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2014-2018

Bureau of Indian Education Strategic Plan

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BIE Leadership Strategic Planning Meeting
January 14-17, 2014, Washington, DC
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DOI/ED Indian Education Study Group
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The Bureau of Indian Education (BIE) presents the 2014-2018 strategic plan, which outlines the vision, priorities, and goals for one of the nation's largest school district. The BIE serves nearly 48,000 American Indian students, who are geographically dispersed among 23 states. The organization has 47 separate funding streams impacting 183 BIE funded schools, the Haskell Indian Nations University (HINU) and the Southwestern Indian Polytechnic Institute (SIPI). BIE must ensure that its organizational structure is responsive and effective in delivering the most highly qualified teachers and rigorous education to all American Indian students.

BIE's Vision

The BIE's goals to improve Indian Education will be met with purpose and meaning. The BIE will institute systemic change to ensure that American Indian students are high achievers, successfully prepared for a competitive global job market. Our vision of a successful student is one who discovers a passion for learning and transforming their world, while maintaining the student's unique tribal culture, identity and language. By implementing this Plan, the BIE will help fulfill our federal trust responsibilities and empower tribes to exercise sovereignty in education and create a path by which Native students can build a successful future. Together, the BIE and tribes will create stories of successful students reflective of their unique tribal identity. In partnership with tribal leaders, administrators, teachers, parents, and staff, BIE will build upon a framework based on four priorities. By increasing opportunities, promoting self-determination, sustaining Native cultures, histories, and languages, and supporting BIE and grant school employees, we will improve academic outcomes and opportunities for our American Indian students. Together BIE and tribes are intent on creating a culture of success based on accountability and responsibility for student learning.

BIE's Four Priorities

The BIE's Strategic Plan identifies four major priority areas to begin transforming the face of American Indian Education at 183 BIE-Funded schools on 64 reservations across 23 states.

- Priority 1: Promote Increased Educational Outcomes and Opportunities for Our Students
- Priority 2: Promote Self-Determination in American Indian Education
- Priority 3: Promote the Sustainability of Native Culture, History, and Language
- Priority 4: Promote Excellence through the Support of Our BIE and Tribal School Employees

BIE's Guiding Principles

To fulfill our priorities, we established guiding principles to promote our passion for students. These principles describe our outlook. BIE is guided to ensure that we fulfill the sacred responsibility charged to provide a quality education to our American Indian students. We understand that the success of our students is the success of Indian Nations. We also recognize that tribal sovereignty is a critical piece for student success. BIE will ensure passionate leadership at all levels which ensures a strong commitment and vision to create successful American Indian Students which will have a positive impact to the future of Indian Country.

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Purpose for BIE's Strategic Plan

In its September 2013 report, the Government Accountability Office (GAO) stated that the BIE currently lacks a strategic plan. The most recent BIE strategic plan was created for the period from 2007 to 2010, and focused entirely on academic achievement. We recognize that a strategic plan is a critical road map that shapes our organization's alignment to our main goal. This strategic plan integrates several recommendations, including those made by the GAO in its reports, the U.S. Department of Education and Department of the Interior's (DOI) Indian Education Study Group, tribes, through consultation, and senior management. This strategic plan will inform the BIE's actions and measure our success as we address new challenges and implement solutions toward a better and more improved BIE.

The team also discussed external risk factors that could impede the full implementation of the Strategic Plan. Funding of new initiatives might be hindered by the restricted use of funds. A large portion of the funds that BIE receives are formula-based and earmarked for schools. New funding is also contingent upon tribal priorities. Funding for new initiatives must consider the timing and process for new funding requests. The second potential impediment to full and successful implementation of the Strategic Plan is BIE's continued staffing challenges, including hiring, staffing shortfalls, and training.

Department of the Interior's Strategic Plan

The Department of the Interior's Strategic Plan for 2011-2016 provides a plan for nine bureaus and multiple offices, including the BIE. The BIE is the bureau within DOI responsible for educating American Indian students from pre-school to post-secondary school as part of DOI's mission to advance government-to-government relationships with Indian nations and honor federal commitments to tribes. Within DOI's Strategic Plan, the Secretary of the Interior has identified performance goals and measurements that the BIE must use to strengthen Indian education. As outlined in DOI's Strategic Plan, by 2016, 100 percent of BIE schools shall achieve Adequate Yearly Progress (AYP) (or comparable measure) and 65 percent of BIE school facilities shall be in acceptable condition as measured by the Facilities Condition index.

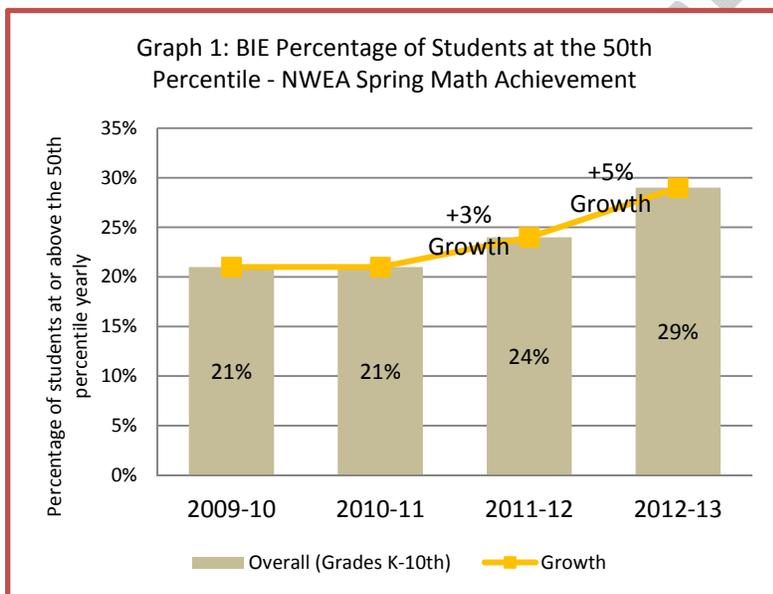
In addition, Secretary Sally Jewell developed a youth initiative framework. The initiative focuses on four areas; Play: Interior will develop or enhance outdoor recreation partnerships for more than 10 million youth; Learn: Interior will provide educational opportunities to at least 10 million of the nation's K-12 student population annually through the development and strengthening of new online education resources, and to welcome kids into nature's classroom; Serve: Interior will engage 1 million volunteers annually on public lands; and, Work: Interior will develop the next generation of lifelong conservation stewards and provide 100,000 work and training opportunities to young people within our bureaus. In all four areas of the Secretary's initiative, BIE will ensure that American Indian students are actively engaged in these opportunities.

To support the Department of the Interior's Strategic Plan and the Youth Initiative, the BIE presents its strategic plan to provide the highest quality educational experience for American Indian students. The following section will detail the BIE's four priorities and its aligned action plan.

Priority 1: Promote Increased Educational Outcomes and Opportunities for American Indian Students

This priority places the American Indian student learner at the center of BIE’s strategic plan. Ultimately, BIE’s goal is for every American Indian student to graduate from high-school as a critical thinker who is empowered to take advantage of all opportunities, including college or vocational education. The BIE’s responsibility is to provide all students the opportunity to be successful and competitive the global economy, while also having the ability to engage fully in their tribal communities..

Priority 1 focuses on educational outcomes, which are exhibited through the results of assessments that measure a student’s proficiency in math, reading, and science. To identify the achievement of student



learners, this plan utilizes a series of assessments that will help BIE detect how American Indian learners are performing. The BIE’s Report on Student Achievement and Growth¹ examined student performance over a four year period to detect district-wide trends. The data results reported that, “BIE student achievement appears to have improved, most notably in math and for students in the lower grades.”

