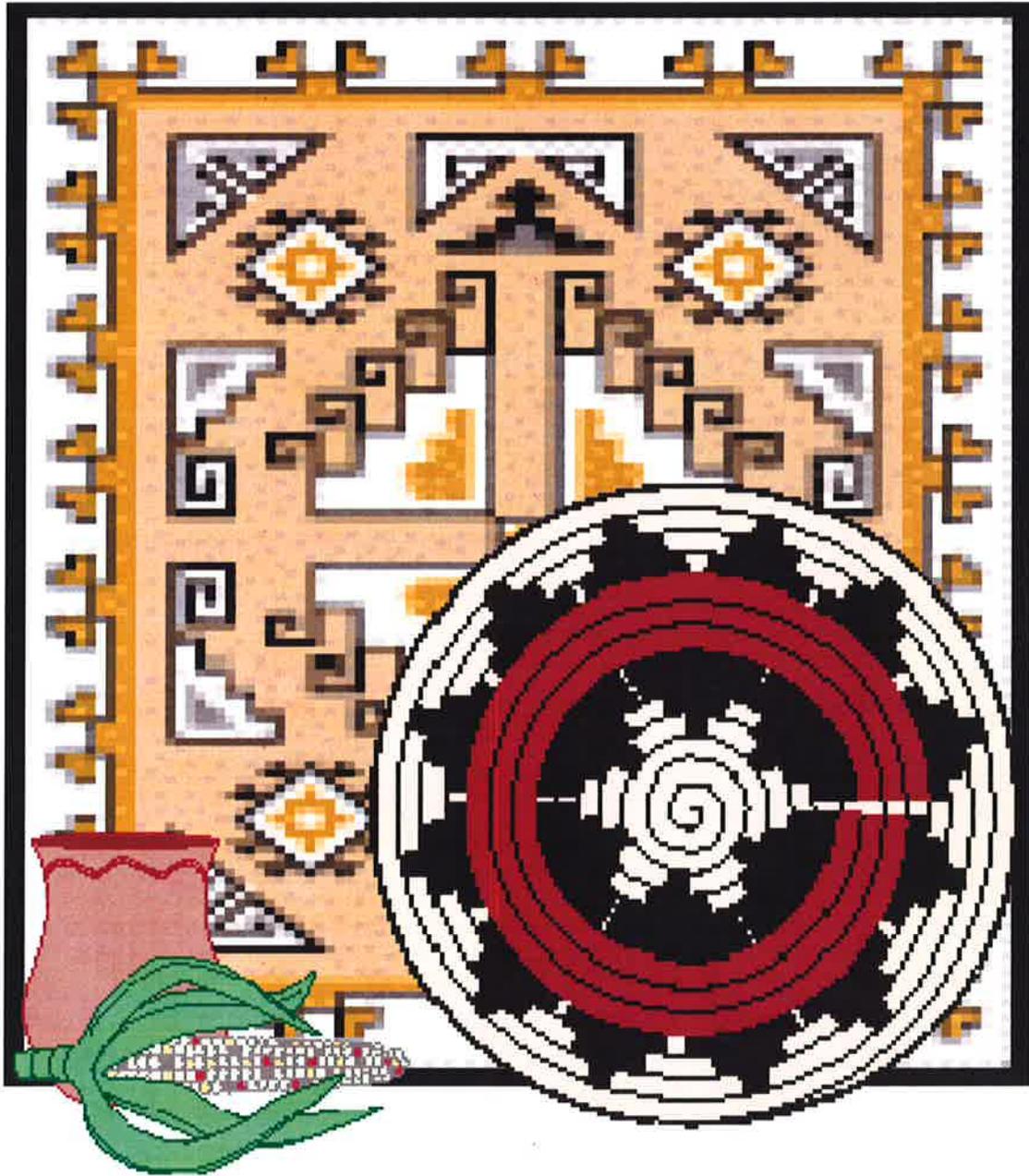


# CREATING CULTURALLY RELEVANT SCHOOLS FOR CHILDREN



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## Introduction:

Creating Culturally Relevant Schools for Children is a guide, a handbook, to provide the participating schools strategies in working with school improvement to strengthen educational leadership between the community and school that impacts the academic progress in community control schools. The handbook provides systematic structures in addressing the mandate of the Navajo Nation Education Committee to schools in restructuring and meeting 10% academic gain in reading, language arts and math within three years following the date of reauthorization to operate under the contract and grant status. The strategies encourage and promote increasing inclusion of Navajo language and cultural activities in participating schools operating under PL93-638, PL95-561, and PL 100-297. The laws allow more community and tribal control in creating community-based educational setting conducive to change foreseen by the Goals 2000 Consolidated School Reform Plans and Comprehensive School Health Education, currently, the 1114 Plan.

Creating Culturally Relevant Schools for Children derived to correlate with the Navajo Nation Education Sovereignty Act of 2005 specifying utilization of the Navajo concepts of *Nitsáhákees*, *Nahat'á*, *Iina'* and *Sihásin* to improve integrating culturally relevant strategies/concepts to improving academic instruction, school administration operation and strengthen partnerships with the local community. Creating Culturally Relevant Schools for Children handbook adopted the format of "Creating Sacred Places for Children" project that is an appropriate example of cooperation, collaboration and creativity. Founded in 1982 the National Indian School Board Association (NISBA) provided training and technical assistance to Bureau of Indian Affairs (BIA) funded schools. Other entities represented in the project include: Building Exemplary Schools Together /BEST Team, Office of Indian Education Programs/BIA, Association of Community Tribal Schools, The Center of Language in Learning and Dr. Lawrence W. Lezotte; Effective Schools Products, LTD.

Navajo Nation schools that participated in the Creating Sacred Places for Children project were Crystal Community School, Kinlichee Community School, Kayenta Community School, Bread Springs Day School, Little Singer Community School and Lake Valley School. These pilot schools were selected to pilot schools for a national demonstration effort in school improvement. The ultimate goal was "to create sacred places for children." The primary objective was to help others schools achieve their sacred place for children. It is the effort of Din4 Culture, Language and Community Services to provide similar experiences to schools in restructuring category under No Child Left Behind for several reasons:

- To encourage schools to experience creating a local improvement plan for creating a culturally relevant school for Navajo children.

- To strengthen school leadership and an appropriate local organizational culture.
- To participate in on-site and regional professional development activities.
- To strengthen culturally relevant systems for teaching and learning.
- To improved family involvement and community relations.
- To strengthen inclusion of tribal values, culture, and wellness (positive living).
- To strengthen the implementation of a consistent performance-based assessment system for students.
- To strengthen communications and increase levels of participation.
- To improved levels of student achievement.

Currently, schools and communities on the Navajo Nation have many exemplary programs and activities. The local Navajo people have a tradition of learning and teaching centered on family and community that extends throughout life in the local communities. The education programs in the Navajo Nation needs a networking system that provides opportunities to share or to replicate these exemplary practices for all children.

Although the concept of *Nitsáhákees, Nahat'á, Iina' and Sihásin* (lifelong) educational planning activities outline in this document addresses relatively a small component of the vast education jurisdictions within the Navajo Nation, the intent is for the concepts to be inclusive so that all jurisdictional aspects of education on the Navajo Nation will eventually become stronger collectively while preparing for eminent change.

