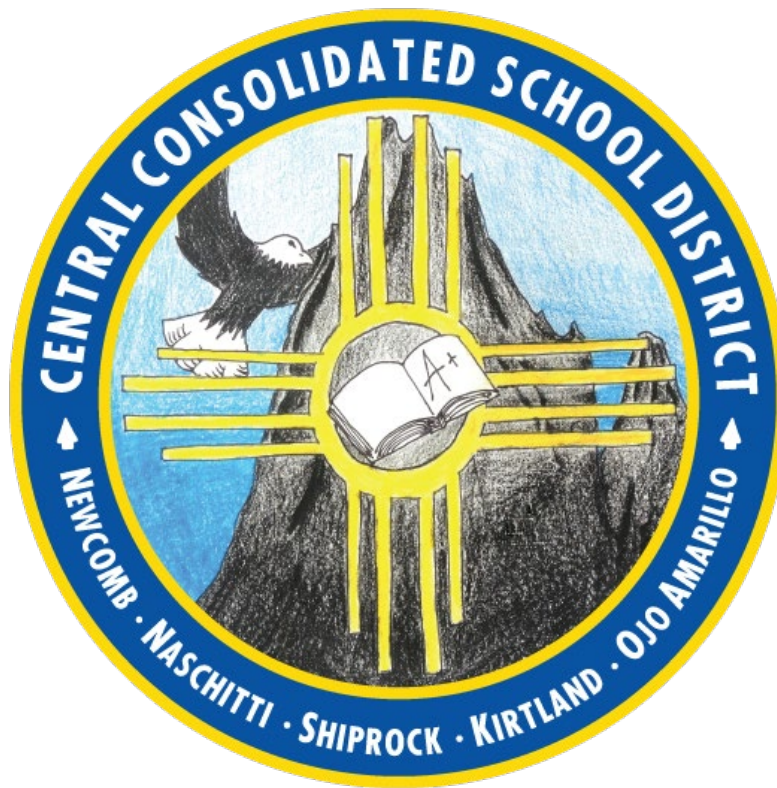


# Central Consolidated Schools

## Tribal Education Status Report



Issued September 2021

*Superintendent*

Daniel Benavidez

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## EXECUTIVE SUMMARY

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**Vision:** *A community of learners dedicated to building lives.*

**Mission:** *Building a collaborative relationship within our collective community through continuous learning, open communication, and shared trust.*

Native American students do not exactly fit the typical criterion for English learners; therefore, the linguistic development needs of the Native American child are under identified and underserved. Today, many of our Native American students have English as their predominant language but they also do not speak their heritage languages; therefore, they fall into a unique group between English proficient and heritage-language proficient. This unique situation identifies them as English Learners. Native American students today bring rich sociolinguistic and intellectual resources that reflect multidimensional proficiencies and ways of knowing and learning to school. These students hear Indian English in the home and communities, and that is what they bring into their schools and more often because of this, they are judged on the basis of deficiencies and placed into remedial programs and special education. In addition, many educators and administrators that serve Native American students are non-Native American and know little to none of the language, culture, and abilities of the children. They struggle to find effective strategies for second-language instruction and cultural and linguistically diverse instruction. According to research and practice, Native American students do better in school when their cultures are affirmed and validated through Culture Linguistic Relevant Instruction.

Our district has an enrollment about 5010 students and 4,504 of them are Navajo. Based on this information, our district has been making efforts to improve outcomes for our English Learners. CCSD has developed 8 guiding principles of Cultural Relevant Instruction in relation to CCSD Mission and vision statements. We hope to strengthen the following principles that have been established through processes within the last two years that include communication of high expectation for all learners, active teaching methodology, the use of a teacher as a facilitator, inclusion practices for Cultural Linguistic Relevant students, cultural sensitivity and awareness that reshapes curriculum, a student controlled classroom discourse, and embedded small group instruction with academically related discourse that provides meaningful context and connections.

We also hope to continue to have CCSD administration and staff participate in CLRI Professional learning opportunities that will bring an intentional awareness of relevant teaching practices appropriate for students on the Navajo Nation. Although many of the students in CCSD come from homes in which their first language L1 is English, their perceptions of the world are shaped by both the Navajo language and cultural perceptions

With the Ruling of the *Yazzie/Martinez v. State of New Mexico*, current CCSD systems in place will need to ensure more active participation and implementation. Current CCSD systems include a mandated 90-day district plan that has the following initiatives.

- Revision in Curriculum infrastructure primarily focusing on Math as priority with ELA following
- Differentiated support and accountability

- Leadership

Each school is also required to do a 90-day school-based plan that includes professional development systems and now to strengthen the leadership focus on equality for Culturally Linguistic Diverse students based on the Yazzie/Martinez v. State of New Mexico ruling.

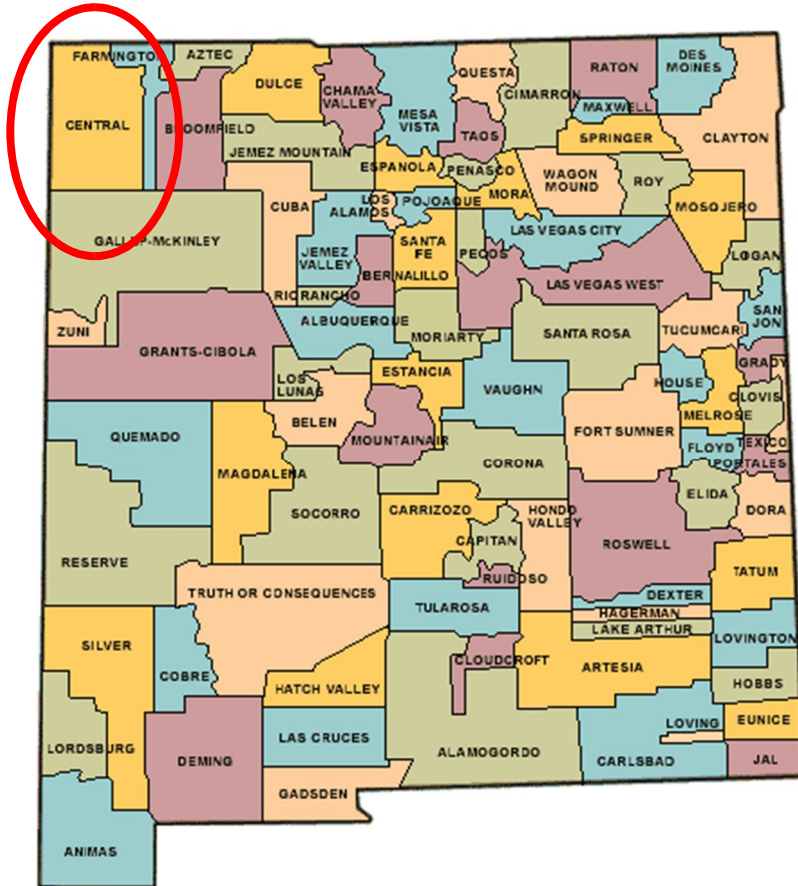
Many of our schools have 90 day plans with these intentions however they fall short actualizing these important equitable practices, mainly because the district level needs support themselves.

First and foremost, CLRI needs to be aligned to district goals to better serve identified CLD/EL students by:

- Implementing a strategic monitoring system using the ELLevations platform along with current Student Information System (PowerSchool) to monitor and create individualized language and instructional goals to support language development throughout the students' academic experience.
- Purchased and implemented a tier 2 instructional tool; IStations, to support language and literacy for CLD students reading and writing significantly below grade level with priority schools
- On-site intentional workshop series focused on oracy and writing across the curriculum. Each workshop was provided on-site and targeted to all staff regardless of their core subject that they teach because English Language Development addresses all 4 domains across core content.
- An ELD instructional scope and sequence alongside curricular components created for the secondary schools
- The district has also implemented the Graduate Profile as a tool to ensure our seniors are college and career ready.

Professional learning opportunities must prepare all educators and administrators to integrate language-based support structures for students to acquire both content and language of content proficiency. CLRI professional learning opportunities will strengthen current district goals and current initiatives in place in terms of building capacity with teachers in their respective schools and creating effective and sustainable professional learning and align professional learning to build sustainable capacity at each school site.

## INTRODUCTION



The Central Consolidated School District is in the heart of the beautiful Four Corners region of San Juan County in the northwest corner of New Mexico. It borders Colorado to the north, Arizona to the west, and Utah to the northwest.

The District, which serves approximately 5,010 students in 15 schools, plus early childhood preschools, covers nearly 3,000 square miles. It is part of the [New Mexico Public Education Department's](#) public school system.

The District has agreements with the Navajo Nation for no-cost long-term land leases for its schools located within the Navajo Nation.

The District serves the communities of Kirtland, Ojo Amarillo, Newcomb, Naschitti, and Shiprock, New

Mexico. There are eight elementary schools, three middle schools, three high schools, and one alternative high school, as well as the preschools.

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## *STATUTORY REQUIREMENTS*

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This section describes the laws and rules that apply to the Tribal Education Status Report in relevant part as follows:

### *22-23A-7. Report.*

A. The Indian Education Division in collaboration with the education division of the federal Bureau of Indian Affairs and other entities that serve tribal students shall submit an annual statewide tribal education status report no later than November 15 to all New Mexico tribes. The division shall submit the report whether or not entities outside state government collaborate as requested.

B. A school district with tribal lands located within its boundaries shall provide a district wide tribal education status report to all New Mexico tribes represented within the school district boundaries.

C. These status reports shall be written in a brief format and shall include information regarding public school performance, how it is measured, and how it is reported to the tribes and disseminated at the semiannual government-to-government meetings. The status report generally includes information regarding the following:

- (1) student achievement as measured by a statewide test approved by the department, with results disaggregated by ethnicity;
- (2) school safety;
- (3) graduation rates;
- (4) attendance;
- (5) parent and community involvement;
- (6) educational programs targeting tribal students;
- (7) financial reports;
- (8) current status of federal Indian education policies and procedures;
- (9) school district initiatives to decrease the number of student dropouts and increase attendance;
- (10) public school use of variable school calendars;

(11) school district consultations with district Indian education committees, school-site parent advisory councils and tribal, municipal and Indian organizations; and

(12) indigenous research and evaluation measures and results for effective curricula for tribal students.

(13) Access to Native Language programs



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## STUDENT ACHIEVEMENT

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### Objective.

*"To ensure student achievement in New Mexico public schools is measured by statewide tests that are approved by PED, and results are disaggregated by ethnicity, gender and economic status, and disabilities."*

**There is not sufficient data from 7th and 8th grade students to identify trends.**

**SSO:** Students with Disability will achieve their goals set in their Individual Educational Plan.

### Background.

*"The New Mexico assessments include the evaluation of student progress in the following areas: reading K–2; English language arts 3– 11; math 3–11, which includes Algebra I (may be given in grade 8), Algebra II, geometry, Integrated Math I, Integrated Math II, Integrated Math III; science, Spanish reading, reading for students with disabilities, math for students with disabilities, and science for students with disabilities."*

**SSO:** The Student Assistance Team/Child Find progress followed by evaluation to determine whether a student is eligible for special education services.

### Methods.

Student Demographics	Number	Percentage
Female	2,742	49.05%
Male	2,848	50.95%
Native American	5,003	89.50%
Caucasian	319	5.70%
Hispanic	54	0.97%
Asian	42	0.75%
African American	12	0.21%
As of June, 2020		

### Central Consolidated Schools Data Profile

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.