The results are described in Graph 1, revealing BIE students’ annual academic performance. Beginning in school year (SY) 2009-2010, 20

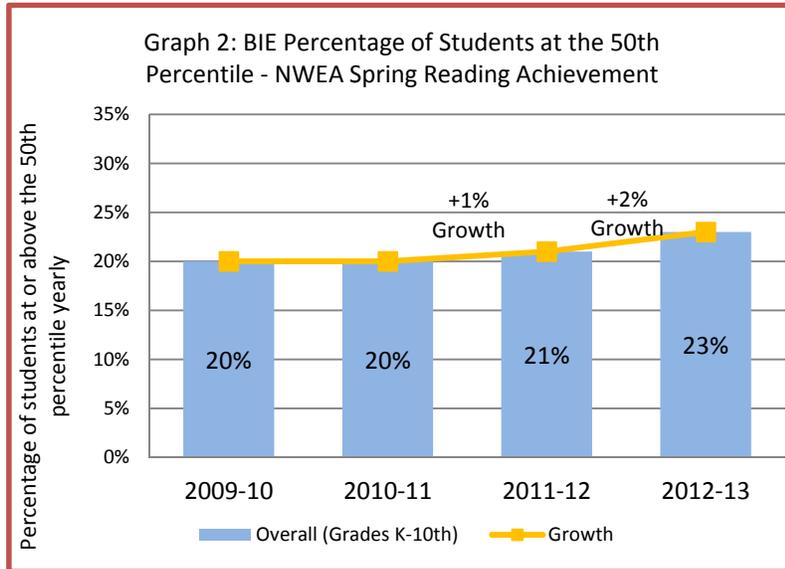
percent of BIE students performed at or above the 50th percentile. By SY 2012-2013, 29 percent of students performed at or above the 50th percentile. Although these growth trends are small, BIE is committed to doing better.

The Northwest Evaluation Association (NWEA) results for reading show that performance growth is likewise evident, although less pronounced than what is observed in the math results. Graph 2 shows BIE students’ annual academic performance for reading. Beginning in SY 2009-2010, 20 percent of BIE students performed at or above the 50th percentile. By SY 2012-2013, 23 percent of BIE students performed at or above the 50th percentile, equaling a three percent rate of growth i over four years.

¹ Bureau of Indian Education Report on Student Achievement and Growth: 2009-10 to 2012-13. Northwest Evaluation Association, December 2013.

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The two graphs illustrate some improvement in performance among students attending the 183 BIE elementary and secondary schools. Of those schools, 56 are operated by the BIE and the remaining 127 are tribally-controlled. BIE believes that, by creating uniformity through integration of the Nation's Common Core State Standards (CCSS) at BIE schools, BIE will be able to analyze school performance



across all BIE schools more completely. . The current analyses do not examine the impact of various curricula upon student performance in BIE schools.

Further, a comparison of American Indian students in public schools with BIE students shows that, on average, BIE students are improving but still lagging behind their counterparts in public schools.

According to the National Assessment of Educational Progress (NAEP) and National Indian Education Study (NIES) 2011

reports show that American Indian/Alaska Native fourth-graders in public schools score higher than those in BIE schools for math and reading; that American Indian/Alaska Native fourth-graders attending schools in suburban and town locations score higher than those in rural areas for math and reading; that American Indian/Alaska Native fourth-graders in BIE schools score higher in 2011 than in 2009 for math; and that American Indian/Alaska Native eighth-graders in BIE schools score higher in 2011 than in 2009 for reading.

The evidence provided by the two reports shows that BIE school efforts to promote learning have spurred minimal growth, and still fall short of their larger goals. BIE schools require strategic and precise efforts to restructure their curriculum and provide support for teachers. The current rate of growth is unacceptable. BIE must target solutions that create more positive outcomes , focusing principals' and teachers' attention on student performance as the most important driving force for school improvement and by using technology to enhance educational opportunities for students. .

Identifying the Solutions

The BIE Management Staff discussed solutions to address the concerns outlined in the section above. Priority One is focused on increasing student outcomes and opportunities, which require a combined effort to ultimately increase educational outcomes for the student learner. Priority One enhances early childhood programs, instructional strategies, technology, data, research, facilities and professional development.

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Promote School Readiness through Early Childhood Education

Purpose: Early childhood literature shows that early preparation for school throughout pre-school has a positive effect upon student achievement in later years. As the common core standards become the measure of success for students, BIE students lag behind their counterparts in public schools and their non-American Indian peers. Early education and school readiness provide students an advantage as they enter kindergarten. Thus, the BIE will institute a program to ensure family engagement, school readiness, linking pre-K education to K-3.

BIE's early childhood program, the Family and Child Education (FACE) program, currently operates at forty-three BIE school campuses, promoting the transition of pre-school children into kindergarten. The early childhood education program promotes home visiting, utilizing the Parent-as-Teacher (PAT) Foundational Curriculum and Pre-School and Parent Education, as well as the National Center for Family Learning (NCFL) model. These programs have helped pre-school students prepare to enter school ready to learn in standards-based kindergarten classrooms. The future of early education programming, every school that qualifies, will have a early childhood education program to give students an early advantage in schools. BIE will work closely with tribes to ensure that these programs will meet the needs of tribes.

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Objective 1: BIE will implement a universal early childhood education program for all 100 percent BIE funded elementary school sites.			
Outcome: By July 1, 2018, BIE will establish a universal early childhood education program at 100 percent of BIE funded elementary school sites.			
Measure of Success: Increased number of school sites annually, use of development assessment Results as indication of school readiness, and use of Early Education indicators under Native Star (Strategic Outreach, Transition to K to 9 th grade).			
Activities	Responsible	Time Period	
		Begin	End
Immediate Actions (by July 1, 2014)			
Submit recommendations to Department of Education and Health and Human Services to allow BIE access to early childhood education funds	Director	Immediate	2/20/2014
Complete an internal review of current early childhood education programs. Develop a one-page policy paper based on internal review for review by ADD.	DPA and FACE	Immediate	3/1/2014
Develop new applications for early childhood education programs	Director	Immediate	4/1/2014
Empower regions and tribes by decentralizing early childhood education programs.	Director	Immediate	5/1/2014
Continue funding FACE programs and open to five non-FACE programs.	Director	Immediate	7/1/2014
Import NWEA K-3 and Word Picture Pre-school scores into NASIS to establish a baseline.	NASIS	Immediate	7/1/2014
Access Professional Development activities through Haskell Indian Nations, Southwestern Indian Polytechnic Institute (SIPI), and other Tribal Colleges and Universities (TCUs), and maximize resources (Early Childhood Education certification, courses, PD, and support of cultural curriculum at community sites).	Research Office, Haskell, SIPI, Director	Immediate	7/1/2014
Establish a research framework for the Early Childhood Education program.	Director	Immediate	7/1/2014
Intermediate Actions (Years 1 & 2: July 2014 to June 2016)			
Complete a cost benefit analysis of current early education program's effectiveness.	Early Education	Immediate	1/15/2015
Implement recommendations from review and cost analysis to ensure that BIE reaches 100 percent of eligible schools with an early childhood education program.	Director	1/30/2015	7/15/2015
Continue funding three early childhood education programs and add programs at three additional locations.	Director	7/1/2015	6/30/2016
Long Term Actions (Years 3 & 4: July 2016 to June 2018)			
Continue funding six early childhood education programs and add programs at three additional locations.	Director	7/1/2016	6/30/2017

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Improved Instructional Strategies to Transform BIE Schools

The BIE identified a need to create a uniform instructional program that supports each region's efforts to address poor performing schools and to strengthen partnerships with tribally-operated schools. BIE has clustered schools that have been in restructuring, corrective action, or in improvement status as defined by the No Child Left Behind. These schools fall into tiered clusters: I, II, and III. Tiered schools are defined as the lowest achieving 5 percent of Title I schools or high schools with graduation rates of less than 60 percent over multiple years. Many of these schools have been in continuous restructuring show signs of improvement, as indicated by a recent 2013 NWEA report, but the gains are too slight. The team determined to improve BIE's instructional strategy through a transformational project that will target four major areas: leadership, curriculum, data, and community.

First, the BIE will establish regional Centers for Excellence for BIE-operated schools to increase student academic achievement and close the achievement gap for all BIE-operated and tribally-controlled grant schools. Centers of Excellence will provide systemic support to BIE and TCG schools to maximize resources, build capacity, and promote sustainability of reform efforts, as well as to increase equity, excellence and efficacy for American Indian students. The regional support system will provide support for school needs in the areas of professional development, training and technical assistance, program support, consulting, and more. Working together, we will maximize the assistance available to schools and substantially increase student academic achievement. Each center will house a Curriculum, Instruction, and Assessment Specialist, a Professional Development Specialist, an Academic Data Analyst, Special Education Specialist, and a Leadership Specialist.

Next, each Associate Deputy Director (ADD) region will implement a regional turnaround program. The concept of a turnaround program is to modify school practices due to continuous poor student performance. These turnaround programs will assist the schools in integrating a revised school improvement plan, hiring effective coaches, instituting professional development programs, and combining collaborative strategies across rural areas. A challenge in implementing turnaround programs will be determining how to provide continuous support to help schools make the most of funds allocated to school improvement programs. Turnaround programs will also aid BIE schools during the transition to the CCSS.

