Bureau of Indian Education

Theodore Roosevelt School

2025-2026 School Improvement Plan

School Type: Tribally Controlled
ERC: Albuquerque (TC)

Mission Statement

At Theodore Roosevelt School, we are committed to Chagáshé Báh — *"For the Children."* Our mission is to empower students through academic excellence and cultural pride while fostering a nurturing, inclusive environment that celebrates the heritage of the White Mountain Apache. We partner with families and the community to prepare students for the future with confidence, resilience, and respect.

Vision

At Theodore Roosevelt School, guided by Chagáshé Báh — "For the Children," we envision a future where students achieve academic excellence while proudly embracing their Ndee-Apache heritage. We strive to create a nurturing, inclusive environment that unites cultural traditions with modern education, empowering students to become confident, resilient leaders. Through solid partnerships with families and the community, we aim to inspire every student to excel academically, honor their culture, and make meaningful contributions to their community and beyond.

Value Statement

Core Values and Beliefs of Theodore Roosevelt School

- **Cultural Pride and Heritage**: We believe in honoring and celebrating the Apache culture, traditions, and language, fostering a strong sense of identity and belonging in every student. Embracing our heritage strengthens academic engagement and personal growth.
- **Academic Excellence**: We are committed to providing rigorous, high-quality education that prepares students for future success. We believe in continuously improving our curriculum and teaching practices to ensure students reach their full potential.
- **Student Empowerment**: We believe in empowering students through confidence, resilience, and self-discipline. Every student should be able to lead, grow, and make meaningful contributions within the school and the broader community.
- **Inclusivity and Respect**: We are committed to creating a nurturing, inclusive environment that respects all cultures, traditions, and backgrounds. We believe that embracing diversity enriches the learning experience and fosters mutual respect.
- **Community Partnerships**: We believe in collaborating with families, tribal members, and the local community to create a supportive learning environment. Strong partnerships enhance cultural relevance and ensure the holistic development of students.
- **Holistic Student Development**: We believe in nurturing each student's academic, social-emotional, and cultural development. By addressing the whole child, we ensure students thrive in every aspect of their lives, from academics to personal well-being.
- **Culturally Responsive Teaching**: We are dedicated to implementing culturally relevant teaching practices that reflect the values, history, and knowledge of the White Mountain Apache Tribe. These practices are crucial to student success and school improvement.
- **Sustainability and Innovation**: We value forward-thinking approaches in education and human resources that ensure long-term sustainability. By embracing innovation, we

improve access to learning, enhance staff retention, and modernize school operations.

- **Accountability and Transparency**: We believe in shared decision-making and transparency at all levels of school leadership, ensuring that every voice is heard and every decision reflects the needs and values of our community.

Value Statement for Theodore Roosevelt School:

At Theodore Roosevelt School, we are driven by the core belief that every student deserves an education grounded in cultural pride, academic excellence, and inclusivity. Guided by Chagáshé Báh — "For the Children," we value the rich traditions of the White Mountain Apache Tribe. We are committed to creating a learning environment where students thrive academically, socially, and emotionally. Through solid partnerships with families, staff, and the community, we foster a culture of respect, resilience, and empowerment, ensuring that every student is prepared to lead confidently and contribute meaningfully to their community and the world.

CNA Executive Summary

Stakeholder Engagement

Justification for Comprehensive School Improvement Plan

Theodore Roosevelt School's Comprehensive School Improvement Plan (SIP) was meticulously developed with input from a diverse range of stakeholders, ensuring that the plan aligns with the values, needs, and aspirations of the entire school community. Recognizing the importance of collaborative planning, we engaged parents, community members, faculty, staff, and students in a structured, inclusive process to create a plan that drives academic success, cultural pride, and overall school improvement.

To gather insights into areas for growth, we conducted climate and school satisfaction surveys with students, parents, and staff. These surveys provided critical data on perceptions of the school environment, strengths, and areas needing improvement, forming a foundation for targeted strategies in the SIP. Regular Parent Advisory and Title I meetings were also held, offering opportunities for families to voice their ideas, concerns, and priorities. These meetings, along with open forums for community input, ensured that parent perspectives were embedded into every aspect of the plan.

Faculty and staff played a central role in SIP development, participating in professional development sessions and collaborative workshops where they shared expertise and aligned their instructional goals with broader school improvement objectives. This collaboration helped shape the SIP's goals and strategies, emphasizing evidence-based practices that enhance academic performance, foster cultural responsiveness, and support social-emotional well-being.

Student voices were equally essential to our planning process. Through structured discussions, students expressed their needs and aspirations, informing strategies that promote student engagement, academic achievement, and a supportive school culture.

Our ongoing commitment to transparency and accountability in implementing the SIP is evident in regular updates shared with all stakeholders through meetings, informational

sessions, and published reports. This collaborative, data-driven approach to school improvement ensures that Theodore Roosevelt School's goals remain aligned with the community's vision, supporting a thriving, culturally connected, and academically successful school environment.

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Comprehensive Needs Assessment

Revised/Approved: April 18, 2025

Needs Assessment Overview

Needs Assessment Overview Summary

School Year 2025–2026

Theodore Roosevelt School (TRS), a BIE Tribally Controlled Grant School, conducted a comprehensive needs assessment based on a triangulated analysis of student academic data, stakeholder surveys, staff feedback, and infrastructure evaluations. This needs assessment identifies the critical factors impacting student achievement and provides the foundation for the 2025–2026 Professional Development Plan.

Academic Performance Gaps

Assessment data from NAVVY, BIE Interim Assessments, and BIE Summative Assessments consistently show that only **2–3% of students demonstrate grade-level proficiency** in English Language Arts, Math, and Science across all grade levels. Key findings include:

- Students lack **foundational literacy and numeracy skills**, limiting their ability to access grade-level content.
- Stakeholders report that **grades have often reflected compliance rather than academic mastery**, distorting performance indicators.
- Many students are **unfamiliar with assessment platforms** due to inconsistent technology use, reducing the validity of data.

Instructional and Structural Challenges

Instructional continuity is compromised due to:

- **High staff turnover**, worsened by the lack of available housing and cost-prohibitive rental markets (300% above the national average).
- **Limited onboarding, inconsistent use of technology**, and low staff confidence in implementing interventions and digital tools.
- **Fragmented implementation of MTSS**—teachers lack time, training, and systems to identify and respond to student needs using a Tier 1 and Tier 2 model.
- A **block schedule is in place** but underutilized for differentiated or project-based instruction due to insufficient PD.

Cultural Disconnection

Despite being located on the Fort Apache Indian Reservation, many students report a **lack of consistent opportunities to engage with Apache language, history, and cultural practices**. This cultural disconnect:

- Weakens students' **sense of identity and belonging**.
- Contributes to **low motivation, engagement, and academic perseverance**.

- Limits school-family partnerships, which are vital in tribal communities.

TRS currently does not have a systemic approach to embed **Indigenous knowledge systems** and **community-based learning** into its curriculum.

Technology Gaps and Missed Opportunities

Though TRS now operates a 1:1 technology environment and recently upgraded to a **1 gigabit fiber network**, staff report:

- **Low digital literacy and inconsistent use** of tools like NAVVY, HMH, IXL, Read 180, and Google Classroom.
- **A generational divide in tech usage** where some staff resist or avoid using new platforms.
- Missed instructional opportunities due to **lack of training, support, and scheduled time** for integration.

School Climate, Facilities, and Leadership Capacity

- The **school building is over 100 years old**, and operated under historical preservation regulations, making it ineligible for critical upgrades (HVAC, electrical wiring, plumbing, roofing). Closures due to weather or systems failure further disrupt learning.
- Surveys show **inconsistent communication with families**, especially those without internet access, due to underutilized tools like the NASIS Parent Portal, radio, and newsletters.
- Staff express the need for **stronger leadership support and board engagement**, especially in setting and reinforcing expectations around instructional practice, technology use, and professional growth.

Summary of Critical Needs

Academic Improvement in Math and ELA through data-driven instruction, formative assessment, and consistent intervention (Tier 1 and Tier 2).
Cultural Competency for staff and curriculum design aligned with Apache values, language, and traditions.
Technology Integration and Capacity Building to utilize digital platforms for instruction, intervention, assessment, and reporting.
Recruitment, Retention, and Professional Growth supported by housing solutions, onboarding, mentorship, and targeted PD.
MTSS Implementation as a systematic, school-wide framework to meet academic and behavioral needs.
Instructional Leadership Development, including observation, feedback, and the use of research-based models (I Do–We Do–You Do).
Facilities and Infrastructure Advocacy to address the impact of operational challenges on instructional time and school safety.

This needs assessment drives our Professional Development Plan and informs our approach to rebuilding a resilient, culturally grounded, and academically rigorous educational environment for all learners at Theodore Roosevelt School.

Root Cause Analysis – Theodore Roosevelt School

This Root Cause Analysis identifies the underlying factors contributing to low student achievement and instructional challenges at Theodore Roosevelt School. It is grounded in a comprehensive review of needs assessment findings, stakeholder feedback, and empirical research aligned to culturally responsive schooling, instructional leadership, MTSS implementation, and educational equity.

1. Instructional Instability Due to High Turnover

The school's inability to recruit and retain qualified educators is largely due to the absence of local, affordable housing and limited access to professional growth opportunities. With rental costs 300% above the national average in the nearest community, many educators find it unsustainable to remain long-term. High turnover disrupts instructional continuity, professional development investment, and relationship-building with students. Research shows that teacher stability is directly correlated with increased student achievement, particularly in underserved communities (Ronfeldt, Loeb, & Wyckoff, 2013).

2. Limited Technology Proficiency and Integration

Despite recent upgrades to a 1:1 device program and high-speed internet, staff lack sufficient training and confidence in using digital instructional tools. Technology platforms such as NAVVY, HMH, IXL, Read 180, and Google Suite are underutilized. Generational digital divides and insufficient professional development further widen this gap. Research emphasizes that digital integration is only effective when teachers receive structured, ongoing support (Ertmer & Ottenbreit-Leftwich, 2010).

3. Weak Implementation of MTSS Framework

TRS lacks a fully implemented MTSS system to provide targeted academic and behavioral supports. Teachers report not having enough time, training, or tools to deliver effective Tier 1 and Tier 2 interventions. In schools with strong MTSS, students show improved academic outcomes and reduced behavioral referrals (McIntosh & Goodman, 2016). Without this system, TRS struggles to identify and meet individual student needs.

4. Cultural Disconnect in Curriculum and Instruction

Students have limited exposure to Apache language, history, and traditions in the classroom. This cultural disconnection impacts student engagement, sense of belonging, and motivation. Culturally responsive education improves attendance, behavior, and academic performance among Native students (Brayboy & Castagno, 2009). PD in cultural competency is essential to rebuilding trust and identity-based learning.

5. Inadequate Infrastructure and Facilities

The school building, over 100 years old and managed by the Heritage Foundation, cannot be modernized due to historical restrictions. HVAC, electrical, plumbing, and safety systems are outdated. Frequent closures due to operational failures or inclement weather limit instructional time. Learning conditions are critical to academic success, especially in rural and tribal communities (U.S. Department of Education, 2021).

References

- Brayboy, B. M. J., & Castagno, A. E. (2009). Self-determination through self-education: Culturally responsive schooling for Indigenous students in the USA. *Teaching Education*, 20(1), 31–53.
- Ertmer, P. A., & Ottenbreit-Leftwich, A. T. (2010). Teacher technology change: How knowledge, confidence, beliefs, and culture intersect. *Journal of Research on Technology in Education*, 42(3), 255–284.
- McIntosh, K., & Goodman, S. (2016). *Integrated Multi-Tiered Systems of Support: Blending RTI and PBIS*. Guilford Press.
- Ronfeldt, M., Loeb, S., & Wyckoff, J. (2013). How teacher turnover harms student achievement. *American Educational Research Journal*, 50(1), 4–36.
- U.S. Department of Education. (2021). *The Condition of Education 2021 (NCES 2021-144)*. National Center for Education Statistics.

Demographics

Demographics Summary

School Demographics	
Location	Fort Apache, AZ
Tribal Affiliation(s)	White Mountain Apache
Distance (Miles) to ERC	262 Miles
Enrollment	150
SPED %	10%
Native Language Learner %	100%
English Language Learner %	0%
G&T %	0%
# of Staff (all)	33
# of Certified Teachers	6
Current vacancies	4
Student Attendance Rate %	96.68%
Student Chronic Absenteeism Rate (% from NASIS)	4.80%
Homeless %	32%
Grade Levels Served	6 - 8
# of times the Police have Come to Campus SY 23-24	4

Community Demographics	
Location	Fort Apache, AZ
Population	15,515
Median income	30,368
Employment Rate (%)	32.6
Community Partnerships	Apache Behavioral Health Services, Johns Hopkins University, PWNA (Partnership With Native Americans) Northland Pioneer College

Demographics Strengths

One of our school's significant strengths is its exceptional attendance rate, consistently above 97%. This achievement is a testament to our dedication to ensuring every student's safety and accessibility through our well-coordinated transportation system. Utilizing school buses and vehicles, we prioritize the safe and timely pick-up and drop-off of all students, fostering a secure and reliable environment for learning.

Our school takes pride in its strong community partnerships. We have a longstanding collaboration with Apache Behavioral Health, which provides invaluable services to our students, including a robotics class and a life-skills course that equips them with essential personal and technical skills. Additionally, we have nurtured a meaningful partnership with Johns Hopkins University, whose leadership has guided our comprehensive COVID-19 response over the past years.

We are also proud to offer a one-to-one technology program for all students, ensuring each learner has access to a Chromebook and staff access to up-to-date devices. Our internet infrastructure has been upgraded to a 1 gigabit fiber-optic connection, and we are updating internal systems to handle these speeds fully. These advancements position our technology resources on par with schools outside the reservation.

We will implement robust professional development on technology integration and utilization to support this modernization. This training will focus on maximizing the efficiency and effectiveness of our instructional practices through culturally responsive, tech-integrated teaching strategies. We aim to ensure that students and staff are equipped to thrive in a digital learning environment.

As we look to enrich the student experience further, we are excited to launch an Elders in the School program. This program will bring local elders into our classrooms to share their vast cultural knowledge, ensuring our students remain connected to and proud of their Apache heritage.

Compared to neighboring districts, our campus has seen significantly fewer incidents requiring police intervention. This positive outcome is directly related to our strict zero-tolerance policy, which has effectively maintained a safe, respectful, and orderly school environment.

Problem Statements Identifying Demographics Needs

Problem Statements 1 (Prioritized): Only 2-3% of students annually demonstrate grade-level proficiency in ELA, Math, and Science. Many lack foundational skills, and grading practices have emphasized behavior over mastery. A structured MTSS framework is urgently needed to deliver consistent Tier 1 and 2 academic interventions.
Root Cause: The absence of a consistent MTSS framework, ineffective grading practices, and limited foundational skill development have led to poor academic outcomes. Without data-driven interventions, students lack the support needed to achieve proficiency.

Problem Statements 2 (Prioritized): High teacher turnover, inconsistent teaching practices, and insufficient time for professional development severely impact student achievement. Teachers face challenges in analyzing data, developing MTSS, and integrating new curriculum. Addressing these issues ensures students receive consistent, high-quality instruction and support.
Root Cause: The root cause of this challenge lies in limited planning and collaboration time, which prevents teachers from fully engaging in professional development, data analysis, and MTSS planning. Combined with high turnover and inconsistent instructional practices, these constraints make it difficult to implement new curriculum effectively and provide the continuity students need for academic success.

Problem Statements 3 (Prioritized): Students are underperforming in ELA and Math due to high staff turnover, inadequate housing, and outdated infrastructure. Low technology proficiency and unreliable systems prevent full use of NAVVY, BIE assessments, and key programs like i-Ready, HMH, Math 180, Read 180, and IXL.
Root Cause: Limited housing, poor infrastructure, and low-tech skills hinder staff retention and effective instruction. Inconsistent use of academic tools and data systems weakens instruction, disrupts support services, and limits student progress in core subjects.

