Cuba Independent School District

STUDENT NEEDS ASSESSMENT

Meeting Diverse Student Needs
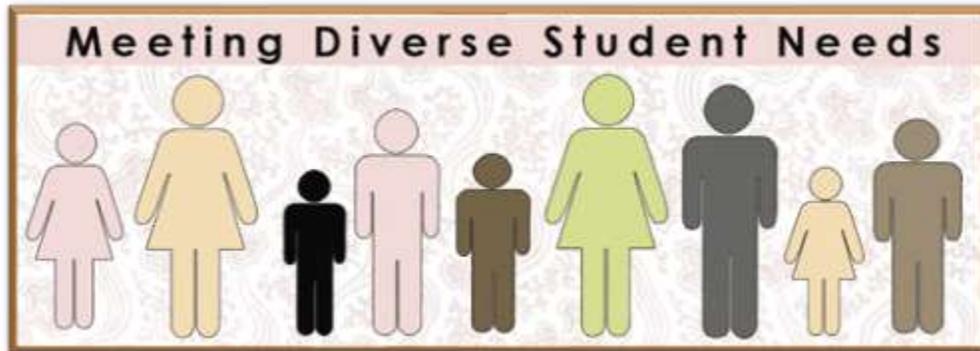
Submitted to the

Indian Education Division,
New Mexico Public Education Department

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Contents

October 2020

1. INTRODUCTION

1.A What Is a Needs Assessment?

The phrase "needs assessment" is used rather loosely in the educational vernacular. As currently implemented, a needs assessment can mean anything from asking individuals connected with education what they need to close the gap between current status and some desired state, such as all students reaching proficiency, to conducting a comprehensive research project, complete with a specified set of procedures such as statistical analysis, case studies, and student focus groups. In both cases, *there is an attempt to assess or measure a perceived or actual need by collecting data to document a challenge that exists.* For federal programs, typically this means that local staff must collect data that help illuminate the path to improvement.

Various funding programs within the No Child Left Behind (NCLB) Act have specific requirements for conducting a needs assessment. The requirements are presented in the Appendix. Generally, the requirements are as follows:

Title I, Part A (basic programs for students from economically disadvantaged backgrounds) staff with schoolwide programs must conduct annual comprehensive needs assessments that include analyses of student achievement data relative to proficiency expectations and involve parents and community members, teachers, principals, administrators (including those from other Title I programs), and if appropriate, pupil services personnel, technical assistance providers, school staff, and students, if for a secondary school. The overall purpose of the comprehensive needs assessment is to "identify gaps between the current status of the school and its vision of where it wants to be, relative to key indicators or focus areas" (Nonregulatory Guidance, p. 14). The guidance suggests using a needs assessment process that includes establishing a schoolwide planning team, clarifying the vision of school reform to identify school strengths and weaknesses, creating the school profile, identifying data sources for the needs assessment, and analyzing the collected data. The section on creating a school profile (Nonregulatory Guidance, pp. 10-13) contains a number of questions that might be used on a comprehensive needs assessment. Schools with targeted assistance programs are also to conduct a needs assessment to determine those children with the greatest need to be served. In these schools, if health, nutrition, and other social services to address needs (such as basic medical equipment—eyeglasses and hearing aids, a program coordinator, or professional development about identifying and meeting these children's needs) are identified by a comprehensive needs assessment, some funds can be used to fill these needs through a collaborative partnership with local service providers.

Title I, Part C (migrant education) programs must identify the special educational needs of migratory children as part of their comprehensive planning process. The state education agency (SEA) often takes the lead and plans a needs assessment in conjunction with local and state programs that receive federal funds.

Title II (high quality teachers (HQTs) and principals) programs are to conduct needs assessments to determine the knowledge and skills needed by teachers and the instructional leadership skills required of principals to ensure that students meet standards. Teachers at individual schools must be involved in the needs assessment process. While no specific types of data are required, the law suggests that the needs assessment include:

- Student achievement data;
- Information on national and state initiatives;
- Anticipated professional development needs of core subject area teachers;
- Anticipated teacher supply and demand;
- Student enrollment data;
- Results of program evaluations; and
- Input from community and business.

Funds are to be used to target those activities most likely to improve instruction and student achievement.

Title III programs (English language learners [ELL] and immigrant students) must include a description of the need for their programs in their applications. The needs assessment must include numbers of students who are designated as being limited English proficient (LEP) in the school district to be served and information on the students' characteristics including their native language, their proficiency in English and in their native language, achievement data in reading/language arts and mathematics, a comparison of achievement data for ELL and non-ELL students, and a summary of the previous schooling experiences of the children. The assessment also should reflect the professional development needs of the instructional personnel who will provide services to the ELL students.

Title V also specifies that needs assessments for programs that receive character education funds, the needs of gifted/talented students, and local needs for innovative programs are to be determined.

1.B Why Conduct a Needs Assessment?

The requirements for program-level needs assessments are connected to the purpose of the program. For example, since Title I exists to help students to reach proficiency and close the achievement gap, the needs assessment requirements are there to discover the challenges related to goals. In this case, the research shows that attendance; parent involvement; school climate; leadership; and students being on grade level on assessments of reading, language arts, and mathematics are all related to students doing well on summative tests such as the NMPED Assessments. Measuring these predictors of test scores shows where some of the needs may lie.

A needs assessment also:

- Provides direction for programs, projects, and activities;
- Allows staff to determine priorities and allocate limited resources to activities that will have the greatest impact;

- Creates cohesion through the alignment of goals, strategies, professional development, and desired outcomes;
- Enables benchmarking and monitoring of implementation and impact; and
- Assists with continuous improvement activities by helping staff identify change, which instructional and other practices are working, and the strategies associated with the greatest success.

1.C   Dimensions of a Comprehensive Needs Assessment

1.C.1 Components

There is no single best way to conduct a needs assessment. Rather, the components in a needs assessment should be determined by local context. The state of Massachusetts (2008) has identified some common or suggested components or characteristics of a needs assessment:
• Considers a range of needs or issues;
• Includes information gathered from a variety of sources;
• Employs the use of valid and reliable data to the maximum extent possible;
• Meaningfully involves many individuals representing a range of knowledge, skills and expertise;
• Results in the development of goals and action plans;
• Used as the basis for resource allocation; and
• Includes regular follow up and evaluation of plans and strategies.

1.C.2   Focus

Assessment of needs should focus on those factors that have the potential to influence the achievement of students. At a minimum, needs assessments should address test score results in the aggregate and for subgroups, dropout rates, student mobility, attendance rates, and graduation rates. Curriculum and instruction issues should also be examined, including alignment with New Mexico Content Standards. Professional development needs should also be assessed including teacher qualifications, the nature of professional development, and planning time for teachers. Family and community involvement should be explored and should involve communication with parents about student achievement, their involvement in decisions, supports provided to families, and/or business partnerships. School and district organization provide contextual information that is important for framing needs. Vision, mission, decision-making structures, central office support, and budgetary issues are some contextual factors to consider.