Finally, the BIE will also strengthen current partnerships with tribally-operated schools that typically do not ascribe to BIE's instructional programs. Because 127 of 183 BIA-funded schools are tribally operated, the need to strengthen partnerships with tribally-controlled grant schools is imperative. BIE will build relationships with tribally-controlled schools by engaging grant schools in turnaround programs to create a collective support network for principals and teachers. By working together to monitor classroom practices and curricula, these cooperative partnerships will also prevent teachers from falling back on ineffective instructional strategies and support principals in creating support networks through the use of teacher evaluations linked to student data.

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Objective 2: BIE will implement a school improvement program utilizing regional Centers of Excellence to turn around chronically low performing BIE and Tribally Controlled Grant schools.			
Outcome 1: By June 30, 2015 the BIE will have regional Centers for Excellence for all BIE operated schools.			
Outcome 2: By May 2016, 85 percent of BIE’s funded schools will show 70% or more growth of students met their learning outcomes growth goal as measured by annual AYP Smart Goal. By June 2018, 100% of BIE’s funded schools will show 70% or more growth of students met their learning outcomes growth goal as measured by annual AYP Smart Goal.			
Measures of Success: Increased number of schools movement out of restructuring status, evaluation system that examines schools focus on Native Start indicators targeting three areas: 1) standards alignment to CCSS, 2) active use of data from assessments aligned to CCSS, 3) high engagement of students, and use of SBA assessments or comparative measure.			
Activities	Responsible	Time Period	
		Begin	End
Immediate Actions (by July 1, 2014)			
Identify regional Centers for Excellence educational components needed by BIE/TCG schools, regional areas, and aligned positions/duties/responsibilities. Follow HR protocols to advertise, screen, interview qualified applicants.	ADD	Immediate	6/1/2014
Organize district teacher curriculum alignment teams to develop a K-12 ELA/Math curriculum framework inclusive of College and Career Readiness Anchor Standards.	ADD	Immediate	6/1/2014
Create a Principal and Teacher Employee Performance Appraisal Plan (EPAP) committee.	ADD	Immediate	6/1/2014
Research current appraisal processes used in other school districts (BIE and Public schools).	ADD	Immediate	6/1/2014
Develop appraisal process for specialty area teaching staff and educational technicians.	ADD	Immediate	6/1/2014
Intermediate Actions (Years 1 & 2: July 2014 to June 2016)			
Develop and implement a plan for the utilization of use of either Academic Coaches at school sites or contents specific experts at the ADD level (Reading, Math, Leadership and Data).	ADD	Immediate	8/1/2014
Curriculum Alignment Team will receive training on curriculum mapping, unit planning, and daily lesson planned based on Depth Knowledge (DOK).	ADD	Immediate	6/1/2014
Realignment and rigor of ELA (writing, text information) and Math courses in grades K-12 to prevent students from having to enroll in remedial math courses after high school.	ADD	Immediate	6/1/2014
Determine BIE’s Transformational School Improvement school site clusters by geographic regions and tiered systems.	ADD	Immediate	6/1/2014
Develop a partnership to improve leadership and instruction through the use of either Academic Coaches at school sites or contents specific experts at the ADD level (coaches Reading, Math, Leadership, and Data).	ADD	Immediate	6/1/2014
Determine training needs for coaching teachers and principals based on the school improvement plan and data.	ADD	Immediate	6/1/2014

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Determine instructional guidance and practices to classroom teachers on effective implementation of deconstructed common core standards in ELA/Math and College and Career Readiness Anchor Standards: to include the three writing shifts for ELA/Math.	ADD	Immediate	6/1/2014
Select qualified staff for each Center for Excellence. Introduce the Center for Excellence Staff to regional school sites.			
Develop partnerships with BIE-Human Resources, Teacher Union Representative and proceed with EPAP evaluation.	ADD	7/1/2014	1/31/2015
Provide leadership mentoring to principals with supporting evidence.	ADD	7/2/2014	6/1/2016
Collect coaching data and analyze to ensure coaching effectiveness.	ADD	7/2/2014	6/1/2016
Long Term Actions (Years 3 & 4: July 2016 to June 2018)			
A fully established program to effectively address schools in continuous low performance that will show growth annually.	ADD	Annual	6/1/2018
Ensure the Centers for Excellence are meeting priority goals and are fully staffed.	ADD	Annual	6/1/2018

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College and Career Ready through Comprehensive Professional Development

The BIE must support our principals and teachers through a comprehensive professional development (PD) program. PD programs are useful in communicating instructional strategies and updates to educational standards. To promote the roll out of the CCSS, PD programming must be comprehensive and attentive to the needs of the school. The new CCSS require teachers to learn different teaching methods, which presents an administrative challenge. Therefore, PD planning will factor a multitude of variables to meet the needs of each school. For example, planning will include the alignment of school calendars to improve efficiency. In addition, collaboration between grades and schools will foster a new culture of learning that focuses on a shared responsibility. By employing creative strategies, the BIE will implement effective and efficient PD plans, focusing on improving instruction and clarifying curriculum for teachers as well as on improving school culture and accountability.

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Objective 3: BIE will establish a comprehensive professional development program to support principals and teachers.			
Outcome: By July 1, 2015, BIE will have in place a comprehensive professional development program for all BIE-operated and tribally-operated schools.			
Measures of Success: Increased number of schools movement out of restructuring status, evaluation system that examines schools focus on Native Start indicators targeting three areas: 1) standards alignment to CCSS, 2) active use of data from assessments aligned to CCSS, 3) high engagement of students, and use of SBA assessments or comparative measure.			
Activities	Responsible	Time Period	
		Begin	End
Immediate Actions (by July 1, 2014)			
Incentives will be provided to promote participation in CCSS Professional Development (PD). This would also include funding additional contract hours to allow teachers to participate in PD activities during off contract days.	ADD	Immediate	7/1/2014
Organize a team to develop a PD plan that assess current leadership practices, student assessment data, and instructional delivery practices for all district and instructional staff that focuses on CCSS, integrating Native language, culture, history and science, technology, engineering, and mathematics (STEM).	ADD team	Immediate	7/1/2014
Build a knowledge base for teachers and principals involved for the purpose of implementation of the deconstructed Common Core State Standards at increments of 20% each year to reach 100% by 2016.	ADD	Immediate	6/1/2014
Provide on-going training by BIE employees, vendors or contractors for lecture/on-site presentations for district and school site levels.	ADD	6/1/2014	Continuous
Seek the assistance of outside sources to meet school needs in the area of implementing deconstructed common core standards in ELA/Math, EPAP, and Academic Coaching.	ADD team	Immediate	7/1/2014
Develop a district-wide PD annual calendar.	ADD team	Immediate	5/1/2014
Develop partnerships with local colleges and universities to offer courses for teaching licensure and degree programs in education.	ADD team	Immediate	6/1/2014
Intermediate Actions (Years 1 & 2: July 2014 to June 2016)			
Collect professional development data to determine if district training needs are being met and to plan for summer training for the upcoming school year.	ADD team	Immediate	3/1/2015
Continued and increased funding directed to schools based on student achievement data, incentives collaborative activities.	ADD team	Immediate	8/1/2015
Request tribally operated schools involvement with one-site activities (school year calendar, etc.).	ADD team	Immediate	8/1/2015
Investigate the implementation of STEM program and Service Learning for high school students.	ADD team	Immediate	8/1/2015
Long Term Actions (Years 3 & 4: July 2016 to June 2018)			
All schools will have CCSS fully implemented and integrated. Plan to keep up with continuous infusion of CCSS changes.	ADD	7/1/2015	Continuous

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Improved Information Technology to Support Teachers

Purpose: The biggest challenge facing BIE with CCSS implementation is the lack of an Information Technology (IT) infrastructure to administer the high stakes assessment. Both tests (PARCC and Smarter Balanced) rely on computers. An initial assessment of BIE IT capabilities reveals that approximately 40 percent of BIE schools' computers still use the Windows XP operating system. At a minimum, both tests require Windows 7. Additionally, 30 percent of BIE-funded schools do not have the bandwidth or computers to administer a test three to five times annually (as proposed by PARCC and Smarter Balanced). The implementation of CCSS with an aligned computer based national assessment in the BIE is under development.