#### Reading Achievement Data

2018			2019			2021 MSSA		
Group	Reading	Pct. Reading	Reading	Pct. Reading	Pct. Diff	Reading	Pct. Reading	Pct. Diff
All Students	5,272	34	5,152	29	-5	1,559	34	5
American Indian Students	4,730	31	4,702	26	-5	1,444	33	6

Source: <https://webnew.ped.state.nm.us/bureaus/accountability/achievement-data/>

#### Math Achievement Data

2019			2019			2021 MSSA		
Group	Math	Pct. Math	Math	Pct. Math	Pct. Diff	Math	Pct. Math	Pct. Diff
All Students	4,074	14	4,057	13	-1	1,512	16	3
American Indian Students	3,723	12	3,713	11	-1	1,445	14	5

Source: <https://webnew.ped.state.nm.us/bureaus/accountability/achievement-data/>

#### Science Achievement Data

2018			2019			2020		
Group	Science	Pct. Science	Science	Pct. Science	Pct. Diff	Science	Pct. Science	Pct. Diff
All Students	1,507	26	1,619	18	-8	No Available Data	Available Data	Available Data
American Indian Students	1,366	23	1,499	16	-7	Available Data	Available Data	Available Data

Source: <https://webnew.ped.state.nm.us/bureaus/accountability/achievement-data/>

#### Student Enrollment 120-day snapshot 2019-2020

Group	Enrollment	Pct. American Indian
All Students	5,057	89.58%
American Indian Students	4,530	

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

## Results.

### Student Achievement

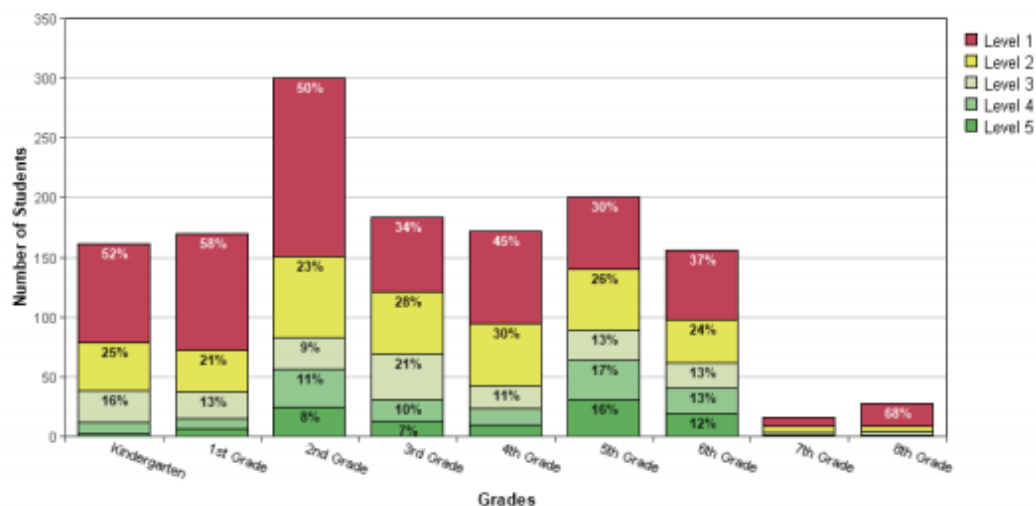
#### Summary

#### ISIP™ Early Reading results for Central Consolidated School District

School Year 2020/2021  
as of Mon Sep 27 2021 11:56:23 AM (-06:00)



All Grades - May 2021

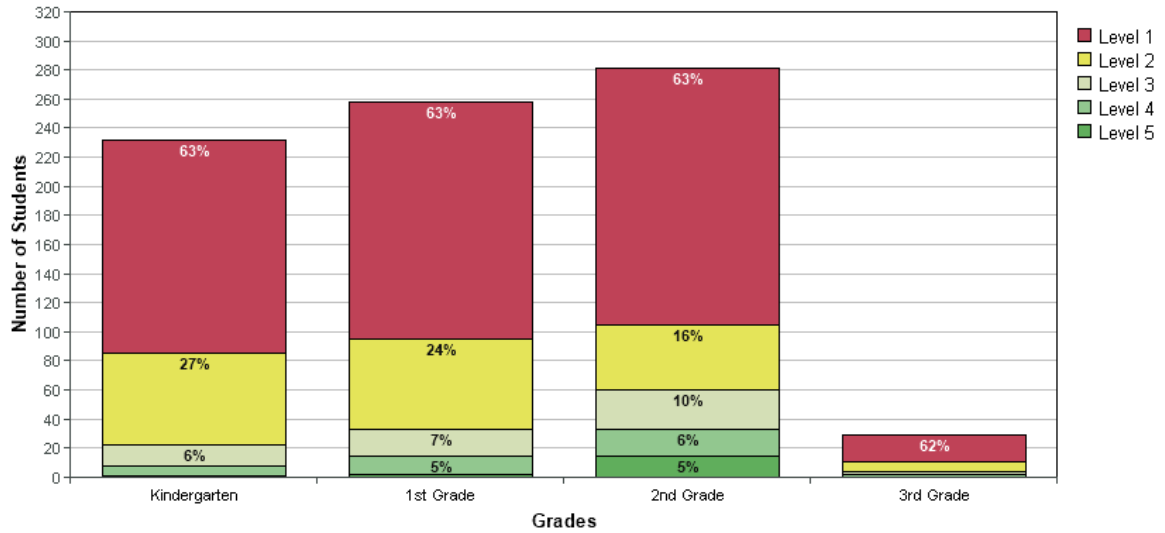


# Summary

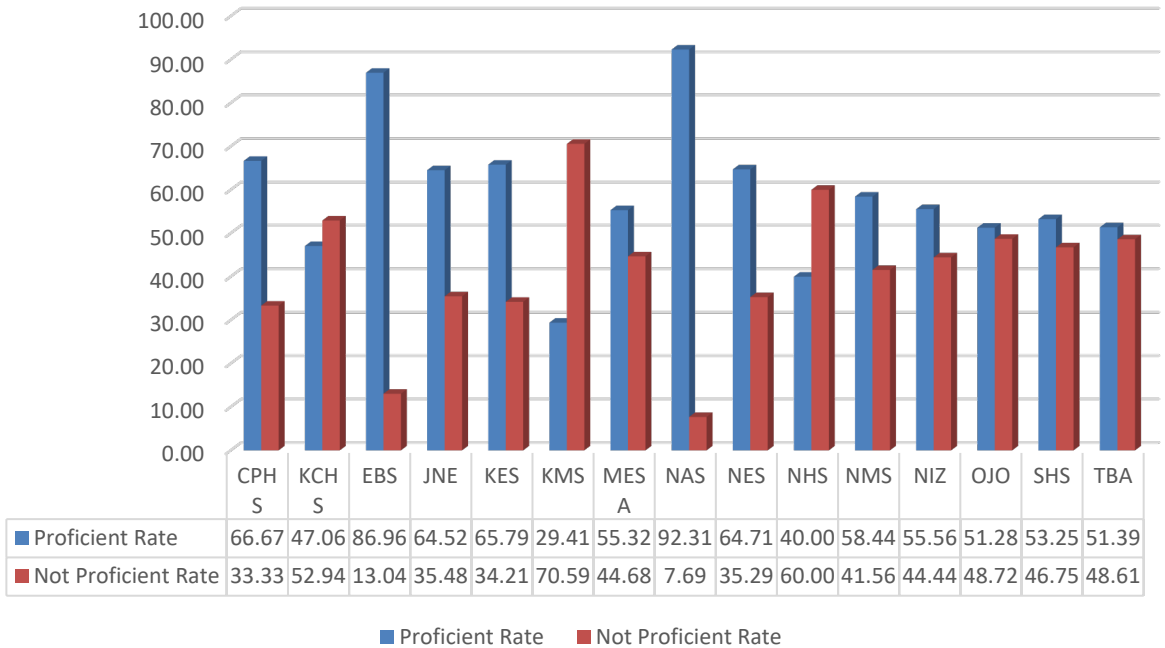
## ISIP™ Early Reading results for Central Consolidated School District

School Year 2021/2022

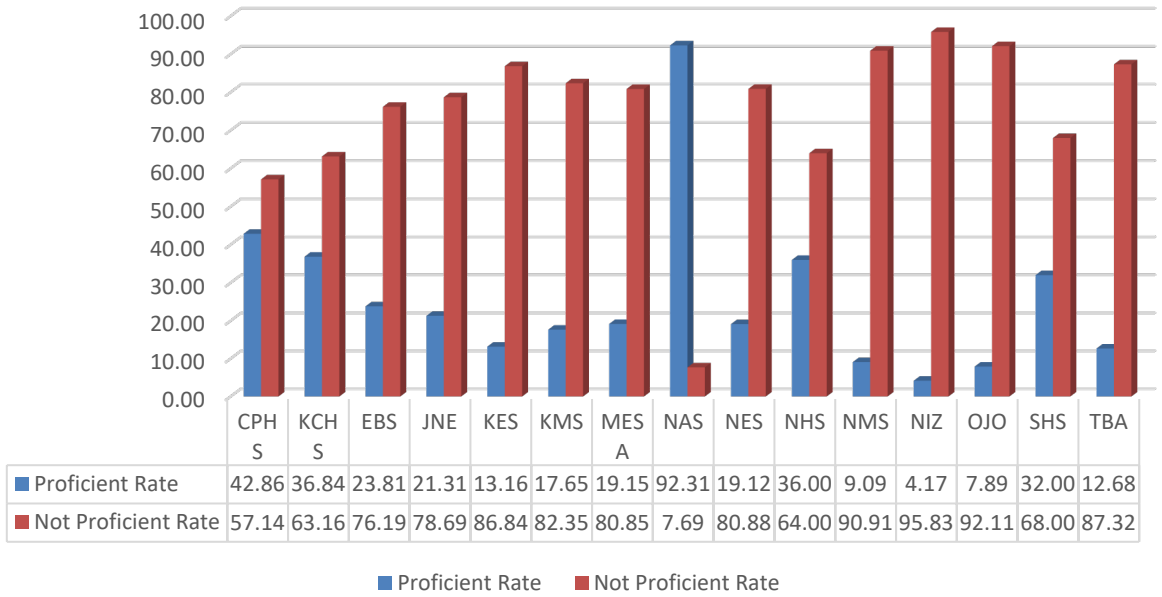
### All Grades - September 2021



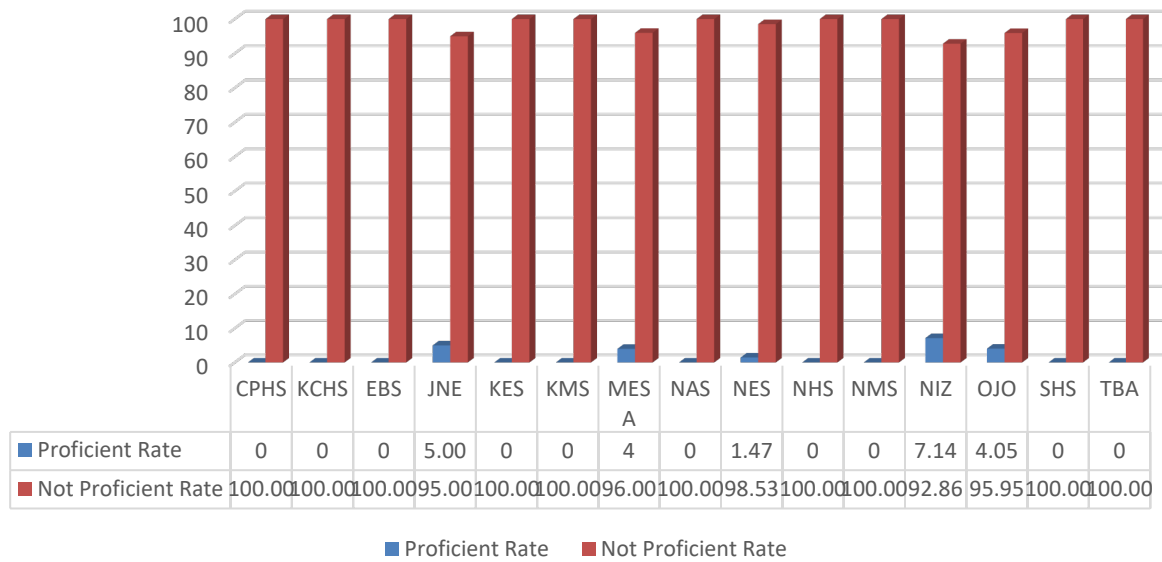
### SY 2020 - 2021 CCSD ACCESS Listening Performance



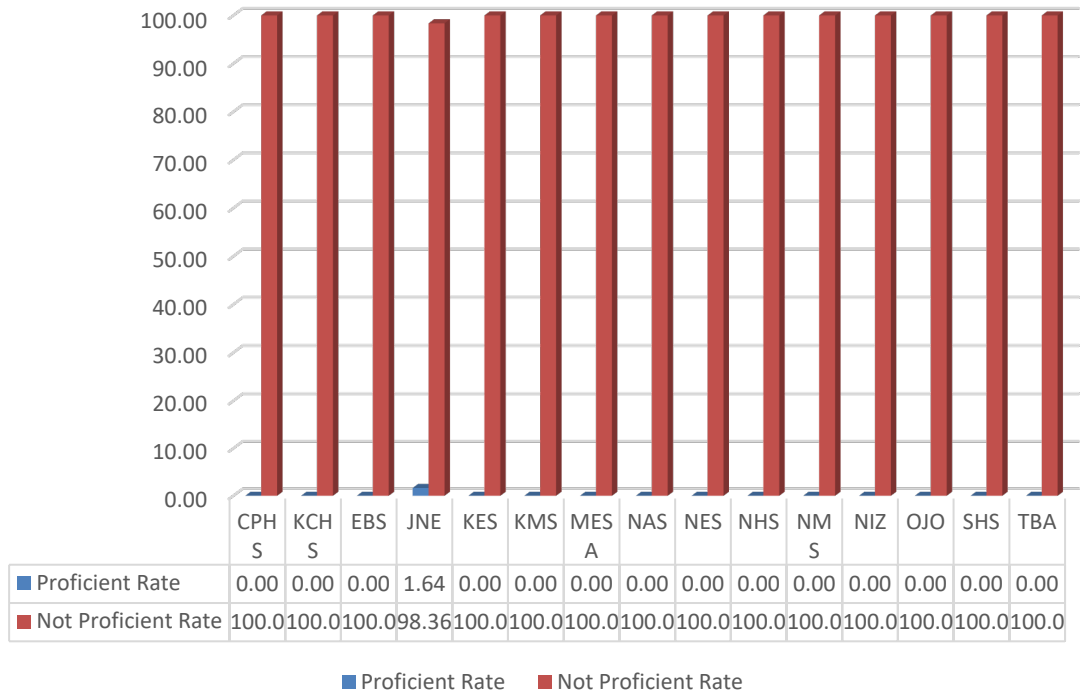
### SY 2020 - 2021 CCSD ACCESS Reading Performance