The Handbook is divided into the following sections:

Section 1—School Implementation Plan and Directions

Section 2—Expectation of participating schools

Section 3—Technical Assistance to participation schools

Section 4—Organizational culture and leadership capabilities scales and evaluation form/direction to assess implementation of culturally organizational relevant school leadership

Section 5—Implementing culture-based curriculum scales and evaluation form/directions to assess implementation of cultural based curriculum in participating school

Section 6—Procedural Guide in generating school profile consisting of: demographics, commitment statement on Creating Culturally Relevant Schools teams; school

improvement plans; data collecting; defining external support and needed resources, etc. This section will need a binder to collect all cited information on the school.

Section 7—Tools: Survey Forms: Correlates Review, Frequent Monitoring/Feedback of School, Challenging Curriculum and Appropriate Instruction, Access to Resources/Support for Teaching and Learning, High Expectations for Student and Staff Success, Safe and Nurturing Learning Environment, Home-School-Community Partnership, Strong Instructional Leadership, Participative Management and Shared Responsibility, Cultural Responsiveness, and Correlates Review Summary Sheet

Section 8—School Implementation Plan. Team Consensus Form (a) allows a team to develop and define: 2-3 goals/components being implemented, and 2-3 goals/components needing improvements. Forms (b) (c) (d) (e) are necessary for putting ideas for implementation of goals & objectives, action plans, etc on paper. Form (f) (g) (h), Discrepancy Analysis Evaluation, is to define and record goals from forms (a) (b) (c) (d). The objectives are assessed with recording completion status; results; and further steps to be taken to determine further action. At the end is tallying total scores demonstrating full implementation of defined goals.

Section 9—A diagram demonstrating sun-cycle-fashion (H0zh00ji) implementation of culturally relevant curricula for participating schools.

Section 10—Implementation Scales: (10-a) Implementation Scale for Community Involvement Strategies, (10-b) Implement Scale for Team Building Strategies, (10-c) Implementation Scale for Positive Behavior-Discipline Strategies, (10-d) Implementation Scale for Parent Involvement Strategies, (10-e) Implementation Scale for Prevention Strategies, (10-f) Implementation Scales for Tribal Values, Organization Culture and Leadership, (9-g) Implementation Scale for Creating Culturally Relevant Curriculum for Children

Section 11—Form of checklist for participating schools to determine the level of implementation of Navajo Culture/Culture relevant concepts to school administration and curriculum. The checklist outlines the following to assess: whether leadership training for administration has occurred; Culture Committee is formed at school; incorporation of Navajo Tribal Values are evident; and determining curriculum alignment of school curriculum.

Section 12—Appendix

## SECTION 1

# Creating Culturally Relevant Schools for Children



## Participating schools implementation plan

The overall purpose for this planning activity is to determine which components of the Navajo Cultural Standards for Children are needed to be integrated and/or infused into the academic setting of the school. To begin the action planning process a Creating Culturally Relevant School Team should be established for reviewing the following directions and examples before proceeding to Form (a): Creating Culturally Relevant School Team Consensus and Form (b) (c) (d) (e) Action Planning: Ideas to Implementation and Form (f) (g) and (h).

### DIRECTIONS AND EXAMPLES:

**Creating Culturally Relevant School Team**—Complete the Individual Assessment Activity (Items 1 – 20 and related items: 21, 22, & 23.)

**Creating Culturally Relevant School Team**—Convene and choose two (2) members as the Facilitator and Recorder-Reporter.

**Team Member**—Review and discuss the responses to the Individual Assessment Activity and reach a team consensus regarding four components that are deemed in need of improvement. You may not have four. You may have two or three to begin with.

**Facilitator and Recorder-Reporter**—Transfer the Team’s consensus reached to the Form (a) entitled: Creating Culturally Relevant School Team Consensus as part of your data.

**Team Member**—Assist the facilitator in translating and writing each component deemed “Identified area of Need” and “Goal: (Needed step)”. Complete only the top portion (needs and goals) of the form entitled: Action Planning: Ideas to Implementation.

**For Example:** If the Culture and Language School Team were to determine that Individual Assessment Activity item #1: Communications and Public Relations was one of the Team’s priorities for improvement, then one or more Needed Steps/Goals need to be written and transferred to the top portion on an Action Planning: Ideas to Implementation Form (b) (c) (d) and (e).

## Needed Step / Goals

### (Examples of goals)

1. To improve communications and public relations with the community.
2. To communicate more effectively with the local chapter council.
3. To improve communication between the School Board and Creating Culturally Relevant School Team.
4. To develop and implement improved strategies for communicating with parents and guardians.

Each of the examples of Needed Steps/ Goals fit the goal definition since they are general statements of purpose or direction.

**Team Members**—Assist the Facilitator in writing objectives for each goal on additional Form (b) (c) (d) and (e).

**Remember:** Objectives can be thought of as the steps one takes in pursuit of a goal. A good objective answers the questions **What? Who? Where? When? And How?** They are stated in specific terms of what is realistic, achievable, and measurable.

**For Example:** An objective for the goal “To improve Communications and Public Relations with Community and/or Parents” might be:

**Objective:** *“To establish a seven-member planning and steering committee no later than October 30, 2007”*

What Will Be Done? – Establish committee

Who Will Do It? – The CCR School Team since it’s their objective (implied).

Where and When? – Locally, unless objectives is stated differently – by October 30, 2007

How? – To be determined by the CCR School Team via additional objectives and action planning activities and sessions (implied).

Another objective under the same goal might be: *“The steering committee will develop and administer a community-wide communication and public relations survey by October 30, 2007.”*

**For Practice:** Please answer by filling in the blanks.

What Will Be Done? \_\_\_\_\_  
\_\_\_\_\_

Who Will Do It? \_\_\_\_\_  
\_\_\_\_\_

Where and When? \_\_\_\_\_  
\_\_\_\_\_

How? \_\_\_\_\_  
\_\_\_\_\_

**More Practice:** Please write an objective of your own for the goal: “To improve communications with the community.”

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**Team Members**— Continue the planning process by brainstorming plans of action and strategies to evaluate progress for each listed on Form (f) (g) and (h) Action Planning: Ideas to Implementation (Discrepancy Analysis Evaluation)