Problem Statements 4 (Prioritized): Our staff lacks the training, proficiency, and confidence to integrate technology effectively across academic instruction, compliance tasks, and daily routines. This gap in digital competency limits efficiency, reduces instructional effectiveness, and hinders the school-wide ability to model and teach essential technology skills

to students.
Root Cause: High staff turnover, outdated infrastructure, limited training, and generational gaps in digital literacy have hindered effective technology integration, reducing instructional impact and staff capacity to support school-wide tech use

Problem Statements 5 (Prioritized): The lack of opportunities for students to engage with Apache culture, traditions, language, and history weakens their sense of belonging and negatively affects academic success. To bridge this gap, we must provide culturally enriching programs that unite families, foster cultural pride, and support students' academic achievement.
Root Cause: The disconnect in our community stems from the lack of opportunities for students to engage with their Apache culture, traditions, language, customs, and history. This absence weakens their sense of belonging and impacts academic success. Addressing this gap is crucial to uniting families, fostering cultural pride, and supporting students' academic achievement.

Problem Statements 6: We urgently need to improve our communication infrastructure to fully engage stakeholders. Implementing tools like the NASIS Parent Portal will provide real-time access to vital information and strengthen partnerships with families, fostering a more supportive and informed learning environment crucial to student success.
Root Cause: Our outdated communication infrastructure disconnects stakeholders and hinders their ability to support student success. Implementing modern tools like the NASIS Parent Portal strengthens partnerships and fosters a more engaged, informed school community.

Problem Statements 7: Our current communication infrastructure limits stakeholder engagement due to underutilized tools like NASIS, outdated website content, inconsistent use of radio and newsletters, and infrequent personal outreach via text, phone, or email. This weakens family partnerships and access to timely, accurate information.
Root Cause: Limited staff training, low tech proficiency, and lack of accountability lead to outdated, inconsistent communication across NASIS, the website, and outreach tools. This hinders timely, accurate updates and weakens family engagement and trust.

Problem Statements 8: The school lacks staff housing, and the nearest residential area is a high-cost resort retirement community with rental and home prices over 300% above the national average. This severe housing barrier makes recruiting and retaining qualified educators and support staff extremely difficult.
Root Cause: Lack of local housing in our rural area makes staff recruitment and retention unsustainable. High turnover disrupts services, weakens instructional continuity, wastes training efforts, and prevents students from forming stable academic relationships essential for success.

Problem Statements 9: The school building, over 100 years old and managed by the Heritage Foundation, cannot be retrofitted with essential infrastructure like HVAC, updated electrical, plumbing, roofing, fencing, or road access. Frequent closures due to weather and facility failures disrupt instruction and compromise safety.
Root Cause: Aging facilities under historical restrictions prevent critical upgrades to HVAC, wiring, plumbing, and safety systems. Inadequate infrastructure leads to unsafe conditions and frequent closures, disrupting learning and limiting access to quality instruction.

School Programs & Processes

School Programs & Processes Summary

Overview	
Student-Teacher-Assistant Ratio	25:1:1
Number of School Days	176
Instructional Minutes per Day	440

Academic Programs			
Programs	**General Education**	**Intervention**	**Special Education**
Language Arts	HMH	Read 180 / IXL / Tutoring	Inclusion
Mathematics	HMH.	Math 180 / IXL / Tutoring	Inclusion
Science	HMH.	MTSS / Tutoring	Inclusion
Social Studies	HMH.	MTSS / Tutoring	Inclusion
Native Language	White Mountain Apache Tribe Language	MTSS / Tutoring	No
Foreign Language	No	No	No
Physical Education	No	No	No
Computers	Instructor Adopted Curriculum	MTSS / Tutoring	Inclusion
Other: STEM	Apache Behavioral Health Services	MTSS / Tutoring	Inclusion
Other:	VLOG	MTSS / Tutoring	Inclusion
Assessments	**General Education**	**Intervention**	**Special Education**
Summative	BIE Summative Assessment	No	IEP Accommodations
Formative	NAVVY / BIE Interim Benchmarks	MTSS/Tutoring	IEP Accommodations / Modifications

Strategies	Brief Description
Instruction	Based on the Beyond Textbooks Calendar BIE Essential Standards and alignment with HMH
Assessment	NAVVY, BIE Interim Benchmarks and BIE Summative Assessment
Reteach/Enrichment	After-school enrichment/tutoring time available / MTSS Intervention Groups

Technology	Brief Description
Student Computer/Laptops	1:1 Chromebooks in each classroom and a Computer Lab
Staff Computer/ Laptops	One desktop and one laptop/teacher
Internet/Network	Fiberoptic line
Services & Supports	Sunstate 3rd Party Contractor

School Programs & Processes Strengths

Theodore Roosevelt School has made strong progress in building a foundation for academic success and whole-child development. Intervention programs such as Read 180, Math 180, IXL, and HMH support differentiated instruction in reading and math, while MTSS-based intervention classes and after-school tutoring provide structured support for struggling learners. Our 1:1 technology program and fully equipped computer lab promote digital access and engagement. We have begun incorporating professional development centered on increasing technology competency, integrating digital tools into academic instruction, and designing virtual and game-rich curricula to enhance student motivation and participation. Staff are increasingly leveraging formative assessments and culturally responsive strategies to drive instruction. Additionally, partnerships with Apache Behavioral Health and Johns Hopkins University support mental health and physical well-being, reinforcing a whole-child approach. These strengths position us to build a cohesive, tech-forward, data-informed academic system that can drive student achievement.

Problem Statements Identifying School Programs & Processes Needs

Problem Statements 1 (Prioritized): Our school faces a critical challenge with stagnant math scores, indicating a need for more effective strategies to improve student achievement. Without targeted interventions and enhanced support, we risk limiting students' academic growth and success in this foundational subject. Addressing this issue is essential to ensuring long-term student achievement and success.
Root Cause: Stagnant math scores are rooted in ineffective instructional methods, limited teacher training in modern techniques, and a lack of appropriate resources and technology. These challenges hinder students' ability to grasp key mathematical concepts. Addressing these issues through targeted interventions and improved resources is crucial to enhancing student achievement in math.

Problem Statements 2: Our current reading supplement has failed to improve student outcomes, with many still testing at a preschool Lexile level. This critical issue highlights the need for targeted strategies to build reading comprehension and fluency. Implementing evidence-based approaches, such as differentiated instruction, phonics support, and regular fluency practice, is essential to elevate student achievement
Root Cause: Many of our students are still testing at a preschool Lexile level, indicating that our current reading supplement is ineffective. To address this, we urgently need to implement targeted strategies for improving reading comprehension and fluency, such as differentiated instruction, phonics support, and regular fluency practice, to boost student reading levels and overall literacy.

Problem Statements 3: We urgently need to improve our communication infrastructure to fully engage stakeholders. Implementing tools like the NASIS Parent Portal will provide real-time access to vital information and strengthen partnerships with families, fostering a more supportive and informed learning environment crucial to student success.
Root Cause: Our outdated communication infrastructure disconnects stakeholders and hinders their ability to support student success. Implementing modern tools like the NASIS Parent Portal strengthens partnerships and fosters a more engaged, informed school community.

Problem Statements 4 (Prioritized): High teacher turnover, inconsistent teaching practices, and insufficient time for professional development severely impact student achievement. Teachers face challenges in analyzing data, developing MTSS, and integrating new curriculum. Addressing these issues ensures students receive consistent, high-quality instruction and support.
Root Cause: The root cause of this challenge lies in limited planning and collaboration time, which prevents teachers from fully engaging in professional development, data analysis, and MTSS planning. Combined with high turnover and inconsistent instructional practices, these constraints make it difficult to implement new curriculum effectively and provide the continuity students need for academic success.

Problem Statements 5 (Prioritized): The lack of opportunities for students to engage with Apache culture, traditions, language, and history weakens their sense of belonging and negatively affects academic success. To bridge this gap, we must provide culturally enriching programs that unite families, foster cultural pride, and support students' academic achievement.
Root Cause: The disconnect in our community stems from the lack of opportunities for students to engage with their Apache culture, traditions, language, customs, and history. This absence weakens their sense of belonging and impacts academic success. Addressing this gap is crucial to uniting families, fostering cultural pride, and supporting students' academic achievement.

Problem Statements 6 (Prioritized): Our staff lacks the training, proficiency, and confidence to integrate technology effectively across academic instruction, compliance tasks, and daily routines. This gap in digital competency limits efficiency, reduces instructional effectiveness, and hinders the school-wide ability to model and teach essential technology skills to students.
Root Cause: High staff turnover, outdated infrastructure, limited training, and generational gaps in digital literacy have hindered effective technology integration, reducing instructional impact and staff capacity to support school-wide tech use

Problem Statements 7: Our current communication infrastructure limits stakeholder engagement due to underutilized tools like NASIS, outdated website content, inconsistent use of radio and newsletters, and infrequent personal outreach via text, phone, or email. This weakens family partnerships and access to timely, accurate information.
Root Cause: Limited staff training, low tech proficiency, and lack of accountability lead to outdated, inconsistent communication across NASIS, the website, and outreach tools. This hinders timely, accurate updates and weakens family engagement and trust.

Problem Statements 8: The school building, over 100 years old and managed by the Heritage Foundation, cannot be retrofitted with essential infrastructure like HVAC, updated electrical, plumbing, roofing, fencing, or road access. Frequent closures due to weather and facility failures disrupt instruction and compromise safety.
Root Cause: Aging facilities under historical restrictions prevent critical upgrades to HVAC, wiring, plumbing, and safety systems. Inadequate infrastructure leads to unsafe conditions and frequent closures, disrupting learning and limiting access to quality instruction.

Problem Statements 9: The school lacks staff housing, and the nearest residential area is a high-cost resort retirement community with rental and home prices over 300% above the national average. This severe housing barrier makes recruiting and retaining qualified educators and support staff extremely difficult.
Root Cause: Lack of local housing in our rural area makes staff recruitment and retention unsustainable. High turnover disrupts services, weakens instructional continuity, wastes training efforts, and prevents students from forming stable academic relationships essential for success.

Problem Statements 10 (Prioritized): Students are underperforming in ELA and Math due to high staff turnover, inadequate housing, and outdated infrastructure. Low technology proficiency and unreliable systems prevent full use of NAVVY, BIE assessments, and key programs like i-Ready, HMH, Math 180, Read 180, and IXL.
Root Cause: Limited housing, poor infrastructure, and low-tech skills hinder staff retention and effective instruction. Inconsistent use of academic tools and data systems weakens instruction, disrupts support services, and limits student progress in core subjects.

Problem Statements 11 (Prioritized): Only 2-3% of students annually demonstrate grade-level proficiency in ELA, Math, and Science. Many lack foundational skills, and grading practices have emphasized behavior over mastery. A structured MTSS framework is urgently needed to deliver consistent Tier 1 and 2 academic interventions.

Root Cause: The absence of a consistent MTSS framework, ineffective grading practices, and limited foundational skill development have led to poor academic outcomes. Without data-driven interventions, students lack the support needed to achieve proficiency.

Student Achievement

Student Achievement Summary

SY 22-23 BIE Unified ASSESSMENT ACHIEVEMENT - MATH		
Grade	**# of Students Assessed**	**% Met or Exceeded Expectations**
6	47	0%
7	46	2%
8	31	0%
ALL	124	1%

SY 22-23 BIE Unified ASSESSMENT ACHIEVEMENT - ELA		
Grade	**# of Students Assessed**	**% Met or Exceeded Expectations**
6	48	6%
7	46	7%
8	31	19%
ALL	125	10%

SY 23-24 Benchmark Data - ELA		
Grade	**# of Students Assessed**	**% Met or Exceeded Expectations**
6	47	60%
7	44	9%
8	43	-13%
ALL	134	18%

SY 23-24 Benchmark Data - Math		
Grade	**# of Students Assessed**	**% Met or Exceeded Expectations**
6	47	10%
7	44	4%
8	43	8%

SY 23-24 Benchmark Data - Math		
ALL	134	7%

Student Achievement Strengths

Our 8th graders were able to raise their scores this year, with 19% meeting or exceeding expecations. We are very proud of that number. We hope to build on our ELA strengths, and bring that into all classrooms throughout this school year.

Problem Statements Identifying Student Achievement Needs

Problem Statements 1 (Prioritized): Our 6th and 7th grade reading scores show need for improvement.
Root Cause: Gaps in foundational literacy skills: Students may have moved to 6th and 7th grades without mastering essential reading skills from earlier grades. Instructional methods: Current teaching strategies might not effectively engage students or address their specific reading needs.

Problem Statements 2 (Prioritized): High teacher turnover, inconsistent teaching practices, and insufficient time for professional development severely impact student achievement. Teachers face challenges in analyzing data, developing MTSS, and integrating new curriculum. Addressing these issues ensures students receive consistent, high-quality instruction and support.
Root Cause: The root cause of this challenge lies in limited planning and collaboration time, which prevents teachers from fully engaging in professional development, data analysis, and MTSS planning. Combined with high turnover and inconsistent instructional practices, these constraints make it difficult to implement new curriculum effectively and provide the continuity students need for academic success.

Problem Statements 3 (Prioritized): The lack of opportunities for students to engage with Apache culture, traditions, language, and history weakens their sense of belonging and negatively affects academic success. To bridge this gap, we must provide culturally enriching programs that unite families, foster cultural pride, and support students' academic achievement.
Root Cause: The disconnect in our community stems from the lack of opportunities for students to engage with their Apache culture, traditions, language, customs, and history. This absence weakens their sense of belonging and impacts academic success. Addressing this gap is crucial to uniting families, fostering cultural pride, and supporting students' academic achievement.

Problem Statements 4 (Prioritized): Our students face significant trauma, which hinders their academic performance and emotional well-being. Without adequate support, this trauma negatively impacts their ability to learn and thrive. Addressing these issues through targeted, trauma-informed interventions is essential for fostering a safe, supportive learning environment.
Root Cause: The root cause of our students' struggles stems from unresolved trauma, which disrupts their emotional stability and academic performance. A lack of trauma-informed support in the classroom exacerbates these challenges, making it difficult for students to focus and succeed. Addressing this gap is essential for fostering a supportive learning environment.

Problem Statements 5 (Prioritized): Our school faces a critical challenge with stagnant math scores, indicating a need for more effective strategies to improve student achievement. Without targeted interventions and enhanced support, we risk limiting students' academic growth and success in this foundational subject. Addressing this issue is essential to ensuring long-term student achievement and success.
Root Cause: Stagnant math scores are rooted in ineffective instructional methods, limited teacher training in modern techniques, and a lack of appropriate resources and technology. These challenges hinder students' ability to grasp key mathematical concepts. Addressing these issues through targeted interventions and improved resources is crucial to enhancing student achievement in math.

Problem Statements 6 (Prioritized): Our staff lacks the training, proficiency, and confidence to integrate technology effectively across academic instruction, compliance tasks, and

daily routines. This gap in digital competency limits efficiency, reduces instructional effectiveness, and hinders the school-wide ability to model and teach essential technology skills to students.
Root Cause: High staff turnover, outdated infrastructure, limited training, and generational gaps in digital literacy have hindered effective technology integration, reducing instructional impact and staff capacity to support school-wide tech use

Problem Statements 7: Our current communication infrastructure limits stakeholder engagement due to underutilized tools like NASIS, outdated website content, inconsistent use of radio and newsletters, and infrequent personal outreach via text, phone, or email. This weakens family partnerships and access to timely, accurate information.
Root Cause: Limited staff training, low tech proficiency, and lack of accountability lead to outdated, inconsistent communication across NASIS, the website, and outreach tools. This hinders timely, accurate updates and weakens family engagement and trust.