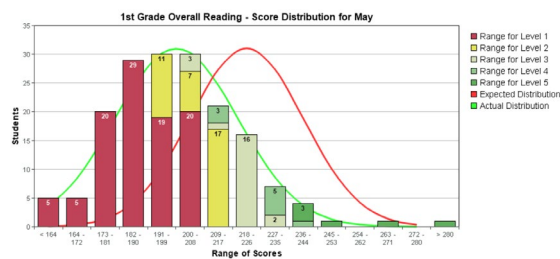
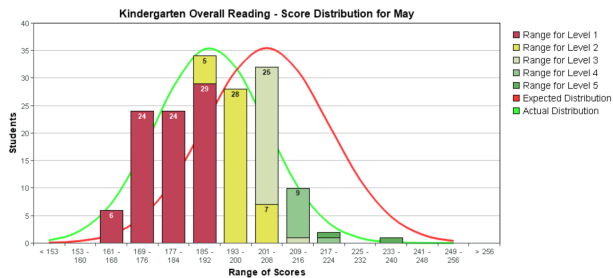
### SY 2020 - 2021 CCSD ACCESS Speaking Performance

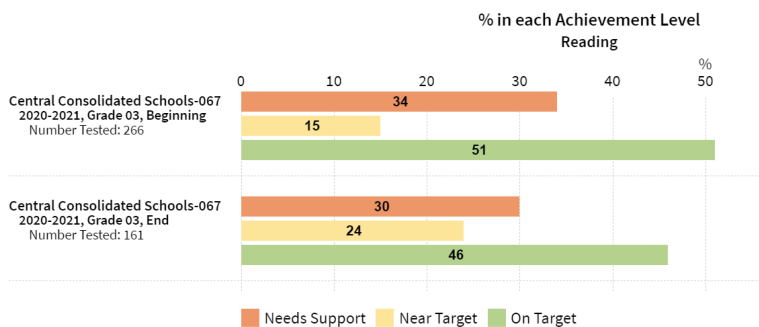
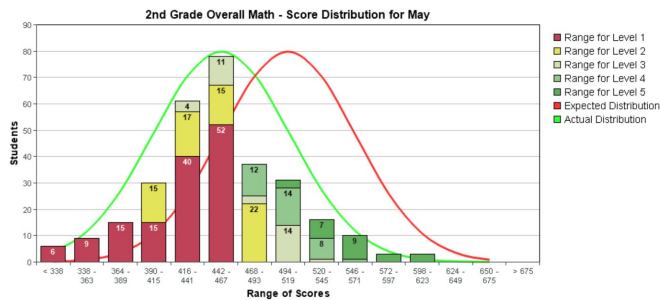
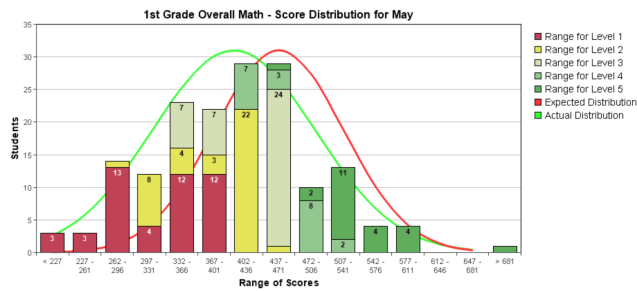
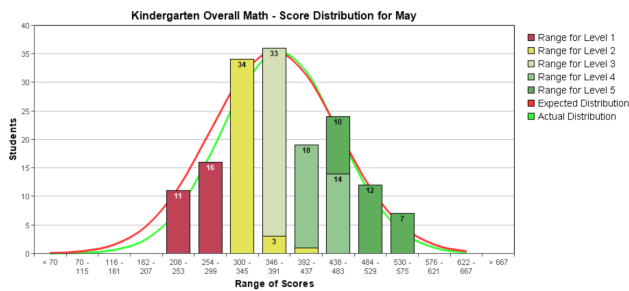
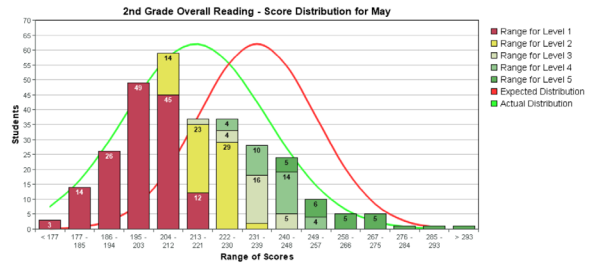


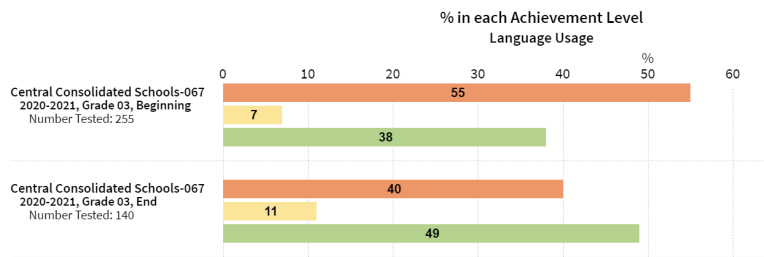
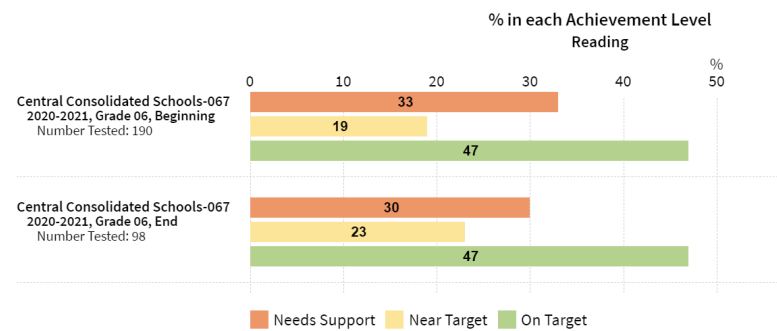
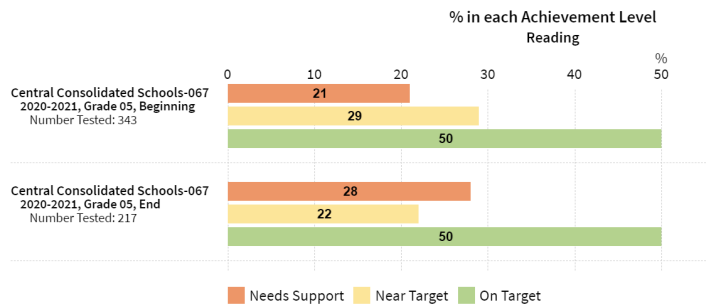
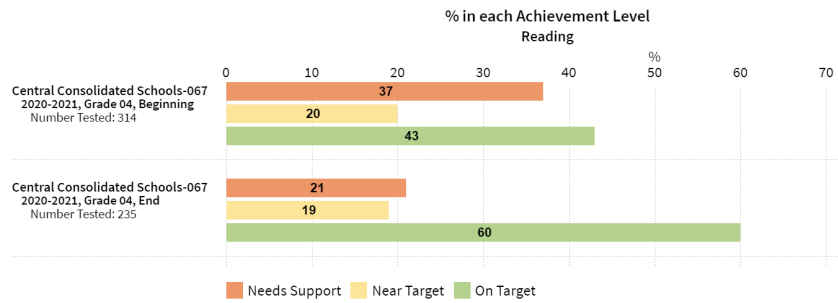
## SY 2020-2021 CCSD ACCESS Writing Performance



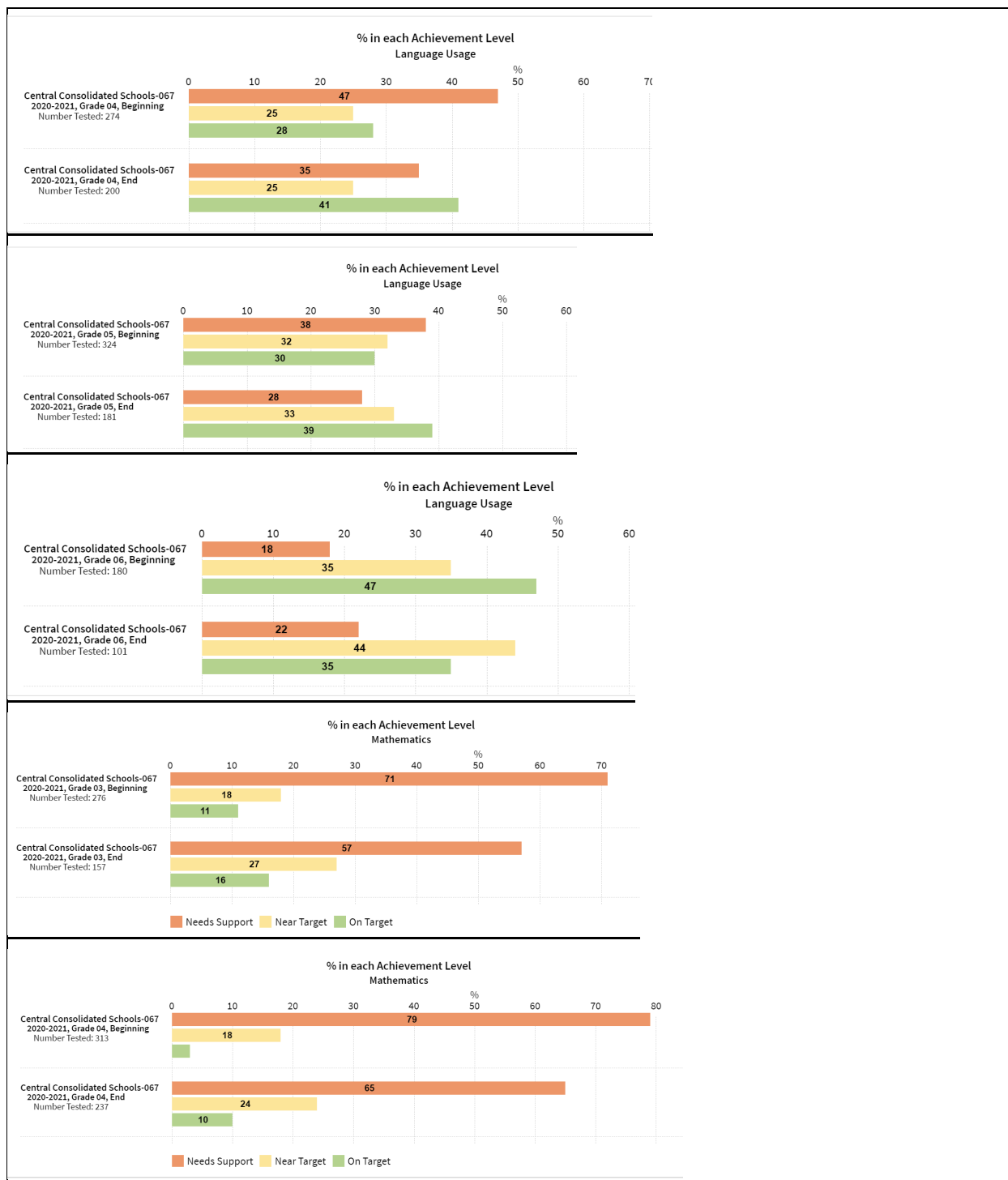
## Results.