1.C.3   Information Gathering

Information in a comprehensive needs assessment is gathered from a variety of sources. Quantitative data sources include NM-MSSA and NM-ASR scores, SAT scores, Alternative Achievement Assessment scores, WIDA scores, Istation, Kindergarten Observation Tools, and CTE Precision exams. Other state indicators include measures such as status and School Accountability Reports. Graduation rates, attendance rates, and demographics should also be included. If schools use other standardized formative or summative assessments, they should be addressed. Qualitative data,

such as that collected through focus groups, interviews, written surveys, or classroom observations, are also helpful.

1.C.4 Planning Teams

A formal planning team is a critical part of a comprehensive needs assessment. A comprehensive needs assessment should include stakeholders that represent all parts of the system. Superintendents, central office staff, principals, teachers, paraprofessionals, school office staff, parents/guardians, community members, and students all have important information about the system.

1.C.5 Use of Results

A comprehensive needs assessment results in the development of goals and action plans. After the analysis of quantitative and qualitative data is completed, goals should be identified, and action plans should emerge from those goals. For example, performance targets should be set, and strategies for meeting those performance targets should be clearly articulated with action steps. Comprehensive needs assessment can be a powerful resource allocation tool. Often schools and school systems are operating with limited resources. Results from a comprehensive needs assessment are a useful tool for prioritizing how resources will be used. To determine whether resources have been allocated in the proper fashion and the strategies used to meet needs are effective, it is important to monitor whether needs, or the gap between what is and what should be, have been impacted. If gaps are not being reduced, evaluation can help determine whether strategies are being executed properly, or whether other strategies should be attempted.

1.D CISD Student Needs Assessment

This Student Needs Assessment was prepared in October 2020 for the NMPED Indian Education Department by the Cuba Independent School District (CISD) Indian Education Team, which includes the Executive Director of Data and Accountability/Federal Programs, Indian Education Director, Director of Indigenous Communities, and Director of Counseling/Native Students Program. The Team gathered data for school year 2019-2020 from a variety of sources; results are presented in Section 2 "Collection of Existing Data" and Section 4 "Data Analyses." Section 3, "Curriculum and Instruction," discusses some of the academic strategies and interventions used in CISD to reframe curriculum and instruction. Section 5 provides information about the CISD Technology Department, specifically addressing technology support for families and teachers during remote learning. Section 5, "Family and Community Involvement," presents four key factors the school district uses to encourage engagement and improve student outcomes. Finally, Section 7 outlines the district's "Accomplishments and Goals."

2. COLLECTION OF EXISTING DATA

2.A Student Demographics

Enrollment by race/ethnicity

Race/Ethnicity	Percentage
Black/African-American	1%
American Indian/Alaskan Native	65%
Asian/Pacific Islander	0%
Caucasian	4%
Hispanic	28%
Multi-Racial	3%

Source: NM VISTAS website: https://newmexicoschools.com/districts/62
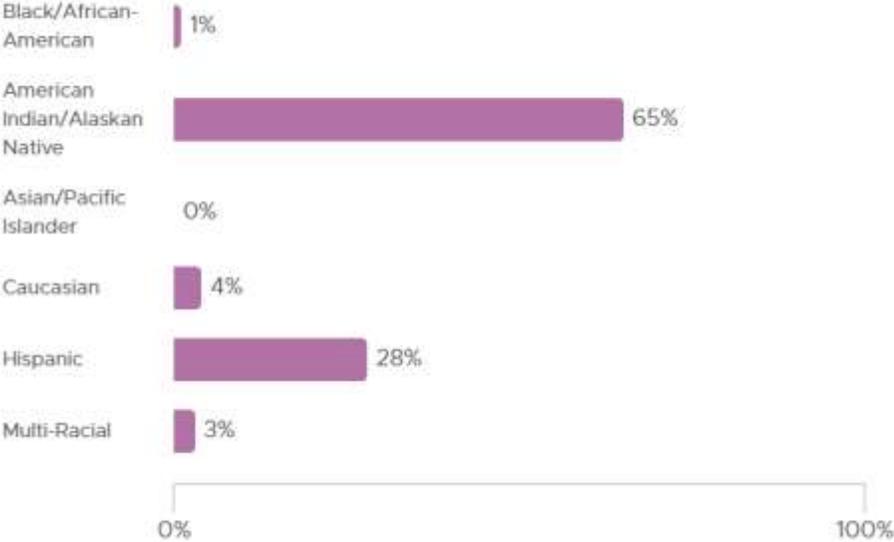
Enrollment by student group

Student Group	Percentage
Female	44%
Male	56%
Economically Disadvantaged	99%
English Learner	38%
Foster	0%
Homeless	2%
Migrant	1%
Military	1%
Students With Disabilities	20%

Source: NM VISTAS website: https://newmexicoschools.com/districts/62

October 2020
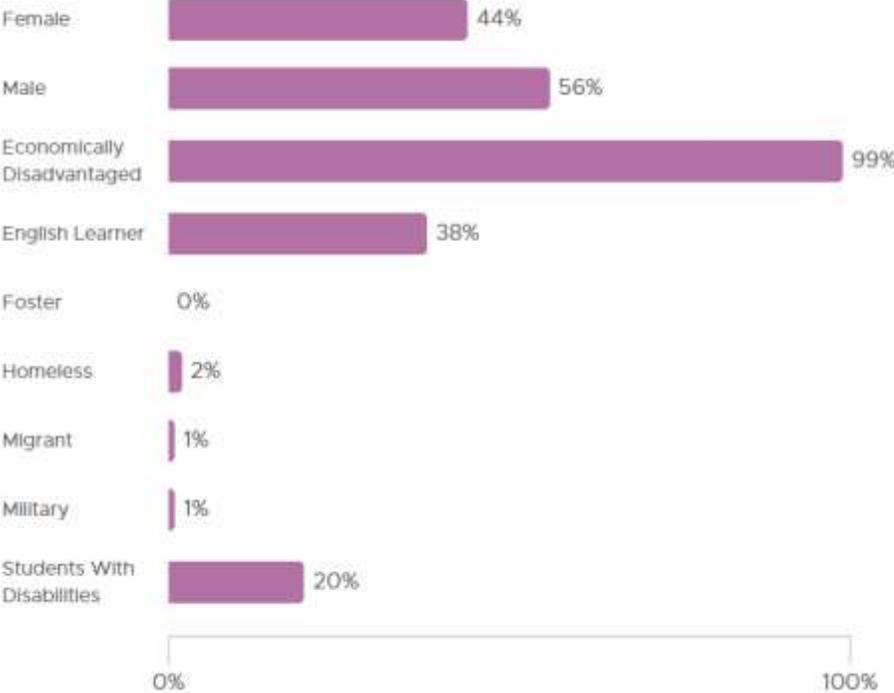
2.B Student Achievement Data

Achievement data for this school district is based on three years of reading, math and science scores, which represent percent proficient in each area. In 2017-2018 the PARCC test was used for assessing academic achievement, and 2019 the TAMALA test was used.