Currently, 173 BIE schools are using state assessments from the state in which each school resides. This means BIE must abide by 23 different standards. This creates a system of silos instead of a unified school system, which results uneven academic outcomes and varied teaching strategies that fluctuate from one school to another. In other words, every school is an island unto itself which shortchanges our 48,000 students. A BIE student deserves the tools of today to expand their learning and assessments that allow for precise interventions.

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Objective 4: BIE will increase technological capacity at all school sites to support schools, teachers, and students.			
Outcome: By July 1, 2015, BIE will provide comprehensive Information Technology (IT) services to support the educational needs of all BIE-funded schools and post-secondary institutions.			
Measures of Success: Increase partnerships with current initiatives supporting bandwidth in rural schools with the target of moving 70% of BIE schools with less than 10 mb/s to 100 mb/s.			
Activities	Responsible	Time Period	
		Begin	End
Immediate Actions (by July 1, 2014)			
Define the vision, objectives, and strategies for IT in the BIE.	IT	4/1/2014	7/1/2014
Assess current status and needs of IT including bandwidth, computers, software, webpages, online learning, teacher training, technical support staffing (BIA-IT, BIE, schools, etc.)	IT	Immediate	6/1/2014
Assess BIE IT placement in relation to DOI IT transformation Strategic Plan	IT / Director	Immediate	6/2/2014
Adequately address the funding and budget to identify potential funding sources (DOI, eRate, ConnectED, etc.), calculate annual implementation costs and annual replacement costs, and develop strategy for annual and multi-year funding.	Director	Immediate	7/1/2014
Identify staffing and team to address BIE technology needs.	IT/ Director	Immediate	7/1/2014
Intermediate Actions (Years 1 & 2: July 2014 to June 2016)			
Develop an educational technology program that effectively supports teachers' utilization of advanced educational software to expand opportunities for BIE students.	Director	Immediate	7/1/2015
Begin BIE implementation of the BIE Master IT plan including Haskell and SIPI.	Director	Immediate	7/1/2015
Long Term Actions (Years 3 & 4: July 2016 to June 2018)			
Continuously assess IT service to schools to ensure high quality IT services to schools, teachers, and students.	IT	8/1/2015	6/1/2018
Finalize the establishment of an effective IT program to support the needs of schools, teachers, and students for all BIE and tribally controlled grant schools.	IT	8/1/2015	6/1/2018

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Continuous Improvement Through Data Collection and Analysis

Purpose: The BIE must create a stronger data culture from the director's level to the classroom. Data collection and analysis informs school improvement plans and directs funding for schools. In past years, the BIE data unit has encountered many hurdles that prevent it from providing AYP data in a timely manner due to the various idiosyncrasies contained in the 23 states' accountability workbook plans currently used by BIE schools. The nation's shift toward CCSS will create a faster turnaround for AYP results and Annual Reports, which are integral in assessing BIE schools' performance as well as to school improvement planning and funding. Although these shifts are around the corner, we still have "back orders" of schools demanding their results which have led to major criticisms directed at the BIE.

BIE also support tribal initiatives to improve decision-making through the use of real-time student level data. Tribal education agencies have requested data sharing agreements to empower their accountability systems over tribally operated schools. These data agreements permit the exchange of student level data that complies with the Family Educational Rights and Privacy Act (FERPA). These agreements allow tribal education agencies to use data to research and understand academic performance of their tribal students attending BIE funded schools.

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Objective 5: BIE will strengthen the use of data and its application at every level of BIE from the director's level to school level that focuses on improved academic achievement outcomes.			
Outcome: By March 1, 2014, BIE will develop a data plan that ensures all schools receive valid and reliable data to help drive a culture of data driven decision-making.			
Measures of Success: Increase our output of real-time Adequate Yearly Progress (AYP) results to schools. Increase our use of data in reports from school levels, ADD, Post-Secondary, and Director's level that show measures of success and growth.			
Activities	Responsible	Time Period	
		Begin	End
Immediate Actions (by July 1, 2014)			
Ensure that the AYP status is provided to all schools two weeks after school begins in accordance with the Elementary and Secondary Education Act.	DPA	Immediate	Annually
Streamline the BIE data unit by increasing staffing to meet AYP statutory reporting by filling current vacancies through improved recruitment strategies to find qualified staffing with specialized skills.	DPA	Immediate	6/1/2014
Research and determine which CCSS assessment (Smarter Balanced or PARCC) will be used by all BIE schools that fit our current technological and data unit capacity.	Director	Immediate	6/1/2014
Provide resources and training to ADD staff, principal, teachers, and coaches to utilize and analyze state and NWEA assessments to maximize use in the classroom, school wide planning, and district wide planning.	NASIS	Immediate	Continuous
Continue outreach to Tribal Education Agencies (TEA) to develop partnerships through data sharing agreements and follow protocol through data sharing agreements.	Director	Immediate	Continuous
Intermediate Actions (Years 1 & 2: July 2014 to June 2016)			
Ensure links to the data dashboard is available on the BIE website to inform tribes, schools and parents.	DPA	Immediate	11/1/2014
Long Term Actions (Years 3 & 4: July 2016 to June 2018)			
Provide resources and training to ADD staff, principal, teachers, and coaches to utilize and analyze state and NWEA assessments to maximize use in the classroom, school wide planning, and district wide planning.	NASIS	Immediate	Continuous

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Strengthen Bureau-wide Educational Programs through Research

Purpose: Although the BIE has a Division of Policy and Research, it currently does not produce any research. The Research portion of the Division will evaluate the BIE and utilize research methods to develop BIE's research framework and agenda. The Division will engage a research agenda that utilizes existing data sources to understand impacts of programs developed by the BIE. Preliminary research items will cover Bureau-wide challenges of teacher turnover and student dropout rates. Research developed will ensure an evidence-based decision making culture within the BIE.

Objective 6: BIE will re-establish a research program to develop a BIE research agenda addressing topics currently hindering American Indian student academic achievement.			
Outcome: By August 2014, BIE will establish a research program to use high quality research methods to understand variables impacting American Indian student academic achievement.			
Measures of Success: Increased high quality research as a resource to support BIE strategic initiatives beginning with two reports annually.			
Activities	Responsible	Time Period	
		Begin	End
Immediate Actions (by July 1, 2014)			
Hire staff to develop BIE's research agenda and implementation.	Director	Immediate	6/1/2014
Intermediate Actions (Years 1 & 2: July 2014 to June 2016)			
Develop a research agenda that accounts for the following: outline BIE's current research projects, available data resources, and topics of priority. Research agenda's main purpose is to capture the educational, social, and economic challenges confronting the success of American Indian students.	Research Office	6/1/2014	8/1/2014
Secure funding for two studies to be conducted at the BIE.	Research Office	6/1/2014	8/1/2014
Establish partnerships with universities, tribal colleges and universities, education research organizations, and other entities to develop a comprehensive research strategy for priority research topics.	Research Office	6/1/2014	8/1/2014
Long Term Actions (Years 3 & 4: July 2016 to June 2018)			
Research projects will be utilized to improve American Indian student's educational outcomes and support tribal self-determination. Partnerships with tribal colleges and universities will be sought out.	Director	9/1/2014	6/1/2018

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Increase Post-Secondary Student Retention, Transfer, and Graduation

Purpose: BIE's post-secondary schools, Southwestern Indian Polytechnic Institute (SIPI) and the Haskell Indian Nation's University (Haskell), serve the post-secondary educational needs of American Indian and Alaska Native students. The nation's push toward college and career-ready students will ensure that SIPI and Haskell will improve the retention and graduation rates of incoming students. Both SIPI and Haskell recognize that they are educating the next generation of leaders of tribal nations. From this perspective, SIPI and Haskell are critical players of nation-building and require inclusion into BIE's strategic plan.

In addition to SIPI and Haskell, the Department of the Interior has a memorandum of understanding (MOU) that seeks to increase opportunities for SIPI and Haskell, and other tribal colleges and universities, so they can access resources available at the Department. The alignment of the BIE's strategic plan and the Department's MOU is highly beneficial for BIE and SIPI and Haskell and other tribal colleges and universities.

SIPI was established to support the growing need for vocational technical demands in tribal communities. SIPI's currently has 549 enrolled students for the fall 2013 trimester. The retention rate for first years is 48 percent and graduation rate is 24 percent based on 2013 for the fall 2009 cohort.