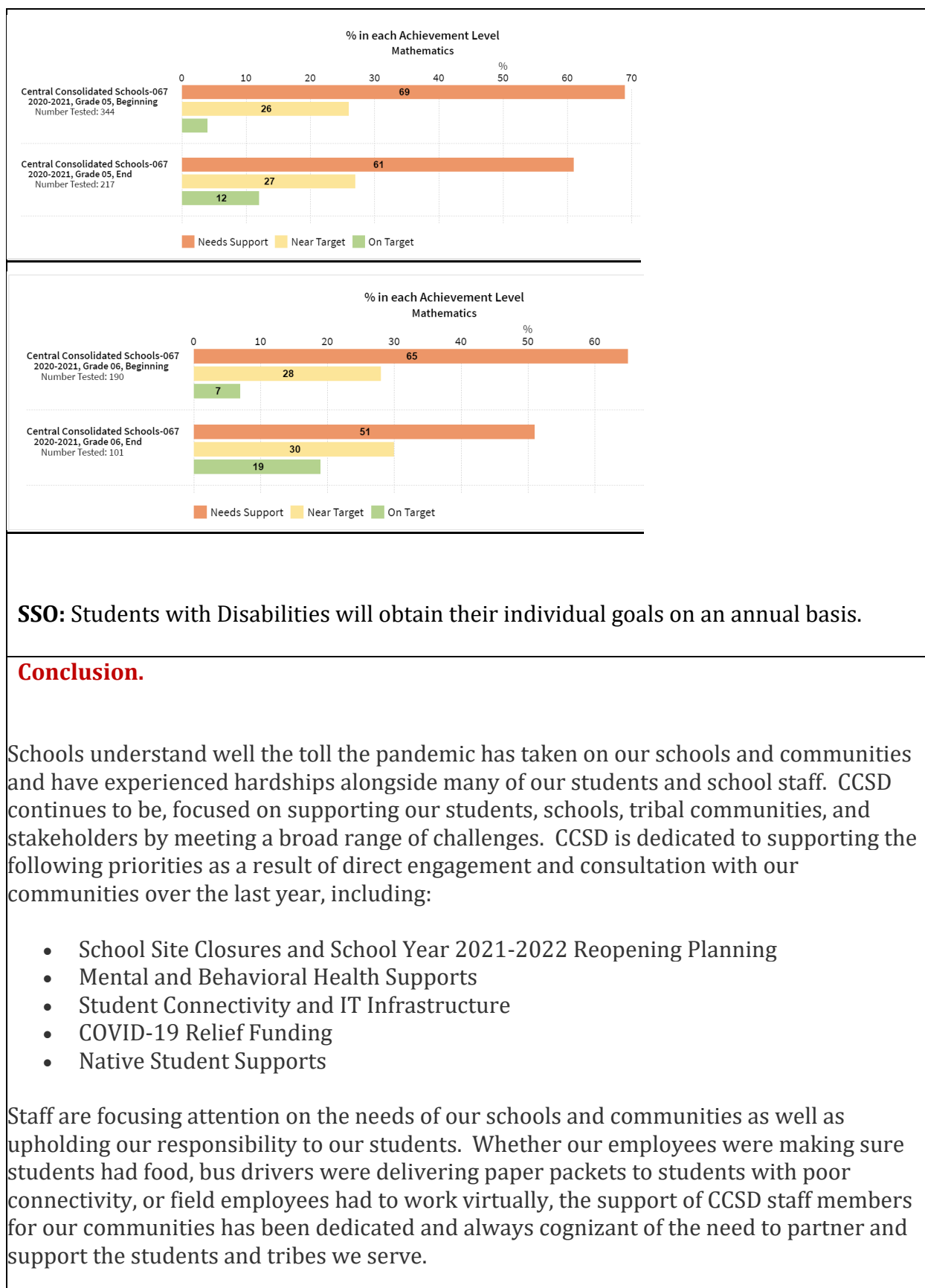












**SSO:** Students with disabilities progress and/or meet IEP goals.

### **Action Plan.**

CCSD has curriculum pacing guides and maps aligned with the Common Core Standards and the WIDA Standards (adopted by the State of New Mexico) with English Language Development (ELD/ELA) imbedded for Secondary (6<sup>th</sup>-12<sup>th</sup>). A new monitoring system (ELlevation), includes instructional supports specific to identified EL students but supports all students. Quarterly Interim assessments are aligned with the curriculum pacing guides and used to inform decisions at classroom, building, and district level. Formative assessments are used by teachers to provide ongoing feedback and to adjust teaching as needed. CCSD utilizes IStations for grades K-3 in reading and math to use as a baseline progress monitoring tool and Moby Max for 4<sup>th</sup>-12<sup>th</sup> grade as baseline data. Data collected is analyzed to provide a direction for instruction with a purpose. Finally, The Multi-Layered System of Supports (MLSS) is New Mexico's comprehensive overhaul of the Response to Intervention (RtI). MLSS and Professional Development and learning to support Native American ELs for students who scored a 1, 2, or 3 on the ACCESS 2.0 assessment will have support through the use of Imagine Learning in the Dual Language program. (State approved EL program).

### **Central Consolidated School District Literacy Plan 2021-22**

#### **Adapted from the NM PED Dyslexia Handbook**

Central Consolidated School district needs a literacy plan at all levels. District reading scores indicate that most students are performing below grade level on standardized assessments in both reading and language usage. Due to most students being out of school since March 2020, and the complicating factor of lack of internet access due to our remote location, our students have not had adequate access to high quality literacy instruction for over a year. Now that we are entering a new phase of the pandemic, we are able to more carefully design our instruction to meet their literacy needs.

Our instructional decision-making will be based on data from multiple sources, and gathered at all grade levels, K-12, and district wide. Our data gathering will come from the following sources: IStation (K-2), MobyMax (3-8), iMSSA (3-8), IXL (9-12), Mississippi Dyslexia Screener (1), LETRS assessments (K-2), Heggerty PreAssessment (K-5), and classroom assessments.

**MLSS Plan:** All schools are expected to identify MLSS Elements specific to literacy as part of their 90-day plans, and to identify the action steps toward full implementation of these elements. These processes include, but are not limited to, weekly PLC's to discuss data, frequent progress monitoring (monthly at minimum, tri-weekly at layer two, bi-weekly at layer 3), planning for interventions at layers 1, 2, and 3, and comprehensive support for the SAT process, which can culminate in a full diagnostic evaluation. All teachers and

principals were trained in MLSS prior to the start of the school year. Support will be ongoing and provided by C&I director and district level coaches, along with supports from PED MLSS Coach as needed. SAT process training for all SAT coordinators will take place in September. PLC Coaching, as part of the MLSS process, will begin in September for all principals, so that they can support their teacher teams. This ongoing training will continue throughout the school year. Teachers and staff will also be supported to complete the Canvas MLSS Courses.

**Professional Development Plan:** All teachers and admin in grades K-2 will receive required training in LETRS; first grade teachers and admin will complete required training in LETRS and structured literacy provided by NMPED. All teachers in grades K-5 will be provided with access to the Heggerty.org website, with provided training and support for its implementation. Additionally, middle school and high school teachers will receive training in differentiated instructional strategies and literacy support strategies, as well as support for implementing interventions and accommodations for all learners, including ELs.

**Assessing Progress Plan:** Individual student progress will be assessed through monthly benchmarking and progress monitoring, as well as other supports. The district literacy goals will be progress monitored through regular meetings (monthly) of the district literacy support team.

**District Support Plan:** Currently, the district supports schools through the use of district level coaches and the academic departments of Curriculum and Instruction, Student Support Services, and Intercultural and Community Outreach. The district employs coaches, coordinators and directors who support teachers and schools on a rotating schedule. In addition, each department provides training and support in strategies for literacy and language that is ongoing. This year, the district will implement a peer coaching model--critical friends--which will emphasize the processes of collective teacher efficacy. We have not included this in our action plans above because there is so much training to be completed before this process will be fully in place; however, future action plans will include this model at all levels, K-12.

**District Literacy Leadership Team:** The district literacy leadership team currently consists of five district level coaches, one director, three principals, and four teachers. These members will meet monthly to participate in professional learning and analysis of progress on the literacy plan. Additionally, these leaders will participate in training alongside teachers and staff in the buildings, in order to support these efforts.

Note: Student achievement proficiencies may be attained from the PED's Assessment and accountability website: <https://webnew.ped.state.nm.us/bureaus/accountability/>

### **Heritage language**

Our federal and state Indian Education grants are written according to the needs assessment results from students, teachers, and parents. Based on the needs assessments, the Indian

Education Committee and Indian Parent Advisory Committee address ways to support academic achievement, increase the value of our Navajo language, and how to increase graduation rates. Based on several years' worth of needs assessments, the implementation of Navajo language and culture to increase cultural identity has always been the primary need from parents and students.

**SSO:**

- Annual review of the Individual Education Plan
- Tri evaluation of existing data.
- Provide professional development for teachers/case managers
- Weekly meetings site specialist
- Monitoring
- Documentation

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## SCHOOL SAFETY

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### **Objective.**

*"To ensure that students in New Mexico schools attend safe, secure, and peaceful schools."*

Central consolidated school district objective is to provide a safe and caring environment that fosters improved educational success in and out of the classroom. With the tragic/pandemic events that have happened across the country/world we have taken improved steps to address the safety of our facilities and the health/wellness of our staff and students. Implementation of outdoor areas for outdoor learning are being developed to allow students and staff the ability to instruct outdoors keeping staff and students safe in a learning environment. The need for improved training for our staff to handle an emergency and investigations related to COVID-19. This improvement will only enhance the positive learning environment that encompasses Dine' philosophies of thinking, planning development and competency. Our main goal is to provide a community-based approach to safety and security and create a resilient staff, student body and community.

### **Background.**

Central Consolidated utilizes the four elements of emergency management planning, mitigation, response and recovery. We are able to handle a myriad of emergencies with the tenets listed below.

CCSD Leadership: We have strong leadership from our school board, superintendent, safety coordinator, and district emergency planning teams, cultural assessment teams that ensure that emergency preparedness will be a priority and that adequate resources will be allocated to create and implement district and school-based plans.

CCSD utilizes Incident Command System: The ICS is a standardized organizational structure that is the basis of SEMS and NIMS, designed to handle: Management, Operations, Logistics, Planning, and Administration & Finance. The ICS allows for appropriate utilization of facilities, equipment, personnel, procedures, and communications. The Incident Commander is the highest-ranking official in charge of the emergency response operations.

CCSD School Emergency Management Plan: At all of our schools we have created a plan tailored and fine-tuned to meet the unique needs and resources of each individual school. Our site-based plans include team assignments, emergency numbers, protocols, COVID-19 protocols and the four phases of emergency management: Mitigation, Preparedness,

## Response and Recovery.

CCSD School Emergency Teams: We have created site-based teams of individuals with specific duties to perform in order to prepare for and respond to emergencies. The School Emergency Teams are trained to meet individual school needs and implement the plan in the event of an emergency.

CCSD Communication: CCSD has created radio communication with our federal, state and tribal first responders. Our staff is trained to communicate in case of an emergency. We have established clear lines of internal communication (within the school) and external communication (with the district office and community). We have included provisions for after-hours communication (telephone tree), and alternate means if telephone lines are with our hand-held radios.

We have created a strong network of partnerships in our San Juan County with our neighboring school districts with the sharing of information and partnering with programs such as Sandy hook promise, See Something Say Something and the Schoolinfo App. We have a memorandum of understanding with our first responders both from the Navajo Nation office of public safety and San Juan County Sheriff's department. This enables us to cater to our unique situation of our school safety on and off the reservation.

## **Methods.**

CCSD has created school Emergency Actions: These are a set of clear directives that may be implemented across a number of emergency situations. These emergency protocols are Evacuation, Lockdown, Shelter in Place. These methods are visualized through training and practice. The purpose of our methods is to control people (visitors). Gain and maintain accountability of people. Ensure that we alert staff and students of emergency situations. Set clear expectations of safety controls within our schools. We have improved our school climate by preventative programs such as Say Something See Something, bullying prevention, Being safe on the internet. Continued use of our contracted security to help our SRO's create a safer environment.

CCSD has created COVID-19 safety protocols: These are a set of clear directives that have been implemented across all of our school sites. These protocols are disinfection safe practices of all high touch areas, logs containing information on when classrooms or areas have been disinfected, mandatory face masks for all staff and students while inside the buildings, hand sanitizer stations placed strategically throughout our schools, signage encouraging hygiene, reporting of all COVID-19 cases, contact tracing, and indicators/markers controlling traffic flow inside school buildings.

### **Safety Net Initiative:**

Safety Net aims to provide intervention strategies that focus on keeping homeless kids in schools. Providing support for homeless students to enroll and attend classes even without a permanent address, provide transportation support while student is homeless,

and provide access to the same programs and services available to all other students for student success. As well, Safety Net will assist students who need non-perishable food and toiletries through our food pantry initiative and provide social/emotional holistic wellness programming for student wellness.

### **Results.**

The results of all our hard work has been the collaboration of partner school districts to share safety information and resources. We have worked very hard to build a lasting relationship to work closely with our federal, state and tribal first responders to ensure the safety of the students and staff. Improving our procedures and protocols in regard to safety occurs on a monthly basis. Safety teams evaluate the needs for each individual school and look to improve safety protocols/COVID-19 safe practices or request additional equipment to include safety measures to upgrades on facilities.

