



SIX DIRECTIONS INDIGENOUS SCHOOL

2055 NM-602

Gallup, NM 87301

Phone: 505-863-1900 Fax: 505-863-8826

November 27, 2020

Dear Public Education Commission,

Thank-you for providing SDIS with its preliminary report. Below are responses to sections 1a, 1b, 3a, 3b, and 3c.

1a: Standards of excellence

1. As far points for the overall standing, there was a 19.44 point increase from 2017 to 2018 (Part A, p.3).
2. For 2019, though the overall standing was 1 point below the cut off of 40 pts., reading proficiency rates increased from 2018 by 10%, from 15% to 25% (Part A, p.3).
3. Though below the 12.5 state benchmark, there was a 4.02 increase in the current standing points, from 5.91 in 2017 to 9.93 in 2018. And though below the 5.8 benchmark, there was a 3.54 increase in school improvement points, from .67 to 4.21 (Part A, p.5).
4. There was growth in both groups in reading, for overall students in lowest 25% was 8 pts. above the 50 pt. benchmark and middle 50% was 18 pts. above the 50 pt. benchmark (Part A, p. 6).
5. There was growth in 2 of 3 groups for math. Students in lowest 25% were 4 pts. above the 50 pt. benchmark and those in the top 25% met the 50 pt. benchmark. However, the middle 50% was 7 pts. below the 50 pt. benchmark (Part A, p. 7).
6. Proficiency numbers for ELLs were close to overall proficiency numbers for reading and exceeded overall numbers in math. In reading for 2017, there was a 1% difference (21% overall and 20% ELL), 2018 a 5% difference (15% overall and 10% ELL), and 2019 a 5% difference (25% overall and 20% ELL). For math in 2017, ELL numbers were 3% higher than the overall (17% overall and 20% ELL), 2018, 1% higher than the overall (9% overall and 10% ELL), and 2019, 11% higher than the overall (9% overall and 20% ELL).

1b: Specific charter goals

1. On chart 18, it shows that 62% of students re-enrolled in 2020, followed by the line declining to 50% in the same year. Due to the pandemic, we had some students not re-enroll to attend school closer to their residence. I am not sure if

this is reflected in the 65% re-enrollment number of 2020 or the declining line after this number to the 50% mark (chart 18, p. 13).

2. Teacher retention is an area SDIS would like to improve. It has been challenging for schools in the Gallup area and Navajo Nation to fill vacancies due to the national teacher shortage and shortage of housing. This year, the challenge is partly due to the timing of the vacancies, one occurred right before school started and the other in mid September after school started.

3a, Material terms

1. Culturally responsive education--Teachers have been planning and implementing culturally relevant lesson activities as part of their curriculum maps/unit plans during time provided in professional development. Training and work time was provided 3 weeks before school started and will be provided before quarter 3 and 4.
2. Project-based learning and skills labs--In addition, teachers planned and implemented a cross curricular project based learning plan for semester 1. For semester 1, the theme is self-identity and family and community relationships, and the essential question is, "How does the strength and knowledge in my ancestors and Indigenous community play a role in my life today?" Due to virtual learning, skills labs have been modified. Instead, teachers will identify gap areas of students and provide instruction in gap areas during class and during outreach/extra help times. Middle school students take 6 classes and high school students, 7 classes. There is no longer a block for humanities and STEAM, instead English language and social studies are taken as separate classes and math and science classes are separate as well. Unit lessons are developed for each quarter versus trimester. As stated, curriculum for courses will be developed during PD.
3. Restorative practices--With no physical student-to-student interaction of classes being virtually provided, restorative practices have occurred through the larger community circle of advisory classes. Each grade level has a specific advisory teacher. Advisory class topics include weekly reflection, development and implementation of goals, taking surveys (including social-emotional surveys), and college and career readiness activities. During this time, students also prepare and present at student led conferences. Teachers discuss and suggest/decide on advisory topics. In addition, teachers have restorative conversations and conferences as needed with students. Resolving conflict between students and conferences regarding discipline policies and procedures has not been an issue with virtual learning.
4. Staff orientation--Teachers were provided 3 weeks of orientation before school started on Aug. 25 and afterward and included actions listed in this section: SDIS mission, delivering and implementing PBL, restorative practices through advisory

class activities and conversations/conferences as needed, and policies and procedures pertinent to staff.