2.B.1 Reading Achievement Data

	2017		2018			2019		
Group	Reading	Pct Reading	Reading	Pct Reading	Pct Diff	Reading	Pct Reading	Pct **Diff**
All Students	484	28%	505	25%	-3%	468	19%	-6%
American Indian Students	320	20%	340	18%	-2%	327	14%	-4%
Source: https://webnew.ped.state.nm.us/bureaus/accountability/achievement-data/								

2.B.2 Math Achievement Data

	2017		2018			2019		
Group	Math	Pct Math	Math	Pct Math	Pct Diff	Math	Pct Math	Pct **Diff**
All Students	448	3%	429	6%	3%	381	4%	-2%
American Indian Students	432	3%	288	3%	0%	260	3%	0%
Source: https://webnew.ped.state.nm.us/bureaus/accountability/achievement-data/								

2.B.3 Science Achievement Data

	2017		2018			2019		
Group	Science	Pct Science	Science	Pct Science	Pct Diff	Science	Pct Science	Pct Diff
All Students	119	25%	169	27%	2%	180	13%	-14%
American Indian Students	78	18%	119	19%	1%	129	9%	-10%
Source: https://webnew.ped.state.nm.us/bureaus/accountability/achievement-data/								

October 2020

2.B.4 Four-Year Comparison of 4-Year Cohort Graduation Rates Districtwide

4-YEAR COHORT RATES	2016-2017	2017-2018	Difference	2018-2019	2019-2020	Difference
All Students	74%	70.4%	**-3.6**	83.8%	94.5%	**+10.7**
Native American	74%	67.1%	**-6.9**	81.7%	92%	**+10.3**
Difference	0	**-3.3**		**-2.1**	**-2.5**	

A snapshot of graduation rates for SY 2018-2019 compared to SY 2019-2020 demonstrate that the total number of Native American graduates increased by 10.3 percentage points.

Cuba Independent School District (CISD) staff attributes the increase in graduation rate to the increased support provided to the senior class, particularly during the COVID-19 pandemic. CISD plans to implement these same strategies and more during SY 2020-2021 to increase our graduation rates even further and help our students become successful throughout high school and beyond.

2.B.5 Graduation Rates by Ethnicity

SY 2018-2019 Graduation Rates by Ethnicity					
Ethnicity	Total Number of Students	Number Graduated	Percentage Finished	Number NOT Graduated	Percentage Not Graduated
Caucasian	3	2	67%	1	33%
Hispanic	16	16	100%	0	0%
American Indian	42	37	88%	5*	12%
Totals	61	55	90%	6	10%
*1 Female American Indian student counted as NOT graduated received a Certificate of Completion.					

SY 2019-2020 Graduation Rates by Ethnicity					
Ethnicity	Total Number of Students	Number Graduated	Percentage Finished	Number NOT Graduated	Percentage Not Graduated
Caucasian	3	3	100%	0	0%
Hispanic	18	18	100%	0	0%
American Indian	53	49	92%	4	7.5%
Totals	74	70	94.5%	4	5%

These data show that the percentage of American Indian students who graduated in 2020 increased by 4%, from 88% in 2019 to 92%. As mentioned in section 2.B.4, this increase in graduation rate is

attributed to the tremendous support the high school staff provided to the senior class in 2020, particularly during the COVID-19 pandemic. The same strategies used to support seniors will continue during SY 2020-2021 to increase our graduation rates even further and help our students become successful throughout high school and beyond.

2.B.6 Absenteeism

Absenteeism Rate

	2017-2018 Rate	2018-2019 Rate	Difference	2019-2020 Rate	Difference
Native American Students	12.79%	36.37%	+23.58	11.16%	-24.70

Attendance Rate

	2017-2018 % Students Present	2018-2019 % Students Present	Difference	2019-2020 % Students Present	Difference
Native American Students	87.21%	63.63%	-23.58	88.76%	+25.13

Based on the 120th Day Count, the attendance rate for Native American students increased from 63.63% in SY 2018-2019 to 88.76% in SY 2019-2020.

Dropout Rate

	2017-2018 Number of Dropouts	2018-2019 Number of Dropouts	Difference	2019-2020 Number of Dropouts	Difference
Native American Students	5	4	-1	Data not yet available	N/A

The SY 2019-2020 Dropout Rate is not yet available. For SY 2018-2019, there were 21 students on the Final Drop Student List. Of the 21 students, four students dropped out of school. The other students graduated, transferred to a BIE school, or moved out of state.

Student Enrollment, 120-Day Snapshot 2019-2020

Group	Enrollment	Pct Native American
All Students	572	71.7%
American Indian Students	410	

Source: STARS Staging Reports>Public Folders>eScholar Framework-Verify>State Reports>Assessment>Student Snapshot Template Extract

Student Dropout rate 2018-2019 (one year lagged): 1.5%

Source: STARS Staging Reports>Public Folders>eScholar Framework-Verify>District and Location Reports>Dropout Reports>Final Dropout Rates

3. CURRICULUM AND INSTRUCTION

3.A   Curriculum Alignment with Standards

 CISD spent much of School Year 2019-2020 working on reframing curriculum, in all subject areas, to align with state frameworks and assessments. Professional development, held for teachers through-out the school year, dived deeply into the Common Core State Standards (CCSS); in particular, teachers were trained on how to align their instruction to meet CCSS at each every grade level and subject area. Specifically, the CCSS were broken down to the minute level of nouns and verbs to ensure that each teach had a very clear understanding of the each CCSS in their subject area; once each teacher had a complete understanding of the CCSS, PD trainers addressed how to align and incorporate standards into their classroom instruction and lesson plans. This extensive PD training also helped teachers recognize students who would benefit from differentiated instruction.

3.B Instructional Approaches

In school year 2018-2019, the CISD began working with instructional staff to ensure they are using various instructional approaches and that they are being trained on how to implement those ap-proaches within their classrooms. Professional development was held every other Monday for all instructors to focus on standards, project-based learning, differentiated instruction, and cultural and linguistic responsiveness. Instructors were allowed time to focus on breaking down those standards and vertical alignment of those standards throughout grade levels. In addition, teachers could work together in groups, based on subjects or across grade levels, to align those standards. Cultural and linguistic responsiveness is always at the forefront of professional development per-taining to instructional approaches, and the CISD makes every attempt to ensure that instructors incorporate students' culture and language into all aspects of their work. Project-based learning became the most practiced and incorporated instructional approach, particularly when the COVID-19 pandemic in March 2020 forced students and staff to go into a remote learning mode.