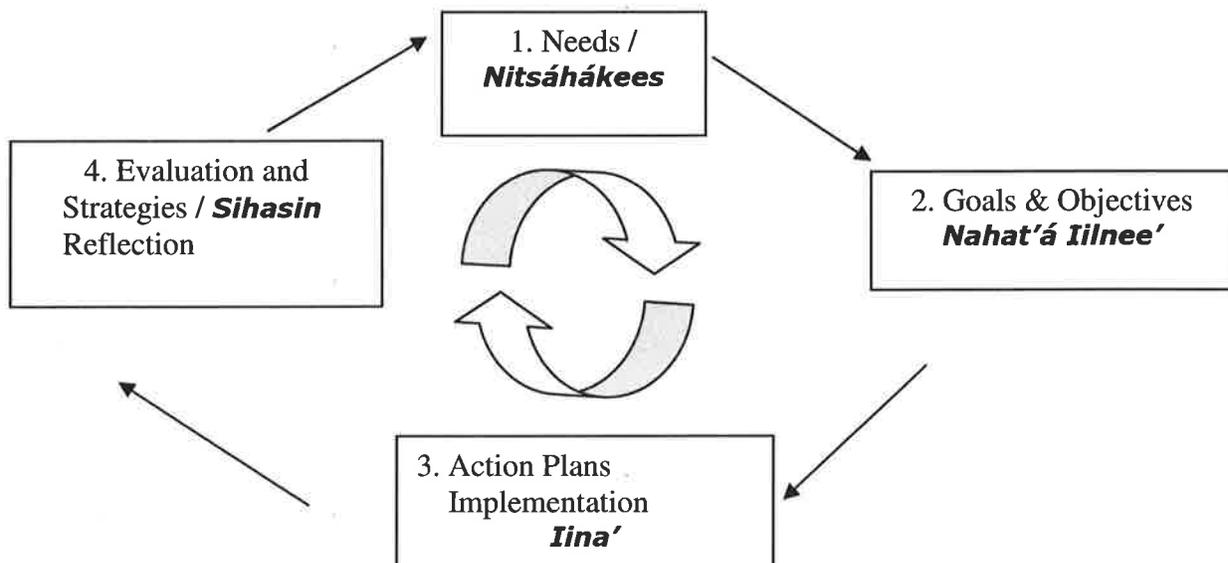
**Team Members**—Assist the facilitator in presenting the CCR School Implementation Plans and all necessary data to the total school staff and community:

- Describing the plan to infuse Navajo culture, language, history and government into the school program to help children retain their way of life and be able to excel in academic learning using the Navajo Cultural Standards, T’ááSháBik’ehgo Diné Nanitiin Dóó I’hoo’aah.
- Discussing the Team’s plans to improve/implement other components of Navajo Culture Standards and provide outline using Form (b): Action Planning: Ideas to Implementation.

**NOTE:** Making transparencies and extra copies of Form (b) are allowable for team use in preparing the Culture School Implementation Plan Reports.

### **Action Plans and Evaluation Strategies**

Now the need, goals and objective have been established, the third phase of the change and improvement process begins. It involves the design and implementation of action plans geared toward the accomplishment of each goal and objective. Systems for monitoring progress and for communicating the status of the change and improvement process should also be established at this time. The fourth and final phase of the process involves the creation and implementation of evaluation strategies that measure the degrees of achievement for each objective.



Quite often, when the evaluation process is completed, one finds that a portion of or possibly all of the identified needs remains unmet. The cyclical process then begins anew. The original or restated need is redefined. The original or a modified goal is set with written measurable objectives, new action plans are devised, and appropriate evaluation strategies are created and implemented. This cyclical process thus continues until the desired state of school improvement is reached or acceptable conditions are achieved.

Form (f) (g) and (h) are forms to be used for: Action Planning: Ideas to Implementation for an evaluation strategy. They can be used as a method for monitoring, identifying, and communicating of each components and goals to work on for improvement.

## SECTION 2



### What is expected of participating schools?

- **Active involvement of DCL&CS, school staff, school board, administration, parents, and students**
- **Establishment of a local Creating Culturally Relevant School Team to assist the Culture and Language Teacher/s/**
- **Follow the Service Agreement with the school for staff development, monthly meeting, and training**
- **Complete CCRS Team reviews, surveys and provide them to the DCL&CS**
- **Provide professional development days for on-site training**
- **Assist in the development and implementation of School Improvement Plan (1114 Plan) to reflect the components of Culture and Language Model and benchmarks to be met**
- **Collect and Provide Culture and Language Data as required by the DCL&CS Project**
- **Attend Data Retreat**
- **Assistance in developing a Navajo Nation model for school improvement and reform**
- **Evidence of improved education outcomes**
- **Provide a contact person (Culture and Language Teacher or Curriculum Specialist)**

## SECTION 3



### What is provided to participating schools?

- **On-site orientation and strategic visioning process**
- **Culture and Language Teachers Training**
- **Cultural Integration Training (Total Staff, Parents and School Board members)**
- **Assistance with the incorporation of Community-Tribal Values**
- **Navajo Leadership Training: Parents, School Board, Administration, ETC. Use of surveys, improve communication, identify external support, Wellness, Planning, and Implementation**
- **Feedback through site visits (school profile and report)**
- **Assistance in developing cultural-based curricula to sustain school improvement**
- **Assistance in implementing planned education changes: Creating culturally relevant atmosphere for positive delivery of instruction, use various learning styles, curriculum, assessment, and documenting.**
- **Identify resources: Cultural Standards, Cultural Based Curriculum, Written Navajo Hane', Language Standards, Diné History and Government Framework, Consultants, Parent and School Leadership for Education and ETC.**
- **Gather data / Training on use of data**

**“Let us put our minds together and see what kind of future we can make for our children” by Sitting Bull.**

## SECTION 4

### IMPLEMENTATION SCALE FOR NAVAJO VALUES, ORGANIZATIONAL CULTURE AND LEADERSHIP CAPABILITIES EXPECTED OF CREATING A CULTURALLY RELEVANT SCHOOLS



*Use the following scale to rate current level of implementation of Navajo leadership concepts to school administration:*

**Pre-Implementation-Level One**

The school has identified and chosen key cultural values consistent with the local culture. There is a written record of the process, an official adoption by the school board and evidence of dissemination to stakeholders.

**Beginning-Level Two**

The school has defined what the cultural values mean in action. School and community leaders understand what cultural values mean in terms of behavior and attitude. There is a record of the processes used to define the cultural values and the results of those definitions and examples in action.

**Shaping-Level Three**

The school has a plan to include the cultural values in board roles, attitude and behavior, administrative styles, policies, staff, student and parent handbooks and student outcomes/essential student learnings, to develop content and performance standards, curriculum and assessments to use in classroom rules and to provide professional development for staff and parents.

**Gaining Control-Level Four**

The school shows evidence of including the cultural values in board roles, attitude, and behavior, administrative styles, policies, staff, student and parent handbooks and student outcomes/essential student learnings, developing content and performance standards, curriculum and assessment, using in classroom rules and décor, and providing professional development for staff and parents.

**Fully Implement-Level Five**

The cultural values are assessed on a regular basis and the assessment shows that majority of the people are exercising the values. The assessment shows that the board and other community leaders are modeling the values in attitude, behavior and following policies, teachers are modeling and teaching the values, students are learning and practicing the values, and parents and communities are learning and supporting the values.

#### School Leadership Assessment

Year	Level	Level	Level	Level	Level
1	1	2	3	4	5
2	1	2	3	4	5
3	1	2	3	4	5
<b>Total</b>					

Circle level based on scale and tally.

## SECTION 5

### IMPLEMENTATION SCALE FOR CREATING CULTURALLY RELEVANT CURRICULUM



*Use the following scale to rate current level of implementation of Culturally Relevant Curriculum to the school staff, parent, and community.*

**Pre-Implementation-Level One**

During the year, each regular classroom teacher promotes and utilizes Navajo (Indian) literature and begins planning with a cultural studies instructor to implement culture-based curriculum adapted for the local school.

**Beginning-Level Two**

During the year, each regular classroom teacher, working closely with a cultural studies instructor, implements at least two units each at one grading quarter from Navajo cultural standards and culture -base curriculum adapted for the local school.

