Executive Summary

Tuba City Boarding School

AZ Navajo North - Tuba City

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Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.
Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Tuba City Boarding School (TCBS) is a Bureau of Indian Education Boarding School serving approximately 1300 students. It is located on the Navajo Reservation and has been in existence for over 100 years. Tuba City Boarding School was established in 1898 for the education of Indian children. The school was operated by the Department of the Army through the 1940's. The school came under the direction of the Department of the Interior in the 1950's. The school services the following communities: Tuba City, Coalmine, Tonalea, Moenkopi, Gap, Cameron, Cow Springs, Bitter Springs, Kaibeto, and Hotevilla.

Tuba City Boarding School was originally a self-sustaining and self-supporting school designed to teach children practical skills, such as baking, livestock care, gardening, and cooking. Before 1980 all students resided in dormitories. At the present time Tuba City Boarding School is a kindergarten through eighth grade residential and day school. In 1980, day students were accepted and enrolled. Since then, the number of day students has continued to increase. Currently, day students make up the majority of the population of the school.

TCBS has three academic departments: Little Thunderbird Academy (grades Kindergarten - third), Rising Thunderbird Academy (grades fourth - sixth), and Thunderbird Academy (grades seventh and eighth). The population per department is listed: Little Thunderbird Academy - 641, Rising Thunderbird Academy - 400, and Thunderbird Academy - 288 and the Residential Department - 85. There are approximately 85 certified staff, 150 support staff, and approximately 5 administrators at TCBS. Tuba City has an approximate population of 8500 people along with a large outlining community.

Changes in the last three years include an influx of students from nearby feeder communities that are ill-prepared for the academic challenges of TCBS. Schools near Tuba City seem to have not embraced the Career and College Readiness Standards (Common Core) at the same level as TCBS and the students that come from these schools bring extra challenges helping them achieve at the levels our school expects. There has been an increase of students that fall within the Asperger's spectrum and there has been a precipitous increase in behavioral issues for these students that receive services. Another challenge of TCBS is the growth of the student population size which strains the availability of classrooms, teachers, and support services. An increase in population size also impacts class size, transportation, scheduling, cafeteria, and facilities. The final challenge that impacted TCBS is the restructuring of the Navajo District to become the Navajo Region because there is an endemic lack of consistency, continuity, and general direction. An example of this is the tediousness of the Federal Business Management System which has bottle-necked the acquisition process which negatively impacts the infrastructure of the school. In the acquisition process they are seeking bids in the professional development department and in turn issue purchase orders/contracts based upon criteria that may not meet the needs of our school. Another example of Navajo Region's impact is the detail assignment of our principal to another school while preparing for re-accreditation. This disrupts our organizational structure but we're adapting with each new challenge.
School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Mission Statement
At Tuba City Boarding School children are first, important, unique, responsible, and nurtured. Opportunities are provided for positive life-long learning, healthy growth, success, and self-worth. A quality education is supported in a safe and culturally competent environment. Parents, community and school, together, educating the whole child for life.

Vision Statement
Students will come to school daily, having eaten a nutritious breakfast, prepared and served by a congenial, caring staff, in a clean, safe, nurturing environment.

Students will feel secure in the fact that each day will begin on a positive note, and expectations will be consistent, equitable, clearly expressed, and of the highest quality available.

Students will feel safe and secure each day, through a consistently applied standard of clearly defined behaviors and consequences; through availability of certified counselors; through home/school liaisons; through the time and education given to making the campus a physically safe and drug-free environment.

Students will be given the opportunity to express themselves by means of writing, speaking, and performing, beginning in Developmental Kindergarten.

Students will acquire the skills to read, comprehend, and question; to embrace the power, joy, and adventure of books beginning in Developmental Kindergarten.

Students will be provided every opportunity to attain advanced levels of the current TCBS curriculum, as reflected in the day-to-day activities of teaching and learning and in the assessment adopted for grades K-8.

Students will be provided with the foundation and the tools to explore, inquire, conduct research, and compile orderly, coherent responses to such inquiries.

Students will expect that assessments of their daily work will be reflective of the work actually addressed and practiced, and will be meaningful to the real-life expectations of the discipline.