3.C Instruction for all Groups of Students

Given a diverse group of students within the CISD, the district is mindful of keeping cultural and lin-guistic responsiveness at the forefront of all instruction. This means that regardless of ethnicity, our students are receiving instruction that is sensitive to their culture and language, by providing world language classes, instruction with culturally relevant material, and classroom material that reflects the diverse cultural background and experiences of our students. In addition, a complete under-standing of standards by instructors allows them to address how to differentiate instruction, based on an individual students' learning needs. This allows all groups of students to succeed because teachers recognize and continually address the biggest obstacles to their learning.

3.D Instructional Alignment with Achievement

Teachers in our school district use student achievement data to support instructional decision mak-ing. That is, they have access to an abundance of student-level data, and the availability of such data has led many teachers to want to strengthen the role of data for guiding their instruction and improving student learning. Data provide a way to assess what students are learning and the extent to which students are making progress toward goals. Using data systematically to ask questions and

October 2020

obtain insight about student progress is a logical way to monitor continuous improvement and tailor instruction to the needs of each student. Armed with data and the means to harness the information data can provide, our teachers make instructional changes aimed at improving student achievement, such as: prioritizing instructional time; targeting additional individual instruction for students who are struggling with particular topics; more easily identifying individual students' strengths and instructional interventions that can help students continue to progress; gauging the instructional effectiveness of classroom lessons; refining instructional methods; and examining schoolwide data to consider whether and how to adapt the curriculum based on information about students' strengths and weaknesses.

3.E Components of School Success

In early SY2018-19, a CISD leadership team conducted extensive research to identify main components of school success that would allow us to care for and nurture the potential in all our students, with special consideration given to school community demographics, socioeconomic status and social/emotional needs. In January 2019, CISD began to put into action strategies at each school for creating 1) a positive school climate, 2) Productive instructional practices, and 3) social-emotional development.

Positive School Climate. CISD staff and teachers received professional development (PD) on how to foster a supportive environment that promotes strong relationships among staff, students, and families. In fact, CISD brought Dr. Sharroky Hollie, a national educator who practices cultural competence, to Cuba to provide a full-day PD on this subject. In addition, the CISD family and community coordinator made regular home visits and schools held regular parent-teacher-student conferences to strengthen connections between school and home. CISD also provided opportunities for staff collaboration and leadership to help strengthen trust among educators.

Productive instructional practices. Professional learning communities (PLCs) are a major component for implementing meaningful, engaging instructional practices in the classrooms at each of the three schools. PLC teams are setup by subject area and weekly PLC meeting blocks are embedded in the schools' Master Schedule. PLCs are facilitated by school administrators, who use a research-based framework to guide the collaborative work of PLC teams. Specifically, the cyclical framework of continuous improvement consists of five stages achieved over four 9-week periods:

- Stage 1: Examine data. In PLCs, teachers analyze student data to identify precisely what academic problems deserve their attention most. Key to this work is establishing a culture where teachers embrace the use of data to inform curricula.
- Stage 2: Set goals. In PLCs, teachers shift their attention to addressing the gaps that they identified because of their data analysis work; then, PLC teams set specific student and educator learning goals. This stage ensures that educator learning is intentional and tied directly to what students need to learn.
- Stage 3: Learning individually and collaboratively. In PLCs, teachers extend their knowledge of content, content-specific pedagogy, students' learning styles, differentiation, and management of classroom environments.
- Stage 4: Applying new learning. In PLCs, teachers are guided through the implementation of meaningful, engaging instructional practices and provided with opportunities to practice and get feedback from peers before using these practices in the classroom.

October 2020

- Stage 5: Refine practice. Finally, teachers discuss how their new knowledge and instructional strategies impacts what happens in the classroom and what formative assessments they used to gage student learning.

Social/Emotional Development. The area that CISD serves, on and off of the reservation, is challenged with very high poverty and unemployment rates. The unemployment rate in the Census Tracts representing the District's boundaries is 20.5% (average of Census Tracts 109 and 9409 – 2010 Census) – this is compared to an unemployment rate of 6.1% for New Mexico and 4.1% for the United States (October 2017 -United States Bureau of Labor). The CISD has the second highest At-Risk-Index rating (0.362) of all school districts in New Mexico according to the most recent data from the New Mexico Public Education Department (NMPED 2019-2020). At-Risk-Index is calculated using the percentage of English Language Learners, Free and Reduced Lunch Program qualifications, and student mobility data—in other words, Cuba serves a high rate of students with low English skills (affected by a home language other than English), a high rate of poverty, and students who enter and leave the district at a high rate.

At CISD, the toll of our students living and going to school in such an impoverished area is often manifested in feelings of tremendous stress and anxiety, which often leads to student misbehavior, chronic health problems, chronic absenteeism and difficulty adjusting to school and classroom norms and expectations. Fortunately, CISD has put in place the following practices to meet the challenge of providing social and emotional support for our students:

- School health clinic located on the CISD campus offering mental health counseling for students.
- School psychologist contracted to work 3 days/week with CISD students.
- At least one school counselor at each school who works with teachers and other staff to identify CISD students in need of social/emotional support.
- One social worker on staff who works with school counselors and school psychology to support CISD students.
- Community school coordinator who conducts home visits for students who are referred to her for at-risk behaviors (e.g., low attendance, drug use). In addition, she works with CISD community partners to provide food for families; and clothing, backpacks, school supplies, class fees and transportation for students in need. Also, she works with vision care partners to setup eye exams and fund vision-wear for our students.

4. DATA ANALYSES

4.A CISD Interim Assessments: September 2019 vs. December 2019

In December 2019, Cuba Independent School District (CISD) conducted a comprehensive data analysis of student performance results from I-Ready interim assessments in September 2019 and December 2019. Specifically, this analysis compared the percentage of students who performed at or above their grade level on the I-Ready READING and MATH assessment in September 2019 with what percentages of students achieved in December 2019. The data below list the percentages of students (by grade) performing at or above grade level in September and December 2019, respectively, in the Subjects of READING and MATH. A full data report is attached to this application as a separate file: CISD062_DataReport for CS Implementation Application.

READING	K	G1	G2	G3	G4	G5	G6	G7	G8
Sep2019	14%	10%	17%	4%	0%	0%	14%	23%	15%
Dec2019	67%	34%	19%	17%	4%	3%	14%	29%	19%

READING	G9	G10	G11	G12
Sep2019	8%	8%	13%	8%
Dec2019	10%	8%	18%	4%

READING data show academic gains (by percentage) at each grade level over time. Nearly all grades achieved academic gains over time; however, grades 6 and 10 show no academic gains, while grade 12 shows an actual deficit of -4%. Tremendous academic gain in READING was achieved in kindergarten, as expected; followed by strong academic gains in grades 1 and 3, respectively. To date, the majority (67%) of kindergarteners are performing at or above grade level; in the remaining grades at CISD, the majority of students are performing at one or more grades below grade level in READING.