**Shaping-Level Three**

During the year, each regular classroom teacher, working closely with a cultural studies instructor, implements at least four unites at one grading quarter from Navajo cultural standards and culture-based curriculum adapted for the local school.

**Gaining Control-Level Four**

During the year, each regular classroom teacher, working closely with a cultural studies instructor, implements at least six units at one grading quarter from the Navajo cultural standards and the culture-based curriculum adapted for the local school.

**Full Implementation-Level Five**

During the year, each regular classroom teacher, working closely with a cultural studies instructor, implements eight or more units at one grading quarter from Navajo cultural standards and culture-based curriculum adapted for the local school.

#### Culturally Relevant Curriculum Assessment

Year	Level	Level	Level	Level	Level
1	1	2	3	4	5
2	1	2	3	4	5
3	1	2	3	4	5
Total					

Circle Level based on scale and tally.

**SECTION 6**

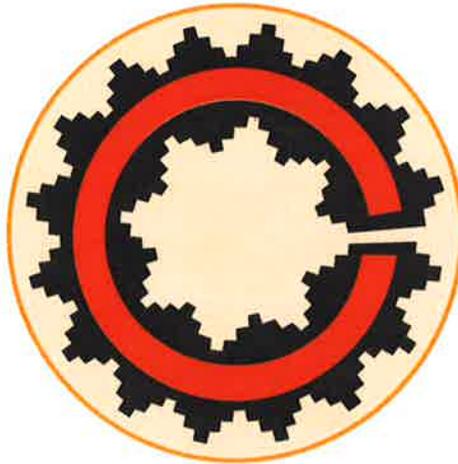
**IMPLEMENTATION OF NAVAJO VALUES, ORGANIZATIONAL CULTURE AND LEADERSHIP CAPABILITIES EXPECTED FOR CREATING A CULTURALLY RELEVANT SCHOOLS**



**Summary Report  
For**

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**SCHOOL**



**Report Prepared by:**

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**Creating Cultural Relevant School Committee**

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## **TABLE OF CONTENTS**



**INTRODUCTION**

**DEMOGRAPHICS / PROFILE OF THE SCHOOL**

**CREATING A CULTURALLY RELEVANT SCHOOL**

**SCHOOL EFFECTIVENESS TEAM(S)**

**THE SCHOOL IMPROVEMENT PLAN**

**DATA COLLECTION / SOURCES OF DATA**

**INTERNAL SUPPORT AND RESOURCES NEEDED**

**RECOMMENDATIONS FOR FOLLOW-UP**

**APPENDIX**

## **INTRODUCTION**

Briefly describe and highlight the site visit: the team-members, the location, the dates, purpose, activities of the team, and the methodology used in the review. This is also the section where any acknowledgement of the school's preparation and assistance to the visiting DCL&CS member could be included.

### **I. DEMOGRAPHICS/PROFILE OF THE SCHOOL**

In one page describe the school. Include information on the following as well as other pertinent information:

- Location of the school
- Brief statement on history of school: (such as "The school was established in 1966 as a Day School and converted to boarding school in 1980.")
- Type of school/delivery system: (such as "the school is a PL 100-297 Tribally Controlled Grant School.")
- Grades/Programs offered
- Number of type of staff
- Enrollment: current school year's ISEP count plus previous 2 year's ISEP count
- Description of Facilities
- Make up of the community

### **II. CREATING A CULTURALLY RELEVANT SCHOOL FOR CHILDREN CORRELATES AND ENHANCEMENTS**

In the work of BIA (now BIE) working with the schools, BEST identified and defined ten (10) correlates that they believed made an Best Effective Indian School in the early 1982. As part of the participating school in Creating Culturally Relevant Schools, the schools should be acquainted with the correlates of the BEST (Building Exemplary Schools Together) Model. Each participating school shall complete the correlate review to gain a wide view of the schools strengths and weaknesses.

#### **THE CORRELATES ARE:**

1. Sense of Mission/Purpose
2. Monitoring and Feedback of School Student Progress
3. Challenging Curriculum and Appropriate Instruction
4. Access to Resources for Teaching and Learning (Opportunity to Learn and Time on Task)
5. High Expectations for Success
6. Safe and Supportive Environment
7. Home-School-Community Leadership
8. Participatory Management-Shared Governance
9. Cultural Relevance

In the Creating Culturally Relevant Schools for Navajo children, BEST further identified “Enhancements” to the Effective Schools Correlates. Creating Culturally Relevant School Team should complete the Correlates Review, using the processes of interviewing and observing. Together as a team, review of the collected data, highlight the findings of the team for each of the Correlates and Enhancements. Briefly provide two to three (2-3) strengthens and two to three (2-3) recommendations for each area recommended.

**THE MODIFIED ENHANCEMENTS (NAVAJO BASED) ARE:**

1. *Nitsáhákees* - Strategic Visioning Process  
This process starts with an interactive, engaging activity that will facilitate the staff and community in identifying hopes for the future and develop them into goals and strategies in working together. The school’s improvement plan (1114 Plan) and its subsequent amendments are the results of the ongoing process. The correlates which are impacted by this enhancement include: (1) *Sense of Mission/Purpose*, (2) *High Expectations* and (3) *Participatory Management*.
2. *Nahat’á*- An Integration of Culture Through an Indian Curriculum  
This curriculum, which is aligned with standards, recognizes and supports the Tribe’s culture and reinforces students’ learning. The characteristics or correlates it is designed to enhance include: (1) *Challenging Curriculum, and Appropriate Instruction*, (2) *Home-School-Community Partnership*, (3) *Safe and Supportive Environment*, (4) *Cultural Relevance*, and (5) *Access to Resources for Teaching and Learning*.
3. *Iina’* - Tribal Values/Organizational Culture-Leadership  
This enhancement will focus on the identification and incorporation of tribal values as an important part of the school culture. It will impact the correlates of: (1) *Strong Instructional Leadership*, (2) *Participatory Management and Shared Responsibility*, (3) *Cultural Relevance*, (4) *Safe and Supportive Environment*, and (5) *High Expectation*.
4. *Sihasin* - Wellness, Healing and Prevention Strategies  
The school, staff, parents, and other community members provide a comprehensive system of wellness, healing and prevention that eliminates barriers to learning. Correlates that address this enhancement can include (1) *Safe and Supportive Environment*, (2) *Cultural Relevance*, (3) *Home-School-Community Partnership*, and (4) *High Expectations*.

Each enhancement correlates with Navajo understanding of processes: to begin, to implement, to apply and to review. Therefore the Navajo terms *Nitsáhákees*, *Nahat’á*, *Iina’*, and *Sihasin* are integrated in the enhancement sections.

### **III. SCHOOL EFFECTIVENESS TEAM/S**

The school should have a Creating Culturally Relevant School Team represented on the SET Team, to guide and facilitate the school in the integration process of native cultural and language.

In this section, describe the make-up of the SET / Creating Culturally Relevant School Team and its responsibilities, how it interacts with the rest of the school's faculty/staff, parents/community, school board/tribe and students.

Provide any other information deemed pertinent to this section.

### **IV. THE SCHOOL IMPROVEMNENT PLAN**

The school should have a school improvement plan. Describe the current status of the school's plan.

Does the school have one plan that addresses school improvement comprehensively? Are accreditation, consolidated school reform and Creating Culturally Relevant Schools for Children encompassed in a single plan?