Problem Statements 8: The school building, over 100 years old and managed by the Heritage Foundation, cannot be retrofitted with essential infrastructure like HVAC, updated electrical, plumbing, roofing, fencing, or road access. Frequent closures due to weather and facility failures disrupt instruction and compromise safety.
Root Cause: Aging facilities under historical restrictions prevent critical upgrades to HVAC, wiring, plumbing, and safety systems. Inadequate infrastructure leads to unsafe conditions and frequent closures, disrupting learning and limiting access to quality instruction.

Problem Statements 9: The school lacks staff housing, and the nearest residential area is a high-cost resort retirement community with rental and home prices over 300% above the national average. This severe housing barrier makes recruiting and retaining qualified educators and support staff extremely difficult.
Root Cause: Lack of local housing in our rural area makes staff recruitment and retention unsustainable. High turnover disrupts services, weakens instructional continuity, wastes training efforts, and prevents students from forming stable academic relationships essential for success.

Problem Statements 10 (Prioritized): Students are underperforming in ELA and Math due to high staff turnover, inadequate housing, and outdated infrastructure. Low technology proficiency and unreliable systems prevent full use of NAVVY, BIE assessments, and key programs like i-Ready, HMH, Math 180, Read 180, and IXL.
Root Cause: Limited housing, poor infrastructure, and low-tech skills hinder staff retention and effective instruction. Inconsistent use of academic tools and data systems weakens instruction, disrupts support services, and limits student progress in core subjects.

Problem Statements 11 (Prioritized): Only 2-3% of students annually demonstrate grade-level proficiency in ELA, Math, and Science. Many lack foundational skills, and grading practices have emphasized behavior over mastery. A structured MTSS framework is urgently needed to deliver consistent Tier 1 and 2 academic interventions.
Root Cause: The absence of a consistent MTSS framework, ineffective grading practices, and limited foundational skill development have led to poor academic outcomes. Without data-driven interventions, students lack the support needed to achieve proficiency.

Perception

Perception Summary

Parent Survey	
Top 4 Areas of Strength	**4 Areas of Improvement**
Small Class Sizes	More Communication
Teachers are Friendly	Facilities need to be repaired and cleaned
Community Involvement	The Office is Disorganized
Extra Curricular	Need more community events and training for parents

Staff Survey	
Top 4 Areas of Strength	**4 Areas of Improvement**
Small Class Sizes	Office is Disorganized
Zero Tolerance Policies	Lack of Supplies and Materials to Teach
Students are Respectful	of Technology is Obsolete
Allow to Teach Culture and Pray	Need Professional Development that is Relevant

Student Survey	
Top 4 Areas of Strength	**4 Areas of Improvement**
Teachers are Respectful	The school is always dirty and needs to be repaired
Food is Free	Not enough field trips
Have computers	The teachers don't know how to use the computers
Extra Curricular / Sports	The rules are too strict

Community Survey	
Top 4 Areas of Strength	**4 Areas of Improvement**
Teachers are respectful	Facilities are old, dirty, and need to be repaired

Community Survey	
Students have Computers	No Organization in the Office
Residential Dorm	: No Heaters in the Classrooms
Sports and Extra Curricular Activities	Need more Cultural Events, and Community Outreach

Perception Strengths

Theodore Roosevelt School is a beacon of educational excellence and cultural pride within the White Mountain Apache community. With a close-knit student body of 150 and a small student-to-teacher ratio, the school provides a personalized learning experience for one-on-one attention, fostering profound academic growth and solid teacher-student relationships. This intimate environment is highly valued, as reflected in the substantial waiting list for educational and residential programs. Our dormitories, currently filled with 50 students, emphasize the school's popularity and the confidence families place in our ability to provide a safe and nurturing home away from home.

We are fortunate to be fully staffed with dedicated, certified professionals committed to each student's academic and cultural success. The strong relationships between students and staff contribute to the school's welcoming environment, where our students' warmth and friendliness make Theodore Roosevelt School a place of unity and mutual respect. Each student also benefits from one-to-one access to technology, ensuring that our learners are well-equipped to engage in modern educational practices while developing essential skills for the future.

The school's popularity and capacity limits speak to the quality and reputation of our programs. Families and students "vote with their feet," affirming the value they find in our school community. Parent, staff, and student satisfaction with extracurricular and sports programs underscore our holistic approach, offering activities promoting physical health, teamwork, and personal growth.

Furthermore, our zero-tolerance policy and strict behavioral guidelines have resulted in discipline data that stands well below that of other schools in the area. Both parents and staff appreciate the structure this provides, creating a safe and productive learning environment where students can focus on their academic and personal growth without disruption.

Theodore Roosevelt School's strengths lie in its academic offerings and its commitment to the individual needs of each student, making it a sought-after institution for families looking to provide their children with a nurturing, culturally affirming, and academically rigorous environment.

Problem Statements Identifying Perception Needs

Problem Statements 1: We urgently need to improve our communication infrastructure to fully engage stakeholders. Implementing tools like the NASIS Parent Portal will provide real-time access to vital information and strengthen partnerships with families, fostering a more supportive and informed learning environment crucial to student success.
Root Cause: Our outdated communication infrastructure disconnects stakeholders and hinders their ability to support student success. Implementing modern tools like the NASIS Parent Portal strengthens partnerships and fosters a more engaged, informed school community.

Problem Statements 2 (Prioritized): The lack of opportunities for students to engage with Apache culture, traditions, language, and history weakens their sense of belonging and

negatively affects academic success. To bridge this gap, we must provide culturally enriching programs that unite families, foster cultural pride, and support students' academic achievement.
Root Cause: The disconnect in our community stems from the lack of opportunities for students to engage with their Apache culture, traditions, language, customs, and history. This absence weakens their sense of belonging and impacts academic success. Addressing this gap is crucial to uniting families, fostering cultural pride, and supporting students' academic achievement.

Problem Statements 3 (Prioritized): Our staff lacks the training, proficiency, and confidence to integrate technology effectively across academic instruction, compliance tasks, and daily routines. This gap in digital competency limits efficiency, reduces instructional effectiveness, and hinders the school-wide ability to model and teach essential technology skills to students.
Root Cause: High staff turnover, outdated infrastructure, limited training, and generational gaps in digital literacy have hindered effective technology integration, reducing instructional impact and staff capacity to support school-wide tech use

Problem Statements 4: Our current communication infrastructure limits stakeholder engagement due to underutilized tools like NASIS, outdated website content, inconsistent use of radio and newsletters, and infrequent personal outreach via text, phone, or email. This weakens family partnerships and access to timely, accurate information.
Root Cause: Limited staff training, low tech proficiency, and lack of accountability lead to outdated, inconsistent communication across NASIS, the website, and outreach tools. This hinders timely, accurate updates and weakens family engagement and trust.

Problem Statements 5: The school building, over 100 years old and managed by the Heritage Foundation, cannot be retrofitted with essential infrastructure like HVAC, updated electrical, plumbing, roofing, fencing, or road access. Frequent closures due to weather and facility failures disrupt instruction and compromise safety.
Root Cause: Aging facilities under historical restrictions prevent critical upgrades to HVAC, wiring, plumbing, and safety systems. Inadequate infrastructure leads to unsafe conditions and frequent closures, disrupting learning and limiting access to quality instruction.

Problem Statements 6 (Prioritized): Students are underperforming in ELA and Math due to high staff turnover, inadequate housing, and outdated infrastructure. Low technology proficiency and unreliable systems prevent full use of NAVVY, BIE assessments, and key programs like i-Ready, HMH, Math 180, Read 180, and IXL.
Root Cause: Limited housing, poor infrastructure, and low-tech skills hinder staff retention and effective instruction. Inconsistent use of academic tools and data systems weakens instruction, disrupts support services, and limits student progress in core subjects.

Priority Problem Statements

Problem Statements 1: High teacher turnover, inconsistent teaching practices, and insufficient time for professional development severely impact student achievement. Teachers face challenges in analyzing data, developing MTSS, and integrating new curriculum. Addressing these issues ensures students receive consistent, high-quality instruction and support.

Root Cause 1: The root cause of this challenge lies in limited planning and collaboration time, which prevents teachers from fully engaging in professional development, data analysis, and MTSS planning. Combined with high turnover and inconsistent instructional practices, these constraints make it difficult to implement new curriculum effectively and provide the continuity students need for academic success.

Problem Statements 1 Areas: Demographics - School Programs & Processes - Student Achievement

Problem Statements 2: Our students face significant trauma, which hinders their academic performance and emotional well-being. Without adequate support, this trauma negatively impacts their ability to learn and thrive. Addressing these issues through targeted, trauma-informed interventions is essential for fostering a safe, supportive learning environment.

Root Cause 2: The root cause of our students' struggles stems from unresolved trauma, which disrupts their emotional stability and academic performance. A lack of trauma-informed support in the classroom exacerbates these challenges, making it difficult for students to focus and succeed. Addressing this gap is essential for fostering a supportive learning environment.

Problem Statements 2 Areas: Student Achievement

Problem Statements 3: Our school faces a critical challenge with stagnant math scores, indicating a need for more effective strategies to improve student achievement. Without targeted interventions and enhanced support, we risk limiting students' academic growth and success in this foundational subject. Addressing this issue is essential to ensuring long-term student achievement and success.

Root Cause 3: Stagnant math scores are rooted in ineffective instructional methods, limited teacher training in modern techniques, and a lack of appropriate resources and technology. These challenges hinder students' ability to grasp key mathematical concepts. Addressing these issues through targeted interventions and improved resources is crucial to enhancing student achievement in math.

Problem Statements 3 Areas: School Programs & Processes - Student Achievement

Problem Statements 4: Our 6th and 7th grade reading scores show need for improvement.

Root Cause 4: Gaps in foundational literacy skills: Students may have moved to 6th and 7th grades without mastering essential reading skills from earlier grades. Instructional methods: Current teaching strategies might not effectively engage students or address their specific reading needs.

Problem Statements 4 Areas: Student Achievement

Problem Statements 5: The lack of opportunities for students to engage with Apache culture, traditions, language, and history weakens their sense of belonging and negatively affects academic success. To bridge this gap, we must provide culturally enriching programs that unite families, foster cultural pride, and support students' academic achievement.

Root Cause 5: The disconnect in our community stems from the lack of opportunities for students to engage with their Apache culture, traditions, language, customs, and history. This absence weakens their sense of belonging and impacts academic success. Addressing this gap is crucial to uniting families, fostering cultural pride, and supporting students' academic achievement.

Problem Statements 5 Areas: Demographics - School Programs & Processes - Student Achievement - Perception - Stakeholder Engagement

Problem Statements 6: Only 2-3% of students annually demonstrate grade-level proficiency in ELA, Math, and Science. Many lack foundational skills, and grading practices have emphasized behavior over mastery. A structured MTSS framework is urgently needed to deliver consistent Tier 1 and 2 academic interventions.

Root Cause 6: The absence of a consistent MTSS framework, ineffective grading practices, and limited foundational skill development have led to poor academic outcomes. Without data-driven interventions, students lack the support needed to achieve proficiency.

Problem Statements 6 Areas: Demographics - School Programs & Processes - Student Achievement

Problem Statements 7: Students are underperforming in ELA and Math due to high staff turnover, inadequate housing, and outdated infrastructure. Low technology proficiency and unreliable systems prevent full use of NAVVY, BIE assessments, and key programs like i-Ready, HMH, Math 180, Read 180, and IXL.

Root Cause 7: Limited housing, poor infrastructure, and low-tech skills hinder staff retention and effective instruction. Inconsistent use of academic tools and data systems weakens instruction, disrupts support services, and limits student progress in core subjects.

Problem Statements 7 Areas: Demographics - School Programs & Processes - Student Achievement - Perception

Problem Statements 8: Our staff lacks the training, proficiency, and confidence to integrate technology effectively across academic instruction, compliance tasks, and daily routines. This gap in digital competency limits efficiency, reduces instructional effectiveness, and hinders the school-wide ability to model and teach essential technology skills to students.

Root Cause 8: High staff turnover, outdated infrastructure, limited training, and generational gaps in digital literacy have hindered effective technology integration, reducing instructional impact and staff capacity to support school-wide tech use

Problem Statements 8 Areas: Demographics - School Programs & Processes - Student Achievement - Perception - Stakeholder Engagement

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- School goals
- Prior year improvement plans - Needs Assessment
- Prior year improvement plans - Performance objectives (SMART goals)
- Prior year improvement plans - Actions and strategies
- Prior year improvement plans - Expenditures
- Prior year improvement plans - Formative and summative reviews
- Planning and decision-making committee minutes

Accountability Data

- Comprehensive, Targeted, and/or Additional Targeted Support data
- Federal Report Card Data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- Early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity
- Economically disadvantaged
- Male/Female
- Special education
- At-risk
- STEM/STEAM
- Section 504 data
- Homeless data
- Foster
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RtI)

Student Data: Behavior and Other Indicators

- Attendance data
- Social Emotional Learning
- Discipline records

- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- School safety data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- School leadership data
- School department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- Teacher retention
- Teacher evaluation
- Administrator evaluation

Parent/Family/Community Data

- Parent/family surveys and/or other feedback
- Parent/family engagement, opportunities, attendance, and participation
- Community surveys and/or other feedback
- Volunteer opportunities, attendance, and participation

Support Systems and Other Data

- Organizational structure data
- Master schedule
- Course offerings
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity building resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

SMART Goals

SMART Goal 1: By May 2026, Theodore Roosevelt School will increase the percentage of students achieving grade-level proficiency in mathematics by at least 5%, as measured by the BIE Summative Assessment.

Evaluation Data Sources: 1. NAVVY Interim Assessments (Quarterly)
Purpose: Gauge student progress on standards-aligned skills throughout the year.
Frequency: Administered at the end of each quarter.
Use: Identify growth, instructional gaps, and students needing intervention.
Evaluation: Compare cohort growth between quarters and monitor trendlines toward the 5% improvement goal.
2. BIE Summative Assessment (Annual)
Purpose: Official measurement of grade-level proficiency.
Frequency: Administered once annually in spring.
Use: Final measure of SMART goal attainment.
Evaluation: Evaluate if school-wide proficiency increased by at least 5%.
3. HMH Math Benchmarks (3x per Year)
Purpose: Monitor student mastery of grade-level content.
Frequency: Beginning, middle, and end of the year.
Use: Track student growth and adjust pacing guides or curriculum delivery.
Evaluation: Compare grade-level proficiency percentages over time.
4. Math 180 and IXL Usage & Performance Reports
Purpose: Measure student engagement and skill acquisition in intervention programs.
Frequency: Ongoing, with monthly data reviews.
Use: Identify which standards students struggle with and evaluate the impact of interventions.
Evaluation: Review progress reports and time-on-task data to ensure program fidelity and effectiveness.
5. Short Cycle Assessments (SCAs)
Purpose: Frequent checks on mastery of targeted standards.
Frequency: Weekly or bi-weekly, depending on instructional pacing.
Use: Inform Tier 1 reteach and Tier 2 MTSS small group instruction.
Evaluation: Track classroom-level gains and adjust supports in real time.
6. Data Team & Instructional Coaching Reviews
Frequency: Monthly
Purpose: Collaborative analysis of data trends from all sources above.
Use: Drive decisions about flexible groupings, reteaching strategies, and intervention plans.
Evaluation: Action plans created and monitored using instructional walkthroughs and student progress data.
7. Student Growth Tracking
Tools: Data dashboards or student progress portfolios.
Use: Teachers track individual growth and set goals with students, increasing ownership and motivation.

BIE Goal Alignment:
All students will develop the knowledge, skills, and behaviors necessary for physical, mental, and emotional wellbeing in a positive, save, and culturally relevant learning environment., All students will develop the knowledge, skills, and behaviors necessary to progress successfully through school and be prepared for postsecondary education and/or career opportunities., All students will graduate high school ready to think globally and succeed in postsecondary study and careers., All students will develop the knowledge, skills, and behaviors needed to lead their sovereign nations to a thriving future through self-determination., All students will benefit from an education system that is effective,

efficient, transparent, and accountable.