#### **Safety Net Initiative:**

Power School is utilized to determine how many students are deemed homeless. These results assist in determining which student is being served and which students are succeeding and attending classes.

### **Conclusion.**

CCSD school hosted safety forums that coincide with national events. Elementary Focus on safety, anti-bullying efforts and how to react to an emergency. Students might be asked if they know what to do if there is an emergency, if they know who to talk to if they feel scared at school and/or if they know how to report a threat.

Secondary Focus on safety, anti-bullying efforts, reacting to an emergency, education on the consequences of false threats and reporting threats. Students might be asked if they know how to report a threat and if they know what actions to take in case of emergencies like active shooters or intruders.

Open discussions on school safety could occur as an opportunity for students to voice their concerns. This open discussion will allow teachers, counselors and administration to gauge students' feelings and provide other resources, like counseling, if necessary.

Each safety forum was age-appropriate and will provide students opportunities to express their concerns and opinions.

Open discussion also takes place with school administrators in regards to COVID-19 safe practices such as mandatory facemasks, hand hygiene and safety equipment needed related to COVID-19.



**Safety Net Initiative:**

Working with school officials to determine homeless student need for support is continuous. Receiving updated data reports for student attendance is needed with referrals for homeless and food assistance from school personnel for student support and services. Intervention strategy development while implementing a holistic wellness initiative for students are created in support of student attendance and success.

**Action Plan.**

Increase communication with the allocation of new radios. Train with new radios with staff while conducting emergency drills. Continue threat assessment training with our staff so that we can help prevent emergencies before they happen. Acquire an emergency alert situation to fortify our strong communication system that is in place. Upgrade communication towers to allow easier radio communication with all of our schools. Continue to upgrade sites with keycard entrance type vestibules. Train staff in table top exercises on professional development days. Continue to work on outdoor spaces allowing a safe environment for outdoor learning related to COVID-19. Training custodial staff on new developments on disinfecting high touch areas related to COVID-19. Upgrading HVAC systems with UV filtering systems to assist in air quality related to COVID-19. Implement UV light filtering systems in areas where students gather in larger groups such as cafeterias to assist in air quality related to COVID-19.

In closing Central Consolidated cares of the safety and security of the staff and students. It is a priority to foster a caring learning environment for all our stakeholders. We will continue to respond effectively to all emergencies and hazards. Our committee will ensure our effectiveness to plan for mitigate, respond and recover from any emergency and make our community more resilient.

**Safety Net Initiative:**

Ensuring that student support is rendered, parent partnerships and resource development will be strengthened. Supporting materials and supplies will be created with continued planning, data collection and cross collaboration of internal support services will be enhanced to fit the student need for intervention and success

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## GRADUATION RATES

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### **Objective.**

*"The graduation objective is to ensure that all American Indian students are given the opportunity to graduate from high school with a New Mexico Diploma of Excellence. The high school experience and diploma together provide students with solid preparation for college and career readiness."*

### **Background.**

*"Transitioning to the National Governors Association (NGA) cohort computation method, New Mexico implemented its first 4-year cohort graduation rate in 2009. This adjusted cohort graduation rate improves our understanding of the characteristics of the population of students who do not earn regular high school diplomas or who take longer than four years to graduate. Numerous statistics and reports from the US Department of Labor indicate the importance of a high school diploma and reflect the high economic costs of not completing high school. Since 2003, New Mexico has reported on a 5-year cohort graduation rate for American Indian students in order to better capture the number of students acquiring the New Mexico Diploma of Excellence."*

#### CCSD Seniors Reported EOY 2021

#### Reported Enrolled Seniors

Career Prep

60

Kirtland Central

159

Newcomb High

48

Shiprock High

129

CCSD Graduation Rate				
	2020	2019	2018	2017
CCSD	67.90%	72.20%	63.60%	63.07%
CPHS	30.00%	No Data	13.70%	22.10%
KCHS	71.40%	78.40%	74.50%	73.00%
NHS	86.30%	80.80%	70.10%	65.90%
SHS	63.80%	76.10%	68.20%	71.30%
Source: <a href="https://webnew.ped.state.nm.us/bureaus/accountability/graduation">https://webnew.ped.state.nm.us/bureaus/accountability/graduation</a>				
Districtwide	All	67.86		
	Male	61.77		
	Female	74.37		
	Caucasian	67.36		
	Hispanic	86.24		
	Native American	67.21		
	English Language Learners	62.94		
	Economically Disadvantaged	68.01		
	Students with Disabilities	67.82		
School	Group	Rate		
Career Prep Alternative	All	30.02		
	Male	32.03		
	Female	27.43		
	Native American	30.28		
	English Language Learners	20.4		
	Economically Disadvantaged	30.25		
Central High School	All	71.42		
	Male	66.31		
	Female	77.7		
	Caucasian	68.2		
	Hispanic	85.82		
	Native American	70.52		
	English Language Learners	64.87		
	Economically Disadvantaged	71.37		
	Students with Disabilities	72.23		
Shiprock High School	All	63.77		
	Male	53.85		
	Female	71.72		
	Native American	63.67		
	English Language Learners	57.93		
	Economically Disadvantaged	64.3		
	Students with Disabilities	49.62		

Newcomb High School	All	86.33
	Male	78.87
	Female	96.13
	Native American	86.33
	English Language Learners	88.73
	Economically Disadvantaged	86.18
	Students with Disabilities	79.84

**SSO:** Students with disabilities follow the standard pathway unless changed through the IEP process to meet individual needs. The student needing additional support to graduate with their cohort may follow a modified or ability pathway for graduation as identified in their graduation plan.

### **Results.**

Due to Covid, the school has implemented the Continuous Learning Plan **to ensure graduation and completion of Next Steps Plans for seniors.** To ensure that seniors were supported, the following were implemented;

Counselors, CCRs, and teachers will stay in contact with Seniors weekly to check progress and need's for college admission and scholarships. Staff will keep contact logs of all communication and submit weekly to their principal.

### **Next Step Plan (NSP)**

#### **Next Step Plan: 4 Major Focus Areas**

- Research on personal career interests or goals
- Plan postsecondary education
- Explore financial aid opportunities
- Examine industry certification or other career options

#### **NSP Grade Level Requirements**

- Plans must be signed by the student, parents, and guidance counselor
- All students Grades 8 – 12

#### **NSP Must be informed by these options...**

- Curricular and course options
- Honors and AP courses
- Dual credit
- Distance learning courses
- Career clusters, pre-apprenticeship programs
- Remediation programs

- Other post high school options
- Alternative opportunities available if the student does not want to finish a planned curriculum

### **Senior Next Steps Plans**

- Must be completed during the senior year and prior to graduation
- Final NSP must be filed with the principal
- Must include signatures from
  - Student
  - Parent
  - Guidance counselor

*\*Completed Final NSP must be filed with the student's cumulative file upon graduation*

### **Students Eligible as Gifted**

- For students identified under state criteria as gifted only and receiving special education services through an Individualized Education Program (IEP) for gifted education...
- There is no difference in the NSP
- Follow the basic NSP requirements and process

### **English Language Learners (ELLs)**

- For students identified as ELL and receiving Title III services...
- There is no difference in NSP requirements
- Follow the basic NSP requirements and process

### **Students with Disabilities**

- State law provides that an IEP that meets the NSP plan requirements and all applicable transition and procedural requirements of the federal Individuals with Disabilities Education Act for a student with a disability satisfies the state's NSP requirements.

### **Students with an IEP**

- A separate NSP is not needed
- IEP team for grades 8–12 must incorporate all of the state's NSP requirements into the student's IEP
- The student's Transition Plan must incorporate all of the state's NSP requirements

### **Student Assistance Team (SAT) and Section 504 Accommodation Plan**

**Students in Grades 8–12 and have SAT Intervention Plan, the SAT must do the following:**

- Student's NSP is part of the review of student data in **Step 1**
- Every SAT meeting should include a review
  - college readiness assessments
  - workplace readiness assessments
- Work with the student and parents to develop the NSP
- Must ensure the NSP reflects any intervention classes or modifications prescribed by the SAT

**Note:** The school may determine that the SAT serves as the “school officials who are charged with coursework planning”

**The SAT document MUST...**

- Ensure that the student's SAT Intervention Plan and the NSP are either combined into one cohesive plan
- Or**
- That the two plans are aligned and complementary

**Students Grades 8–12 with a Section 504 Accommodation Plan**

**What must the student's SAT Intervention Plan include as it pertains to the NSP?**

- NSP is part of the annual review of student's Section 504
- The team must review any college and workplace readiness assessments

*Note: It may be determined - Section 504 team serves as the “school officials who are charged with coursework planning” and accommodations to create coordinated plans. 504 Team should mirror the same process as for a student who has a SAT Intervention Plan*

**Students with a 504 Plan**

- 504 Team is responsible to ensure that the student's Section 504 Plan and NSP are...
  - Combined into one cohesive plan
- OR**
- The two plans are aligned and complement each other
  - NSP must reflect any accommodations prescribed by the Section 504 Team or Plan

**Once a student reaches age 14...**

- Additional Special Education Note:
- The IEP must also include all the transition IEP requirements of state special rule at Subsection G of 6.31.2.11 NMAC federal IDEA at 34 CFR Secs. 300.320(b) and 300.324(c).

### **Conclusion.**

School Counselors are making sure that students have enough credits to graduate. They are directed to conduct a transcript audit twice a year and keep records of students who are at risk of not graduating. High schools offer credit recovery classes, afterschool tutoring, intervention class, summer school, Freshman Academy, and night school specifically at the alternative high school.

CCSD offers dual credit classes throughout the district with collaboration with San Juan College, Navajo Technical University, Institute for American Indian Arts, and Diné College. Through Bond Wilson Technical Center, students have the opportunity to earn credit through academies.

**SSO:** Students with disabilities will graduate with their cohort with accommodation and modification identified in their IEP.

### **Action Plan.**

The following are local demonstrations of competency options which were used for seniors who still needed to meet competency requirements in one or more subject areas (PPT presentations, virtual or physical projects, on the job experiences, community services, virtual presentations, local portfolios, etc.).

#### **Competency-Based Assessments**

- If the state assessment for the course failed had a passing score, credit will be awarded for that course, or if any of the below apply;
  - ☐ Meets adjusted scored of Level 3 on TAMELA (Math, ELA or SBA Science)
  - ☐ Met cut score for End of Course (EoC) Assessment
  - ☐ Met cut score on PSAT/SAT or ACT
  - ☐ Pretests on Edgenuity
- Use modified final exam for designated course credit and scores between locally designed tests, formative/summative assessments, online PSAT/SAT prep;
- Met cut score for college entrance exam, world language competency, industry recognized credential or certificate or college admissions/placement.

#### **Expanded Course Equivalency**

- College courses completed through dual credit or career and technical education (CTE) courses may meet learning standards for core credits.
- Local emergency approval of additional equivalencies between college courses, distance learning courses through Edgenuity, or CTE courses that are aligned high schools' courses.

### **Locally Designed Assignments or Work**

There is collaboration between Intercultural and Community Outreach, Curriculum and Instruction, and Student Support Services. The collaboration includes student support plans; next step plans beginning in 8th grade; graduate profile, and training counselors on Next Step plans.