Haskell was established in 1882 as an agricultural school but has now expanded to a university. Haskell currently has 745 enrolled students for fall 2013. The retention for first years is 53.6 percent and graduation rate is 24 percent.

Both presidents of SIPI and Haskell provided their input on initiatives to support the post-secondary institutions and to strengthen partnerships to support BIE's K-12 schools.

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Objective 7: BIE will establish a support program for post-secondary schools, Southwestern Indian Polytechnic Institute and Haskell Indian Nations University, to increase graduation rates, retention, and transfer rates of students by 20 percent.			
Outcome: By July 1, 2018, BIE will have a support system in place for evaluating, analyzing, and reporting on indicators annually with recommendations for improvement.			
Measures of Success: Increased rates for graduation, retention, and transfer of post-secondary students at SIPI and Haskell.			
Activities	Responsible	Time Period	
		Begin	End
Immediate Actions (by July 1, 2014)			
Survey BIE K-12 schools to analyze and report on three areas: retention and graduation rates, schools with college preparation/STEM/Advanced Placement (AP) courses/use of educational technology focus, and initiatives to improve parental involvement.	Research Office, SIPI, Haskell	Immediate	7/1/2014
Develop initiatives to support the planning and preparation of students for college through ACT and SAT preparatory courses beginning at the 8th grade level using 6111 funds.	ADD, SIPI, Haskell	Immediate	7/1/2014
Develop and implement retention plans through support services for student success such as academic advising, advocacy, referrals, fee assistance, speaker/workshop series, and access to resources. Track these services to student academic impact through a student engagement survey.	SIPI, Haskell	Immediate	Continuous
Intermediate Actions (Years 1 & 2: August 2014 to June 2016)			
Develop a post-secondary recruitment strategy for high performing students.	SIPI, Haskell	Immediate	8/1/2014
Research and track staff capacity.	Research Office SIPI, Haskell	Immediate	8/1/2014
Report to union any recommendations and potential changes in staff working conditions based on implementation.	Director, SIPI, Haskell	9/1/2014	1/15/2015
Research the effectiveness of orientation on student success at post-secondary schools.	Research Office SIPI, Haskell	Immediate	9/1/2014
Develop an initiative to support limited income post-secondary students.	SIPI, Haskell	Immediate	9/1/2014
Develop partnerships with sister Bureaus, federal agencies and leading scientific organizations for BIE schools systems to access STEM programs and resources.	BIE Post-Secondary Office	Immediate	6/1/2015
Increase post-secondary visibility in schools through recruitment efforts.	SIPI, Haskell	Immediate	Continuous
Long Term Actions (Years 3 & 4: July 2016 to June 2018)			
Support budget allocation for a comprehensive remedial education and summer preparation academy.	Director, SIPI, Haskell	Immediate	Annually

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Ensure that JOM Funds Support Increased Student Outcomes

The Johnson O'Malley (JOM) educational program is a program that provides supplementary financial assistance to meet the unique and specialized educational needs of American Indian children. JOM funds may be used for academic remediation, tutoring, gifted programs, summer school classes, cultural enrichment, field trips, transportation, and school supplies, and more. The JOM program will ensure that eligible students' documentation is received in a timely manner. BIE schools will adhere to a mandatory deadline for submitting all required JOM documentation for funding purposes. The JOM program will develop a collection protocol that will be uniformly applied for data collection purposes.

Objective 8: BIE will establish a comprehensive reporting system for JOM program eligible students.			
Outcome: By July 2015, the BIE will have in place a comprehensive reporting system for all JOM program eligible tribes and tribal contractors.			
Measures of Success: An efficient and uniform reporting of American Indian students eligible for JOM funding. A compilation of school program successes and other activities benefiting students supported by JOM funding.			
Activities	Responsible	Time Period	
		Begin	End
Immediate Actions (by July 1, 2014)			
Develop a job description/duties for a JOM coordinator	ADD Team	Immediate	5/12/2014
Develop a BIE JOM count process that is uniform and is disseminated broadly.	ADD Team	Immediate	4/30/2014
Advertise, screen, interview and hire JOM coordinator.	HR Personnel	Immediate	6/23/2014
Intermediate Actions (Years 1 & 2: July 2014 to June 2016)			
Develop a comprehensive collection format compiling student successes and school success activities and programs.	JOM	7/1/2014	8/1/2014
Develop a uniform reporting process for JOM eligible entities that can be replicated every two years.	JOM	8/2/2014	Continuous
Provide JOM technical assistance to schools and tribal communities.	JOM	8/2/2014	Continuous
Long Term Actions (Years 3 & 4: July 2016 to June 2018)			
Ensure the uniform reporting of JOM eligible students is useful and helpful and compliments student outcomes and opportunities, and increases tribal capacity building initiatives.	JOM	8/2/2014	Continuous

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Ensure A Safe Learning Environment for Student Success

Purpose: BIE will embrace a holistic approach to education that recognizes current issues and struggles facing American Indian students and tribal communities. BIE will maintain a healthy, safe and secure school environment through collaboration and coordination with tribal communities, Bureau of Indian Affairs and Indian Health Services. BIE will participate in the coordination of the delivery of healthcare and wellness support services at BIE funded schools/boarding schools/ dormitories, etc.

BIE has fulfilled regulatory requirements based on concerns outlined by the Inspector General Office but requires additional efforts that expand upon regulations designed for federal office facilities. This is a major challenge since these mandates create sterile, uninviting learning environments. Due to the uniqueness and isolation of our BIE schools, BIE must work to provide an inviting environment for children, their parents and grandparents that is instructionally ready for learning, and still provide a safe and secure facility.

Each location must provide all of the safety and security that adheres to the guidelines and policies of the Bureau of Indian Affairs, Homeland Security, Law Enforcement, Office of the Inspector General, and Emergency Preparedness. Safety continues to be a top priority of the Bureau of Indian Education, this includes monitoring and securing of campuses, student discipline techniques, bureau policies and the implementation of those policies such as Suicide Prevention, Early Intervention, and Postvention Services policy, Sexual Offender Policy, Emergency Management Policy, and Zero Tolerance Policy for the safety and well-being of both students and staff in our schools.

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Priority 2: Promote Self-Determination in Indian Education

This priority is a critical component to the success of American Indian students and tribal nations. American Indian students are tribal members that return to their tribal communities every day. Their success is the success of the tribal nation. The BIE has a federal trust responsibility and tribes have a moral responsibility to educate American Indian students. This is a sacred relationship that BIE must uphold and defend. BIE has been entrusted with the most valuable resource to tribal nations – the molding and development of their student’s minds, ideas, creativity, and self-awareness. BIE must foster a safe learning environment and treat each student’s mind as a valuable commodity.

BIE understands the significance of tribal self-determination and its intersection with tribal sovereignty and self-governance. It’s evident that sovereignty, self-determination, and self-governance are defined differently across many tribal nations and that creates a varied terrain for BIE when implementing partnerships, agreements, and programs.

To embrace the historical and cultural depth of sovereignty, BIE researched the history of tribal sovereignty. K. Tsianina Lomawaima and Teresa McCarty point out the complexity of the federal relationship to tribes, “We argue that the struggle for Indigenous self-determination may be conceptualized as a struggle between two very different yet co-existent realities. One is the reality of a revolution in Indigenous education, or opportunity seized by Native people in the name of self-determination. The second is the reality of an entrenched federal bureaucracy that, despite its public rhetoric, has stifled and sabotaged self-determination at every turn²”. The bureaucracy described in this quote defines federal government’s fragile relationship with tribes. BIE is fully aware and cognizant of the fragility of the federal trust responsibility. BIE enters meetings knowing there is little trust from tribes. BIE’s responsibility is to build and maintain that trust.

Our continued effort to work with tribes comes under two separate federal regulations. The first is the Tribally Controlled Schools Act (TCSA) (P.L. 100-297); Congress declares a commitment to support, to the full extent of congressional responsibility, Federal relations with the Indian nations³. The TCSA requires that the BIE work directly with Indian nations. Therefore, BIE’s authority to work with tribal nations is embedded in the TCSA. Secondly, the Elementary and Secondary Education Act and No Child Left Behind Act require that all of the BIE’s actions taken under its authority shall be done with active consultation with tribes. The United States acting through the Secretary of Interior and tribes shall work in a government-to-government relationship to ensure quality education for all tribal members⁴.

The following goals have been developed to promote self-determination through education.