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Feb	May
Strategy/Activity 1: Implement the HMH curriculum, aligned with BIE standards, to ensure consistent, rigorous, and evidence-based instruction. Studies show that structured, research-backed math curricula can significantly improve student outcomes in math proficiency (Van der Graaf et al., 2019). **Staff Responsible for Monitoring:** Instructional Coach, Math Instructor, Assistant Principal of Curriculum and Instruction, Principal **Strategy's Expected Result/Impact:** Implement the HMH curriculum, aligned with BIE standards, to ensure consistent, rigorous, and evidence-based instruction. Studies show that structured, research-backed math curricula can significantly improve student outcomes in math proficiency (Van der Graaf et al., 2019). **Evidence Based Tier:** I Strong **Funding Sources:** Math Curriculum - ISEP - 1270.100.1000.6643.100 - $50,000, IXL - ISEP - $1,500, Staff Development & Training - ISEP - $25,000 **Indicators of Rapid School Improvement:** Domain 1: Turnaround Leadership Practice 1A: Prioritize improvement and communicate its urgency Practice 1B: Monitor short- and long-term goals Practice 1C: Customize and target support to meet needs. Domain 2: Talent Development Practice 2A: Recruit, develop, retain, and sustain talent Practice 2B: Target professional learning opportunities Practice 2C: Set clear performance expectations Domain 3: Instructional Transformation Practice 3A: Diagnose and respond to student learning needs Practice 3B: Provide rigorous evidence-based instruction Practice 3C: Remove barriers and provide opportunities Domain 4: Culture Shift			

Practice 4A: Build a strong community intensely focused on student learning Practice 4B: Solicit and act upon stakeholder input Practice 4C: Engage students and families in pursing education goals			

SMART Goal 1: By May 2026, Theodore Roosevelt School will increase the percentage of students achieving grade-level proficiency in mathematics by at least 5%, as measured by the BIE Summative Assessment.

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Feb	May

Strategy/Activity 2: Formative assessments such as MAP Growth should be used to track student progress regularly and identify areas for targeted instruction. These assessments will help differentiate learning and provide immediate feedback, allowing teachers to adjust instructional strategies as needed (Fisher & Frey, 2018).

Staff Responsible for Monitoring: Math Instructor, Instructional Coach, Assistant principal of Curriculum and Instruction, and Principal

Strategy's Expected Result/Impact: Expected Outcomes, Benefits, and Results

Targeted Instruction: Regular use of NAVVY will allow teachers to identify specific learning gaps and provide tailored, differentiated instruction based on student needs. This personalized approach helps students improve in areas where they struggle most.

Immediate Feedback**: The assessments provide timely feedback, allowing teachers to adjust their instructional strategies in real time, improving the overall effectiveness of teaching and ensuring students are progressing as expected (Fisher & Frey, 2018).

Improved Student Achievement: By continuously tracking student progress, MAP Growth assessments help maintain a focus on student growth, ultimately leading to higher proficiency levels and closing achievement gaps.

Informed Decision-Making: These assessments provide data that inform instructional decisions, ensuring that teaching is responsive and aligned with each student's learning path. This leads to more efficient use of classroom time and resources.

Evidence Based Tier:
I Strong

Funding Sources: Purchase AIM Web to for Quarterly Benchmarks and Weekly Short Cycle Assessments - ISEP - $15,000

Indicators of Rapid School Improvement:

Domain 1: Turnaround Leadership

Practice 1A: Prioritize improvement and communicate its urgency

Practice 1B: Monitor short- and long-term goals

Practice 1C: Customize and target support to meet needs.

Domain 2: Talent Development

Practice 2A: Recruit, develop, retain, and sustain talent

Practice 2B: Target professional learning opportunities			
Practice 2C: Set clear performance expectations			
Domain 3: Instructional Transformation			
Practice 3A: Diagnose and respond to student learning needs			
Practice 3B: Provide rigorous evidence-based instruction			
Practice 3C: Remove barriers and provide opportunities			
Domain 4: Culture Shift			
Practice 4A: Build a strong community intensely focused on student learning			
Practice 4B: Solicit and act upon stakeholder input			

SMART Goal 1: By May 2026, Theodore Roosevelt School will increase the percentage of students achieving grade-level proficiency in mathematics by at least 5%, as measured by the BIE Summative Assessment.

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Feb	May
Strategy/Activity 3: A Math Specialist will deliver small-group interventions using evidence-based programs like Number Worlds. This approach will provide intensive, personalized support for struggling students to meet grade-level expectations (Gersten et al., 2017).			
Staff Responsible for Monitoring: Instructional Coach, Assistant Principal of Curriculum and Instruction, and Principal **Strategy's Expected Result/Impact:** Expected Benefits, Results, and Impacts: Personalized Support: Small-group interventions allow the Math Specialist to tailor instruction to each student's specific needs, ensuring that struggling learners receive the intensive support required to close achievement gaps and meet grade-level expectations. Accelerated Progress: By focusing on evidence-based strategies, such as those used in Number Worlds, students receive targeted instruction that accelerates their understanding of key math concepts, improving their proficiency more effectively (Gersten et al., 2017). Improved Math Proficiency: Intensive, small-group instruction significantly boosts student outcomes, helping behind students catch up to their peers and increasing overall math proficiency within the school. Increased Confidence: As students progress in mastering complex concepts through personalized interventions, their confidence in math grows, contributing to greater classroom participation and long-term academic success. **Evidence Based Tier:** I Strong **Funding Sources:** Math Interventionist - Other - $30,000 **Indicators of Rapid School Improvement:** Domain 1: Turnaround Leadership Practice 1A: Prioritize improvement and communicate its urgency Practice 1B: Monitor short- and long-term goals Practice 1C: Customize and target support to meet needs. Domain 2: Talent Development Practice 2A: Recruit, develop, retain, and sustain talent			

Practice 2B: Target professional learning opportunities			
Practice 2C: Set clear performance expectations			
Domain 3: Instructional Transformation			
Practice 3A: Diagnose and respond to student learning needs			
Practice 3B: Provide rigorous evidence-based instruction			
Practice 3C: Remove barriers and provide opportunities			
Domain 4: Culture Shift			
Practice 4A: Build a strong community intensely focused on student learning			
Practice 4B: Solicit and act upon stakeholder input			

SMART Goal 1: By May 2026, Theodore Roosevelt School will increase the percentage of students achieving grade-level proficiency in mathematics by at least 5%, as measured by the BIE Summative Assessment.

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Feb	May
Strategy/Activity 4: To support students needing math interventions, we will implement a targeted approach using data from formative assessments, such as MAP Growth, to identify those who require additional support. Students identified for intervention will receive 90 minutes of focused math tutoring within residential facilities. This tutoring will utilize evidence-based programs like Number Worlds and hands-on strategies to address critical foundational skills, including order of operations and number sense. By providing intensive, small-group instruction in a structured environment, we aim to close learning gaps, boost math proficiency, and enhance student confidence, ensuring that all students meet grade-level expectations **Staff Responsible for Monitoring:** Math Interventionist, Instructional Coach, and Residential Staff **Strategy's Expected Result/Impact:** Improved Math Proficiency: Targeted tutoring will help students close learning gaps, increasing their proficiency in fundamental math skills. Increased Engagement: Providing tutoring in the residential environment ensures that students receive consistent, structured support beyond the classroom, leading to greater engagement and focus. Better Academic Outcomes: Regular, intensive practice will help students catch up to grade-level expectations, reducing the need for further interventions and improving overall academic performance. Boosted Confidence: Focused support will increase students' confidence in their math abilities, encouraging them to participate more actively in class and succeed academically. Tier 2 and Tier 3 Interventions Tier 1: Students receive research-based instruction within their core classroom. Tier 2: Students receive targeted supplemental intervention using differentiated instruction. Tier 3: Students receive individualized, intensive intervention within their core classroom or in a pull-out model. Strategy 1 Account for Student Strengths Strategy 2 Use Schema-Based Instruction Strategy 3 Peer Tutoring Strategy 4 Practice Fact Retrieval Strategy 5 Cover-Copy-Compare Strategy 6 Employe Metacognitive Strategies Strategy 7 Use a Number Line Strategy 8 Verbalize Thought Processes Strategy 9 Fast Draw Strategy 10 Use Multiple Representations			

Evidence Based Tier:
I Strong, II Moderate

Funding Sources: Use evidence-based instructional tools and resources, such as manipulatives, visual aids, and structured programs like Number Worlds, to deliver effective, engaging tutoring sessions that address students' specific learning deficits. - ISEP - $5,000, Interactive Whiteboard for Math Instruction - ISEP - $5,000, Teacher Laptop for Math Intervention and Math Teachers (3) - ISEP - $7,500

Indicators of Rapid School Improvement:

Domain 1: Turnaround Leadership

Practice 1A: Prioritize improvement and communicate its urgency

Practice 1B: Monitor short- and long-term goals

Practice 1C: Customize and target support to meet needs.

Domain 2: Talent Development

Practice 2B: Target professional learning opportunities

Practice 2C: Set clear performance expectations

Domain 3: Instructional Transformation

Practice 3A: Diagnose and respond to student learning needs

Practice 3B: Provide rigorous evidence-based instruction

Practice 3C: Remove barriers and provide opportunities

Domain 4: Culture Shift

Practice 4B: Solicit and act upon stakeholder input

No Progress Accomplished Continue/Modify Discontinue

SMART Goal 2: Increase the percentage of students achieving grade-level proficiency in ELA 10% by May 2026, as measured by the BIE Unified Assessment.

Evaluation Data Sources: 1. NAVVY Interim Assessments (Quarterly)

Purpose: Measure incremental student growth aligned to grade-level standards.
Frequency: Administered quarterly.
Use: Identify specific skill gaps, adjust Tier 1 and Tier 2 instruction, and target interventions.
Evaluation: Compare cohort performance from each administration to track progress toward the 5% NAVVY goal.
2. BIE Interim Assessments (Biannual)

Purpose: Assess student readiness and standards mastery aligned with the BIE Summative Assessment.
Frequency: Administered twice annually (fall and spring).
Use: Analyze proficiency trends and instructional effectiveness.
Evaluation: Evaluate mid-year progress and identify students requiring intensified support.
3. BIE Summative Assessment (Annual)

Purpose: Evaluate year-end grade-level proficiency.
Frequency: Administered annually in spring.
Use: Final measure of goal attainment.
Evaluation: Determine if 5% proficiency increase has been achieved school-wide.
4. School-Wide Benchmarks (HMH, IXL, Read 180, etc.)

Purpose: Track student performance in ELA core programs.
Frequency: Three times per year (beginning, middle, end).
Use: Guide instructional planning and identify patterns of growth.
Evaluation: Compare benchmark performance with NAVVY/BIE data to validate progress.
5. Short Cycle Assessments (SCA)

Purpose: Provide frequent checks on specific ELA skills and standards.
Frequency: Weekly or biweekly, teacher-developed or system-generated.
Use: Monitor effectiveness of interventions and classroom instruction.
Evaluation: Inform immediate instructional adjustments and MTSS decision-making.
6. Data Review Cycles and Instructional Response

Who: Teachers, instructional coaches, and leadership teams.
When: Monthly data meetings.
How: Use results from all assessments to adjust instructional pacing, groupings, and intervention plans.

BIE Goal Alignment:
All students will develop the knowledge, skills, and behaviors necessary for physical, mental, and emotional wellbeing in a positive, save, and culturally relevant learning environment., All students will develop the knowledge, skills, and behaviors necessary to progress successfully through school and be prepared for postsecondary education and/or career opportunities., All students will graduate high school ready to think globally and succeed in postsecondary study and careers., All students will develop the knowledge, skills, and behaviors needed to lead their sovereign nations to a thriving future through self-determination., All students will benefit from an education system that is effective, efficient, transparent, and accountable.

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Feb	May

Strategy/Activity 1: Implement the HMH for middle school students, focusing on phonemic awareness, fluency, and vocabulary. These programs are research-backed and proven effective for improving literacy outcomes in struggling readers (Moats, 2020).

Staff Responsible for Monitoring: English Language Arts Instructor, Instructional Coach, Assistant Principal of Curriculum and Instruction, Principal

Strategy's Expected Result/Impact: Expected Benefits, Results, and Impacts:

Enhanced Phonemic Awareness: The HMH program will help middle school students develop a stronger foundation in phonemic awareness, enabling them to decode words more effectively and improve overall reading skills.

Improved Reading Fluency: By focusing on fluency, students will experience increased reading speed, accuracy, and expression, allowing them to comprehend texts more efficiently and boosting confidence in their reading abilities.

Expanded Vocabulary: The program will introduce and reinforce critical vocabulary essential for comprehension and academic success. Students will better understand complex texts and improve their academic performance as they expand their vocabulary.

More substantial Literacy Outcomes: Research-backed programs like HMH have significantly improved literacy outcomes, especially for struggling readers (Moats, 2020). This will lead to higher reading proficiency levels and help close achievement gaps among middle school students.

Long-Term Academic Success: As students improve in phonemic awareness, fluency, and vocabulary, their overall literacy skills will strengthen, leading to better performance across all subjects that require strong reading comprehension. This foundation will contribute to long-term academic growth and success.

Evidence Based Tier:
I Strong

Funding Sources: Curriculum - ISEP - 1270.100.1000.6610.100 - $50,000, IXL - ISEP - $1,500, Professional Development in Research Based and Empirical Literacy Strategies and Instructional Practices - ISEP - $10,000

Indicators of Rapid School Improvement:

Domain 1: Turnaround Leadership

Practice 1A: Prioritize improvement and communicate its urgency

Practice 1B: Monitor short- and long-term goals

Practice 1C: Customize and target support to meet needs.

Domain 2: Talent Development

Practice 2A: Recruit, develop, retain, and sustain talent			
Practice 2B: Target professional learning opportunities			
Practice 2C: Set clear performance expectations			
Domain 3: Instructional Transformation			
Practice 3A: Diagnose and respond to student learning needs			
Practice 3B: Provide rigorous evidence-based instruction			
Practice 3C: Remove barriers and provide opportunities			
Domain 4: Culture Shift			
Practice 4A: Build a strong community intensely focused on student learning			
Practice 4B: Solicit and act upon stakeholder input			

SMART Goal 2: Increase the percentage of students achieving grade-level proficiency in ELA 10% by May 2026, as measured by the BIE Unified Assessment.

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Feb	May

Strategy/Activity 2: Introduce Reciprocal Teaching, a strategy where students collaborate in small groups to predict, clarify, question, and summarize texts. This method enhances reading comprehension and critical thinking skills, particularly for middle school students (Palincsar & Brown, 1984). Stamina-building, Theme, Scanning, Hybrid Annotation, and Six Circles. Also incorporate scaffolded writing.

Staff Responsible for Monitoring: English Language Arts Instructor, Instructional Coach, Assistant Principal of Curriculum and Instruction, and Principal

Strategy's Expected Result/Impact: Expected Benefits, Results, and Impacts:

Improved Reading Comprehension: Reciprocal Teaching actively engages students in predicting, clarifying, questioning, and summarizing, which deepens their understanding of the text and improves overall reading comprehension, particularly for middle school learners.

Enhanced Critical Thinking Skills: This strategy promotes critical thinking by encouraging students to question and clarify as they read, enabling them to analyze and evaluate information more effectively across all subjects.

Increased Student Engagement: Reciprocal teaching's collaborative nature fosters active participation, allowing students to take ownership of their learning. This leads to higher levels of engagement and motivation to improve literacy skills.

Peer Learning and Collaboration: Working in small groups allows students to learn from one another, enhancing their ability to articulate ideas, share diverse perspectives, and develop social skills alongside academic growth.