MATH	K	G1	G2	G3	G4	G5	G6	G7	G8
Sep2019	5%	13%	4%	3%	0%	0%	11%	6%	3%
Dec2019	28%	15%	19%	3%	13%	14%	19%	6%	18%

MATH	G9	G10	G11	G12
Sep2019	12%	24%	6%	1%
Dec2019	18%	21%	11%	0%

MATH data show academic gains (by percentage) at each grade level over time. Nearly all grades achieved academic gains over time; however, grades 3 and 7 show no academic gains, while grades 10 and 12 show deficits of -3% and -1%, respectively. Tremendous academic gain in MATH was achieved in kindergarten, as expected; followed by strong academic gains in grades 2, 4, 5 and 8,

October 2020

respectively. However, to date, the majority of all students in CISD are performing at one or more grades below their grade level in MATH.

ANALYSIS: These data reveal the need for a new programmatic approach to help support the implementation of the CISD academic framework, which puts students at the center for dramatically increasing the percentages of students performing at or above grade level in reading and math. Key aspects of this framework include student engagement in rigorous and culturally relevant content; student involvement in project-based learning and tackling community issues as part of the curriculum and with the help of community partners; and student access to relevant, expanded learning opportunities that may take place before and after school, and during the summer. The CISD student-centered framework includes, for example:

- Challenging and culturally relevant curricula
- Implementation of Evidence-Based Practices
- High-quality services provided to English Language Learners and Special Education students.
- Positive Developmental Relationships with Adults
- Building Hope, Purpose, and Agency
- Safe and Trusting School Climates
- Student Voice
- Community-based learning, service learning, civic education, and environmental education.
- Real-world learning through career and technical education, internships, and apprenticeships with community partners.
- Early Warning and Multi-Tiered Student Response Systems and Community Support

4.B CISD Climate Survey

In December 2019, CISD distributed a Climate Survey to the CISD community to gage overall satisfaction and/or needs/gaps of current District programs and strategies for serving the needs of the "whole child" with targeted academic and social/emotional support for all students. CISD received 464 survey responses.

Q1. Who is completing this survey?

Answer Choices	Response Percent	Responses
Elementary School Student	29.53%	137
Middle School Student	21.12%	98
High School Student	26.51%	123
Staff	5.17%	24
Teacher	3.88%	18
Family Member	7.97%	37
Community Member	4.31%	20
Business Partner	0.0%	0
Other (please specify)	1.51%	7
Answered		464

The CISD Climate Survey served as critical tool for measuring just how well the District's programs and strategies for serving the needs of the "whole child" have actually provided the targeted academic and social/emotional support needed by our students. The survey results listed below for Question 2 show that the majority of respondents either "agree" or "strongly agree" to the survey statements:

Q2. Do you agree or disagree with the following statements?	Agree/Strongly Agree
CISD is a supportive and inviting place for students to learn.	74.47%
CISD sets high standards for academic performance of all students.	66.95%
CISD believes that students' academic performance is the first priority of the schools.	66.89%
CISD emphasizes the importance of helping students academically (especially in reading and math) when they need it.	72.19%
CISD provides students with adequate counseling and support services.	67.82%
CISD honors the cultures and languages of all students.	67.09%
CISD has improved work with special education students in a positive way.	55.26%
CISD gives all students an equal opportunity to participate in numerous extracurricular and enrichment activities.	62.01%
CISD gives students opportunities to "make a difference" by helping other people, the school, and/or the community.	60.86%
CISD offers all students a pathway to college or career.	63.06%
CISD is a supportive and inviting place for staff to work.	51.86%
CISD has increased/improved communication to students, staff and parents.	56.40%
CISD School Board, via budget and policy, is instrumental in making positive changes in the lives of all students.	46.66%

The survey results listed below for Question 3 show that the majority of respondents selected either "most adults" or "all adults" for the survey statements.

Q3. How many adults in the CISD...	Most Adults/All Adults
Really care about every student?	57.58%
Acknowledge and pay attention to students?	57.11%
Want every student to do their best?	71.74%
Listen to what students have to say?	52.91%
Believe that every student can be a success?	63.28%
Treat every student with respect?	57.24%
Feel a responsibility to improve this School District?	57.32%

ANALYSIS: The CISD Climate Survey was CISD's first major attempt to engage our school community in what we are trying to accomplish for our students. That is, to care for and nurture their potential giving special consideration to school community demographics, socioeconomic status and social/emotional needs. As mentioned above, CISD put into action last January 2019 strategies at each school for creating a positive school climate, productive instructional practices, and social-emotional development. Community responses to the survey reveal that CISD is making good progress toward achieving a positive school/learning environment with high academic expectations and teachers who genuinely care about their students while providing rigorous instruction. This

survey also reveals that CISID is providing social/emotional support by offering our students counseling and integrated health and support services, honors the cultures and languages of all students, and has improved work with special education students in a positive way.

The CISD Climate Survey results listed above for Questions 2 and 3 are positive in terms of majority agreement among the District community to statements aimed at gaging overall satisfaction and/or needs/gaps on current District programs and strategies designed to serve the needs of the "whole child," specifically by targeting academic and social/emotional needs of our students. However, it's clear from these survey results that there is much room for improvement. For example, CISD needs to work harder to:
- Provide a more supportive and inviting place for students to learn.
- Set high standards for academic performance of all students and make this a high priority of all the schools.
- Provide students with more academic support, especially in reading and math.
- Increase student counseling and support services
- Help teachers become more culturally and linguistically responsive.
- Improve support for special education students.
- Provide more equal opportunities for students to participate in extracurricular and enrichment activities.
- Give students opportunities to build their altruistic behavior; i.e., the belief that the well-being of others is equally, if not more, important than the well-being or survival of the self. Altruism involves selfless acts or undertakings that put the welfare of others before one's own.
- Offer students more pathways to college or career.
- CISD is a supportive and inviting place for staff to work.
- Provide improved communication and engagement of students, staff, families and community partners.