Are the tenets of Creating Culturally Relevant Schools for Children (Effective Schools Correlates and the Enhancement) addressed within the plan? How does the school accommodate the CCRSC model?

### **V. DATA COLLECTION/SOURCES OF DATA**

As a participating school, the school will have collected certain data as listed in the attached sources of data.

A. The school should have a compilation of this data. From your findings, briefly describe the following data sources for this section:

- Student Achievement Data
- Annual Report and Report Card
- Youth Risk Behavior Survey
- Organizational Health Survey
- Effective Schools survey (summarize results, high-lighting strengths and areas needing attention)

B. What are the indicators of success? How is supporting data gathered, measured and used?

#### **Other Possible Sources of Data**

- Effective Schools Correlates Review

- Enhancement Rubrics
- Organizational Health Survey
- Strategic Visioning Outcomes

## **VI. INTERNAL SUPPORTS AND RESOURCES NEEDED/RECOMMENDED FOR FOLLOW-UP**

As a result of the recommendations and discussions with school staff, briefly describe any technical assistance, support or resources the school would benefit from in order to meet the project goals of Creating Culturally Relevant Schools for Children.

## **APPENDIX**

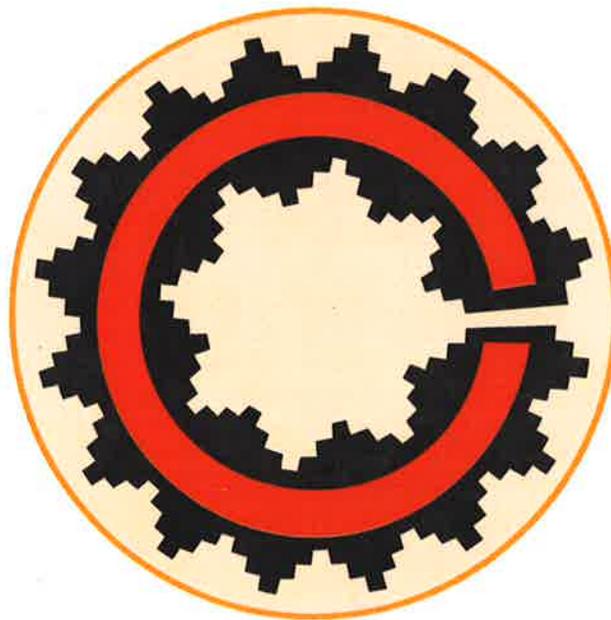
Include in the Appendix, any material the visiting consultant/team deems important to the school report.

**SECTION 7**

**TOOLS FOR CREATING  
CULTURALLY RELEVANT SCHOOLS**



**“CONTINUING THE VISION”**



**PARTICIPATING SCHOOL  
IMPLEMENTATION PLAN**

## TABLE OF CONTENTS



Creating Culturally Relevant Schools for Children Correlates Review

Participating School Implementation Plan:

Directions and Examples

Action Plans and Evaluation Strategies

Culture and Language School Leadership Team Consensus

Action Planning: Ideas to Implementation

Discrepancy Analysis Evaluation

Cycle for Continuous Change-Improvement

Implementation Scales

Task Completed Checklist

Appendix:

**CREATING CULTURALLY RELEVANT SCHOOLS FOR CHILDREN  
CORRELATES REVIEW  
(Survey Forms)**

**I. A CLEAR SENSE OF MISSION AND PURPOSE**

**Clear and articulated purpose statement is shared by all stakeholders and used as the driving force to guarantee learning for all.**

**1-Improvement Needed                  2-Acceptable                  3-Commendable                  NA-Not Applicable**

1. \_\_\_\_\_ School has a mission/purpose statement developed with input of the total school and community.
2. \_\_\_\_\_ Glossary that explains words/phrases in the mission/purpose statement to that it is clear and the school and community share a common understanding of it.
3. \_\_\_\_\_ School regularly reviews its mission-purpose statement to determine its appropriateness and whether or not the school is truly reflective of it.
4. \_\_\_\_\_ School's mission reflects cognitive, social, emotional, spiritual and physical needs of the students to address the whole child in a cultural context.
5. \_\_\_\_\_ School has developed a short vision statement that states specifically and concretely what the school will look like at a specific point in the future, e.g. 2012.
6. \_\_\_\_\_ Based on the mission statement, the school specifically states expected student learning/outcomes including knowledge, skills, values and attitudes.
7. \_\_\_\_\_ Parents, teachers, business, community and tribal leaders are involved in developing and implementing the school's system-wide improvement/reform plan with strategies to accomplish the school's mission and vision.
8. \_\_\_\_\_ All aspects of the school program reflect the school's mission/purpose statement. For example, it is used to drive instruction.
9. \_\_\_\_\_ School's mission/purpose and vision statement are displayed frequently and prominently throughout the school and are disseminated to all stakeholders.
10. \_\_\_\_\_ Orientation for staff includes emphasis as the school's mission, vision, expected student outcomes and the school's improvement/reform plan.
11. \_\_\_\_\_ Decisions made regarding the school program are contemplated with regard to how they impact the school's mission and vision.
12. \_\_\_\_\_ School beliefs, policies and procedures are based on the mission and vision and are regularly publicized, understood and supported by staff, students and families.
13. \_\_\_\_\_ Mission statement promotes coordination of school and other related services, and goals for a residential type setting based upon the mission and expected student outcomes.

**TOTAL: \_\_\_\_\_ AVERAGE: \_\_\_\_\_**

## II. FREQUENT MONITORING AND FEEDBACK OF SCHOOL, STAFF AND STUDENT PROGRESS

Measuring student, staff and school progress through a variety of means and relating progress to students and others in a positive manner.

1-Improvement Needed      2-Acceptable      3-Commendable      NA-Not Applicable

1. \_\_\_\_\_ School continuously gathers and analyzes data to determine student and school progress. The following are included in the school's yearly analysis:

- Progress toward meeting benchmarks and timelines in school's reform plan
- Student success level (% in partially proficient, proficient and advanced) based on multiple measures including performance based assessments
- Other local expected student/school outcomes measures
- Average daily attendance rate
- Annual dropout rate for high schools
- Student enrollment trends
- Follow-up study of graduates from high school
- Family, community, staff and student surveys
- Assessment of social and vocational needs of students
- Tenure/Attendance of administration and staff
- Review of results of partnerships established for meeting school/student needs
- Update of progress on professional development plan based on staff needs

2. \_\_\_\_\_ Data is related to the school's mission, vision, expected student outcomes, to school programs and initiatives and is used regularly in staff meetings to provide focus.

3. \_\_\_\_\_ System is in place for monitoring individual student progress. Each student has a portfolio on CD, a resume and individual learning plan for the next level.

4. \_\_\_\_\_ A match between performance standards and expected outcomes, what is taught and what is assessed.

5. \_\_\_\_\_ School utilizes staff-evaluation through review of use of instructional strategies and student self-evaluation toward meeting benchmarks and standards.

6. \_\_\_\_\_ School has assessment procedures that include training for staff on individual and group assessment, performance based assessment, multiple measures/accommodations.

7. \_\_\_\_\_ Progress toward the school's achievement of expected outcomes is communicated to students, families and other interested parties through a yearly school report card.