Long-Term Academic Success: As students develop stronger comprehension and critical thinking skills through Reciprocal Teaching, they are better equipped for success in more complex reading and problem-solving tasks across the curriculum. This strategy will contribute to long-term academic improvement.

Evidence Based Tier:
I Strong

Funding Sources: In house Professional Development - Travel is difficult and we don't have substitutes - ISEP - $5,000

Indicators of Rapid School Improvement:

Domain 1: Turnaround Leadership

Practice 1A: Prioritize improvement and communicate its urgency

Practice 1B: Monitor short- and long-term goals

Practice 1C: Customize and target support to meet needs. Domain 2: Talent Development Practice 2A: Recruit, develop, retain, and sustain talent Practice 2B: Target professional learning opportunities Practice 2C: Set clear performance expectations Domain 3: Instructional Transformation Practice 3A: Diagnose and respond to student learning needs Practice 3B: Provide rigorous evidence-based instruction Practice 3C: Remove barriers and provide opportunities Domain 4: Culture Shift Practice 4A: Build a strong community intensely focused on student learning Practice 4B: Solicit and act upon stakeholder input			

SMART Goal 2: Increase the percentage of students achieving grade-level proficiency in ELA 10% by May 2026, as measured by the BIE Unified Assessment.

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Feb	May

Strategy/Activity 3: Implement a Multi-Tiered System of Support (MTSS) that focuses on improving reading fluency, addressing the four tenants: Expression, Accuracy, Rate, and Phrasing. Research shows that fluency is critical for bridging the gap between decoding and comprehension (Rasinski, 2012). Targeted fluency practice through repeated readings will be a core element, supported by tools like AIMS Web to track progress.

Staff Responsible for Monitoring: English Language Arts Instructors, Instructional Coach, Assistant Principal of Curriculum and Instruction and Principal

Strategy's Expected Result/Impact: Expected Benefits, Results, and Impacts:

Enhanced Reading Fluency: By addressing the key components of fluency--expression, accuracy, rate, and phrasing--students will improve their ability to read smoothly and confidently, helping to bridge the gap between decoding and comprehension (Rasinski, 2012).

Improved Comprehension: As students become more fluent readers, they will be able to focus less on decoding words and more on understanding the meaning of the text, leading to greater reading comprehension and academic success across subjects.

Targeted, Data-Driven Interventions: Using tools like AIMS Web to track student progress allows for personalized, data-driven instruction. Teachers can identify specific areas where students struggle and provide targeted interventions to meet individual needs.

Accelerated Student Progress: Repeated reading practices, supported by MTSS, will lead to rapid improvements in fluency, helping students close learning gaps faster and perform at grade level.

Sustained Long-Term Literacy Growth: By consistently monitoring and supporting reading fluency through MTSS, students will develop stronger foundational literacy skills that are essential for long-term academic achievement and success in higher-level reading tasks.

Equitable Learning Opportunities: MTSS ensures that all students, regardless of ability, receive the appropriate level of support, fostering a more inclusive learning environment that meets the diverse needs of the student population.

Evidence Based Tier:
I Strong

Funding Sources: Supports, Material and Manipulatives that are reserch based and focus on Reading Comprehension and Fluency - ISEP - $10,000, Education Technology and Supports Reading Fluency (Expression, Rate, Perocity, and Accuracy) - ISEP - $10,000, Interactive White Boards for ELA and ELA Intervention Teachers (3) - ISEP - $10,000, Computers Laptops for ELA instructional staff and teachers (6) - ISEP - $15,000

Indicators of Rapid School Improvement:

Domain 1: Turnaround Leadership Practice 1A: Prioritize improvement and communicate its urgency Practice 1B: Monitor short- and long-term goals Practice 1C: Customize and target support to meet needs. Domain 2: Talent Development Practice 2A: Recruit, develop, retain, and sustain talent Practice 2B: Target professional learning opportunities Practice 2C: Set clear performance expectations Domain 3: Instructional Transformation Practice 3A: Diagnose and respond to student learning needs Practice 3B: Provide rigorous evidence-based instruction Practice 3C: Remove barriers and provide opportunities Domain 4: Culture Shift Practice 4A: Build a strong community intensely focused on student learning Practice 4B: Solicit and act upon stakeholder input			

SMART Goal 2: Increase the percentage of students achieving grade-level proficiency in ELA 10% by May 2026, as measured by the BIE Unified Assessment.

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Feb	May

Strategy/Activity 4: To support students needing interventions in reading fluency and comprehension, we will implement a targeted approach using data from formative assessments, such as AIMS Web, to identify those requiring additional support. Identified students will receive 90 minutes of focused reading tutoring within residential facilities. This tutoring will utilize evidence-based programs and strategies, such as repeated readings and reciprocal teaching, to strengthen foundational skills, including fluency, expression, accuracy, and comprehension. By providing intensive, small-group instruction in a structured environment, we aim to close learning gaps, improve reading proficiency, and build student confidence, ensuring all students achieve grade-level reading benchmarks.

Staff Responsible for Monitoring: Residential Staff, Assistant Principal of Curriculum and Instruction, Instructional Coach and Principal

Strategy's Expected Result/Impact: Expected Benefits, Impacts, and Results:

Improved Reading Fluency: Focused tutoring will enhance students' ability to read with expression, accuracy, and appropriate pacing, which are critical for developing strong reading fluency.

Enhanced Reading Comprehension: As fluency improves, students shift focus from decoding to understanding, resulting in more profound text comprehension and improved academic performance across all subjects.

Targeted, Data-Driven Instruction: Formative assessments like NAVVY allow for precise identification of students' needs, ensuring personalized interventions that directly address individual gaps in fluency and comprehension.

Accelerated Progress: Intensive, small-group instruction will help students close learning gaps faster, enabling them to catch up to grade-level reading expectations more efficiently.
Increased Student Confidence: As students see their reading abilities improve, their confidence will grow, leading to more active participation in classroom discussions and improved overall academic engagement.

Long-Term Academic Success: Strengthening reading fluency and comprehension will provide a solid foundation for future academic success, ensuring students are better prepared for higher-level reading and complex literacy tasks.

Equitable Access to Support: The strategy ensures that all students, especially those needing Tier 2 and Tier 3 interventions, receive the appropriate level of support to succeed in reading, promoting equity in learning outcomes.

Evidence Based Tier:
I Strong

Funding Sources: Evidence Based Materials, Manipulatives, Assistive Technology and Resources to Support Reading Fluency and Reading Comprehension - ISEP - $10,000, AIMS Web - ISEP - $5,000, IXL - ISEP - $1,500

Indicators of Rapid School Improvement: Domain 1: Turnaround Leadership Practice 1A: Prioritize improvement and communicate its urgency Practice 1B: Monitor short- and long-term goals Practice 1C: Customize and target support to meet needs. Domain 2: Talent Development Practice 2A: Recruit, develop, retain, and sustain talent Practice 2B: Target professional learning opportunities Practice 2C: Set clear performance expectations Domain 3: Instructional Transformation Practice 3A: Diagnose and respond to student learning needs Practice 3B: Provide rigorous evidence-based instruction Practice 3C: Remove barriers and provide opportunities Domain 4: Culture Shift Practice 4A: Build a strong community intensely focused on student learning Practice 4B: Solicit and act upon stakeholder input			

 No Progress  Accomplished  Continue/Modify  Discontinue

SMART Goal 3: By May 2026, Theodore Roosevelt School will enhance school climate and culture by implementing at least four initiatives focused on Indigenous cultural awareness, staff and student well-being, and stakeholder engagement. These initiatives will include monthly cultural activities, a staff wellness program, quarterly family engagement events, and a recruitment/retention strategy.

Evaluation Data Sources: 1. Climate and Culture Surveys
Who: Administered to students, staff, and families.
When: Annually (baseline at the start of the year and follow-up in May 2026).
What: Questions will focus on perceptions of safety, cultural relevance, well-being, and community involvement.
Why: To gauge changes in overall school climate and stakeholder satisfaction.
2. Participation Logs and Attendance Records
Cultural Events: Track attendance at monthly Indigenous awareness activities.
Family Engagement: Log participation at quarterly events (e.g., family nights, cultural showcases).
Wellness Programs: Track participation in staff wellness initiatives (e.g., workshops, mental health days).
3. Staff Retention and Recruitment Data
Retention Rates: Compare staff retention from previous years to the 2025-2026 school year.
Recruitment Metrics: Number of qualified applicants, time-to-hire, and reasons for staff departures (exit surveys).
Onboarding Feedback: Survey new hires on the hiring and onboarding experience.
4. Stakeholder Feedback
How: Focus groups, interviews, and open-ended survey questions.
Purpose: To assess each initiative's perceived value and impact and gather input for improvement.
5. Implementation Monitoring
Checklist: Track the timely rollout of each initiative (cultural, wellness, engagement, recruitment).
Responsibility Logs: Assign and review the progress of staff responsible for each activity.
These tools will ensure the goal is measurable, responsive to stakeholder needs, and adaptable for continuous improvement.

BIE Goal Alignment:
All students will develop the knowledge, skills, and behaviors necessary for physical, mental, and emotional wellbeing in a positive, save, and culturally relevant learning environment., All students will develop the knowledge, skills, and behaviors necessary to progress successfully through school and be prepared for postsecondary education and/or career opportunities., All students will graduate high school ready to think globally and succeed in postsecondary study and careers., All students will develop the knowledge, skills, and behaviors needed to lead their sovereign nations to a thriving future through self-determination., All students will benefit from an education system that is effective, efficient, transparent, and accountable.

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Feb	May
Strategy/Activity 1: Implement and coordinate support services, including counseling, financial assistance, and advocacy, to address the immediate needs of homeless youth and families.			
Staff Responsible for Monitoring: Counselor and Parent Liaison **Strategy's Expected Result/Impact:** We will reduce the percentage of homeless youth in our school. **Evidence Based Tier:** I Strong **Funding Sources:** Parent Liaison - ISEP - $50,000, Traditional Counselor - T I-A - $20,000, Culturally Responsive PBIS - Licensing - Training Materials - Branding - Training - Other - $25,000 **Indicators of Rapid School Improvement:** Domain 1: Turnaround Leadership Practice 1A: Prioritize improvement and communicate its urgency Domain 2: Talent Development Practice 2A: Recruit, develop, retain, and sustain talent Practice 2B: Target professional learning opportunities Domain 3: Instructional Transformation Practice 3A: Diagnose and respond to student learning needs Practice 3B: Provide rigorous evidence-based instruction Practice 3C: Remove barriers and provide opportunities Domain 4: Culture Shift Practice 4A: Build a strong community intensely focused on student learning Practice 4B: Solicit and act upon stakeholder input Practice 4C: Engage students and families in pursing education goals			

SMART Goal 3: By May 2026, Theodore Roosevelt School will enhance school climate and culture by implementing at least four initiatives focused on Indigenous cultural awareness, staff and student well-being, and stakeholder engagement. These initiatives will include monthly cultural activities, a staff wellness program, quarterly family engagement events, and a recruitment/retention strategy.

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Feb	May

Strategy/Activity 2: Culturally Responsive Positive Behavior Interventions and Supports (CRPBIS):
Implement CRPBIS to integrate culturally relevant behavior management strategies that reflect Apache values and traditions, promoting respect and inclusion across the school (Christofferson & Callahan, 2015).

Staff Responsible for Monitoring: Theodore Roosevelt Faculty and Staff, Assistant Principal, Counselor, and Principal

Strategy's Expected Result/Impact: Impacts, Benefits, and Results for implementing CRPBIS, aligned with Apache values and traditions:

Increased Cultural Connection: CRPBIS will help students reconnect with Apache values, traditions, and customs, fostering a stronger sense of cultural pride and identity. This connection will enhance students' engagement and participation both academically and behaviorally.

Reduced Behavioral Incidents: By embedding culturally relevant behavior management strategies, CRPBIS will reduce misunderstandings and behavioral issues, creating a more respectful and harmonious school environment that aligns with the community's values.
Improved Student-Teacher Relationships: Teachers will develop a deeper understanding of

Apache cultural practices, improving communication and strengthening relationships with students. This will lead to a more supportive and inclusive classroom atmosphere.

Enhanced Academic Achievement: With fewer behavioral disruptions and a stronger sense of belonging, students will be more focused and motivated, leading to improved academic performance and overall success within the school.

Evidence Based Tier:
I Strong

Funding Sources: Culturally Responsive Positive Behavioral Intervention Systems Professional Development Incentives - ISEP - $50,000

Indicators of Rapid School Improvement:

Domain 1: Turnaround Leadership

Practice 1A: Prioritize improvement and communicate its urgency

Practice 1B: Monitor short- and long-term goals

Practice 1C: Customize and target support to meet needs.

Domain 2: Talent Development Practice 2A: Recruit, develop, retain, and sustain talent Domain 3: Instructional Transformation Practice 3A: Diagnose and respond to student learning needs Practice 3B: Provide rigorous evidence-based instruction Practice 3C: Remove barriers and provide opportunities Domain 4: Culture Shift Practice 4A: Build a strong community intensely focused on student learning Practice 4B: Solicit and act upon stakeholder input Practice 4C: Engage students and families in pursing education goals			

SMART Goal 3: By May 2026, Theodore Roosevelt School will enhance school climate and culture by implementing at least four initiatives focused on Indigenous cultural awareness, staff and student well-being, and stakeholder engagement. These initiatives will include monthly cultural activities, a staff wellness program, quarterly family engagement events, and a recruitment/retention strategy.

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Feb	May

Strategy/Activity 3: Indigenous Language and Cultural Programs:
Partner with community Elders to develop programs incorporating Apache language and culture into the curriculum. These programs will strengthen students' cultural identity and foster a stronger connection between the school and the

Staff Responsible for Monitoring: Assistant Principal, Instructional Coach and Principal

Strategy's Expected Result/Impact: Benefits, Impacts, and Results for CRPBIS Implementation at this School:

Culturally Aligned Discipline: CRPBIS will reflect Apache traditions and values, promoting culturally appropriate behavioral expectations that resonate with students and reduce conflicts, ensuring a more harmonious school environment.

Stronger Sense of Belonging: By integrating Apache customs into behavior management, students will feel a deeper connection to their heritage, fostering pride, belonging, and respect, which enhances their emotional well-being and academic focus.

Reduction in Behavioral Incidents: Culturally responsive strategies will address the root causes of behavioral issues, reduce disciplinary actions, and create a safer, more supportive environment for all students.

Enhanced Teacher-Student Relationships: Teachers who adopt culturally relevant practices will strengthen their relationships with students, leading to better communication, mutual respect, and a more positive classroom experience.

Improved Academic Outcomes: As behavioral disruptions decrease and students feel more supported and connected to their culture, academic engagement will increase, leading to improved achievement and overall school performance.

Evidence Based Tier:
I Strong

Funding Sources: Community Based Instruction / Activities - Other - $20,000, Hire Traditional Storytellers and Elders to Model Ndee Language - ISEP - $5,000

Indicators of Rapid School Improvement:

Domain 1: Turnaround Leadership

Practice 1A: Prioritize improvement and communicate its urgency

Practice 1B: Monitor short- and long-term goals

Practice 1C: Customize and target support to meet needs.

Domain 2: Talent Development Practice 2A: Recruit, develop, retain, and sustain talent Practice 2B: Target professional learning opportunities Practice 2C: Set clear performance expectations Domain 3: Instructional Transformation Practice 3A: Diagnose and respond to student learning needs Practice 3B: Provide rigorous evidence-based instruction Practice 3C: Remove barriers and provide opportunities Domain 4: Culture Shift Practice 4A: Build a strong community intensely focused on student learning Practice 4B: Solicit and act upon stakeholder input Practice 4C: Engage students and families in pursing education goals			

SMART Goal 3: By May 2026, Theodore Roosevelt School will enhance school climate and culture by implementing at least four initiatives focused on Indigenous cultural awareness, staff and student well-being, and stakeholder engagement. These initiatives will include monthly cultural activities, a staff wellness program, quarterly family engagement events, and a recruitment/retention strategy.