² McCarty, Theresa L. and K. Tsianinana Lomawaima. To Remain An Indian: Lessons in Democracy from a Century of Native American Education 2006.

³ 25 USC 2501(e)

⁴ 25 USC 2011(b)(1)

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School Improvement through Tribal Capacity Building

Purpose: Since the enactment of self-determination policies, tribes have been able to control their BIE funded schools. Based on tribal requests, the next step is the operations of their schools. The operation of schools encompasses funding, staffing, governance, and curriculum. This shift from control to operations requires a change in tribal capacity building.

BIE must change its way of working with tribes—to operate schools in a district manner to create greater efficiency and effectiveness. Tribal control and tribally operated schools means that school improvement is based on the terms of tribes. Therefore, self-determination is no longer a form of self-governance but a school improvement strategy. School improvement plans will integrate what tribes see fit. These tribally operated schools will encompass Native language, culture and history as a school improvement component. On the other hand, BIE respects the decisions of tribes that choose to retain their BIE operated schools and will work closely to build capacity and partnerships with the schools.

Objective 1: BIE will support tribal capacity building initiatives to support the academic success of American Indian students.			
Outcome: By January 2018, BIE will empower tribes with BIE funded schools to engage in self-determination in Indian education by supporting and encouraging tribes to build capacity to control their own educational programs.			
Measures of Success: Increased programs to promote tribal capacity building.			
Activities	Responsible	Time Period	
		Begin	End
Immediate Actions (by July 1, 2014)			
Establish a Sovereignty Office to work with tribes to implement capacity building initiatives. Tasks: engage tribes during tribal consultation on primary tasks, update department manual, organizational chart, position descriptions, infrastructure, and related activities.	Director	Immediate	Continuous
Approve Tribal Accountability Workbooks/Alternative AYP and submit for review by Department of Education.	Director, Department of Education	Immediate	7/1/2014
Establish incentive grants for tribes with BIE operated and tribally operated schools within their borders. Establish a working task force to develop implementation plan.	Director	Immediate	7/1/2014
Improve communication to tribal governments and schools through a streamlined communication plan.	Director	Immediate	7/1/2014
Intermediate Actions (Years 1 & 2: August 2014 to June 2016)			
Provide technical assistance to TEDs to implement accountability workbooks pending approval from Department of Education.	Sovereignty Office	7/15/2014	7/1/2015
Establish consortium of Tribal Education Departments and tribal colleges to support Sovereignty Office.	Sovereignty Office	7/15/2014	12/15/2014
Long Term Actions (Years 3 & 4: July 2016 to June 2018)			
Complete the finalization of an established Sovereignty Office that provides quality support to promote native language, culture, and history.	Director	Immediate	7/30/2018

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Priority 3: Promote Sustainability of Native History, Culture and Language

This priority represents a major shift in the educational emphasis at all BIE schools by encouraging students to maintain and explore their tribal identities. BIE understands the unique opportunity it has in preserving and maintaining native culture at its schools. This can only be done in close partnerships with tribes. BIE understands that this is a tremendous undertaking and requires deep collaboration with tribes, BIE schools, principals, teachers, parents, and students.

The inclusion of Native History, Culture, and Language into the curriculum of BIE funded schools is voiced by many tribes. Native history courses will provide tribal students a deeper sense and awareness of their tribal government, lands, peoples, and leaders. Native history will demonstrate to American Indian students attending BIE schools that their history matters and is equally important to American history.

The inclusion of Native language in BIE funded schools will promote American Indian student's articulation of ideas and concepts captured in their tribal language. American Indian students will gain new perspectives and outlooks towards their world when they grasp the richness of their own language.

The inclusion of Native culture in BIE funded schools will transform student's awareness of the meaning and significance of their own tribal traditions. Through their culture, they will value the meaning of their unique way of life.

BIE will work to promote the sustainability of Native History, Culture, and Language through the following objectives. BIE will ensure that implementation of policies are aligned and clearly understood throughout the BIE school system.

Tribal Nation Building through Improved Educational Opportunities

Purpose: Tribes have requested BIE to support tribal efforts to develop their languages, history and culture curriculums. Tribes have unique backgrounds that are not conducive to a uniform program. Rather, tribes are at different stages of constructing a robust and effective native educational program. BIE will work with tribes to support tribes in the process of creating tribal educational opportunities to deploy Pre-K to High School standards, curriculum, aligned assessments, professional development for teachers, educational resources, and models to effectively maintain and preserve tribal language culture and history. To effectively support tribes, BIE will establish a Sovereignty in Education office. This office would serve as a clearinghouse to provide information to tribes to develop and sustain language programs in schools.

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Objective 1: BIE will support local initiatives to promote Native Language, Culture, and History development in tribal communities' efforts in BIE funded schools.			
Outcome: By January 2018, BIE will establish a Sovereignty in Education Office to promote the sustainability of native language, culture and history in its BIE funded schools.			
Measures of Success: Increased Native language programming at BIE school sites.			
Activities	Responsible	Time Period	
		Begin	End
Immediate Actions (by July 1, 2014)			
In conjunction with the establishment of a Sovereignty Office, native language, culture, and history will be embedded as a mission.	Director	Immediate	Continuous
Utilize existing MOUs with the BIE to promote native language, culture, and history instruction in the classroom.	Sovereignty Office	Immediate	Continuous
In all schools, institute 1 hour of native language that promotes critical thinking.	Director	Immediate	Continuous
Intermediate Actions (Years 1 & 2: July 2014 to June 2016)			
Establish a language and cultural resource structure for schools, which provides best practices.	Sovereignty Office	7/15/2014	7/1/2015
Initiate educational standards that promote native language, culture, and history as a measureable outcome.	Sovereignty Office	7/15/2014	7/1/2015
Support academic standards, curriculum, and assessments of native language.	Sovereignty Office	7/15/2014	6/31/2016
Integrate native language, culture, and history into the curriculum that is Common Core State Standards (CCSS) ready.	Sovereignty Office	7/15/2014	6/31/2016
Long Term Actions (Years 3 & 4: July 2016 to June 2018)			
Final establishment of a Sovereignty Office that provides quality support to promote native language, culture, and history.	Director	Immediate	7/30/2018

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Priority 4: Promote Excellence through the Support of Our BIE and Grant School Employees

To sustain improvement and promote success, we must support BIE and Grant School employees. We must develop the staff's skills and content knowledge, and empower our staff to become agents of change so that BIE students will feel and embrace expectations for success. BIE staff are very diverse, each member playing a critical role in achieving BIE's goals. The BIE workforce breakdown is as follows: 3,814 employees in 2013.

- Professional Teachers: 33% (1,171 employees of 3,507 employed)
- Non-professional teaching staff: 18% (632 employees of 3,507 employed)
- Non-teaching positions: 49% (1,708 employees of 3,507 employed)
- Post-Secondary (SIPI and Haskell): 8% (307 employees of 3,814 employed)

BIE will establish clear and defined expectations that are aligned to an employee appraisal system to ensure for fair performance awards. This includes updating manuals and policies so that goals are aligned. BIE will recruit and retain staff to meet the needs of our unique school system in the 21st century.

Highly Effective Staffing Creates a Strong Learning Environment

Purpose: Human Resources and Support Services play a major role in helping to recruit a high-quality, effective workforce. Selecting the right individuals will help raise tests scores and improve opportunities for students and school culture. BIE will develop strategies to improve HR so that highly effective staff are in place at the start of every school year. There must be a concentrated effort to develop strategies to improve HR so that highly effective staffing is in place by the start of the school year. A comprehensive evaluation of current staffing ratios at individual schools and throughout BIE will be completed to ensure the right positions are being advertised and filled ensure student success.