4.C Race and Ethnicity

The fourth and final question of the CISD Climate Survey (described in section 4.B, above) asked the CISD community: *What suggestions or comments do you have for the CISD?* The qualitative analysis of all 164 responses to this question revealed several major themes from the text:

Suggestions for Improvement	# Responses
Need better food and/or more good choices.	25
Get rid of the Block Schedule.	25
Recognize and honor ALL cultures, not just Native cultures.	16
District has some inexperienced/non-caring teachers.	11
Need to improve communication to students, staff and parents.	9
Get rid of laptops.	7
Need to improve communication about E-Days to students, staff and parents.	4
Get control of bullying and drug use among students.	5

Positive Comments	# Responses
District has many excellent, caring teachers.	36

I like going to school.	5
Laptops are great—thank you.	3
Great job recognizing Navajo language and culture.	3

ANALYSIS: The top two suggestions with the most responses from the community emphasized the need for students to have better food for breakfast and lunch with a greater variety and the desire to get rid of the Block Schedule—both teachers and students voiced concern that the 90-minute block is too long a class period, suggesting a return to traditional 45-minute classes. The third top suggestion—and the most controversial in terms of _race and ethnicity_—is for recognition and honor of _all_ cultures within CISD. Specifically, this qualitative analysis found a subliminal theme way beyond these 16 responses that hints at a strong level of discomfort/unsettling among non-Native school and community members that appears to stem from the District's current push for greater school equity and inclusion of our Native students. In a school district that serves a majority population of Native students, there is very little current or former evidence to support equitable inclusion and voice of Native students in the CISD. However, the District's current effort to give greater voice to, and inclusion of, our Native student population may perhaps be viewed by non-Native members as a means of weakening their voice and involvement within the District. More in-depth research and analysis of these data is required to understand fully how the CISD can achieve greater equity and inclusion among all our students while addressing relevant concerns about this effort as the District moves forward.

5. TECHNOLOGY

Our school district has a technology department with staff who are high experienced in providing our teachers, staff and students with the necessary support for reliably maintaining technology enhanced teaching and learning in the classrooms. Teachers have desktop computers in their classrooms and laptops also. In fall 2019, the CISD provided every student with a laptop for both classroom and home use; this increased the district's dependency on the technology department for helping to keep student laptops working optimally with the most current software.

5.A Remote Learning: Support for Families and Teachers

As mentioned above, CISD has one-to-one computers for each student in our district; we have set up hot spots and added additional hot spots, in and around the Cuba community, special education students' families will get phones, and learning activities for students may take place at the chapter houses. The school district has purchased nearly 100 mobile jetpacks for students who live in remote areas with poor Internet connections; these devices are portable and can be used with students' laptops for greater Internet connectivity.

5.B Remote Learning: Access and Internet Connectivity

In summer 2019, CISD conducted an extensive needs assessment to gauge students' access to and use of technology; results revealed that a majority of our students did not have home computers on which to complete school work and that there was a tremendous lack of broadband networks for our Native students living on tribal lands. In fall 2019, the CISD Technology Department issued to every student in the district (approx. 630 students) a new laptop for school and home use; developed a plan to precisely determine students' network access to learning platforms, and reviewed available data plans for extending network access. Meanwhile, teachers issued homework assignments to students that were not Internet dependent. However, when COVID-19 hit in spring 2020, CISD Technology team immediately developed a "troubleshooting and technology assistance plan" to meet staff and students' needs related to technology. First, the team purchased then placed over 10 Internet hot spots in and around the Cuba school community for use by students and staff. Next, the tech team offered assistive technical support to staff, students, and parents, including a 24-hour telephone technology help desk; weekly remote/virtual technology use training; weekly community call-in phone sessions for questions and answers about technology; and dependable, reliable, and fast technology equipment repair and/or device replacement. All of these key technology access components initiated last spring 2020 remain as an integral part of the CISD fall 2020 Reentry Plan, with one addition: CISD Technology team plans to add Internet hot spots to the district's 15 school buses.

6. FAMILY AND COMMUNITY ENGAGEMENT

The Cuba Independent School District (CISD) promotes the valuing of the experiences of people from diverse backgrounds. In the CISD community schools, diverse groups are encouraged to come together as empowered partners in decision-making, and it is from these partnerships with parents/caregivers that a vision for student success is developed and promoted. Courses, activities, and services are offered for parents, caregivers, and community members to provide them with opportunities to progress in areas of need and interest. Rural schools, particularly those on and near reservations like CISD, face unique challenges in building bridges with tribal and border communities. In some schools, staff members are not aware or interested in understanding Native culture or the boarding school history that impacts the students they are teaching. Another big challenge in bringing school staff, community members and students together is proximity—many students and their families live in very remote areas and often lack necessities such as food, transportation, electricity and water.

In 2019, CISD administrators conducted a comprehensive literature review of available evidence on family and community engagement and found four key factors that encourage engagement and improve student outcomes: school climate, logistics of parent involvement, quality of communication between parents and students, and parent perceptions of the roles they play in their child's education. The CISD has founded our framework for family and community engagement on these four factors, as described in the subsections below.

6.A School Climate

According to a report from the National Center for Family and Community Connections with Schools:

> "When programs and initiatives focus on building respectful and trusting relation-
> ships among school staff, families, and community members, they are effective in
> creating and sustaining family and community connections with schools."
> [Henderson and Mapp, 2002]

Since the CISD serves a majority of Native students (70%), the District's Community Schools have built their operational framework using the 10 best suggestions from the Montana Office of Public Instruction [Rose, 2017] for making rural schools a more welcome place, especially for Native students:

- Focus on the Whole Child: Children perform and behave better in school when their social, emotional, and physical needs are met.
- Break Down the Walls Between Staff and Community: Some teachers resist going out into the community and prefer to stay within the school walls. We want focus on breaking those walls down. We will offer professional development and open discussions between teachers and parents.
- Make Community Engagement a Priority: We will establish an infrastructure dedicated to reach-ing the tribal communities, send teachers to meet with family and tribal community members

on a regular basis, and encourage the community to voice their opinion and respond to their concerns.

- Familiarize School Staff with Local Culture: Staff understanding and appreciation of the cultural differences of their students can positively impact the way staff and families communicate, connect, and build bridges.
- Hiring Community Liaisons: Community liaisons will bring cultural knowledge and perspective to the table. Tribal liaisons will receive training in community organizing and home visits, and bring their perspectives to meetings, collaborations and the school improvement team. The liaisons will coordinate school events with tribal events, giving the school and community the opportunity to meet and greet.
- Create a Community Readiness Survey: Schools often expect parents to be prepared for their children to move through their education. We will use survey data to gage parents/families readiness about their children's education and then take steps to better inform and assist with their readiness.
- Don't Blame the Victim: In rural communities, a variety of social ills can affect school attendance. Poverty, culture, and historic experience with boarding schools can make tribal members uncomfortable interacting with teachers and administration. We want provide teacher and staff training to better understand why children may not be thriving in schools to avoid placing blame on family members. We may have staff members visit students' homes if they have been absent for a few days, and then offer to help without blame.
- Put Students in Leadership Positions: We will identify all leadership positions in the District for students and place as many students as possible in these positions.
- Focus on Student Strengths Not Weaknesses: We will drive policy based on student needs, not services or agencies.
- Reach Out: We will reach out to outside communities, faith-based organizations, tribal, county, or state resources to participate with students and attend events.