### **Next Step Plan:**

- Student personal plan
- Each student grades 8 - 12
- Target student's post-secondary interests
- Identify studies the will complete in high school
- Ensure students are on track
- Reviewed annually
- Should identify/explain differences from previous years
- Grades 8 - 11 are called ***Interim NSP***
- Grade 12 is the ***Final NSP***
- Plans must be filed with the principal of the student's high school

### **Timeline of Next Step Plan**

- For students grades 8-11
- The NSP must be completed within 60 days of the following school year
  - *Example, NSP for 9th grade must be completed before the end of 8th grade*
- Must be completed during the senior year and prior to graduation

### **Next Steps for the NSP**

- NSP should be created by guidance counselor or another designated representative
- Shared with each student, principal and parent
- Documents are considered confidential
- Plans must be filed with the principal of the student's high school



- Work towards full compliance by the end of 2022

**SSO:**

- Annual IEP review, tri evaluation of existing data.
- Provide professional development
- Weekly meetings
- Monitoring

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## ATTENDANCE

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### **Objective.**

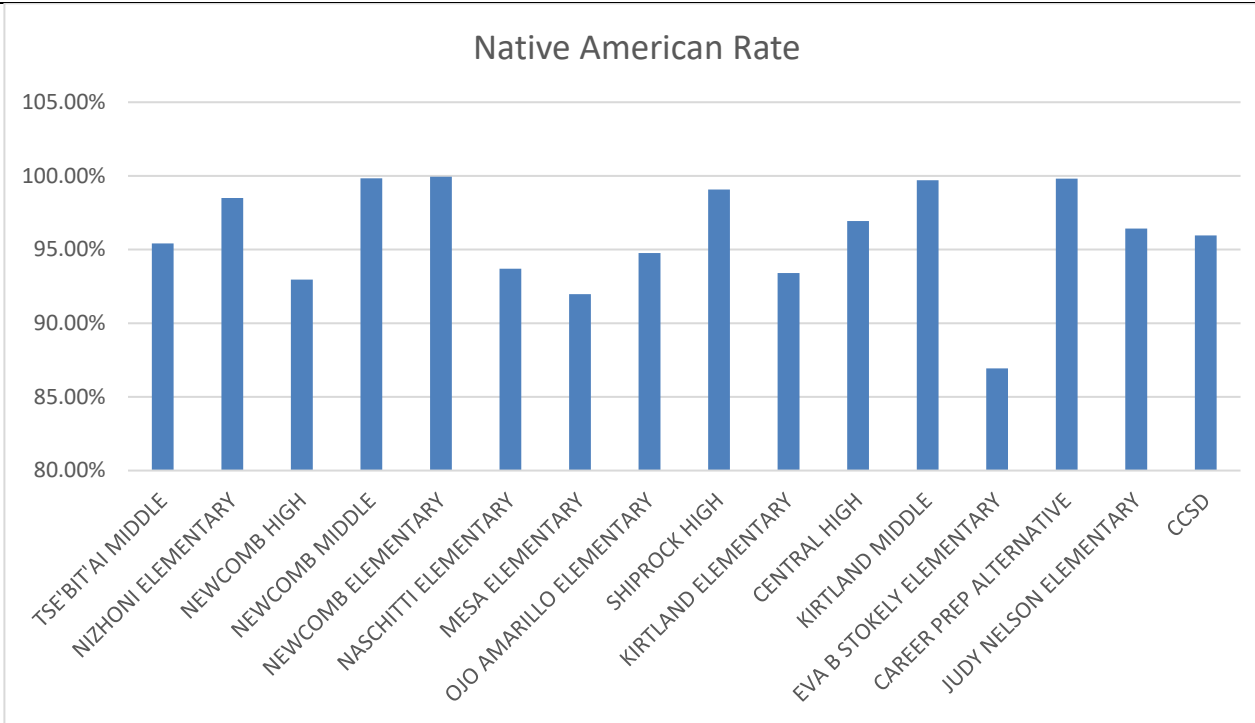
*"The attendance objective is to assure that all students attend school every day and on schedule. This will be accomplished by supporting school district initiatives addressing the decrease in dropout rate and increase in attendance."*

### **Background.**

*"The Compulsory School Attendance Rule  
NMAC) takes into consideration the sovereignty of every American Indian pueblo or tribe. The rule requires an established set of policies to be identified with each governing entity in support of the cultural well-being of the student, with the goal of keeping children in school until the age of eighteen. The local school board/governing body of the public or charter school adopts the attendance policy. The attendance rate is reported by each district that serves a large American Indian student population or one that borders on or around tribal lands. New Mexico pursues programs and strategies to meet the needs of at-risk students and to address obstacles associated with keeping students in school. New Mexico districts and schools actively pursue programs focused on addressing the academic needs of at-risk students and building capacity of truancy intervention programs. In addition, some school districts have established agreements with outside agencies to jointly provide for the educational and social needs of students who are at risk of dropping out. Students who drop out negatively affect the four-year (freshman) cohort graduation rate for the state, which results in a lower graduation rate."*

### **Methods.**

***CCSD Attendance Rate base from EOY 2020 - 2021***



Full Location Name	Location_ID	All Students Rate	All Students Count
CAREER PREP ALTERNATIVE	25	99.90%	106
CENTRAL HIGH	35	96.18%	690
EVA B. STOKELY ELEMENTARY	26	88.96%	208
JUDY NELSON ELEMENTARY	60	94.24%	478
KIRTLAND ELEMENTARY	38	91.63%	424
KIRTLAND MIDDLE	34	97.09%	426
MESA ELEMENTARY	110	89.56%	223
NASCHITTI ELEMENTARY	114	83.90%	78
NEWCOMB ELEMENTARY	116	90.19%	195
NEWCOMB HIGH	130	98.67%	264
NEWCOMB MIDDLE	126	96.16%	173
NIZHONI ELEMENTARY	152	93.96%	283
OJO AMARILLO ELEMENTARY	75	93.28%	299
SHIPROCK HIGH	39	96.54%	574
TSE'BIT'AI MIDDLE	160	92.99%	426
CENTRAL CONSOLIDATED	0	93.55%	4847

**SSO:**

- Continuous Learning Plan
- Teacher parent conference
- Collaboration with parents
- Annual individual education plan meetings

**Results.**

*Attendance Rate* pertains to 15 schools (K-12) in the district. For 2019-20, 9 schools have averaged above 93.32% student attendance, particularly Native American Students with the exception of 1 at 91.8702. Overall, the district Native American student attendance, on average, is nearing state average percentage.

**SSO:** Students with disabilities attend school daily

**Conclusion.**

Many of the areas with the highest truancy rates are in low-income parts of the city or state approach is less punitive and more focused on solving the underlying problems that contribute to truancy. There is no simple solution. Truancy happens for different reasons at every grade level, in every family. There are some initiatives in place.

**SSO:** Students with disability gets to come to school daily

**Action Plan.**

CCSD established a Truancy Coach for two of the high schools in the Shiprock area. Each building has an attendance secretary to monitor attendance. Schools provide advisement classes and the GEAR UP mentorship program. Schools send out 3,5, and 10-day truancy letters to parents. Students with chronic truancy receive attendance contracts. Saturday and Attendance school is available to make up attendance. Schools provide opportunities for students recognizing them for Perfect Attendance.

For Covid School Re-entry Action Plan on Attendance on Remote Learning:

Attendance will be supported for remote learning for Pre-K through 12<sup>th</sup> grade students ensuring student engagement and participation, and using high quality instructional materials.

- Following the NMPED's guidance on attendance, during remote-only learning and remote portions of hybrid learning models, attendance will be taken daily, per the Attendance for Success Act. Student ability to participate in remote learning opportunities is inherently inequitable. While some students will have time, space, equipment, and support to participate in instructional activities remotely, others will not. CCSD procedures on attendance will account for those inequities when providing for how student attendance in remote learning is determined. For instance, if attendance is taken during a synchronous online learning activity, students will have the opportunity to call in, participate in an asynchronous learning activity, or otherwise provide evidence of their engagement with the curriculum on a particular day. Additionally, for students who do not have electricity at home, attendance will

be taken daily either by phone call (for parents who have cell service), or at the meal delivery stop (students will use their school ID for food service meal counts as well as attendance verification) – meals are delivered daily via district transportation.

**SSO:**

- Attendance log and annual individual educational plan review.
- Provide professional development
- Weekly meetings
- Monitoring parent-teacher conference

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## PARENT AND COMMUNITY INVOLVEMENT

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### **Objective.**

*“The parent and community objective are to ensure that parents; tribal departments of education; community-based organizations; urban American Indian community members; the DOE; universities; and tribal, state, and local policymakers work together to find ways to improve educational opportunities for American Indian students by encouraging and fostering parental and community involvement within public and charter schools.”*

### **Background.**

*“The importance of parent involvement in education has been documented as benefitting students, parents, teachers, and schools—whether the program is at the preschool or elementary, middle or high school levels. Studies have shown that when parents participate in their children’s education, the result is an increase in student academic achievement and an improvement in the student’s overall attitude and school behavior. There is also improved attendance, fewer discipline problems, and less bullying. Higher aspirations have been correlated to parent involvement as have improved attitudes, enhanced interest in science among adolescents, increased language achievement, and sustained achievement gains.”*

### **Methods.**

#### TITLE I PARENT INVOLVEMENT RESPONSIBILITIES

##### **Parent Involvement Policy**

The school will have a parent involvement policy which is developed with parents of participating children and distributed to parents of participating children. This parent involvement policy describes how parents can become involved in the school.

##### **Annual Parent Meeting**

The school will hold an annual parent meeting at which time the Title I program, student selection procedures, and the Title I requirements including the rights of parents to be involved are explained. Parents are to be involved in an organized, ongoing, and timely way in planning reviewing, and improving the Title I program.

##### **Regularly Scheduled Meetings**

The Title I teacher(s) and school principal will offer regularly scheduled meetings to provide parents of participating children opportunities to develop suggestions, to share experiences with other parents of participating children, and assist in decisions relating to the education of their children. Parents will receive timely information about the school performance profile, their child’s assessment results, and test interpretation. Parents are

to receive a description and explanations about the school curriculum, type of assessments used to measure progress, and the proficiency levels students are expected to meet.

#### **School-Parent Compact**

The Title I teacher(s) and school principal will assist parents of participating children in the development of a School-Parent Compact which describes how the school will provide a quality curriculum and high level of instruction in a supportive and effective learning environment that enable the children served to meet the State's student performance standard. The compact will describe the ways parents will support their child's learning such as monitoring television watching, attendance, and homework completion; volunteering in their child's classroom; and participating as appropriate in decisions relating to the education of their children and positive use of extracurricular time.

In addition, this compact will address the importance of communication and the partnership between students, teachers, and parents and requires (a) at least one parent teacher conference, (b) frequent progress reports to parents, and (c) reasonable access to school staff with opportunities as a classroom observer and participant. The Title I teacher will keep on file a signed compact for each Title I student.

#### **Building the Capacity for Involvement**

Staff materials and training will be provided on the value and usefulness of the contributions of parents. This in-service will instruct all school staff in how to reach out to, communicate with, and work with parents of participating children as equal partners.

The school will coordinate and integrate parent involvement programs and activities with other school programs and community-based programs, organizations, and businesses that include a role for parents of participating children and a role for community partners.

The school will conduct activities designed to help parents of participating children become full partners in the education of their children including reasonable support for parental involvement requests and accessibility to parents with limited English proficiency and with disabilities. Information and school profiles should be provided in a **language and form parents of participating children understand.**

#### **Indian Education Committee (IEC) and Indian Parent Advisory Committee (IPAC)**

Central Consolidated Schools has a district Parent Indian Education Committee (IEC) comprised of 8 Native American Parent Representatives from the three regions within our district, charter school, and residential. The district also has an Indian Parent Advisory Committee comprising of Teacher Representatives (Elementary Level and Secondary Level), and Native American High School Student Representatives. The IEC and IPAC collectively involve parents, teachers, and students in serving as an active voice, participation and connection between schools and tribal community in support of student services, parental support, community involvement, and academic achievement. Through IEC and IPAC activities, several parents, teachers, and students from all 16 schools had an

opportunity to attend conferences and training activities on topics such as English Learners, Tribal Consultations, NMPED Indian Education Summit, and Institute for American Indian Education. In continuum of federal funded Johnson O' Malley, Title VI Federal Indian Education, and Title VIII Federal Impact Aid sponsored events and activities, Central Consolidated Schools assisted Native American English language learners in strengthening their self-esteem and improving their academic achievement through incorporation of the students' unique culture, language, history, and technology into classroom instruction. Based on focus groups conducted through the Graduate Profile and IEC Needs Assessment Survey, and observations, our CCSD parents, students, and teachers highly emphasized the need for building strong and healthy Native American families

### **Graduate Profile:**

The goal of the Graduate Profile is to increase educational attainment. The mission-vision is a world-class, seamless, and coordinated education system that provides equitable opportunities for all children and youth to excel and succeed in school, graduate with a post-secondary certificate or degree, and enter a career of their choosing. This includes building a partnership with the community. Graduate Profile works to achieve some major goals, which include increasing the number of students receiving college degrees and certificates, increasing school attendance and engagement, creating college and career exploration opportunities and developing career pathways. Another type of partnership also includes engaging community employers as partners in career initiatives and internship opportunities. Employers are also part of the pathways to gain valuable information on how to prepare the state's up-and-coming workforce through its educational institutions in alignment with today's workforce. The career pathway development is a way to create tools for Careers and Internships. The Graduate Profile receives its data from developing surveys, analyzing data, and creating a plan to meet its mission-vision.

### **Why the Graduate Profile?**

- Importance of local wisdom
- Honor Diversity of Students
- Experience success in different ways
- Students not defined solely by a test score
- Local Demonstration of Competency (LDC)
- Considers, Whole Child

Community Input will help define graduates'

- Knowledge
- Skills
- Values
- Dispositions

Graduate Profile will...

- Provide a target



- Guide district work
- Focus programs and funding
- Promotes well prepared graduates

#### Focus Groups and Locations

- Students
- Parents
- Teachers
- CCSD Graduates
- Community
- School Board
- Tribal Council
- Local Chapters
- Industry/business
- Colleges, Universities
- Administrators

Townships and local governments

#### Platform for Feedback

- Zoom/Meets
- Online and hard copy questionnaires/survey
- A focus group is a research method used to collect information through group situation.

