

Gila River Indian Community

- Tribal Education Department
 - Current Programs: Child Care, Head Start, Special Services, K-12 Division, Johnson O'Malley, Off Reservation Boarding Schools, Student Services
- 3 BIE Funded Schools
 - Blackwater Community School
326 students
 - Casa Blanca Community School
288 students
 - Gila Crossing Community School
562 students

- *“Gone will be the ideas of silos, whereby different areas of assistance are closed off unto themselves; instead we would like to share information, resources between the schools and the tribe and unite our efforts, erasing the thought of silos.”*
- *“The community understands that it is not in our best interest to label the past schools as failing or not performing, but we advocate that new change may be needed to provide a fresh outlook on Indian Education which ultimately may lead to an increase in academic achievement while still grounded in the self identity of what makes our tribal membership unique to others.”*

Met AYP Status - Five Year Overview of Gila River Schools

School Count	2008-09 Met AYP	2009-10 Met AYP	2010-11 Met AYP	2011-12 Met AYP	2012-13 Met AYP
Tribally Controlled	3	1	1	1	3

Standing Rock Sioux Tribe

- Tribal Education Department
 - Programs: Lakota/Dakota Language Revitalization, JOM, Undergraduate and Graduate Scholarship Program, Pre to Post Program-Consortium
- 3 BIE Funded Schools
 - Standing Rock Community Grant School/Fort Yates Public School- 900 students
 - Sitting Bull School 86 students
 - Rock Creek Grant School 73 students
- *“The vision of a tribally managed school system for the Standing Rock Sioux Tribe is one that is tribally centered, relevant, efficient, and respectful to the Standing Rock Oyate (Nation) and operates independently of the BIE and Federal Government. As a sovereign nation the Standing Rock Oyate will be empowered with the wisdom and knowledge to realize their dreams and prosper.”*

Met AYP Status - Five Year Overview of Standing Rock Schools

School Count	2008-09 Met AYP	2009-10 Met AYP	2010-11 Met AYP	2011-12 Met AYP	2012-13 Met AYP
Tribally Controlled	3	0	0	0	0

Turtle Mountain Band of Chippewa Indians

- Tribal Education Department
 - Re-establish this school year. Currently no TED is in operation.
- 5 BIE Funded Schools
 - Dunseith Day School- 220 students
 - Ojibwa Indian School-314 students
 - Turtle Mountain ES- 886 students
 - Turtle Mountain MS-383 students
 - Turtle Mountain HS*-554 students

- “School improvement through Tribal capacity building—School improvement is based on our Tribe’s terms not BIE. To produce students with a strong and stable self-identity and self-worth and well-being.”
- “Focus administrators, teachers and paraprofessionals’ attention on student performance as the most important driving force for school improvement.”
- “Ensure cost effectiveness of education system.”

Met AYP Status - Five Year Overview of Turtle Mountain Schools

	School Count	2008-09 Met AYP	2009-10 Met AYP	2010-11 Met AYP	2011-12 Met AYP	2012-13 Met AYP
Bureau Operated	4	1	0	0	0	1
Tribally Controlled	1	0	0	0	0	0

Tohono O'odham Nation

- Tribal Education Department
 - Programs: Johnson O'Malley, Division of Early Childhood and Development, Head Start, Special Services, Youth Council, Library, Vocational Rehabilitation, OneStop Program, Job Placement/Workforce, Higher Education Scholarship Services
- 4 BIE Funded Schools
 - San Simon School- 220 students
 - Santa Rosa Day School- 314 students
 - Santa Rosa Ranch School-886 students
 - Tohono O'odham High School-383 students

• *“Our goal is to encourage a lifetime of learning, the pursuit of excellence, and pride in our cultural identity, to draw strength and guidance from our culture, to nurture O’odham families by listening, communicating, respecting, sharing and supporting all educational goals; to promote awareness that positive thoughts are keys to success; to make education fun, healthful, creative, and sociable...”*

Met AYP Status - Five Year Overview of Tohono O'odham Schools

School Count	2008-09 Met AYP	2009-10 Met AYP	2010-11 Met AYP	2011-12 Met AYP	2012-13 Met AYP
Bureau Operated	4	1	2	1	1

Navajo Nation

- Tribal Education Department
 - Programs: Johnson O’Malley, Head Start, Navajo Nation Library, Office of Vocational Rehabilitation, Office of Dine Accountability and Compliance, Office of Educational Research and Statistics, Office of Youth Development, Office of School Improvement, Office of Dine’ Standards, Curriculum and Assessments, Office of Navajo Nation Scholarship and Financial Aid, AdvancED-NCA
- 66 BIE Funded Schools
 - 32 Tribally Controlled Schools,
 - 1 Contract School
 - 33 BIE Operated Schools