Students will be provided opportunities to work with businesses and agencies in the Tuba City community (and larger Northern Arizona community), toward meaningful, real-life experiences.

Students will be provided opportunity to attain proficiency in the written and spoken language, and attain knowledge of Navajo history and culture.

Students will attain, retain, and maintain self-esteem through:

Knowledge of self
Knowledge of Navajo history
Knowledge of the Navajo language and culture
Knowledge of other tribal groups

Students will exhibit competence in reading, writing, speaking, mathematics, and science.

Students will be given the opportunity to explore the performing arts and its technical aspects.

Students will take advantage of Gifted and Talented Program opportunities.

Students will be given opportunity to participate in school-sponsored athletics, student government, school-sponsored clubs and agency
Students will receive due process through a Table of Student Rights and Responsibilities. Students will be made aware of their rights and individual and collective responsibilities.

Beliefs and Values
The cornerstone of the Tuba City Boarding School's value system is the Be Safe, Be Respectful, and Be Responsible mantra which is implemented across the grade levels. We firmly believe in the responsible acts of the young people we serve, and feel it is the responsibility of the educators to impart the knowledge of the BEST philosophy in order to develop responsible young adults.

Tuba City Boarding School values the integration of native/tribal culture into all areas of the school which encourages students' positive self-identity, self-respect, and success. Tuba City Boarding School celebrates the cultural background of our students by dedicating a week of school wide featured cultural activities.

Program Offerings
Tuba City Boarding School provides an array of academic classes that meets the needs of the students we serve. We offer a GT Program for K-8 and 21st Century which has a myriad of educational opportunities for the students. The education of the whole child concept is bolstered by the relationship with the local Health Promotions Program which offers a range of community based activities, and is supported by the local wellness policy at the school site.

The emotional component of the whole child concept is supported by the counseling department at the school which incorporates a mentoring program, support groups, individual counseling, pro-active strategies to prevent behavioral disruptions that interfere with the day to day learning.

Tuba City Boarding School expects students to embrace the Be Responsible, Be Safe, Be Respectful concept as it leads to academic success as well as emotional well-being which will cultivate productive members of society. The Safe School Ambassador Program supports the notion of being responsible as it promotes the concept of a safe school environment as well as responsible decision making by young adults.
Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Tuba City Boarding School spends a great deal of time and effort fostering a climate of high expectations that has led to a number of accolades that we are proud to share and include the following:

Academics:
- Full implementation of Common Core Standards
- Curriculum maps that are aligned to CCS and Arizona Standards
- Collaborative lesson planning
- Science Fair State Awards - students
- Model school for the Navajo North Leadership Team and Curriculum Development
- 21st Century Grant
- Northern Arizona University Road Scholar Visitations
- Amizade Foundation Partnership
- Western Navajo Agency Spelling Bee Winners
- Consistently met AYP since 2001
  - University of Arizona 4-H Gifted/Talented Garden Project
  - University of Arizona Mentorship Project
  - Student Council
  - National Junior Honor Society Affiliation

Leadership:
- Two consecutive years of NCA Administrator of the Year
- Established an Assistant Principal position
  - Northern Arizona University Leadership Internship

Sports:
- State champs: cross country and volleyball

Community/Parents:
- Parent Advisory Committee
- Parent Academies (refined)
- 2012 Tuba City High School Chief Manuelito Recipients: 11 out of 12 were former students
- High school transition process
  - Johns Hopkins Residential Cultural Program
  - Navajo Nation Boys/Girls Club
  - St. Judes Food Bank Snack Pack Program

Technology:
- Laptop/iPad carts for all grade levels

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- Connect-ED for efficient parent communication regarding activities and school schedule changes
  - School marquee to communicate school activities and updates
  - Interactive whiteboards in the classrooms
  - Software licenses for a number of educational resources to be used at home
  - School security cameras located in various areas around campus

Areas of improvement:
- Response To Intervention Process
- Staff to Staff Mentoring
- Parent Involvement
- Staff to Student Mentoring
- Scope and Sequencing across the curriculum
- Comprehensive folder is shared K-6, needs to be fully utilized K-8
  - Better communication throughout departments/school wide
  - Standard Operating Procedures
Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

We have no necessary or pertinent information to add.