#### Outreach-Public Relations

- Chapter Houses
- Public Radio
- Website
- School messenger
- Fliers
- Facebook

### **Equity Council:**

The NMPED established the Equity Council requirement for all districts and charter schools in the state to ensure that the important work of the Martinez and Yazzie Lawsuit was carried out by the experts at the local level. The goal to establish an LEA Equity Councils is to have serve as advisories to school boards, superintendents, charter school executive directors, and governing bodies through the data collected in the Martinez and Yazzie Readiness Assessment.

#### CCSD Equity Council

- Representation of staff, parents, community from all four connections to At-Risk students; Low Socioeconomic Status, English Learners, Native Americans,

Students with Disabilities.

- Currently recruiting for student representatives
- District Indian Education Committee serves as the parent voice
- Current FTE for an Equity Council Supervisor to ensure the Equity Council and the tasks are carried out and implemented.

**SSO:** Regular communication of teacher/staff with parents on progress, annual meetings, addendum and establishing and strengthening of relationship with the parents and community

### **Results.**

Public hearings, tribal consultations, parent orientations, needs assessments, observation tools, surveys, and focus groups are used to evaluate programs and activities. Results are used to amend and revise programs and activities to promote student and parent contribution aligned with district, state, and federal initiatives.

Parent surveys are done by district for feedback regarding technology needs assessments, SEL support and academic support, and through surveys, the district receives results for completion of continuous learning plans.

**SSO:** Consistent communication and collaboration with parents and community leaders.

### **Conclusion.**

CCSD continues to focus on SEL for students, technology support, and learning loss due to COVID as a priority.

CCSD continues to ensure families with children in CCSD have support of basic needs such as food, health and wellness, and also supports homeless students.

Professional development and training provided for teachers, parents, and students supports professional learning in the core content areas, and student leadership through the implementation of program methodologies and initiatives. The Indigenous way of thought is implemented in the academic and in the preventative and intervention of family and student support to promote cultural and linguistic identity.

**SSO:** Strong relationship among teachers and parents

### **Action Plan.**

- Continuously identify technology support and support in closing technology gaps
- Closing academic gaps from school closures

- Teacher support and professional development and learning, additional support for student assistance teams.
- Weekly message by superintendent to parents and community
- Robo calls and text messages to parents, district website and social media updates, utilizing local Navajo radio station to provide district information, collaborate with local government to distribute information
- Schools provide newsletters and social media platforms to provide information to parents

**SSO:**

- Provide professional development
- Weekly meetings
- Monitoring parent-teacher conference

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## EDUCATIONAL PROGRAMS TARGETING TRIBAL STUDENTS

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### **Objective.**

*"The tribal students' educational programs objective is to recognize support the unique cultural and educational needs of American Indian students enrolled in public schools and charter schools."*

### **Background.**

*"The Indian Education Act prioritizes support to meet the unique educational and culturally relevant academic needs of American Indian and Native Alaskan students through the efforts of LEAs, Indian tribes and organizations, postsecondary institutions, and other entities. American Indian students are challenged to meet the same state academic standards as all other students are expected to meet. Integrated educational services, in combination with other programs, are offered to best ensure that American Indian students and their families can meet and take advantage of those academic opportunities."*

### **Methods.**

CCSD has provided Structured Literacy training in Dyslexia screening and LETRS (*Language Essentials for Teachers of Reading and Spelling*) for all 1st grade teachers. This training was required because all 1st graders are screened for Dyslexia.

Bond Wilson Technical Center is a bold, new district initiative to revamp the high school experience around students' career interests and our local industry. Innovative dual credit offerings combined with industry work experiences will result in students being ready to enter the workforce and the post-secondary setting. The objective of the center is to develop a new generation of globally competitive, skilled students that will support the evolving economic needs of the Navajo Nation and surrounding communities.

A majority of our American Indian students are identified as English Learners. As English Learners, they are in a unique situation where they have another language in the home other than English. This unique situation identifies our American Indian English Language Learners as learners who process the learning of the English language in a unique way in terms of the development and comprehension processing time. They are also unique because they fall into a category that Academic norms do not address, such that their first language is English but they also do not speak their Heritage language. The district has implemented initiatives to address our American Indian English Learners by providing

professional development and learning for our administrators and teachers across content areas.

**Dual Credit** is also provided for high school students with assistance in tuition and books. Students who place in remedial classes also receive tuition assistance with Indian Education grants. Dual Credit provides transportation to and from the local colleges.

**Educators Rising** is a diverse, student-led grassroots movement that aims to inspire high school and college students to serve their communities by entering the field of education. In school-based chapters located in every U.S. state, aspiring educators practice the necessary skills to lead a classroom while adding student voice to National discussions around education” (from the Educators Rising National Website)<https://educatorsrising.org/>. Since 2017, Newcomb High School has had a local chapter for students who wish to participate in Educators Rising.

**Critical Friends** provides structures for effective feedback and strong support, Critical Friends Groups help teachers improve instruction and student learning. Critical Friends Groups help people involved with schools to work collaboratively in democratic, reflective communities. Critical Friends Groups use collaborative feedback processes to improve their teaching. This process is based in cooperative adult learning

**LETRS** (*Language Essentials for Teachers of Reading and Spelling*) for K–5 educators give teachers the skills they need to master how to teach the five essential components of literacy, plus writing, spelling, and oral language. Teachers also learn:

- How to implement instructional routines and activities
- Approaches to differentiate instruction to meet the literacy needs of all students
- Bridge to Practice activities that ensure they can transfer what they learn in *LETRS* to the classroom

**Heggerty Phonemic Awareness** is a research-based Phonemic Awareness, well-organized 35-week curriculum of daily phonemic awareness lesson plans. Developed on a systematic scope and sequence.

**CLRI:** The CLRI Pilot Training Pathway was implemented for designing and implementing the CLRI Framework across content areas.

**Critical Friends Mentoring** is part of the Critical Friends initiative. It is a training program for building collaboration and reflection among colleagues. Mentoring will help people involved with schools to work collaboratively in independent, reflective communities. The training focuses on building the trust needed to involve in straight, honest, and productive conversations with colleagues about the multifaceted art of teaching. Critical Friends

mentoring acknowledges the complication of teaching and will provide structures for teachers to improve their teaching by giving and receiving feedback. Working together will improve day-to-day learning of all students which is crucial to the success of Critical Friends Groups. Through scheduled meetings, the Critical Friends Mentors will examine both student work and the teacher work that encouraged it. Critical Friends Mentors will utilize various protocols to examine student work and provide feedback to provide guidance to brainstorm innovative solutions.

**Community Schools** identified a team in the Intercultural and Community Outreach Department to support the Community Schools Project at a pilot school. The school identified is Newcomb High School. Newcomb High School plans to leverage Title I, 21st Century Community, and extended learning time.

Newcomb High School also has partners that include, Involvement Partner Programs, Native Visions, and Capacity Builders. The district has also identified a district level team to support the implementation of Community Schools program. The district program coordinator has work with the Title I and 21<sup>st</sup> Century After School Programs in the past a has a good sense to how these programs can be leveraged.

**SSO:**

- Individualized Educational Plan
- Differentiated Instruction
- Transition Planning

**Results.**

Statutory requirements authorized by the Legislature during the June 2020 special session require districts and charter schools to prioritize additional instructional time for all students in the 2020-2021 school year to recover instructional time that was lost to students in the 2019-2020 school year due to the public health emergency.

Districts and charter schools should participate in the Extended Learning Time Program **for all students**, which will be funded appropriately through the SEG:

1. a four-day school week and one hundred sixty instructional days during the 2020-2021 school year.
2. participate in the K5+ program for all schools district-wide, in conjunction with the Extended Learning Time Program so that each of the 205 instructional days are at least 5.8 hours long

**Community Schools**

If the Newcomb High School community met the needs of the whole child, then

transformational changes will occur. These changes should result in healthy, secure students ready for college, career and life. The 4 pillars: Integrated Student Supports, Extended/Enriched Learning Time, Family and Community Engagement, Collaborative Leadership Practices will provide the necessary structure to provide services to address the whole child; academics, but social emotional and healthy lifestyles will be provided.

The district Community Schools team has been engaged in CCSD community focus groups since January of 2021. The focus groups allow the team to gain information about what the community values and wants for its students. Parent and staff focus groups have already been held in the Newcomb area. Newcomb student focus groups are forthcoming. Although the primary focus for these community forums is the Graduate Profile, the team would be remiss not to use this information to guide discussions and decisions for Community Schools program. This team will work with the Newcomb High School, Community School Leadership team. The district team has consulted with the site principal to determine the Newcomb High School, Community School.

**SSO:**

- Implementation of Individualized Educational Plan
- Implementation of differentiated instruction in the classroom.
- Implementation of Transition Planning

**Conclusion.**

District/State Charter (LEA) identified/named as Central Consolidated Schools hereby assures the New Mexico Public Education Department that:

1. the LEA will follow the requirements for a Continuous Learning Plan for the remainder of the 2020-21 school year;
2. the LEA will continuously revisit the Continuous Learning Plan that meets course and demonstration of competency requirements

**Community School**

The district Community Schools team worked with the site principal and Curriculum and Instruction Director to identify a team that includes a balanced representation of the community. The team will include students, parents, school administration, teachers, Community School

**SSO:** Annual review and compliance of IEP and transition plans for students with disabilities.

## **Action Plan.**

### **Community School**

The indicators of success for community schools at Newcomb High School include, healthy students and supported families. Through Community Schools model, this site seeks to have students who are actively involved in learning and in their community. Therefore, ensuring our students are better prepared for college and career. Healthy students will have access to good nutrition, demonstrate social and personal competencies. For example, Newcomb High School will expand an existing food pantry to support all students and families who have food security issues. The schools plan to engage students in the development, expansion and implementation of the pantry. These real-life learning opportunities will address life skills, workforce readiness and healthy students.

Additionally, well-being indicators include students who are better able to address other health concerns like substance abuse and healthy lifestyles. The last indicator Newcomb High will discuss in the application is the goal of supporting families. Newcomb High School wants to be a site that connects families to support networks and services. The site already has developed a community library where families can access books, computers, and GED classes. Families lack internet access and technology. During the pandemic it became clear that families needed to support their children with online learning platforms like Google Classroom and all of its applications. The expansion of the community library through community schools' model will lead to computer skill classes that include G Suite applications and Google Classroom.

The district Community School Coordinator will lead the needs assessment, but will work hand-in-hand with the Newcomb leadership team. This team will inform the work to ensure effective alignment and delivery of programs and services within Newcomb High School. The needs assessment will take place in fall of 2021. The needs assessment will address all six indicators included in New Mexico's Community Schools Act: School culture and climate; Student academic achievement; Student attendance; Student behavior; Quality family engagement; and for high school's graduation rates and readiness for college and career. Our goal of the need's assessment is to determine and address gaps between Newcomb High School's current condition and the communities desired goals. The discrepancy between the Newcomb's current condition and desired outcome will guide the teams planning and services. The outcomes of the need's assessment will be a part of planning processes for the Newcomb Community School. It will help us to refine improve services to students and families in the Newcomb community.

Newcomb asset mapping will immediately follow the needs assessment and will take place during the Spring of 2022. The mapping will support Newcomb High School's strategic planning efforts of Community Schools project. The school site will be able identify and



build on our school's existing strengths. We will identify the human capital and then determine capacity of individuals to use their own passions and strengths to create positive structures in our school community. The team will work through the spring and summer on mapping and strategic planning.

**SSO:**

- Annual individual education plan meetings
- Provide professional development for case managers
- Weekly meetings site specialist
- Monitoring
- Documentation

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## FINANCIAL REPORTS

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### **Objective.**

*"The financial objective is, through the use of public-school funds, to ensure that New Mexico schools provide adequate operational resources to provide and improve services to NM tribal students. These services will meet the educational needs and provide opportunities to tribal students attending NM public schools."*

### **Background.**

*"The New Mexico public school funding formula is based on a model developed by the National Education Finance Project (NEFP) in the late 1960s and early 1970s. As a tool for better decision making, the model had great potential because of the variety of data that could be accommodated and the ease with which new data could be added and new decision options made available.*

*Prior to the creation of the current formula, school funding methods had created a high degree of dis-equalization among districts because of differences in local wealth. The gap between rich and poor districts was broad, and the revenue that would be required to reach full equalization with the richest districts was staggering.*

*The goal of the new formula, therefore, was clear: to equalize educational opportunity at the highest possible revenue level, while minimizing the financial loss to the richest districts. As a result of the committee's work, the 1974 New Mexico Legislature enacted the Public-School Finance Act, which has been widely acclaimed as one of the most innovative of the school finance plans currently being used across the country.*

*The formula is designed to distribute operational funds to school districts objectively and in a non-categorical manner, while providing for local school district autonomy. Formula dollars received by local districts are not earmarked for specific programs. Within statutory and regulatory guidelines, school districts have the latitude to spend their dollars according to local priorities.*

*In place for more than four decades, the public-school funding formula has been under constant analysis. For the most part, the results of these analyses have supported statutory data-based refinements to the structure of the formula, while maintaining the philosophical concept of educational equity for all students."*

### **Methods.**

Central Consolidated Schools has various funding sources that we pursue and report annually to provide equitable educational opportunities for American Indian students through both state and federal funding. The revenues reported below include: Johnson O'Malley (JOM), Title VI Federal Indian Education, Title VIII Federal Impact Aid, and New

Mexico Indian Education Act. Title VI and Title VIII are reported per the compliance requirement from the two funding sources that directly provide opportunities for services directed to American Indian students. JOM, Title VI, and Title VIII are awarded through a federal application process which requires certification by tribes relating to completed Federal 506 forms which require a certificate of Indian Blood. New Mexico Indian Education Act grants are awarded through a competitive application process.