6.B Logistics of Parent Involvement

According to Hanover Research, logistical obstacles, such as inflexible parent work schedules or lack of transportation, are among the most common barriers to parental involvement. Although CISD may not have the resources to directly address some of these logistical barriers, district administrators still attempt to implement strategies to make things easier on parents. Providing easier access to teachers and counselors (i.e., being available to parents outside of normal school hours), offering transportation for parents as necessary to attend certain school events, and considering more convenient alternative locations for events and meetings are all ways CISD help parents overcome logistical obstacles. Included in CISD community schools' operational framework are the following logistical recommendations for parent involvement:

- Improve access to teachers and counselors at different times during the week
- Examine ways to offer transportation to school events
- Consider more convenient locations for school events and meetings
- Conduct a parent involvement survey to determine logistical barriers

6.C Communication Between Parents and Schools

Hanover Research [2013] reports that 12 percent of parents (in a recent study) attributed their low levels of involvement to a general lack of information or communication. In particular, as schools serve increasingly diverse populations and move toward electronic forms of communication, even schools that make their best efforts to provide parents with information may not be communicating adequately. In many cases, communication between schools and families suffers due to language barriers and limited parent access to the technology that schools often use to communicate about student needs. The CISD community schools have included in their operational framework the following recommendations for improving school communication with families and community:

- Communicate in multiple ways that minimize technical obstacles and language barriers
- Accept responsibility for initiating positive interaction with parents
- Make opportunities for parents to ask questions and share their opinions

6.D Parent Roles

Hanover Research [2013] recognized that, although a large body of research supports parental involvement in general, the specific roles that parents should play are not always as well-defined. Often, parents require guidance from their child's school to better understand how best to become involved. As one organization that advocates for better parent involvement states, "sometimes parents aren't sure what their role should be," and it falls to schools to help parents navigate that question. CISD Community Schools include in their operational framework the following recommendations for establishing parent roles:

- Inform families of the role they play in their child's career development and train them to fulfill that role
- Engage families in age-appropriate ways
- Determine the different ways that all families can become involved

Citations for Section 6:

Hanover Research (2013). Best Practices in Family and Community Engagement. December. Retrieved July 22, 2020 from: https://www.hanoverresearch.com/insights-blog/best-practices-in-family-and-community-engagement/

Henderson, A. and K. Mapp (2002). A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. National Center for Family and Community Connections with Schools. Retrieved July 22, 2020 from: http://www.sedl.org/connections/resources/evidence.pdf

Rose, C. (2017). "10 Ways to Engage Rural Communities, Families and Schools in," *Indian Country Today*, August. Retrieved July 22, 2020 from : https://indiancountrytoday.com/archive/10-ways-to-engage-rural-communities-families-and-schools-in-education-YISQq-iaoUeIDmaJSqkPMg

October 2020

7. CISD GOALS AND ACTION PLANS

7.A Academic Goals for SY2020-2021

To give CISD students the best chance of success, especially during remote learning, teachers must know **_what each student knows_** at the start of the school year so they can target their instruction. Therefore, for the beginning of the year (BOY) of 2020-2021, CISD will use the Imagine Learning assessment platform called GALLILEO to measure student proficiency levels in reading and math. Below are three primary academic objectives with key results the district is aiming for in both reading and math as measured by Galileo results between BOY and middle of the year (MOY). In December 2020, after all students have taken their Galileo MOY assessment, data results will be analyzed to asset whether the district's three primary academic objectives have been met.

	Objectives	Key Results
1	Objective 1: Academic Growth	➤ **READING**: **100%** of students will **SHOW ACADEMIC GROWTH** in reading as measured by Galileo results between beginning of year (BOY) and midyear (MOY). ➤ **MATH**: **100%** of students will **SHOW ACADEMIC GROWTH** in math as measured by the Galileo results between BOY and MOY.
2	Objective 2: Grade level Proficiency - Reading	➤ **25%** of students will **SHOW PROFICIENCY** at grade level or higher in **READING**, as measured by Galileo results between BOY and MOY. • 20% proficiency rate on spring20219 state assessment. • 19% proficiency rate on Dec2019 I-Ready test.
3	Objective 3: Grade level Proficiency - Math	➤ **20%** of students will **SHOW PROFICIENCY** at grade level or higher in **MATH**, as measured by Galileo results between BOY and MOY. • 4% proficiency rate on spring20219 state assessment. • 14% proficiency rate on Dec2019 I-Ready test.

ACTION PLAN. If the MOY assessment data shows that some student have not progressed in their learning as expected, then teachers can use these data in critical three ways, as discussed below. CISD believes that if teachers seek answers to these three questions: _What do students need to know? How will we know if students have learned it? What will we do if students haven't learned?_ and use student data in at least these three ways, they will be able to increase student achievement. However, it is essential that teachers believe in and use the process.

1. Use data to change the curriculum. Review exam items to determine what concepts students are struggling with, then change the curriculum to help students better learn these concepts. This may involve the changing of textbooks, increasing use of evidence-based teaching strategies, providing more engaging materials to keep students focused on learning.

   - For example: Exam questions reveal that some students are weak in mathematical measurement. As a result of this test data, we changed textbooks; started using rulers, tape measures, and other measuring devices; and allocated more time in the curriculum to measurement. A year later, students' test scores show that their understanding of and ability to use measurement had improved.

2. <u>Use data to refocus and improve instruction</u>. Review exam Items for the standards being assessed; this may reveal teachers' strengths and weaknesses in particular standards. This would indicate a crucial need to improve instruction to help students build the knowledge and skills needed to meet standards.

   - For example: One teacher's students might score high on CCSS.ELA-LITERACY.RL.5.3, "Comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific details in the text," while another teacher's students score is in a much lower range. A review of the exam item may provide indicators for improving instruction on this standard, thereby prompting teachers to examine teaching strategies, materials, and pacing.

3. <u>Use data to address individual student weaknesses and build upon individual strengths</u>. With teachers putting in place both formative and interim assessments to gage student learning, they have an abundance of data regarding their students' individual strengths and weaknesses. Teachers must use this information to increase individual achievement by placing students in the most appropriate courses and to recommend individual summer programs and tutoring opportunities.

7.B Professional Development Goals

In December 2019, CISD distributed a Climate Survey to the CISD community to gage overall satisfaction and/or gaps of current District programs and strategies for serving the needs of the "whole child" with targeted academic and social and emotional support for all students. While data analyses of the survey results are presented in sections 4.B and 4.C above, this section describes how CISD responded to survey responses that highlighted a huge need for professional development trainings to address the district's underlying racial/cultural inequities and tensions between different racial and ethnic groups within the school district.

In February 2020, CISD Superintendent Dr. Sanchez-Griego contracted with professors from the University of New Mexico to help the district address the racial and cultural divisions in the larger Cuba community that have huge impacts on student learning outcomes. The initial project's primary goal and objectives were to develop a series of professional development sessions that are uniquely designed for the local Cuba community context. The key objectives of the initial project were provide on-site professional development trainings in April 2020 to promote racial healing and provide opportunities for UNM faculty to collaborate with school district leadership, teachers, students, and key staff to engage in community dialogues across cultural, ethnic, and racial groups.