8. \_\_\_\_\_ School utilizes various means through which student and families receive positive, regular feedback regarding student's individual progress.

**TOTAL:** \_\_\_\_\_ **AVERAGE:** \_\_\_\_\_

### III. CHALLENGING CURRICULUM AND APPROPRIATE INSTRUCTION

Focusing and organizing educational activities around the outcomes the school staff, parents, and school board want students to demonstrate.

1-Improvement Needed      2-Acceptable      3-Commendable      NA-Not Applicable

1. \_\_\_\_\_ School has a written, implemented curriculum based on new content standards, Native Navajo standards and expected outcomes. IEPs for special education are based on this curriculum and developed according to requirements.
2. \_\_\_\_\_ Challenging curriculum is for all students (FACE, Pre School, K-12) and is articulated across grade level, and is integrated and interdisciplinary.
3. \_\_\_\_\_ Curriculum and instruction are made relevant to the students/community by integrating cultural aspects in all content areas. The community provides a living lab for authentic tasks. The Native (Dine) language is taught or utilized in instruction.
4. \_\_\_\_\_ Instruction is based upon documentation and knowledge of students' learning styles, on Native (Navajo) tribal values and ways of knowing, and on information on student progress gained from performance-based assessment.
5. \_\_\_\_\_ Curriculum is connected to the world of work and to tribal economic development. There is a specific plan for special education transition.
6. \_\_\_\_\_ Curriculum includes aspects designed to meet the needs of the whole child by addressing the present and future social, emotional and physical needs of students.
7. \_\_\_\_\_ Instruction incorporates strategies from research on teaching Native Indian students including hands-on and constructivist approaches, oral language practice and cooperative learning. Reading instruction incorporates both phonics and whole language activities.
8. \_\_\_\_\_ Teachers utilize flexible grouping to foster interaction among students, mix ability levels and utilize cooperative learning. Classrooms foster welcoming individuals with disabilities.
9. \_\_\_\_\_ Instruction for special education students reflects best practice with a variety of materials and techniques. Inclusion is practiced.
10. \_\_\_\_\_ Comprehensive staff development plan is being implemented and is based upon identified needs in relation to best practice strategies/approaches being utilized.
11. \_\_\_\_\_ Students are provided support needed to achieve academically.
12. \_\_\_\_\_ Residential setting provides a tutoring/learning center for students and dormitory staff training on assisting students in meeting academic goals.

**TOTAL:** \_\_\_\_\_      **AVERAGE:** \_\_\_\_\_

**IV. ACCESS TO RESOURCES/SUPPORT FOR TEACHING AND LEARNING**  
**Guaranteeing equal access and opportunity for all students to learn is displayed.**

**1-Improvement Needed                      2-Acceptable                      3-Commendable                      NA-Not Applicable**

1. \_\_\_\_\_ School calendar and daily schedule have been carefully planned to accomplish expected student and school outcomes, the establishment of one school program, the provision of extended learning time and cultural activities.
2. \_\_\_\_\_ School's staffing pattern is designed to meet determined needs and objectives of the school's reform plan.
3. \_\_\_\_\_ School reform plan includes professional development of staff, teachers and administrators based upon needs assessment relatives to expected outcomes.
4. \_\_\_\_\_ All classrooms have adequate, up-to-date materials for all students, including manipulative and necessary equipment.
5. \_\_\_\_\_ School has access to computer technology for instruction, for administration, and for networking.
6. \_\_\_\_\_ Instructional materials and technology resources are selected by school curriculum committees to match the content and philosophy of the school curriculum. Instructional materials are reviewed for cultural bias and historical accuracy.
7. \_\_\_\_\_ Library is organized as an active learning center that provides materials and activities that promote the objectives of the curriculum and lifelong learning.
8. \_\_\_\_\_ School regularly utilizes resource people from the community and other community resources to tie learning to the real world.
9. \_\_\_\_\_ Development of student study and learning skills is integrated within the instructional program and emphasizes how to learn.
10. \_\_\_\_\_ School provides tutoring for students who are having difficulty meeting standards.
11. \_\_\_\_\_ School utilizes homework to extend learning time and promote parental involvement in their children's learning. Homework serves to tie learning to the real world with authentic tasks.
12. \_\_\_\_\_ School has established partnerships with institutions of higher education and other educational institutions to meet the objectives of the school reform plan.
13. \_\_\_\_\_ School ensures time on task by avoiding interruptions to instruction time.

**TOTAL: \_\_\_\_\_                      AVERAGE: \_\_\_\_\_**

**V. HIGH EXPECTATIONS FOR STUDENT AND STAFF SUCCESS**

**An atmosphere of challenge and confidence is visible where all students and staff develop to their capable full potential.**

**1-Improvement Needed                      2-Acceptable                      3-Commendable                      NA-Not Applicable**

1. \_\_\_\_\_ Students, staff, families and other community members have been involved in developing expected student outcomes that indicate high expectations and are based on new challenging standards.
2. \_\_\_\_\_ School promotes high expectations for students academically, socially, spiritually, culturally, emotionally and physically.
3. \_\_\_\_\_ Staffs have high expectations for students and seek to motivate them by providing challenging, meaningful curriculum and utilizing effective teaching strategies.
4. \_\_\_\_\_ Teachers communicate to students the school mission/vision and their instructional goals based on new content and performance standards.
5. \_\_\_\_\_ Staffs have high expectations for each other and seek to upgrade their teaching skills to attain school objectives and assist students in the most effective ways.
6. \_\_\_\_\_ School places equal emphasis on the learning of all students and promotes the philosophy that all students will learn challenging curricula. Inclusion is practiced.
7. \_\_\_\_\_ Student learning is recognized frequently through awards and display of student work. Appropriate praise is given frequently.
8. \_\_\_\_\_ Teachers are rewarded for excellence and innovation and sharing successful practices.
9. \_\_\_\_\_ Students display a positive attitude toward instruction, assist in establishing goals for themselves, and utilize their work, teacher goals, performance standards and expected student outcomes to evaluate themselves.
10. \_\_\_\_\_ Students are involved in taking responsibility for the learning of other students through peer tutoring/counseling and cooperative learning.
11. \_\_\_\_\_ Students are given many opportunities to assume leadership and accept school wide or classroom responsibilities.
12. \_\_\_\_\_ Community has high expectations for the school and students.
13. \_\_\_\_\_ Residential staff has high expectations for residential students. Expectations of students and opportunities for leadership/responsibility are communicated in various ways. Learning habits, good behavior, and staff excellence are celebrated in the dormitory.