5. Ongoing staff development--Time will be provided during PD for curriculum development, 90 day planning and implementation (tier 1 and data analysis goals), and all other work needed by the site.
6. Communication about student progress--The actions listed in this section are being implemented: report cards, student led conferences, assessment results, and student reflection.
7. Family advisory committee--SDIS is looking forward to developing and building the membership of a FAC where norms, goals, and roles will be established and a member will attend Governing Council meetings. They will meet 3-4 times a year rather than monthly, be presented information, and give their own input/ feedback on assessments, the 90 day plan, budgets, and policies as well as bring forth concerns and propose ideas for the betterment of the school. SDIS will have a FAC membership in place by December 18 and have it's first meeting at the end of semester 1 in January.
8. Showcase night--Teachers will select noteworthy work from students to be showcased online on the school website at the end of semester 1 and later in the spring and end of school year. The link announcing the showcase will be provided to parents on Facebook and Remind App. SDIS is working on having a showcase up by December 18.

3b, Organizational performance framework

1. Framework item scores/ranking was made available in September 2020 and actions have been and are being taken to address them. Since October, the ranking has improved with the number of red areas decreasing from 2018-19 and since September.
2. I would like to be provided specific information as to why SDIS ranked "falls far below" on III.A.04 - Educational Plan: Protecting the rights of ELL (Title III). This area was ranked "working to meet" last year, then fell to "falls far below" this year, though SDIS was responsive in the area and provided all the elements requested.
3. This is the data that was provided:

1) The school is to investigate the status of all students listed on the STARS ELP Error Report and make notes regarding the results and how any errors were corrected. The report should be uploaded to this indicator – with student names redacted; AND

2) The school should provide action plans (including timelines, persons responsible and action steps) that outline (a) how EL status will be determined for each student who enrolls; (b) how documentation of their EL eligibility will be filed within each student cumulative folder; (c) how parents will be notified annually about ELL eligibility and services; and (d) how exited students will be progress monitored for success. Please provide a copy of the annual parent letter template and the progress monitoring sheet.

4. SDIS will continue to take action to earn meets or exceeds standards for the 2020-21 SY for all categories.

Section 3c: Government responsibilities

The current composition of the Governing Council is incorrect. As of 9/21, the GC should be:

Name	Role	Service Start Date
Dr. Oliver Tapaha	Assistant Chair	6/14/17
Lane Towery	Chair	2/19/18
Karen Malone	Keeper of Finances	7/17/19
Wilhelmina Yazzie	Keeper of Records	8/21/19
Zowie Banteah	Member	9/21/20
Sheryl Livingston	Member	9/21/20

The staff is working hard to address performance ranking areas and to operate according to the contract charter.

Best Regard,
 Tamara Allison, Head Administrator tamara@sixdirectionsschool.org



Certificate Of Completion

Envelope Id: 63941EFFF3AE45DEA1459E30533F887C	Status: Completed
Subject: Prelim renewal report response SDIS	
Source Envelope:	
Document Pages: 4	Signatures: 1
Certificate Pages: 1	Initials: 0
AutoNav: Enabled	Envelope Originator:
Envelopeld Stamping: Disabled	Tamara Allison
Time Zone: (UTC-08:00) Pacific Time (US & Canada)	tamara@sixdirectionsschool.org
	IP Address: 64.207.219.9

Record Tracking

Status: Original	Holder: Tamara Allison	Location: DocuSign
11/27/2020 2:46:18 PM	tamara@sixdirectionsschool.org	

Signer Events

Tamara Allison
tamara@sixdirectionsschool.org
Head Administrator
Security Level: Email, Account Authentication (None)

Signature

Signature Adoption: Drawn on Device
Using IP Address: 73.26.140.117

Timestamp

Sent: 11/27/2020 2:46:19 PM
Viewed: 11/27/2020 2:46:22 PM
Signed: 11/27/2020 2:46:51 PM
Freeform Signing

Electronic Record and Signature Disclosure:
Not Offered via DocuSign

In Person Signer Events

Signature

Timestamp

Editor Delivery Events

Status

Timestamp

Agent Delivery Events

Status

Timestamp

Intermediary Delivery Events

Status

Timestamp

Certified Delivery Events

Status

Timestamp

Carbon Copy Events

Status

Timestamp

Witness Events

Signature

Timestamp

Notary Events

Signature

Timestamp

Envelope Summary Events

Status

Timestamps

Envelope Sent	Hashed/Encrypted	11/27/2020 2:46:19 PM
Certified Delivered	Security Checked	11/27/2020 2:46:22 PM
Signing Complete	Security Checked	11/27/2020 2:46:51 PM
Completed	Security Checked	11/27/2020 2:46:51 PM

Payment Events

Status

Timestamps