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Objective 1: BIE will sustain a highly productive workforce and infrastructure that supports excellence measured by appropriate service productivity.			
Outcome: By July 2018, BIE will sustain a highly productive workforce and infrastructure that support excellence measured by appropriate service productivity (academic staff, facilities, support staff, non-academics, administration, etc.).			
Measures of Success: An established uniform Employee Performance Appraisal Plan aligned to increase accountability and better alignment of critical elements to mission and vision.			
Activities	Responsible	Time Period	
		Begin	End
Immediate Actions (by July 1, 2014)			
Evaluate current recruitment process utilizing a task analysis method and identify areas of needed improvement at each level.	Director and Human Resources	Immediate	7/1/2014
Establish an award system to recognize highly effective staff.	ADD	Immediate	7/1/2014
Establish a uniform Employee Performance Appraisal Plan (EPAP) to increase accountability and better alignment of critical elements to mission and vision.	Director	Immediate	7/1/2014
Develop a funding strategy to provide scholarships to teachers with a commitment to return to work in a BIE funded school. Use the model developed by the Indian Health Services.	Director, ADD, TCUs, and HR	Immediate	7/1/2014
Intermediate Actions (Years 1 & 2: July 2014 to June 2016)			
Establish a recruitment office/program strategy and identify team within the BIE to target recruitment campaign to fill vacancies with highly effective staffing.	Director	7/15/2014	12/1/2014
Begin training beyond compliance that is focused on the professional development plan through Department of Interior (DOI) Learn.	Director	Immediate	Continuous
Phase in sections of revised HR policies and manuals aligned to the strategic plan.	Director and HR	7/15/2014	6/1/2016
Long Term Actions (Years 3 & 4: July 2016 to June 2018)			
Ensure that highly effective staffing is in place by the start of school year through a revamped Human Resources department aligned to the BIE's strategic goal of improving educational opportunities for students.	Human Resources	Immediate	Continuous

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A Solid Support Services Strengthens Support for Schools

The success of the strategic plan depends upon a re-design of the organization structure. A redesigned organizational structure will take on the changing demographics of BIE schools. The BIE organizational redesign will be a movement from a system of operations but to a system of support and tribal capacity building.

Objective 2: BIE will restructure the current organizational processes to align to the strategic plan's priorities.			
Outcome: By July 1, 2014, Support Services will coordinate with all offices to design an organizational process that strengthens our commitment and support to students, teachers, schools, and tribal governments.			
Measures of Success: Increased improvement of communication and support of teachers, schools, students.			
Activities	Responsible	Time Period	
		Begin	End
Immediate Actions (by July 1, 2014)			
Evaluate the current structure and create a well-researched analysis of BIE's organizational structure and its current processes.	BIE Support Services	Immediate	4/10/2014
Redesign the flow of activities (processes) from one component to the next to be more efficient and effective that supports schools, teachers, and students.	BIE Support Services	4/10/2014	6/10/2014
Deploy the full organizational structure to embed the revised BIE structure	BIE Support Services	6/11/2014	7/1/2014
Intermediate Actions (Years 1 & 2: July 2014 to June 2016)			
Develop and issue national policy memorandums to deploy redesigned processes.	BIE Support Services	6/10/2014	8/10/2014
Staff training on national policy memorandums.	BIE Support Services	8/10/2014	10/10/2014
Long Term Actions (Years 3 & 4: July 2016 to June 2018)			
Provide continuous evaluation and feedback to ensure that the new structure of processes is effectively supporting and meeting the needs of schools, teachers, and students.	BIE Support Services	Immediate	6/1/2018

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Appendix A:

BIE's Strategic Plan 2014-2018 Progress Monitoring

Priority 1: Promote Increased Educational Outcomes and Opportunities for American Indian Students

Objective 1: BIE will implement a universal early childhood education program for all 100 percent BIE funded elementary school sites.							
Outcome: By July 1, 2018, BIE will establish a universal early childhood education program at 100 percent of BIE funded elementary school sites.							
Measure of Success: Increased number of school sites annually, use of early childhood education assessment results as indication of school readiness, and use of Early Education indicators under Native Star (Strategic Outreach, Transition to Kindergarten).							
Early Childhood Education School Sites							
Year	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018		
School Count	43 Schools	30+ Schools	30+ Schools	30+ Schools			
Projection	32%	22.5%+	22.5%+	22.5%+	100%		
Actual	43 Schools	-	-	-	-		
Early Childhood Education Assessment Results							
Year	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018		
Student Count	882						
Student Performance Score							
Pupil Teacher Ratio							
Early Childhood Education Impact							
Variable	Evidence	Tool	2013-14	2014-15	2015-16	2016-17	2017-18
Transition to Kindergarten	Students entering Kindergarten	Native Star Indicator					Full Implementation 100%
Strategic Outreach	Efforts to establish outreach to support tribal capacity building	Native Star Indicator					Full Implementation 100%

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Objective 2: BIE will implement a school improvement program utilizing regional Centers of Excellence to turn around chronically low performing BIE and Tribally Controlled Grant schools.

Outcome 1: By June 30, 2015 the BIE will have regional Centers for Excellence for all BIE operated schools.

Outcome 2: By May 2016, 85 percent of BIE’s funded schools will show 70% or more growth of students met their learning outcomes growth goal as measured by annual AYP Smart Goal.

By June 2018, 100% of BIE’s funded schools will show 70% or more growth of students met their learning outcomes growth goal as measured by annual AYP Smart Goal.

Measures of Success: Increased number of schools moving out of restructuring status, evaluation system that examines schools focus on Native Start indicators targeting three areas: 1) standards alignment to CCSS, 2) active use of data from assessments aligned to CCSS, 3) high engagement of students, and use of SBA assessments or comparative measure.

BIE-Funded School System AYP Status:

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Met AYP schools					
Tier I Schools					
Tier II Schools					
Graduation Count					
Drop-Out Count					

BIE Centers for Excellence Established:

Year	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Increased Levels of Expertise					
Reading					
Mathematics					
Data					

BIE funded School System Evaluation Measures of Student Success:

Variable	Evidence	Tool	2013-14	2014-15	2015-16	2016-17	2017-18	Target
Use of Standards	PD Attendance of Teachers	PD Teacher Attendance Native Star IIIA01, IIIA02, IFO7						100%
Use of Data	Evidence of Assessment Plan aligned to Common Core State Standards	Native Star IIIA07, ID10, IID11						100%
Student Engagement	Engagement Strategies through Classroom Observation	Native Star IIIA13, IIIA31, IIIA19, IIIA22, IIIC05						100%

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Objective 3: BIE will establish a comprehensive professional development program to support principals and teachers.								
Outcome: By July 1, 2015, BIE will have in place a comprehensive professional development program for all 100 percent BIE operated and tribally operated schools.								
Measures of Success: Increased number of schools movement out of restructuring status, evaluation system that examines schools focus on Native Start indicators targeting three areas: 1) standards alignment to CCSS, 2) active use of data from assessments aligned to CCSS, 3) high engagement of students, and use of SBA assessments or comparative measure.								
BIE funded School System Evaluation Measures of Student Success:								
Variable	Evidence	Tool	2013-14	2014-15	2015-16	2016-17	2017-18	Target
Use of Standards	PD Attendance of Teachers	PD Teacher Attendance and Native Star Indicators IIIA01, IIIA02, IFO7						100%
Use of Data	Evidence of Assessment Plan aligned to Common Core State Standards (CCSS)	Native Star Indicators IIIA07, ID10, IID11						100%
Student Engagement	Engagement Strategies through Classroom Observations	Native Star Indicators IIIA13, IIIA31, IIIA19, IIIA22, IIIC05						100%

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Objective 4: BIE will increase technological capacity at all school sites to support schools, teachers, and students.

Outcome: By July 1, 2015, BIE will provide comprehensive Information Technology (IT) services to support the educational needs of all BIE-funded schools and post-secondary institutions.

Measures of Success: Increase partnerships with current initiatives supporting bandwidth in rural schools with the target of moving 70% of BIE schools with less than 10 mb/s to 100 mb/s.

Schools will meet ConnectEd's Goal of 100 mb/s for 183 schools and TCUs:

Year	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Count	56	86	118	150	185
Projection	30%	-	-	-	100%
Actual	56	-	-	-	185

Objective 5: BIE will strengthen the use of data and its application at every level of BIE from the director's level to school level that focuses on improved academic achievement outcomes.

Outcome: By March 1, 2014, BIE will develop a data plan that ensures all schools receive valid and reliable data to help drive a culture of data driven decision-making.

Measures of Success: Increase our output of real-time Adequate Yearly Progress (AYP) results to schools. Increase our use of data in reports from school levels, ADD, Post-Secondary, and Director's level that show measures of success and growth.

AYP On-Time Reports to Schools:

Year	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
On-time AYP reporting (Percentage)					
On-time AYP reporting (Count)					

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Objective 6: BIE will re-establish a research program to develop a BIE research agenda to address topics currently hindering American Indian student academic achievement.

Outcome: By August 2014, BIE will establish a research program to use high quality research methods to understand variables impacting American Indian student academic achievement.

