	SL–2.1: Develop a questionnaire	May 2020	Building Staff	District Department, BNAS, Community
	SL–2.2: Administer the questionnaire	Sep. 2020	Building Staff	Guardians, K-5 Teacher Cell
	SL–2.3: Compile the results	Jan. 2021	Building Staff	Building Staff
	SL–2.4: Map student involvement	May 2021	District Department	District Department, Community, Tribe, BNAS
	SL–2.5: Identify gaps	May 2021	District Department	District Department, Community, Tribe, BNAS
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 2021	District	Tribe
	SL–3.2: Budget and approve positions and advertise opportunities	June 2021	Activities	Board Of Trustees, Finance Department, Human Resource Department, Tribe
	SL–3.3: Hire positions as needed	Aug. 2021	John Salois	Community, Tribe, Registration Team



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 introductory steps by October 2019:</p> <ol style="list-style-type: none"> 1. Announce the strategic plan internally to BPS staff 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> <ul style="list-style-type: none"> • The Superintendent and Board of Trustees will oversee the plan’s implementation. • 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>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.



Step	Launch and Sustainability Plan
	<ul style="list-style-type: none"> Implement progress tracking and reporting of the plan.
Assess Progress	<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> <ul style="list-style-type: none"> Outcome Measures—Assess the strategic plan’s impact through the outcome measures listed in Table 3. Quarterly report—Issue a quarterly internal report to summarize the plan’s progress and outcomes achieved.



Browning Public Schools' Commitment

The BPS Superintendent and Board of Trustees will work to implement BPS' Strategic Plan: Years 2019–2022. 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: 2019–2022, please contact the following people.



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Appendix A. 12-Month Action Step Gantt Chart

[Section will be developed once all edits/feedback has been received]

12-month action step Gantt Chart

Strategic Objectives and Action Steps	Year 2019						Year 2020					
	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Pillar 1												
Action step 1.1												
Pillar 2												
Action step 2.1												
Action step 2.5												
Pillar 3												
Action step 3.1												
Action step 3.2												
Pillar 4												
Action step 4.1												
Action step 4.6												



Appendix B. Strategic Outcomes by Overarching Vision Theme

[Section will be developed once all edits/feedback has been received]

Safety

Pillar	Outcome

Graduation

Pillar	Outcome

Culture

Pillar	Outcome

Attendance

Pillar	Outcome



Appendix C. 2018-2019 Strategic Plan Updates

[Section will be developed once all edits/feedback has been received]