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Feb	May

Strategy/Activity 4: Professional Development in Cultural Competency:
Offer continuous professional development for staff, focused on cultural competency and Indigenous history. This will ensure that all staff members are equipped to support Indigenous students in culturally relevant ways (Gay, 2010).

Staff Responsible for Monitoring: Instructional Coach, Assistant Principal and Principal

Strategy's Expected Result/Impact: Benefits, Impacts, and Results for Professional Development in Cultural Competency at Theodore Roosevelt School:

Culturally Informed Instruction: Continuous professional development will equip staff with the knowledge to integrate Indigenous history, language, and customs into daily lessons, making learning more relevant and engaging for Apache students and boosting academic performance.

Reduction in Cultural Misunderstandings: Staff will gain a deeper understanding of Indigenous worldviews and values, reducing cultural misunderstandings and fostering a more inclusive and respectful school environment inside and outside the classroom.

Empowerment of Indigenous Students: When students see their culture reflected in the curriculum and teaching approaches, they feel more valued and empowered, increasing participation, motivation, and self-esteem.

Increased Retention of Indigenous Teachers and Staff: Professional development in cultural competency will create a school culture where Indigenous staff members feel understood and supported, leading to greater job satisfaction and higher retention rates among Indigenous educators.

Stronger School-Community Connections: As staff become more culturally competent, they will be better equipped to engage with families and the broader community, creating stronger partnerships that support student success both academically and socially, while reinforcing the importance of cultural traditions and community values.

Evidence Based Tier:
I Strong

Funding Sources: Culturally Responsive Professional Development, Intervention Strategies and resources for Faculty and Staff - ISEP - $10,000

Indicators of Rapid School Improvement:

Domain 1: Turnaround Leadership

Practice 1A: Prioritize improvement and communicate its urgency			
Practice 1B: Monitor short- and long-term goals			
Practice 1C: Customize and target support to meet needs.			
Domain 2: Talent Development			
Practice 2A: Recruit, develop, retain, and sustain talent			
Practice 2B: Target professional learning opportunities			
Practice 2C: Set clear performance expectations			
Domain 3: Instructional Transformation			
Practice 3A: Diagnose and respond to student learning needs			
Practice 3B: Provide rigorous evidence-based instruction			
Practice 3C: Remove barriers and provide opportunities			
Domain 4: Culture Shift			
Practice 4A: Build a strong community intensely focused on student learning			
Practice 4B: Solicit and act upon stakeholder input			
Practice 4C: Engage students and families in pursing education goals			

SMART Goal 3: By May 2026, Theodore Roosevelt School will enhance school climate and culture by implementing at least four initiatives focused on Indigenous cultural awareness, staff and student well-being, and stakeholder engagement. These initiatives will include monthly cultural activities, a staff wellness program, quarterly family engagement events, and a recruitment/retention strategy.

Strategy 5 Details	Reviews		
	Formative		Summative
	Nov	Feb	May

Strategy/Activity 5: Shared Decision-Making and Transparency:
Establish shared decision-making committees with participation from staff, students, and families. These committees will provide input on school policies, curriculum development, and community engagement (Bryk et al., 2010).

Staff Responsible for Monitoring: Principal and Assistant Principal

Strategy's Expected Result/Impact: Benefits, Impacts, and Results for Shared Decision-Making and Transparency at Theodore Roosevelt School:

Increased Community Ownership: Involving Apache families and students in decision-making fosters a sense of ownership and pride in the school's direction, ensuring policies and initiatives are more culturally aligned and community-driven.

Culturally Relevant Curriculum: With direct input from Indigenous students, families, and staff, curriculum development will reflect Apache culture, traditions, and values, making learning more meaningful and enhancing student engagement and success.

Improved School-Home Communication: Shared decision-making creates open lines of communication between the school and the community, building trust and strengthening relationships, which leads to more collaborative problem-solving and accountability.

Empowerment of Students: Allowing students to participate in school decisions empowers them as leaders, fostering self-confidence and responsibility while making them more invested in their academic and social outcomes.

Tailored Policies for Indigenous Needs: Shared decision-making ensures that school policies are tailored to the unique cultural and social needs of Apache students and families, leading to more effective and relevant solutions for behavioral, academic, and social challenges.

Evidence Based Tier:
II Moderate

Funding Sources: Stakeholder Events and Informational Meetings, Materials Pamphlets, Presenters - T VI-A Indian Ed Formula - $3,000

Indicators of Rapid School Improvement:

Domain 1: Turnaround Leadership

Practice 1A: Prioritize improvement and communicate its urgency

Practice 1B: Monitor short- and long-term goals			
Practice 1C: Customize and target support to meet needs.			
Domain 2: Talent Development			
Practice 2A: Recruit, develop, retain, and sustain talent			
Practice 2B: Target professional learning opportunities			
Practice 2C: Set clear performance expectations			
Domain 3: Instructional Transformation			
Practice 3A: Diagnose and respond to student learning needs			
Practice 3C: Remove barriers and provide opportunities			
Domain 4: Culture Shift			
Practice 4A: Build a strong community intensely focused on student learning			
Practice 4B: Solicit and act upon stakeholder input			
Practice 4C: Engage students and families in pursing education goals			

SMART Goal 3: By May 2026, Theodore Roosevelt School will enhance school climate and culture by implementing at least four initiatives focused on Indigenous cultural awareness, staff and student well-being, and stakeholder engagement. These initiatives will include monthly cultural activities, a staff wellness program, quarterly family engagement events, and a recruitment/retention strategy.

Strategy 6 Details	Reviews		
	Formative		Summative
	Nov	Feb	May
Strategy/Activity 6: Community-Based Instruction and Cultural Field Trips: Integrate Community-Based Instruction (CBI) into the curriculum, allowing students to participate in field trips and activities that expose them to cultural, historical, and traditional knowledge of Apache. Faculty and staff will also participate in these trips to deepen their understanding and awareness, ensuring that Indigenous culture is embedded across all subject areas (Lipka, 1994). **Staff Responsible for Monitoring:** Principal, Assistant Principal and Instructional Coach **Strategy's Expected Result/Impact:** Benefits, Impacts, and Results of Community-Based Instruction and Cultural Field Trips at Theodore Roosevelt School: Strengthened Cultural Identity: By participating in cultural field trips, Apache students will deepen their connection to their heritage, fostering a stronger sense of identity, pride, and belonging that enhances academic performance and personal growth. Contextualized Learning: CBI will allow students to apply academic concepts to real-world, culturally relevant contexts, making learning more engaging and meaningful. This will lead to better knowledge retention and higher academic achievement. Culturally Competent Staff: Faculty and staff participating in these trips will gain firsthand experience with Apache traditions and history, enhancing their ability to deliver culturally sensitive and relevant instruction that resonates with students. Intergenerational Learning: CBI promotes learning from Apache elders and community members, ensuring that traditional knowledge and skills are passed down, bridging generational gaps, and keeping Indigenous knowledge alive for future generations. Enhanced Student Motivation and Engagement: Exposure to community-based learning will create a more dynamic and engaging educational experience, motivating students to take a greater interest in their studies and encouraging active participation in the classroom and community. **Evidence Based Tier:** I Strong **Funding Sources:** Professional Development and Training - T VI-A Indian Ed Formula - $5,000 **Indicators of Rapid School Improvement:** Domain 1: Turnaround Leadership Practice 1A: Prioritize improvement and communicate its urgency			

Practice 1B: Monitor short- and long-term goals			
Practice 1C: Customize and target support to meet needs.			
Domain 2: Talent Development			
Practice 2A: Recruit, develop, retain, and sustain talent			
Practice 2B: Target professional learning opportunities			
Practice 2C: Set clear performance expectations			
Domain 3: Instructional Transformation			
Practice 3A: Diagnose and respond to student learning needs			
Practice 3C: Remove barriers and provide opportunities			
Domain 4: Culture Shift			
Practice 4A: Build a strong community intensely focused on student learning			
Practice 4B: Solicit and act upon stakeholder input			
Practice 4C: Engage students and families in pursing education goals			

SMART Goal 3: By May 2026, Theodore Roosevelt School will enhance school climate and culture by implementing at least four initiatives focused on Indigenous cultural awareness, staff and student well-being, and stakeholder engagement. These initiatives will include monthly cultural activities, a staff wellness program, quarterly family engagement events, and a recruitment/retention strategy.

Strategy 7 Details	Reviews		
	Formative		Summative
	Nov	Feb	May

Strategy/Activity 7: Student and Staff Wellness Initiatives:
Develop wellness programs focused on mental health, stress management, and emotional well-being for students and staff. Regular mindfulness and stress-relief workshops promote a healthier school environment (CDC, 2020).

Staff Responsible for Monitoring: Counselor, Assistant Principal, Instructional Coach and Principal

Strategy's Expected Result/Impact: Impacts, Benefits, and Results of Community-Based Instruction (CBI) and Cultural Field Trips at Theodore Roosevelt School:

Improved Academic Relevance: Research shows culturally relevant education enhances student engagement and comprehension (Castagno & Brayboy, 2008). CBI will directly tie curriculum to Apache culture, making academic content more meaningful and applicable to students' daily lives.

Increased Attendance Rates: Schools that integrate community-based learning and culturally relevant activities often see increased attendance, as students are more motivated to participate when they feel connected to the material and their community (Demmert, 2001).

Decreased Behavioral Incidents: Exposure to community elders and cultural knowledge can reduce behavioral issues as students develop a stronger sense of respect, responsibility, and connection to their heritage, promoting positive social behaviors (Klug & Whitfield, 2003).

Stronger Student-Community Connection: Empirical studies show that students who engage in community-based learning feel more connected to their community, fostering civic responsibility and leadership skills that benefit both the students and the broader community (Freire, 1970).

Enhanced Teacher Retention: Teachers who participate in culturally responsive training and community-based activities report higher job satisfaction and a greater connection to their community, leading to improved teacher retention (Howard, 2003). This is particularly relevant in addressing teacher turnover issues at Theodore Roosevelt School.

Evidence Based Tier:
I Strong

Funding Sources: Community Outreach and Community Based Services - ISEP - $5,000, Conferences Focused on Culturally Responsive Supports, Stretegies and Interventions for students and Staff - ISEP - $7,000, Professional Development & Resources (Materials) - T II-A - $5,000

Indicators of Rapid School Improvement:

Domain 1: Turnaround Leadership

Practice 1A: Prioritize improvement and communicate its urgency			
Practice 1B: Monitor short- and long-term goals			
Practice 1C: Customize and target support to meet needs.			
Domain 2: Talent Development			
Practice 2A: Recruit, develop, retain, and sustain talent			
Practice 2B: Target professional learning opportunities			
Domain 3: Instructional Transformation			
Practice 3A: Diagnose and respond to student learning needs			
Practice 3C: Remove barriers and provide opportunities			
Domain 4: Culture Shift			
Practice 4A: Build a strong community intensely focused on student learning			
Practice 4B: Solicit and act upon stakeholder input			
Practice 4C: Engage students and families in pursing education goals			

SMART Goal 3: By May 2026, Theodore Roosevelt School will enhance school climate and culture by implementing at least four initiatives focused on Indigenous cultural awareness, staff and student well-being, and stakeholder engagement. These initiatives will include monthly cultural activities, a staff wellness program, quarterly family engagement events, and a recruitment/retention strategy.

Strategy 8 Details	Reviews		
	Formative		Summative
	Nov	Feb	May
Strategy/Activity 8: Recruitment and Retention of Quality Staff: Develop a recruitment and retention strategy that includes competitive compensation, mentorship for new hires, and professional development to support teachers in providing culturally responsive instruction (Ingersoll & Smith, 2004). **Staff Responsible for Monitoring:** Human Resource Director, Assistant Principal and Principal **Strategy's Expected Result/Impact:** Intended Benefits, Impacts, and Results for Modernizing Human Resources and Recruitment Efforts at Theodore Roosevelt School: Increased Recruitment of Indigenous and Tribal Members: Modernizing HR efforts will improve outreach to Apache and tribal communities, fostering greater participation in the workforce. Research shows that Indigenous students benefit academically and socially from educators who share their cultural background and values (Castagno & Brayboy, 2008), strengthening cultural continuity and relevance in the curriculum. Improved Access to Digital Job Postings and Applications: By implementing digital job descriptions, postings, and application processes, the school will reach a broader talent pool, including remote candidates. Research suggests that streamlined, accessible recruitment systems increase the number and quality of applicants (Chapman & Webster, 2003), improving the hiring process and reducing vacancies. Consistent and Efficient Staffing: With modernized HR tools, the school can ensure more consistent hiring practices, reducing gaps in staffing that disrupt student learning. Filling positions promptly helps maintain continuity in instruction and student support, leading to more stable classroom environments and improved student achievement (Boyd et al., 2005). Sustainability of Workforce Development: Digital recruitment platforms allow for a more sustainable HR process, reducing the need for paper-based systems while enabling real-time updates and continuous applicant tracking. This ensures the HR system remains adaptable and efficient, contributing to long-term workforce sustainability (Stone et al., 2015). Enhanced Community and Tribal Member Involvement: Targeted recruitment strategies focused on community and tribal members will strengthen ties between the school and the local Apache community. Research shows that schools that involve local community members in staffing decisions foster a greater sense of ownership, trust, and cooperation, leading to better student outcomes (Demmert, 2001). Increased Teacher and Staff Retention: Research demonstrates that modern HR practices, including access to clear job expectations and professional growth opportunities, are linked to higher retention rates (Ingersoll & Smith, 2004). For Theodore Roosevelt School, this will mitigate teacher turnover and ensure consistency in teaching practices, directly impacting student achievement.			

Alignment with Long-Term Strategic Goals: Modernizing recruitment efforts and ensuring accessibility will help align HR practices with the school's goals for growth, sustainability, and cultural alignment. This ensures that staffing strategies are forward-looking and adaptive to future challenges and opportunities (Schneider & Ingram, 2001).

This powerful and dynamic strategy will ensure Theodore Roosevelt School can attract and retain qualified, culturally responsive staff, fostering consistency and continuity in instruction, improving student achievement, and creating a sustainable, effective workforce.

Evidence Based Tier:
I Strong

Funding Sources: Website Modernization (Webmaster - ISEP - $20,000, Hiring and Recruitment Events - T II-A - $10,000, Marketing, Advertizment and Promotional Materials and Resources - ISEP - $5,000

Indicators of Rapid School Improvement:

Domain 1: Turnaround Leadership

Practice 1A: Prioritize improvement and communicate its urgency

Practice 1C: Customize and target support to meet needs.

Domain 2: Talent Development

Practice 2A: Recruit, develop, retain, and sustain talent

Practice 2B: Target professional learning opportunities

Domain 3: Instructional Transformation

Practice 3A: Diagnose and respond to student learning needs

Practice 3B: Provide rigorous evidence-based instruction

Practice 3C: Remove barriers and provide opportunities

Domain 4: Culture Shift

Practice 4A: Build a strong community intensely focused on student learning

Practice 4B: Solicit and act upon stakeholder input

No Progress Accomplished Continue/Modify Discontinue

SMART Goal 4: By May 2025, Theodore Roosevelt School will increase student and staff technology capacity and integration by providing monthly professional development, implementing tech-based instructional strategies in 100% of classrooms, and ensuring all staff utilize digital tools (e.g., NASIS, IXL, HMH, Read 180, Math 180) for academic and operational tasks. Microsoft, Google, NASIS, NAVVY for Operational Efficiency and Effectiveness.