Unfortunately, due to the unexpected COVID-19 global pandemic, the initial proposed project activities planned for April 2020 were cancelled due to school closures and stay-at-home orders. However, to keep with the district's professional development goal, the project continued with different aims and objectives of a "CISD/UNM Summer Institute" to include the development of 1) four online learning modules for high school seniors to assist in the completion of credits in their senior year through culturally relevant curriculum materials; and 2) four half days of professional

development that occurred in June 2020 and included training/workshops on racial equity and heal-ing. During the four-day trainings/workshops, CISD administrators, teachers, and staff participated in a total of sixteen hours of online synchronous and interactive web-based video conferencing workshops. A significant part, if not the most significant factor, of this work involved participation and support from CISD administration, teachers, staff, and students as well as the project consult-ants with the goal of fostering intercultural/racial dialogue and promoting racial healing.

CISD/UNM PD Outcome 1. Increased the knowledge base of CISD high school seniors on topics related to critical race theory (CRT), storytelling/testimonio, ethnic studies, and Indigenous educa-tion as well being.

CISD/UNM PD Outcome 2. Provided opportunities for CISD teachers, staff, and administrators to participate in critical dialogue and learning activities related to critical anti-racist and social justice oriented education.

CISD/UNM PD Outcome 3. The four days of professional development trainings provided teachers and administrators reflective insights on how CISD can re-align and restructure CISD's curriculum to support educational priorities as determined by local, tribal, state, and federal bench-marks, standards, and guidelines as well as addressing long term systemic changes in teacher edu-cation/mentorship and technical support.

ACTION PLAN. The CISD plans to continue professional development trainings/learning through critical culturally responsive and culturally relevant pedagogy, research experience and internships, while simultaneously engaging local community members in the project to expand future opportu-nities for the youth to become educators/leaders through cradle to college education pathways. Overall, this project helped to shed light on the educational equity gaps and racial divide within the communities stemming from longstanding structural and institutional racism like the lack of cultur-ally relevant curriculum/materials for Navajo and Hispanic students. This project's success required a significant amount of commitment and collaboration in the short term to foster a commu-nity/school partnership that will eventually culminate into long-term goals and planning. For exam-ple, a significant incentive to this project might be to create opportunities for CISD administration, staff, teachers, and even community members to benefit from taking college credit courses through UNM's (University of New Mexico College of Education (COE) teacher preparation programs in Sec-ondary education, COELLSS (Language, Literacy and Sociocultural Studies) American Indian and Bilingual/TESOL (Teaching English as a Second Language) programs, UNM's Native American and Chicana/o Studies, UNM's Navajo Language Program, and the Institute for the Study of "Race" and Social Justice.

7.C   Indigenous Summer Enrichment Program

For four weeks in June 2020, a team of CISD teachers implemented the Indigenous Summer Enrich-ment Program (ISEP), which served 88 students who learned new skills and gaining a wealth of knowledge and experience about the Three Sisters Garden and Navajo weaving. Specifically, the ISEP team provided a culturally supportive atmosphere for developing a strong multicultural

approach in culturally relevant, hands-on activities that combine Western science with traditional, cultural practices. It was a remote learning opportunity for students with academic instructions, including hands-on activities with manipulatives, books, seeds, and other materials. The vision was for students to gain a strong indigenous identity, become advocates for their culture, become self-sufficient, and succeed in school.

The ISEP team planned, designed and demonstrated for students how to plant, maintain, and harvest a vegetable garden using the Three Sisters Gardens method, and provided various gardening videos while using online remote learning. Students explored the benefits of companion planting by planting corn, beans, and squash in their yards; they kept a journal, applying art and drawing; and they maintained their garden for harvest in the fall. In addition, students learned how to prepare healthy meals using vegetables from their gardens as well as the importance of eating nutritious meals in their diet.

For the Navajo weaving portion of the program, students learned about weaving through h0zh0, a core concept in Navajo philosophy and cosmology. H0zh0 is a complex understanding of universal beauty that includes other elements, such as harmony, balance, kindness, blessedness, order, and well-being. Processing of wool from the sheep to a rug will be taught and students will weave a small rug. Supplies and materials, including books will be provided to all participants.

Teachers provided instructions to students via Google Classroom, email, social media, and USBs for those students who did not have access to the internet. In addition, paper copies of instructions and information from teachers were shared with students, using social distancing safe methods.

In return, students provided teachers with updates and pictures of their progress as they worked on their gardens and weaving. At the end of the month-long program, student surveys were distributed to students to gather data about their overall satisfaction with the program. The survey results indicated that students and teachers were satisfied with the outcome of the program and although it required a lot of hard work at the beginning, students and their families were grateful for the opportunity to participate in the program. We hope to grow the program in the future and continue to provide opportunities such as this to our students.

ISEP Outcome 1. Students gained a greater awareness and appreciation of Indigenous heritage, knowledge, and skills in a multicultural setting. Growing their own food helped to supply them with healthy food to eat and be self-sufficient during difficult times. Gardening taught students new skills, such as the responsibility of caring for plants; as well as an understanding of cause and effect, e.g., plants die without water. Students also gained self-confidence by achieving their goals and enjoying the gardening & weaving activities they learned and being able to reap the benefits of their hard work when they harvest their crops in the fall.

ISEP Outcome 2. Students gained an awareness and appreciation about the history and culture of Navajo weaving, the processing of wool from a sheep and turning it into a rug. Students developed skills such as: fine motor skills, eye-hand coordination, increased focus and attention span, left-right coordination, following directions. The ISEP also offered a relaxing, tactile experience, and helped

students make connections between Navajo weaving and the techniques and practices that are similar in other cultures.

ACTION PLAN. The 2020 Indigenous Summery Enrichment Program was a tremendous success with 85 miniature Navajo rugs, lush greenery and cultivated gardens on the Navajo Nation and in the town of Cuba, NM, on account of valuable student and parent's hard work. Therefore, the CISD along with the ISEP team are planning to implement these culturally rich activities again for summer 2021. Depending on Indigenous Education Initiative funds, the ISEP can increase student participants and provide more activities, such as career camp, astronomy, and experimenting with Native recipes. In addition, the ISEP team are better equipped now to implement the program again next summer regardless of conditions due to the pandemic. The ISEP team also plans to begin recruit students for ISEP much earlier in the school year. "The amount of self-effort that you exert is up to you and success is up to you." This is a powerful concept that is applied to every aspect of a Navajo child's upbringing. This concept is important in everyday life and ISEP team members believe our students need to be attuned to this perception, so that they may learn to live a balance and productive lives by graduating from high school and instill in themselves a desire to attend college in preparation for a career and life. In addition, programs like this help students learn important life skills that make them strong individuals in everyday life outside of the classroom.