**TOTAL: \_\_\_\_\_ AVERAGE: \_\_\_\_\_**

**VI. SAFE AND NURTURING LEARNING ENVIRONMENT**

**A nurturing environment conducive to learning is visible where all are respected and where children, staff and community can grow together.**

**1-Improvement Needed    2-Acceptable                    3-Commendable                    4-Not Applicable**

1. \_\_\_\_\_ School has a plan that spells out expected student conduct based upon tribal values and followed with consistency by all staff members.
2. \_\_\_\_\_ School staff and families are trained to utilize effective and appropriate behavior Management techniques based on tribal values, positive behavior support focusing on positive interactions with students and with regular recognition and celebration.
3. \_\_\_\_\_ Training to address substance abuse and violence is included in staff development.
4. \_\_\_\_\_ School has a firm and fair substance abuse policy developed with input from the community and addiction counselors.
5. \_\_\_\_\_ School has a prevention curriculum and personnel for topics including alcohol, tobacco, other drugs; violence; teen pregnancy; drinking/driving and support group.
6. \_\_\_\_\_ School has a plan for the involvement of families and community in the area of prevention and wellness.
7. \_\_\_\_\_ School has collaboration of services with tribal/other prevention/wellness programs, for example Boys & Girls Clubs or AmeriCorps Program of Youth, Navajo Nation Department of Youth or a child protection program.
8. \_\_\_\_\_ School's counseling program provides preventive and crisis counseling. Appropriate therapy/treatment is provided for students who need it.
9. \_\_\_\_\_ Some counseling activities take place in classrooms with close coordination between counselors and teachers of students and provides positive interaction with peers and community.
10. \_\_\_\_\_ Counselors understand tribal culture, acknowledge the importance of cultural rites of passage for youth, and utilize tribal members as resources.
11. \_\_\_\_\_ School has a well-balanced extracurricular activity program based on needs, strengths and interests of students and provides positive interaction with peers and community.
12. \_\_\_\_\_ School building and grounds reflect the native/tribal culture, are safe, well-maintained, clean and attractive and suitable. The residential is homelike.
13. \_\_\_\_\_ Transportation program is safe and adequate to meet varying student needs.

**TOTAL: \_\_\_\_\_                    AVERAGE: \_\_\_\_\_**

**VII. HOME-SCHOOL-COMMUNITY PARTNERSHIP**

**The home, school and community have an articulated understanding of the school's mission through open and active communication and partnerships.**

**1-Improvement Needed    2-Acceptable                    3-Commendable                    NA-Not Applicable**

1. \_\_\_\_\_ As part of their orientation, employees receive information on the community, its culture and values, and on effective and culturally appropriate strategies for working with students and developing partnerships with families and community.
2. \_\_\_\_\_ School promotes respect for families, has a procedure for making families feel welcome at the school and has a regular means to foster open and active communication with families and other community members.
3. \_\_\_\_\_ School provides the local community with information regarding the school program and school activities, about school reform efforts, and seeks support.
4. \_\_\_\_\_ School provides opportunities for families and community members to provide input into school reform efforts and other decision-making through general meetings, survey and committee.
5. \_\_\_\_\_ School relies on a Council of Elders for assistance and community members serve on school effectiveness teams (School Effectiveness Team).
6. \_\_\_\_\_ Families understand the school mission, have been involved in the determination of expected student outcomes, and know the role they play in partnership with the school.
7. \_\_\_\_\_ Families participate actively in school activities such as sports events, open houses, parent/teacher conferences, student performances and special cultural activities.
8. \_\_\_\_\_ Families members volunteer at the school and/or help to plan school activities. The school has ascertained family/community expertise and interest. Community members serve as resource people for classrooms and help to plan cultural instruction.
9. \_\_\_\_\_ School provides training on parenting skills and works closely with families on both academic and social needs of students. Teacher influence family involvement.
10. \_\_\_\_\_ School has a program for training families to help their children learn at home.
11. \_\_\_\_\_ School has a program or is coordinated with a program designed to improve educational and other skills of families. The school promotes the community school concept.
12. \_\_\_\_\_ Residential has an effective means of communicating regularly with families regarding their children; families are informed of residential policies, procedures and expectations.

**TOTAL:** \_\_\_\_\_

**AVERAGE:** \_\_\_\_\_

### VIII. STRONG INSTRUCTIONAL LEADERSHIP

The combined effort of all stakeholders are involved in the learning process by modeling, sharing, supporting and resourcing with staff and students to ensure quality learning.

1-Improvement Needed    2-Acceptable    3-Commendable    NA-Not Applicable

1. \_\_\_\_ The principal and other instructional leaders effectively communicate the school's mission, vision, values, data, and expected student outcomes to all concerned.
2. \_\_\_\_ The instructional leaders understand various philosophies of instruction, promote those found to be effective with Indian students, understand special education and other requirements, and provide guidance to all staff and school board in these areas.
3. \_\_\_\_ Principal and other instructional leaders promote and encourage school reform and "breaking the mold" in order to realize expected student outcomes. The utilization of technology and performance-based assessment is encouraged.
4. \_\_\_\_ Principal makes several formal and informal classroom observations each year and provides feedback to teachers. Staff performance appraisals are based upon measures of quality developed with staff.
5. \_\_\_\_ Instructional issues including utilizing data and analyzing barriers to learning are the focus of staff meetings.
6. \_\_\_\_ Principal and other instructional leaders maintain effective staff development planned to meet school objectives and based on a staff development needs assessment in relation to the school's reform plan.
7. \_\_\_\_ Principal and other instructional leaders demonstrate an awareness and promotion of the unique culture of the students.
8. \_\_\_\_ Principal has high expectations for students and staff, motivates them, monitors progress, recognizes and documents success, and rejects mediocrity.
9. \_\_\_\_ Principal consistently involves staff, students, and parents in reaching decisions through shared governance, school effectiveness team (SET) and an open door policy.
10. \_\_\_\_ Principal is very active in securing resources to enhance the school program and establishes partnerships with business and community services organizations to address the needs of the whole child.
11. \_\_\_\_ Principal assumes the responsibility of special education coordination to ensure quality of services and compliance to regulations.

**TOTAL:** \_\_\_\_\_

**AVERAGE:** \_\_\_\_\_

**IX. PARTICIPATIVE MANAGEMENT AND SHARED RESPONSIBILITY**

**Shared decision-making and responsibility by parents, students, staff, administration, school board, and tribe is visible.**

**1-Improvement      2-Acceptable      3-Commendable      NA-Not Applicable**

1. \_\_\_\_\_ Staff, student, parent-community, administration and school board are involve in determining policy, needs and expected outcomes, planning school reform and evaluating results.
2. \_\_\_\_\_ Responsibility for meeting the educational and other needs of all students is shared by the entire community as evidenced by partnerships developed between the school, families, tribe and community service organizations and businesses.
3. \_\_\_\_\_ School board has a policy that supports participatory management and shared responsibility and makes decisions based on input from affected groups.
4. \_\_\_\_\_ Tribal governing body has clearly delegated authorities to the school board that include support for participation of all and local control.
5. \_\_\_\_\_ Administration fosters communication, provides information to school-community is affected by it, and promotes participation of all stakeholders in decision-making through informal means and formal committees or advisory councils.
6. \_\_\_\_\_ Teachers work as teams to discuss students' educational and emotional needs and plans to address them. Regular and Special Education staff work together closely to provide for inclusion.
7. \_\_\_\_\_ Every staff member is involved in reform efforts and is assigned to an improvement/reform committee/team or School Effectiveness Team.
8. \_\_\_\_\_ All students are meaningful involved in decision-making through participating in setting their learning goals and in such organizations as student/dorm council or school improvement teams.
9. \_\_\_\_\_ Problems are addressed at the appropriate level and delegation of authority is clear. Roles and responsibilities of administration, staff and school board are well-defined.
10. \_\_\_\_\_ Supportive, respectful, and positive relationship is evident between the school board, staff and administration.
11. \_\_\_\_\_ Training is provided to all staff and school board members on teambuilding and collaborative consultation.
12. \_\_\_\_\_ Residential staff is afforded time to share and discuss areas needing improvement.