Evaluation Data Sources: To evaluate the SMART goal on building student and staff technology capacity and integration, the following data sources will be used:

Professional Development Logs & Sign-in Sheets
- Track attendance, frequency, and completion of monthly tech-focused training sessions.
Classroom Walkthrough and Observation Tools
- Monitor the use of technology-integrated instructional strategies through formal and informal observations.
Technology Usage Reports
- Pull data from platforms such as:
NASIS (staff usage for attendance, grading, communication)
HMH, IXL, Read 180, Math 180 (student engagement, minutes logged, assignment completion)
Teacher and Staff Surveys
- Collect feedback on comfort level, confidence, and perceived impact of technology integration.
Student Work Samples & Digital Portfolios
- Review evidence of technology use in assignments, projects, and assessments.
IT Department Reports
- Track hardware usage, system uptime, and support tickets to monitor operational integration and identify training needs.

BIE Goal Alignment:
All students will develop the knowledge, skills, and behaviors necessary for physical, mental, and emotional wellbeing in a positive, save, and culturally relevant learning environment., All students will develop the knowledge, skills, and behaviors necessary to progress successfully through school and be prepared for postsecondary education and/or career opportunities., All students will develop the knowledge, skills, and behaviors needed to lead their sovereign nations to a thriving future through self-determination., All students will benefit from an education system that is effective, efficient, transparent, and accountable.

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Feb	May
Strategy/Activity 1: Establish monthly classroom walkthroughs focused specifically on instructional technology use. Pair this with peer coaching cycles that allow teachers to observe each other using tools like Google Classroom, NAVVY, IXL, or Read 180 in the context of the "I Do--We Do--You Do" model. **Staff Responsible for Monitoring:** Teaching Staff, Academic Coach, Principal **Strategy's Expected Result/Impact:** Expected Outcomes Improved Staff Proficiency in Educational Technology Staff will consistently implement digital tools such as Google Classroom, IXL, NAVVY, Read 180, and Math 180 in alignment with instructional best practices. Ongoing peer coaching and targeted walkthroughs will increase teacher confidence and effectiveness in tech integration. Technology-Aligned Instructional Practices Technology will be embedded into daily instruction using the "I Do - We Do - You Do" model, enhancing direct instruction, collaborative learning, and independent student practice. Tools will be used purposefully for formative assessment, student engagement, and standards mastery. Increased Student Engagement and Digital Readiness			

Students will engage more frequently with digital platforms, improving their digital literacy and familiarity with assessment tools. This will lead to better participation and outcomes on online assessments such as NAVVY and BIE summatives.
Data-Driven Instruction and Support
Regular technology walkthroughs and usage data will inform instructional decision-making and identify where additional training or support is needed. Teachers and leaders will use platform analytics to drive intervention and differentiate instruction.
Collaborative Professional Learning Culture
Teachers will build a shared sense of ownership and accountability around technology use. Peer coaching cycles will foster trust, reflection, and a growth mindset toward integrating new tools and strategies.
Impact
100% of classrooms will implement at least one core instructional technology platform weekly by May 2026.
At least 80% of teachers will report increased confidence and frequency of technology use, as measured through pre- and post-surveys.
Platform usage (e.g., IXL, Read 180, Math 180) will increase by 50% over baseline levels, based on system analytics.
Student proficiency on NAVVY interim assessments will show measurable improvement, particularly in classrooms demonstrating consistent and effective technology integration.
The school will build sustainable, job-embedded systems for professional learning and tech-supported instruction that extend beyond the current school year.

Evidence Based Tier:
I Strong

Problem Statements: Demographics 1, 2, 3, 4 - School Programs & Processes 1, 4, 6, 10, 11 - Student Achievement 2, 5, 6, 10, 11 - Perception 3, 6 - Stakeholder Engagement 2

Comprehensive Support Strategy/Activity

Funding Sources: Professional Development / Facilitators - T I-A - $20,000

Indicators of Rapid School Improvement:

Domain 1: Turnaround Leadership

Practice 1A: Prioritize improvement and communicate its urgency

Practice 1B: Monitor short- and long-term goals

Practice 1C: Customize and target support to meet needs.

Domain 2: Talent Development

Practice 2A: Recruit, develop, retain, and sustain talent

Practice 2B: Target professional learning opportunities

Practice 2C: Set clear performance expectations

Domain 3: Instructional Transformation

Practice 3A: Diagnose and respond to student learning needs

Practice 3B: Provide rigorous evidence-based instruction Practice 3C: Remove barriers and provide opportunities			

SMART Goal 4: By May 2025, Theodore Roosevelt School will increase student and staff technology capacity and integration by providing monthly professional development, implementing tech-based instructional strategies in 100% of classrooms, and ensuring all staff utilize digital tools (e.g., NASIS, IXL, HMH, Read 180, Math 180) for academic and operational tasks. Microsoft, Google, NASIS, NAVVY for Operational Efficiency and Effectiveness.

Strategy 2 Details	Reviews		
Strategy/Activity 2: Strategy: Digital Learning Playbooks with Tiered Coaching Support	Formative		Summative
	Nov	Feb	May
Overview Develop and implement Digital Learning Playbooks that provide visual, step-by-step guides for integrating specific digital tools (e.g., Google Classroom, IXL, Read 180, NAVVY) into daily instruction using the "I Do - We Do - You Do" model. Pair this with tiered coaching cycles, where novice, intermediate, and advanced tech users receive differentiated support. This strategy is ideal for TRS due to staff's varying comfort levels with technology, existing infrastructure (1:1 devices and fiber-optic connectivity), and limited time for traditional workshops. Implementation Components Create TRS-Specific Digital Playbooks Aligned to core academic goals (Math, ELA) Designed for easy classroom integration Includes sample lesson templates, screenshots, and best practices Launch Tiered Tech Coaching Tier 1: Foundational--How to log in, assign, monitor tools Tier 2: Instructional--Using tech to differentiate, assess Tier 3: Advanced--Student-led tech projects, flipped lessons Integrate Into PLCs and Walkthrough Feedback Coaches reference Playbooks during weekly walkthroughs and monthly data review meetings Admin team uses walkthrough data to identify who needs Tier 1, 2, or 3 coaching Expected Outcomes and Impact Expected Outcomes: Staff access tech tools with greater confidence and consistency Teachers apply "I Do - We Do - You Do" with embedded tech strategies Coaching is tailored to actual teacher capacity, reducing overwhelm Impact by May 2026: 100% of teachers will implement at least one Digital Playbook strategy weekly			

90% of staff will report improved skill in using at least two core platforms
Students will demonstrate improved academic outcomes and tech fluency across digital tools
Empirical Research Support
Knight (2018) emphasizes that differentiated coaching increases teacher ownership and accelerates instructional change.
Desimone & Pak (2017) confirm that PD is most effective when tied directly to classroom tools and job-embedded practice.
Darling-Hammond et al. (2017) highlight that accessible visual tools and modeling improve the uptake of instructional technology.
Why It Works for TRS
Supports generational gaps in tech proficiency with visual, non-threatening tools
Empowers staff with self-paced learning and job-embedded support
Connects PD directly to SMART goals, walkthroughs, and MTSS alignment

Staff Responsible for Monitoring: Academic Coach ,Teaching Staff, Administrators

Strategy's Expected Result/Impact: Expected Results
Increased Daily Use of Technology by All Teachers
Every teacher will implement at least one core instructional platform (e.g., Google Classroom, IXL, Read 180) as part of their weekly instruction using the school's "I Do - We Do - You Do" model.
Differentiated Professional Growth for All Technology Users
Teachers will receive support aligned with their experience level--novice, intermediate, or advanced--resulting in more personalized, effective growth and higher implementation fidelity.
Strengthened Instructional Alignment Across Classrooms
Lesson design and delivery will improve schoolwide, as teachers use consistent strategies from the Digital Playbooks to plan and teach.
Increased Student Digital Engagement and Readiness
Students will develop routine use of digital tools for practice, project-based learning, assessment, and remediation. This will better prepare them for NAVVY, BIE benchmarks, and digital performance tasks.
Stronger Professional Collaboration and Support Systems
Walkthroughs and PLCs will be used to monitor implementation, celebrate progress, and adapt Playbooks based on staff input and evolving instructional needs.
Impact by May 2026
100% of classrooms will be using at least one Playbook-guided digital platform weekly for core instruction.
90% of teachers will demonstrate growth in technology integration, as documented through walkthrough data, coaching reflections, and pre-/post self-assessments.
Platform analytics (e.g., IXL, Google Classroom usage) will show a minimum 50% increase in student logins, assignments completed, and instructional time online.
Student performance will improve on NAVVY and BIE assessments in technology-enhanced question types and overall proficiency in ELA and Math.
A sustainable library of TRS Digital Playbooks will be developed and updated annually, embedded into onboarding, mentoring, and PLC work.
This strategy creates a low-barrier, high-impact solution for increasing digital literacy and instructional capacity--essential for long-term school improvement at Theodore Roosevelt School.

Evidence Based Tier:
I Strong

Problem Statements: Demographics 1, 2, 3, 4 - School Programs & Processes 1, 4, 6, 10, 11 - Student Achievement 1, 2, 5, 6, 10, 11 - Perception 3, 6 - Stakeholder Engagement 2

Comprehensive Support Strategy/Activity

Funding Sources: Facilitator, Professional Development - T II-A - $10,000

Indicators of Rapid School Improvement:

Domain 1: Turnaround Leadership

Practice 1A: Prioritize improvement and communicate its urgency

Practice 1B: Monitor short- and long-term goals

Practice 1C: Customize and target support to meet needs.

Domain 2: Talent Development

Practice 2A: Recruit, develop, retain, and sustain talent

Practice 2B: Target professional learning opportunities

Practice 2C: Set clear performance expectations

Domain 3: Instructional Transformation

Practice 3A: Diagnose and respond to student learning needs

Practice 3B: Provide rigorous evidence-based instruction

Practice 3C: Remove barriers and provide opportunities

Domain 4: Culture Shift

Practice 4A: Build a strong community intensely focused on student learning

SMART Goal 4: By May 2025, Theodore Roosevelt School will increase student and staff technology capacity and integration by providing monthly professional development, implementing tech-based instructional strategies in 100% of classrooms, and ensuring all staff utilize digital tools (e.g., NASIS, IXL, HMH, Read 180, Math 180) for academic and operational tasks. Microsoft, Google, NASIS, NAVVY for Operational Efficiency and Effectiveness.

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Feb	May
Strategy/Activity 3: Theodore Roosevelt School operates in a fully digital compliance ecosystem driven by BIE, federal, and tribal reporting requirements. Staff are currently underprepared to meet these expectations due to resistance, lack of training, and limited exposure to basic and advanced digital tools. This has resulted in: Late or incomplete reports Overreliance on manual tasks and paper processes Errors in submissions to NASIS, Infinite Campus, Maximo, ERP Pro, and other systems Reduced administrative efficiency and compromised funding/timeliness Communication breakdowns due to poor use of email, calendars, and collaborative platforms Strategy Overview Implement a schoolwide Digital Fluency Initiative supported by: Tiered Technology Training Pathways (Beginner - Intermediate - Proficient) Quarterly Tech Boot Camps On-Demand Microlearning Modules Monthly Accountability Dashboards Designated "Digital Coaches" or Tech Leads in Each Department Implementation Components 1. Digital Skill Inventory & Tier Assignment Staff complete a self-assessment to determine tech proficiency level (novice, emerging, proficient). Use results to assign tiered coaching and learning tracks. 2. Mandatory Monthly Tech Focus (1 hour/month) Each month, all staff will be trained on systems such as: Compliance Tools: NASIS, Infinite Campus, Maximo, ERP Pro, Procurement Systems Basic Software: Microsoft Office, Adobe PDF, Outlook Calendar, Teams Digital Communication: Email etiquette, shared drives, scheduling AI and Productivity Tools: How to use AI tools (e.g., ChatGPT) for reports, formatting, time-saving			

Cyber Hygiene: Password management, security compliance, phishing prevention
3. Quarterly "Tech Boot Camps"

Hands-on workshops by function (HR, Admin, Teachers, Operations)
Focus on real workflows: creating purchase requests, updating student records, generating reports
End each session with a performance-based task to demonstrate competence
4. Digital Job Aids & Video Tutorials

Every process is paired with a one-pager Quick Reference Guide and short explainer video
All guides stored in a shared digital repository organized by department/function
5. Accountability & Recognition

Monthly Digital Compliance Scorecard: track who is using systems effectively and completing reports on time
Recognize progress with "Digital Leader" shoutouts at monthly meetings
Mandatory re-training for non-compliant staff

Staff Responsible for Monitoring: Principal and Assistant Principal

Strategy's Expected Result/Impact: Expected Outcomes
All Staff Reach Basic Digital Competency by May 2026
100% of staff complete foundational training
All required systems are used without paper-based workarounds
Improved Compliance and Efficiency
Reports submitted on time in correct format
Reduced administrative error and duplication
Shift in Organizational Culture Toward Digital Confidence
Staff adopt a mindset of efficiency and accountability
Use of digital tools becomes routine, not resisted
Impact
100% of departments will be using NASIS, ERP Pro, and procurement tools for daily functions without paper-based errors.
All reports to BIE and tribal authorities will be submitted on time, in proper format (PDF/digital), by end of SY 2025-2026.
Monthly progress tracking will show steady growth in digital fluency schoolwide.
Reduction in task turnaround times and increased transparency in operations and communication.
Research Support
Digital Literacy for the Workforce (OECD, 2021): Digital fluency improves job efficiency, reduces burnout, and aligns with federal modernization goals.
Garet et al. (2001): Effective PD includes content focus, active learning, and follow-up support--principles embedded in this plan.
McKinsey Digital (2023): Organizations that invest in tiered tech capacity building see up to 40% gain in productivity and operational performance.

Evidence Based Tier:
I Strong

Problem Statements: Demographics 4 - School Programs & Processes 6 - Student Achievement 6 - Perception 3 - Stakeholder Engagement 2 **Comprehensive Support Strategy/Activity** **Funding Sources:** Training, Facilitator, and Professional Development - ISEP - $10,000 **Indicators of Rapid School Improvement:** Domain 1: Turnaround Leadership Practice 1A: Prioritize improvement and communicate its urgency Practice 1B: Monitor short- and long-term goals Practice 1C: Customize and target support to meet needs. Domain 2: Talent Development Practice 2A: Recruit, develop, retain, and sustain talent Practice 2B: Target professional learning opportunities Practice 2C: Set clear performance expectations Domain 3: Instructional Transformation Practice 3C: Remove barriers and provide opportunities Domain 4: Culture Shift Practice 4A: Build a strong community intensely focused on student learning			

SMART Goal 4: By May 2025, Theodore Roosevelt School will increase student and staff technology capacity and integration by providing monthly professional development, implementing tech-based instructional strategies in 100% of classrooms, and ensuring all staff utilize digital tools (e.g., NASIS, IXL, HMH, Read 180, Math 180) for academic and operational tasks. Microsoft, Google, NASIS, NAVVY for Operational Efficiency and Effectiveness.

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Feb	May
Strategy/Activity 4: Theodore Roosevelt School is operating in a 21st-century digital infrastructure (1:1 devices, 1GB fiber optics, cloud-based platforms), yet many faculty and staff lack the digital fluency required to meet operational expectations, instructional standards, or model essential workforce skills for students. Resistance to technology is widespread, and the digital divide is internal--between those willing to adapt and those actively refusing to engage. To ensure every educator and staff member becomes a model of modern workforce readiness, this strategy positions technology not as an IT issue, but as a core professional competency critical to: Student success in a tech-driven global economy Compliance with paperless federal/tribal systems Institutional sustainability and operational efficiency Strategy Overview This initiative will embed a Schoolwide Digital Workforce Certification Model for all faculty and staff, including: Mandatory Workforce Tech Certification Pathway (3 Levels) Integrated Use of AI, Machine Learning, and Automation Tools Role-Based Digital Scenarios & Simulations Incentive System and Accountability Structure 24/7 Access to Devices and Learning Tools for All Staff & Students Implementation Components 1. Digital Workforce Certification (Required by SY End) All employees complete 3 tracks: Level 1: Core Operations (Outlook, Word, PDF creation, digital calendars, NASIS, Infinite Campus, Maximo, ERP Pro) Level 2: Communication & Collaboration (Email etiquette, shared drives, meeting tools, cloud storage, Teams/Zoom) Level 3: Innovation & Efficiency (AI tools like ChatGPT, document automation, Excel for reporting, workflow automation) Each track concludes with a performance task, badge, and integration into annual evaluation documentation.			