Measures of Success: Increased high quality research as a resource to support BIE strategic initiatives beginning with two reports annually.

Year	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Research Reports	0				
ERIC Submission	0				

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Objective 7: BIE will establish a support program for post-secondary schools, Southwestern Indian Polytechnic Institute and Haskell Indian Nations University, to increase graduation rates, retention, and transfer rates of students by 20 percent.

Outcome: By July 1, 2018, BIE will have a support system in place for evaluating, analyzing, and reporting on indicators annually with recommendations for improvement.

Measures of Success: Increased rates for graduation, retention, and transfer of post-secondary students at SIPI and Haskell.

SIPI and Haskell Student Success Rate:

Year	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Retention Rate:					
Transfer Rate:					
Graduation Rate:					

Objective 8: BIE will establish a comprehensive reporting system for JOM program eligible students.

Outcome: By July 2015, all BIE operated schools will have in place a comprehensive reporting system for all JOM program eligible students enrolled in 100% BIE operated schools.

Measures of Success: An efficient and uniform reporting of American Indian students attending schools linked to academic performance.

JOM Student and School Counts:

Year	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Students count:					
Student Performance:					
School Count:					

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Priority 2: Promote Self-Determination in Indian Education

Objective 1: BIE will support tribal capacity building initiatives to support the academic success of American Indian students.					
Outcome: By January 2018, BIE will empower tribes with BIE funded schools to engage in self-determination in Indian education by supporting and encouraging tribes to build capacity to control their own educational programs.					
Measures of Success: Increased programs to promote tribal capacity building.					
Tribal Support with Capacity Building Programs:					
Year	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Tribes count:					
School count:					
Student count:					
Programs count and type:					

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Priority 3: Promote sustainability of Native Language, Culture, and History

Objective 1: BIE will support local initiatives to promote Native Language, Culture, and History development in tribal communities' efforts in BIE funded schools.					
Outcome: By January 2018, BIE will establish a Sovereignty Office to promote the sustainability of native language, culture and history in its BIE funded schools.					
Measures of Success: Increased Native language programming at BIE school sites.					
Tribal Support with Language Programs:					
Year	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Tribes count:					
School count:					
Student count:					
Programs count and type:					

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Priority 4: Promote Excellence through the Support of Our BIE and Grant School Employees

Objective 1: BIE will sustain a highly productive workforce and infrastructure that supports excellence measured by appropriate service productivity.					
Outcome: By July 2018, BIE will sustain a highly productive workforce and infrastructure that supports excellence measured by appropriate service productivity (academic staff, facilities, support staff, non-academics, administration, etc.).					
Measures of Success: An established uniform Employee Performance Appraisal Plan aligned to increase accountability and better alignment of critical elements to mission and vision.					
Employee Performance Appraisal Plan (EPAP) Count:					
Year	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Teachers:					
Returning Teachers:					
School Count:					

Objective 2: BIE will restructure the current organizational processes to align to the strategic plan's priorities.					
Outcome: By July 1, 2014, Support Services will coordinate with all offices to design an organizational process that strengthens our commitment and support to students, teachers, schools, and tribal governments.					
Measures of Success: Increased improvement of communication and support of teachers, schools, students.					
Employee Survey:					
Year	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Employee Engagement Index:					
Performance Culture Index:					
Leadership and Knowledge Mgmt Index:					

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Appendix B

Communication Plan

In its September 2013 report, the Government Accountability Office report found that organizations within Indian Affairs do not coordinate effectively due to poor communication. The report recommended that Indian Affairs and Bureau of Indian Education adopt a more balanced organizational approach to include shared responsibility, new policies and procedures, and better communication.

The BIE Strategic Plan will develop a two-way communication plan with all of its stakeholders that will be based on transparency, building collegiality, clarifying lines of authority, and collaboration. The BIE communication plan will focus on student, teacher, and principal performance accomplishments, recognition, and ensuring the utilization of pre-set communication agendas for all stakeholder communication activities.

The priority of BIE's communication plan is to inform its schools and key stakeholders of critical developments that impact instruction in a timely and consistent manner to ensure that BIE school officials receive information that is important for the operation of their schools. In developing a communication plan, the BIE had to consider some basic questions: What's your purpose? Who's your audience? What's your message? What communication channels will you use? How will you distribute your message?

The BIE is embedding its communication plan into its Strategic plan as part of its effort to ensure that new initiatives receive full input through collaborative partnerships. Communication is useful at all points in the deployment of strategic planning – to get the word out about the priorities and strategies, to renew interest in a long-standing organization, and to help attract new funding sources. A communication plan will help ensure the success of the BIE Strategic Plan with its overarching goal of providing educational opportunities to American Indian children, by engaging stakeholders in the process, and shaping the roll-out of the strategic plan.

The identified stakeholders for the communication plan cover the following critical players to effectively execute these programs.

- American Indian students are our primary clients served by the BIE. Our concerted efforts are funneled through our organization to the student. The BIE's responsibility is to ensure that all students are given every advantage and opportunity to be successful and compete in an ever-growing global economy.
- Assistant Secretary of Interior, Indian Affairs, DASM, and BIA: The Bureau of Indian Education is housed within the Department of Interior and must work in collaboration with the Assistant of Secretary of the Interior, Indian Affairs, DASM, and the BIA to collectively address Indian Education. The partnerships among the three groups ensure lines of authority are clearly defined and legislation and policy are developed to take on the most pressing issues impacting all BIE-funded schools. The execution of the strategic plan requires an alignment to the efforts of the Department of the Interior to maximize resources and to implement strategic plans.
- Tribes: The tribal partnerships are integral to the continued support of the government-to-government relationship among tribes and the Department of the Interior and the Bureau of Indian Education.

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- Associate Deputy Directors : The Bureau of Indian Education works extensively with ADDs to ensure the needs of the three area regions are met in executing the policies, grants management, and academic needs of BIE operated and tribally operated schools.
- Principals: BIE operated and tribally controlled schools rely upon the principal to manage and serve as the instructional leader at each school site.

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BIE Communication Plan

Stakeholders	Responsible	Objectives	Key Messages	Benefits	Tactical Outreach
Assistant Secretary of Interior	Director	*Updates *Clear Lines of Authority	*Accomplishments *Updates *Critical Needs	*Build Collegiality *Strengthen Communication	Weekly Meeting
Indian Affairs/ DASM/ BIA	Director	*Updates *Clear Lines of Authority	*Accomplishments *Updates *Critical Needs	*Build Collegiality *Strengthen Communication	Weekly Meeting
Regional ADDs/DPA/Deputy Director of Administration	Special Assistant to the Director	*Strategic Plan Alignment *Regional Updates *Urgent Concerns *Build Collegiality	*Strategic Plan Follow-up *Study Group Updates *Newsletter Topics/Stories *Regional Accomplishments	*Support ADDs *Two-Way Communication *Build Collegiality	Weekly Calls
Central Office	Special Assistant to the Director	*Strategic Plan Alignment *Build Collegiality	*Department Updates *Accomplishments *Delegate Duties	*Team Building *Build Collegiality	Weekly Meetings
BIE Principals	Area Division Directors	*Strategic Plan Alignment *Legislative Updates *Policy Changes	*Strategic Plan Follow-up *Study Group Updates *Newsletter Topics/Stories *Success Stories	Support Principals, Teachers, School Boards Establish Transparency	Monthly Call Monthly School Visits Newsletters
Tribal College Presidents	Post-Secondary Program Analyst	*Strategic Plan Alignment *Build Collegiality *Updates	*Strategic Plan 4 Priorities *Accomplishments *Delegate Duties *Department Updates	*Support TCUs *Two-Way Communication * Collegiality	*Monthly Meetings *Scheduled Appointments
Tribal Education Department Directors/ Tribal Leaders	Chief of Staff	*Aligned to Strategic Plan *Legislative Updates *Consultation Follow-up	*Strategic Plan 4 Priorities *Study Group Initiatives *Timely Follow-up	*Transparency *Capacity Building	*Tribal Consultation 2014 *Scheduled Appointments *Speaking Engagements *Conference Calls *Newsletters
Teachers & Students	Area Division Directors	*Connect with Students & Teachers *Understand Implementation at local level	*Classroom Visits *Reading to Students *Student and Teacher Talks	*Build Connection with schools *Understand challenges of schools at local levels	*Monthly School Visits to do Reading and Student Talk *Newsletter