**TOTAL:** \_\_\_\_\_ **AVERAGE:** \_\_\_\_\_

## **X. CULTURAL RESPONSIVENESS**

**(Adapted from Alaska Standards for Culturally Responsive Schools) Integrating of native/tribal culture into all areas of the school encourages students' positive identity, respect and success.**

**1-Improvement Needed 2-Acceptable 3-Commendable NA-Not Applicable**

1. \_\_\_\_ Teachers incorporate local ways of knowing and teaching in their work.
2. \_\_\_\_ Teachers use the local environment and community resources on a regular basis to link what they are teaching to the everyday lives of the students.
3. \_\_\_\_ Teachers participate in community events in an appropriate and supportive way.
4. \_\_\_\_ Teachers work closely with parents to achieve a high level of complementary educational expectations between home and school.
5. \_\_\_\_ Teachers recognize the full educational potential of each student and provide the challenges necessary for them to achieve that potential.
6. \_\_\_\_ Curriculum reinforces the integrity of cultural knowledge that students bring.
7. \_\_\_\_ Cultural knowledge is recognized as part of a living and constantly adapting system grounded in the past but growing through the present and into the future.
8. \_\_\_\_ Curriculum uses the local language and culture knowledge as a foundation.
9. \_\_\_\_ Curriculum fosters a complementary relationship across knowledge derived from diverse systems.
10. \_\_\_\_ Curriculum situates local knowledge and actions in a global context.
11. \_\_\_\_ School fosters the on-going participation of Elders in all aspects of schooling.
12. \_\_\_\_ Multiple avenues are available for students to access learning and multiple forms of assessment are used for students to demonstrate what they have learned.
13. \_\_\_\_ School teaches the native language and utilizes it in instruction.
14. \_\_\_\_ School has high level of involvement of professional staff who are of the same cultural background as the students with whom they are working.
15. \_\_\_\_ School consists of facilities that are compatible with the community environment in which they are situated.
16. \_\_\_\_ School fosters extensive on-going participation, communication and interaction between school and community personnel.

**TOTAL:** \_\_\_\_\_ **AVERAGE:** \_\_\_\_\_

## CORRELATES REVIEW SUMMARY SHEET

	TOTAL	AVERAGE
I. CLEAR SENSE OF EDUCATIONAL MISSION AND PURPOSE	_____	_____
II. FREQUENT MONITORING AND FEEDBACK OF SCHOOL, STAFF, AND STUDENT PROGRESS	_____	_____
III. CHALLENGING CURRICULUM AND APPROPRIATE INSTRUCTION	_____	_____
IV. ACCESS TO RESOURCES-SUPPORT FOR TEACHING AND LEARNING	_____	_____
V. HIGH EXPECTATIONS FOR STUDENT AND STAFF SUCCESS	_____	_____
VI. SAFE AND NURTURING LEARNING ENVIRONMENT	_____	_____
VII. HOME-SCHOOL-COMMUNITY PARTNERSHIPS	_____	_____
VIII. STRONG INSTRUCTIONAL LEADERSHIP	_____	_____
IX. PARTICIPATIVE MANAGEMENT AND SHARED RESPONSIBILITY	_____	_____
X. CULTURAL RESPONSIVENESS	_____	_____

Culture and Language Teacher/s \_\_\_\_\_  
 School Effectiveness Team Chairperson \_\_\_\_\_  
 Date: \_\_\_\_\_

- *The Navajo Culture and Language Team use this sheet to summarize TOTAL SCORES from the correlates review and rate the school on the implementation scales provided for each correlates to identify strengths and weaknesses for the school curriculum, administration, staff, parents and students. Share the results of the survey and rating information with all concerned stakeholders. The next step is to identify goals and write out the objectives for improving the school programs. Correlates review should be done on an annual base, however, the SET Team and Culture and Language Leadership Team should decide how often the correlates will be reviewed and goals and objectives redefined.*

**SECTION 8**

**Form (a)**

**CREATING CULTURALLY RELEVANT SCHOOL  
TEAM CONSENSUS**



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(School)

The Creating Culturally Relevant Schools for Children Model components currently being implemented in an excellent manner are:

Components or Goals:

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The Creating Culturally Relevant Schools for Children Model components deemed most in need of improvement and implementation are:

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

CREATING CULTURALLY RELEVANT SCHOOLS FOR CHILDREN



Components / Goals

ACTION PLANNING: IDEAS FOR IMPLEMENTATION

**Identified area of NEED:** (The difference between *what is* and *what should be*)

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**Goal:** (Needed step)

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**Objectives:** (Next steps)

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**Action Plan:**

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**Evaluation Strategy:**

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**Potential hindering or helping “forces” / Ideas Comments:**

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CREATING CULTURALLY RELEVANT SCHOOLS FOR CHILDREN



Components / Goals

ACTION PLANNING: IDEAS FOR IMPLEMENTATION

**Identified area of NEED:** (The difference between *what is* and *what should be*)

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**Goal:** (Needed step)

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**Objectives:** (Next steps)

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**Action Plan:**

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**Evaluation Strategy:**

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**Potential hindering or helping “forces” / Ideas Comments:**

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CREATING CULTURALLY RELEVANT SCHOOLS FOR CHILDREN



ACTION PLANNING: IDEAS FOR IMPLEMENTATION

**Identified area of NEED:** (The difference between *what is* and *what should be*)

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**Goal:** (Needed step)

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**Objectives:** (Next steps)

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**Action Plan:**

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**Evaluation Strategy:**

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**Potential hindering or helping “forces” / Ideas Comments:**

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CREATING CULTURALLY RELEVANT SCHOOLS FOR CHILDREN



ACTION PLANNING: IDEAS FOR IMPLEMENTATION

**Identified area of NEED:** (The difference between *what is* and *what should be*)

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**Goal:** (Needed step)

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---

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**Objectives:** (Next steps)

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**Action Plan:**

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**Evaluation Strategy:**

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**Potential hindering or helping “forces” / Ideas Comments:**

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**ACTION PLANNING: IDEAS FOR IMPLEMENTATION**

**Discrepancy Analysis Evaluation**

**NEEDED STEP: (Goal)**

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1 <sup>st</sup> STEPS (Objectives)	COMPLETED			RESULTS	FURTHER ACTION: NEXT STEPS
	Yes	No	In Progress		

COMMENTS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**ACTION PLANNING: IDEAS FOR IMPLEMENTATION**

**Discrepancy Analysis Evaluation**

**NEEDED STEP: (Goal)**

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1 <sup>st</sup> STEPS (Objectives)	COMPLETED			RESULTS	FURTHER ACTION: NEXT STEPS
	Yes	No	In Progress		

COMMENTS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

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# ACTION PLANNING: IDEAS FOR IMPLEMENTATION



## Discrepancy Analysis Evaluation

**NEEDED STEP:** (Goal)

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1 <sup>st</sup> STEPS (Objectives)	COMPLETED			RESULTS	FURTHER ACTION: NEXT STEPS
	Yes	No	In Progress		

COMMENTS: \_\_\_\_\_

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## SECTION 9

### Creating Culturally Relevant Schools Native Curriculum Enhancement Systems Model