- *“The educational goals of the Navajo Nation are to prepare its youth for lifelong learning and achievement. The Nation wishes to see their youth take advantage of their learning potential to the fullest extent possible. To facilitate this, the proposed Navajo Nation School System will develop strategies that steadily increase yearly achievement scores, improve graduation rates, and reduce the unacceptably high dropout rate”.*

Met AYP Status - Five Year Overview of Navajo Schools

	School Count	2008-09 Met AYP	2009-10 Met AYP	2010-11 Met AYP	2011-12 Met AYP	2012-13 Met AYP
Bureau Operated	31	9	10	12	9	17
Tribally Controlled	28	12	7	6	7	6

Year 1: Research and Design Stage – Grant Application Submission

	Standing Rock Sioux Tribe	Gila River Indian Community	Turtle Mountain Band of Chippewa Indians	Tohono O'odham Nation	Navajo Nation
Academics	<p>Research the Academic Policies and Procedures currently in practice at the schools, make recommendations for policy changes – adopting unified policies as opposed to separate policies or revising and updating existing policies. Align assessments and data and develop Tribal Education Measures of Student Success. Establish a relationship with the ND, SD and BIE Dept. of Educations. Identify personnel needed.</p>	<p>Research a unified professional development for all schools, curriculum, assessments, and standards. Increase culture and language curriculum.</p>	<p>Research the impact of a curriculum director to consolidate all school curriculums, Native language curricula, align PD for teachers and principals, and align CCSS.</p>	<p>Research the integration of Native language and culture in the schools, improve educational leadership, curriculum and instruction and educational assessments.</p>	<p>Research and design a uniform set of academic goals, objectives, and standards based and aligned curriculum for Navajo schools; in coordination with the accountability workbook, will integrate and align to CCSS, support an assessment system, and to establish a uniform schedule to make Dine' language and culture an integral feature of instruction to target schools to the same academic outcomes.</p>
Human Resources	<p>Research Academic Policies and Procedures currently in practice and make recommendations for policy changes – adopting unified policies as opposed to separately adopting the same policies or revising and updating existing policies. Research the impact of school employees becoming tribal employees, combine health benefits to reduce rates, combine PD for all schools, revise tribal codes, types of personnel needed.</p>	<p>Research and clarify school human resources policy, support a unified recruitment of teachers and principals</p>	<p>Research the impact of HR services to increase recruitment and retainment of highly effective teachers and principals; align policies and procedures. Central goal is to increase student performance in Native language and academics.</p>	<p>Research and develop a revised personnel policies and procedures manual; ensure the hiring of HR staff with education backgrounds.</p>	<p>Research and design a unified personnel/ human resources system will standardize personnel policies and procedures, develop a competitive salary scale, ensure completion of background checks, ensure school staff rights and due process, uniform teacher/ principal evaluation tied to student achievement.</p>

Year 1: Research and Design Stage – Grant Application Submission

	Standing Rock Sioux Tribe	Gila River Indian Community	Turtle Mountain Band of Chippewa Indians	Tohono O'odham Nation	Navajo Nation
School Governance	Research the Governance Policies and Procedures at the schools and make recommendations for policy changes – the impact of the schools adopting unified policies as opposed to separate policies or revise and updating existing policies. Research the impact of keeping local school boards and establishing a tribal board of Education.	Research and educate Tribal Leaders about school improvement and grant school systems, revise Education Code, Review original resolutions establishing local governance to define school improvement	Research the impact of one school board for the schools, with input from Education Committee; increase training to ensure strong leadership goals are understood and met.	Research the conversion of all BIE operated to tribally controlled, develop a model that fits the schools needs.	Research and revise current laws, regulations, policies and best practices to ensure that Navajo schools are held accountable towards a unified school board operation and processes that emphasize student achievement, PD in board ethics and operations,
Finance	Research the Finance Policies and Procedures currently in practice at the schools and make recommendations for policy changes – the impact of the schools adopting unified policies as opposed to separate policies or revise and update existing policies, revise tribal codes. Identify personnel needed.	Hiring staff familiar with school finance and tribal budget finance, Expand in-house auditor	Research the impact of consolidation of school finance functions under one office. Office will furnish monthly school expenditure reports to reduce audit findings and increase financial management and integrity.	Research a financial model that fits the TO financial structure.	Research and design a current fiscal management operation into a highly effective, transparent, and accountable system that focuses on student success. The finance system will ensure that schools are compliant, transparent, reliable, practical, efficient and manageable.
Research Team Next Steps:	Hire 1 Project Director; four consultants will be hired and assigned to each area; establish a <i>Exploring Sovereignty in Tribal Education (ESITE)</i> planning committee to review outcomes of research.	Current Executive Director will be Project Director; four consultants from local universities will be assigned to each area.	Hire 1 Project Director and hire one consultant to conduct research in all four areas.	Hire 1 Project Director; Hire 2 consultants to research and design the four areas; 1 Research Analyst to gather and analyze data	Hire 1 Project Director; six consultants will be hired that will cover all four areas above including, technical design and external evaluation.