2. AI Integration for Every Role

Train all staff on:

How to use AI for productivity (e.g., writing emails, formatting documents, summarizing reports)
Ethical use of AI in education and administration
How to teach and explain these tools to students
3. Role-Based Simulations

Use job-specific simulations (e.g., submitting a purchase request, scheduling bus routes, entering attendance data) during PD so staff apply tools in authentic tasks. This reduces abstraction and increases transfer to real duties.

4. Incentives & Accountability

"Future-Ready Badge" required for continued employment or performance bonus eligibility
Staff who complete all levels by February 2026 receive:
Priority access to new laptops/tablets
$300 tech stipend
Recognition at board/community events
5. 24/7 Device Access

Ensure all staff and students are assigned their own devices with mobile internet options to enable continuous access to platforms, AI tools, and cloud systems, even from home.

Staff Responsible for Monitoring: Administrative Staff

Strategy's Expected Result/Impact: By May 2026:

100% of staff complete the Workforce Tech Certification Program
90% of staff use AI or digital productivity tools at least weekly
100% of reporting, procurement, and communication tasks are completed digitally, without printing, scanning, or hand-written documentation
Students report improved support and exposure to workforce-aligned tech tools via school climate and graduate surveys
Operational efficiency improves, with faster report turnarounds, fewer errors, and less staff stress from manual processes
Empirical Research Support
World Economic Forum (2023): 85% of jobs that will exist in 2030 do not yet exist; digital fluency, adaptability, and AI literacy are among the top emerging competencies.
OECD (2021): Educators who model technology integration increase student digital readiness and future employability.
International Society for Technology in Education (ISTE): Role-based digital integration improves transfer of skills, increases staff retention, and boosts student achievement.
McKinsey Global Institute (2022): AI and automation, when combined with workforce training, reduce operational burdens by

up to 40%.
Why It Works for TRS
Transforms a deficit mindset ("I can't use tech") into a growth mindset with structured support
Elevates staff as digital role models for students
Meets BIE and federal mandates for paperless compliance
Aligns directly with student and community workforce development goals

Evidence Based Tier:
I Strong

Comprehensive Support Strategy/Activity

Funding Sources: - ISEP - $5,000

Indicators of Rapid School Improvement:

Domain 1: Turnaround Leadership

Practice 1A: Prioritize improvement and communicate its urgency

Practice 1B: Monitor short- and long-term goals

Practice 1C: Customize and target support to meet needs.

Domain 2: Talent Development

Practice 2A: Recruit, develop, retain, and sustain talent

Practice 2B: Target professional learning opportunities

Practice 2C: Set clear performance expectations

Domain 3: Instructional Transformation

Practice 3C: Remove barriers and provide opportunities

 No Progress  Accomplished  Continue/Modify  Discontinue

SMART Goal 4 Problem Statements:

Demographics

Problem Statements 1: Only 2-3% of students annually demonstrate grade-level proficiency in ELA, Math, and Science. Many lack foundational skills, and grading practices have emphasized behavior over mastery. A structured MTSS framework is urgently needed to deliver consistent Tier 1 and 2 academic interventions. **Root Cause**: The absence of a consistent MTSS framework, ineffective grading practices, and limited foundational skill development have led to poor academic outcomes. Without data-driven interventions, students lack the support needed to achieve proficiency.

Problem Statements 2: High teacher turnover, inconsistent teaching practices, and insufficient time for professional development severely impact student achievement. Teachers face challenges in analyzing data, developing MTSS, and integrating new curriculum. Addressing these issues ensures students receive consistent, high-quality instruction and support. **Root Cause**: The root cause of this challenge lies in limited planning and collaboration time, which prevents teachers from fully engaging in professional development, data analysis, and MTSS planning. Combined with high turnover and inconsistent instructional practices, these constraints make it difficult to implement new curriculum effectively and provide the continuity students need for academic success.

Problem Statements 3: Students are underperforming in ELA and Math due to high staff turnover, inadequate housing, and outdated infrastructure. Low technology proficiency and unreliable systems prevent full use of NAVVY, BIE assessments, and key programs like i-Ready, HMH, Math 180, Read 180, and IXL. **Root Cause**: Limited housing, poor infrastructure, and low-tech skills hinder staff retention and effective instruction. Inconsistent use of academic tools and data systems weakens instruction, disrupts support services, and limits student progress in core subjects.

Problem Statements 4: Our staff lacks the training, proficiency, and confidence to integrate technology effectively across academic instruction, compliance tasks, and daily routines. This gap in digital competency limits efficiency, reduces instructional effectiveness, and hinders the school-wide ability to model and teach essential technology skills to students. **Root Cause**: High staff turnover, outdated infrastructure, limited training, and generational gaps in digital literacy have hindered effective technology integration, reducing instructional impact and staff capacity to support school-wide tech use

School Programs & Processes

Problem Statements 1: Our school faces a critical challenge with stagnant math scores, indicating a need for more effective strategies to improve student achievement. Without targeted interventions and enhanced support, we risk limiting students' academic growth and success in this foundational subject. Addressing this issue is essential to ensuring long-term student achievement and success. **Root Cause**: Stagnant math scores are rooted in ineffective instructional methods, limited teacher training in modern techniques, and a lack of appropriate resources and technology. These challenges hinder students' ability to grasp key mathematical concepts. Addressing these issues through targeted interventions and improved resources is crucial to enhancing student achievement in math.

Problem Statements 4: High teacher turnover, inconsistent teaching practices, and insufficient time for professional development severely impact student achievement. Teachers face challenges in analyzing data, developing MTSS, and integrating new curriculum. Addressing these issues ensures students receive consistent, high-quality instruction and support. **Root Cause**: The root cause of this challenge lies in limited planning and collaboration time, which prevents teachers from fully engaging in professional development, data analysis, and MTSS planning. Combined with high turnover and inconsistent instructional practices, these constraints make it difficult to implement new curriculum effectively and provide the continuity students need for academic success.

Problem Statements 6: Our staff lacks the training, proficiency, and confidence to integrate technology effectively across academic instruction, compliance tasks, and daily routines. This gap in digital competency limits efficiency, reduces instructional effectiveness, and hinders the school-wide ability to model and teach essential technology skills to students. **Root Cause**: High staff turnover, outdated infrastructure, limited training, and generational gaps in digital literacy have hindered effective technology integration, reducing instructional impact and staff capacity to support school-wide tech use

Problem Statements 10: Students are underperforming in ELA and Math due to high staff turnover, inadequate housing, and outdated infrastructure. Low technology proficiency and unreliable systems prevent full use of NAVVY, BIE assessments, and key programs like i-Ready, HMH, Math 180, Read 180, and IXL. **Root Cause**: Limited housing, poor infrastructure, and low-tech skills hinder staff retention and effective instruction. Inconsistent use of academic tools and data systems weakens instruction, disrupts support services, and limits student progress in core subjects.

Problem Statements 11: Only 2-3% of students annually demonstrate grade-level proficiency in ELA, Math, and Science. Many lack foundational skills, and grading practices have emphasized behavior over mastery. A structured MTSS framework is urgently needed to deliver consistent Tier 1 and 2 academic interventions. **Root Cause**: The absence of a consistent MTSS framework, ineffective grading practices, and limited foundational skill development have led to poor academic outcomes. Without data-driven interventions, students lack the support needed to achieve proficiency.

Student Achievement

Problem Statements 1: Our 6th and 7th grade reading scores show need for improvement. **Root Cause**: Gaps in foundational literacy skills: Students may have moved to 6th and 7th grades without mastering essential reading skills from earlier grades. Instructional methods: Current teaching strategies might not effectively engage students or address their specific reading needs.

Problem Statements 2: High teacher turnover, inconsistent teaching practices, and insufficient time for professional development severely impact student achievement. Teachers face challenges in analyzing data, developing MTSS, and integrating new curriculum. Addressing these issues ensures students receive consistent, high-quality instruction and support. **Root Cause**: The root cause of this challenge lies in limited planning and collaboration time, which prevents teachers from fully engaging in professional development, data analysis, and MTSS planning. Combined with high turnover and inconsistent instructional practices, these constraints make it difficult to implement new curriculum effectively and provide the continuity students need for academic success.

Problem Statements 5: Our school faces a critical challenge with stagnant math scores, indicating a need for more effective strategies to improve student achievement. Without targeted interventions and enhanced support, we risk limiting students' academic growth and success in this foundational subject. Addressing this issue is essential to ensuring long-term student achievement and success. **Root Cause**: Stagnant math scores are rooted in ineffective instructional methods, limited teacher training in modern techniques, and a lack of appropriate resources and technology. These challenges hinder students' ability to grasp key mathematical concepts. Addressing these issues through targeted interventions and improved resources is crucial to enhancing student achievement in math.

Problem Statements 6: Our staff lacks the training, proficiency, and confidence to integrate technology effectively across academic instruction, compliance tasks, and daily routines. This gap in digital competency limits efficiency, reduces instructional effectiveness, and hinders the school-wide ability to model and teach essential technology skills to students. **Root Cause**: High staff turnover, outdated infrastructure, limited training, and generational gaps in digital literacy have hindered effective technology integration, reducing instructional impact and staff capacity to support school-wide tech use

Problem Statements 10: Students are underperforming in ELA and Math due to high staff turnover, inadequate housing, and outdated infrastructure. Low technology proficiency and unreliable systems prevent full use of NAVVY, BIE assessments, and key programs like i-Ready, HMH, Math 180, Read 180, and IXL. **Root Cause**: Limited housing, poor infrastructure, and low-tech skills hinder staff retention and effective instruction. Inconsistent use of academic tools and data systems weakens instruction, disrupts support services, and limits student progress in core subjects.

Problem Statements 11: Only 2-3% of students annually demonstrate grade-level proficiency in ELA, Math, and Science. Many lack foundational skills, and grading practices have emphasized behavior over mastery. A structured MTSS framework is urgently needed to deliver consistent Tier 1 and 2 academic interventions. **Root Cause**: The absence of a consistent MTSS framework, ineffective grading practices, and limited foundational skill development have led to poor academic outcomes. Without data-driven interventions, students lack the support needed to achieve proficiency.

Perception

Problem Statements 3: Our staff lacks the training, proficiency, and confidence to integrate technology effectively across academic instruction, compliance tasks, and daily routines. This gap in digital competency limits efficiency, reduces instructional effectiveness, and hinders the school-wide ability to model and teach essential technology skills to students. **Root Cause**: High staff turnover, outdated infrastructure, limited training, and generational gaps in digital literacy have hindered effective technology integration, reducing instructional impact and staff capacity to support school-wide tech use

Problem Statements 6: Students are underperforming in ELA and Math due to high staff turnover, inadequate housing, and outdated infrastructure. Low technology proficiency and unreliable systems prevent full use of NAVVY, BIE assessments, and key programs like i-Ready, HMH, Math 180, Read 180, and IXL. **Root Cause**: Limited housing, poor infrastructure, and low-tech skills hinder staff retention and effective instruction. Inconsistent use of academic tools and data systems weakens instruction, disrupts support services, and limits student progress in core subjects.

Stakeholder Engagement

Problem Statements 2: Our staff lacks the training, proficiency, and confidence to integrate technology effectively across academic instruction, compliance tasks, and daily routines. This gap in digital competency limits efficiency, reduces instructional effectiveness, and hinders the school-wide ability to model and teach essential technology skills to students. **Root Cause**: High staff turnover, outdated infrastructure, limited training, and generational gaps in digital literacy have hindered effective technology integration, reducing instructional impact and staff capacity to support school-wide tech use

School Funding Summary

ISEP				
SMART Goal	**Strategy/Activity**	**Resources Needed**	**Account Code**	**Amount**
1	1	Math Curriculum	1270.100.1000.6643.100	$50,000.00
1	1	IXL		$1,500.00
1	1	Staff Development & Training		$25,000.00
1	2	Purchase AIM Web to for Quarterly Benchmarks and Weekly Short Cycle Assessments		$15,000.00
1	4	Use evidence-based instructional tools and resources, such as manipulatives, visual aids, and structured programs like Number Worlds, to deliver effective, engaging tutoring sessions that address students' specific learning deficits.		$5,000.00
1	4	Interactive Whiteboard for Math Instruction		$5,000.00
1	4	Teacher Laptop for Math Intervention and Math Teachers (3)		$7,500.00
2	1	IXL		$1,500.00
2	1	Curriculum	1270.100.1000.6610.100	$50,000.00
2	1	Professional Development in Research Based and Empirical Literacy Strategies and Instructional Practices		$10,000.00
2	2	In house Professional Development - Travel is difficult and we don't have substitutes		$5,000.00
2	3	Supports, Material and Manipulatives that are reserch based and focus on Reading Comprehension and Fluency		$10,000.00
2	3	Computers Laptops for ELA instructional staff and teachers (6)		$15,000.00
2	3	Interactive White Boards for ELA and ELA Intervention Teachers (3)		$10,000.00
2	3	Education Technology and Supports Reading Fluency (Expression, Rate, Perocity, and Accuracy)		$10,000.00
2	4	IXL		$1,500.00
2	4	AIMS Web		$5,000.00
2	4	Evidence Based Materials, Manipulatives, Assistive Technology and Resources to Support Reading Fluency and Reading Comprehension		$10,000.00
3	1	Parent Liaison		$50,000.00
3	2	Culturally Responsive Positive Behavioral Intervention Systems Professional Development Incentives		$50,000.00

ISEP				
SMART Goal	**Strategy/Activity**	**Resources Needed**	**Account Code**	**Amount**
3	3	Hire Traditional Storytellers and Elders to Model Ndee Language		$5,000.00
3	4	Culturally Responsive Professional Development, Intervention Strategies and resources for Faculty and Staff		$10,000.00
3	7	Conferences Focused on Culturally Responsive Supports, Stretegies and Interventions for students and Staff		$7,000.00
3	7	Community Outreach and Community Based Services		$5,000.00
3	8	Website Modernization (Webmaster		$20,000.00
3	8	Marketing, Advertizment and Promotional Materials and Resources		$5,000.00
4	3	Training, Facilitator, and Professional Development		$10,000.00
4	4			$5,000.00
			Sub-Total	$404,000.00

T I-A				
SMART Goal	**Strategy/Activity**	**Resources Needed**	**Account Code**	**Amount**
3	1	Traditional Counselor		$20,000.00
4	1	Professional Development / Facilitators		$20,000.00
			Sub-Total	$40,000.00

T VI-A Indian Ed Formula				
SMART Goal	**Strategy/Activity**	**Resources Needed**	**Account Code**	**Amount**
3	5	Stakeholder Events and Informational Meetings, Materials Pamphlets, Presenters		$3,000.00
3	6	Professional Development and Training		$5,000.00
			Sub-Total	$8,000.00

T II-A				
SMART Goal	**Strategy/Activity**	**Resources Needed**	**Account Code**	**Amount**
3	7	Professional Development & Resources (Materials)		$5,000.00
3	8	Hiring and Recruitment Events		$10,000.00
4	2	Facilitator, Professional Development		$10,000.00
			Sub-Total	$25,000.00

Other				
SMART Goal	**Strategy/Activity**	**Resources Needed**	**Account Code**	**Amount**
1	3	Math Interventionist		$30,000.00

Other				
SMART Goal	**Strategy/Activity**	**Resources Needed**	**Account Code**	**Amount**
3	1	Culturally Responsive PBIS - Licensing - Training Materials - Branding - Training		$25,000.00
3	3	Community Based Instruction / Activities		$20,000.00
			Sub-Total	$75,000.00