Additionally, Central Consolidated Schools has the opportunity to apply for other grant opportunities offered through the New Mexico Public Education Department (NMPED). The NMPED offers several funding opportunities using state allocations and federal flow through allocations. Many allocations of funds are conducted through a competitive process. Other funding, like the Bilingual Multicultural Education Program, is generated by the number of students and of hours of participation in school-based programs

<b>Fund Number</b>	<b>Description</b>	<b>Budget</b>	<b>Expended YTD</b>	<b>% Used</b>
24153	ENGLISH LANGUAGE ACQUISITION FUND	134,156.00	75,956.99	56.62
25131	JOHNSON O MALLEY FUND	445,485.00	358,047.34	80.37
25147	IMPACT AID INDIAN EDUCATION FUND	388,731.00	314,626.17	80.94
25184	INDIAN ED FORMULA GRANT FUND	441,618.42	358,633.91	81.21
27150	INDIAN EDUCATION ACT FUND	60,000.00	57,079.16	95.13
	<b>TOTAL</b>	<b>1,469,990.42</b>	<b>1,164,343.57</b>	<b>78.85</b>

**SSO:**

- Professional Development/Training
- Weekly meetings
- Consultation/collaboration

**Conclusion.**

The financial report below is based on Central Consolidated Schools estimated operating budget

**SSO:** Updated and compliant financial reports

**Action Plan.**

Central Consolidated Schools will continue to monitor estimated budgets and expenditures in order to continue providing equitable funding opportunities for American Indian students.

**SSO:**

- Provide professional development
- Weekly meetings
- Monitoring

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*CURRENT STATUS OF FEDERAL INDIAN EDUCATION POLICIES  
AND PROCEDURES*

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**Objective.**

The objective of Indian policies and procedures (IPP) is to ensure that New Mexico schools provide adequate tribal consultations with regard to the basic support payment requirements under the federal Impact Aid regulations.

**Background.**

*“Districts that claim federally identified American Indian students residing on Indian lands for Title VIII Impact Aid funding shall develop and implement policies and procedures in consultation with tribal officials and parents. The New Mexico Indian Education Act requires that school districts obtain a signature of approval by the New Mexico tribal governments or their designees residing within school district boundaries, verifying that New Mexico tribes agree to Indian education policies and procedures pursuant to federal Title VIII Impact Aid funding requirements.”*

**Methods.**

The Intercultural and Community Outreach (ICO) schedules Tribal Consultation meetings every year. The Tribal Consultation includes members that represent the local chapters that border our school district. The members are local government officials. During the 2<sup>nd</sup> Quarter meeting, members that include our Indian Parent Advisory Committee and Indian Education Committee, review the current IPP and make revisions as needed. The revisions are made and approved for review. At the Indian Education Committee meeting, it is placed on the agenda for approval. The IPP is then presented to the school board and approved based on revisions or as is. The IPP is then sent to the local tribal officials, Indian Parent Advisory Committee, and Indian Education Committee. The document is also placed on the district website and it is sent in with our Impact Aid application in December.

**SSO:**

- Annual Individual Educational Plan Meetings
- Tri-evaluation of existing data
- Collaboration
- Meetings and professional development to teachers

**Results.**

CCSD has consulted with local tribal officials and or their designated representatives and parents of Indian children in the planning and development of Indian Policies and Procedures (IPP), general education programs and activities. The policies and procedures will be reviewed annually in November. Revisions are made within 90 days of the determination for requirements that are not being adequately met.

**SSO:**

- Implementation of Individual educational plan
- Implementation of tri-evaluation of existing data
- Collaboration with all stakeholders
- Compliance with federal Indian education policies and procedure.

**Conclusion.**

The IPP is approved by the Indian Education Committee and School Board.

**SSO:** School and district compliance with federal Indian education policies and procedure.

**Action Plan.**

CCSD will disseminate relevant applications, evaluations, program plans, and information related to the district's education program and activities with sufficient advance notice to allow opportunity to review and make recommendations to the IPP. Advance notice will be provided to local tribes and or their designated representatives within a 50-mile radius, Indian Parent Advisory Committee, and parents of Indian children.

Note: Federal Title VIII Impact Aid has changed to Title VII for SY 2018-2019. Also report on any plans to strengthen or improve Tribal Consultation Action Plan.

**SSO:**

- Provide professional development
- Weekly meetings as needed
- Monitoring
- Documentation

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*SCHOOL DISTRICT INITIATIVES TO DECREASE THE NUMBER OF  
STUDENT DROPUTS AND INCREASE ATTENDANCE*

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**Objective.**

*"The objective of this initiative is to ensure that New Mexico schools provide their district office with the initiatives they are employing to increase attendance support for and decrease the number of student dropouts of American Indian students."*

**Background.**

*"New Mexico pursues programs and strategies to meet the needs of at-risk students and to address obstacles associated with keeping students in school. New Mexico schools continue to be challenged in obtaining resources required to keep students in school despite including an "at-risk" factor in the state's funding formula to assist in addressing the issue.*

*The assurance of collaboration and engagement from educational systems and pueblos/tribes for input regarding academics and cultural awareness has positive effects on developing and implementing a variety of administrative and instructional practices to reduce school dropouts and increase students' success in school.*

*Additionally, dropouts negatively affect the four-year (freshman) cohort graduation rate for the state, which results in a lower graduation rate."*

**Methods.**

CCSD Dropout Rate				
	2019 - 2020	2018 - 2019	2017 - 2018	2016 - 2017
CPH S	33.50%	No Data Available	17.50%	30.10%
KCH S	1.30%		1.90%	2.30%
NHS	0.70%		1.30%	3.40%
SHS	2.90%		5.30%	3.10%
Source: STARS Staging Reporting > Public Folders > eScholar Framework - Verify > District and Location Reports > Drop-out Reports				
2019-2020 This is Preliminary Dropout Rates				

**SSO:**

- Annual individualized educational plan
- Progress Monitoring
- Parent-teacher communication.

**Results.**

The COVID-19 pandemic unexpectedly changed almost all aspects of people's everyday lives. This included new challenges in the education of Native American students who live in rural and remote areas of the United States. In rural reservation communities during COVID-19, services for students were significantly disrupted.

In addition, there is a national teacher shortage that impacts rural Native American communities and now with COVID-19 there are new challenges. Due to this, Native American students, miss beneficial instruction in schools with long-term substitute teachers or no teacher assigned to a classroom.

Among other factors, Native American families have more limited availability of medical care, clean water, and food. These factors contribute to student's school attendance. Moreover, complications faced by Native American students to be consistent with school attendance are also due to poverty and limited access to preventive programs. COVID-19 pandemic, added to these challenges Native American students face daily. Daily survival becomes a priority as academia becomes less significant.

**SSO:** Perfect attendance for students with disabilities

**Conclusion.**

Today, many of our Native American families continue to struggle with the after effects of COVID-19 pandemic as many are recovering from the virus or financially.

In the past, the education system was used as a tool of genocide against the Native peoples. To this day, there is still a great deal of distrust. The education system is still seen by many Native Americans as trying to make them less Native, and more mainstream, and that makes for a complicated relationship. In addition, poorly understood educational neglect and truancy laws can also lead to misunderstandings and distrust by families.

CCSD is building trust in many ways. For the past two years, the calendar committee has honored Indigenous People's Day and has allowed teachers to have a non-school day. It also Honors Navajo Nation Sovereignty Day and schools close on this day. The Intercultural and Community Outreach (ICO) was also created to be the hub of all districts to work with community, parents, and students. The department has different branches to



address the Yazzie Martinez rulings such as Bilingual Multicultural Education, Native American English Learners, Social and Mental wellness from an Indigenous lens and perspective, providing cultural awareness foundational trainings to administrative departments, the Graduate Profile who works with the community through focus groups, creating the pantry to help students with food and hygiene products, and helping with homelessness.

The most important thing is to listen more than you talk. Relationships need to be built. Ideas include listening to people's concerns and ideas with your heart and mind open.

There is no easy answer; however, you have to keep doing it. Families are more difficult to communicate with but you have to keep trying and keep it positive. The negative approach doesn't work. If something doesn't work, keep trying. Try something else. It is too important to not try to find something that works for our students.

**SSO:** Students with disabilities come to school regularly and stay in school.

### **Action Plan.**

#### **Tribal Critical Race Theory Training**

CCSD needs to take a moment to think about the history of public education and Native people. This needs to be done as a process. Unpack more of the past and its continued influence on the present:

- History: Look at boarding school practices, including surprise and forcible removal of children from families, punishment for use of Native languages, and sexual abuse.
- Culture: Deepen understanding of cultural variances between families, schools, and educators and how they influence student learning, self-perception, and connection to school;
- Curriculum: Revisit how we teach about Native peoples (past and present, not limited to an historical archetype)

#### **Academic Support**

#### **Professional development plan for your staff related to continuous learning.**

These PD opportunities are based on Principal Requests:

- ZOOM meetings are being used to support teachers.
- Culture and Heritage Department
- Ongoing Support from Mia Allen for EL consultation
- WIDA ACCESS online trainings for certification
- Heritage Language

- E-WIDA

Curriculum and Instructional Coaches Department (Trainings available for teachers and principals):

- ELlevation Strategies
- Edgenuity
- BrainPOP
- Istation
- ZOOM meetings
- Eureka Math-Embark Online
- SchoolNet
- MidSchoolMath
- Big Ideas
- Imagine Learning

Student Support Services (Trainings available for ALL staff):

- Behavior Management
- IEP (Individualized Education Plan)
- Goal Implementation
- Evaluation and Re-Evaluation
- Child Find
- Additional trainings are available through UNM-Child Behavioral Health
- PAX Trainings for Social Emotional Support
- Life Skills/Students with Autism Classrooms training on N2Y

Critical Friends; Principal Coaching/Support through CES; K-12 Curriculum Alignment to CCSS, with culturally relevant materials; structured literacy; MobyMax and Ixl assessment, 3-12.

**SSO:**

- Annual individual education plan meetings
- Provide professional development for case managers
- Weekly meetings site specialist
- Monitoring
- Documentation

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## PUBLIC SCHOOL USE OF VARIABLE SCHOOL CALENDARS

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### **Objective.**

*“The variable school calendar objective is to ensure that New Mexico schools collaborate with Tribal governments to identify the important cultural events in their American Indian students’ lives. By using variable school calendars, schools directly address their AI students’ cultural and family responsibilities and enhance these students’ ability to more regularly attend their public school.”*

### **Background.**

*“New Mexico has a rich American Indian history and culture that cultivates the 22 Tribal governments and urban Native communities. The assurance of collaboration and engagement from educational systems and pueblos/tribes for input regarding academics and cultural awareness has positive effects on the educational success of American Indian students.*

*American Indian education in New Mexico represents rich cultural traditions and diverse educational practices through different protocols and paradigms of practice. The 35,000-plus students who represent the NM tribes and pueblos and other tribes from throughout the United States, who attend over 185 public schools and charter schools in the State of New Mexico, were the focus of state and tribal legislators who established the Indian Education Act (IEA) in 2003.”*

### **Methods.**

CCSD’s calendar committee includes representation from many departments, and includes a teacher(s) and a union representative. The calendar committee utilizes PED criteria to ensure student contact hours are met and to ensure that the 185-day teacher contract is also met. The calendar committee reviews school calendars from other local school districts and colleges to aid in planning with a regional perspective. Calendar planning typically begins in October and consists of several meetings over the subsequent months. At the planning meetings, the committee establishes several proposed versions of the school year calendar. Each version has a slight variation that may include differences in start date, end date, holidays observed, and days off contract. The versions are made available to staff and families for vote. The most popular calendar is presented to the school board for approval.

### **SSO:**

- District Calendar

- School and Department calendars
- Outside agency/Community calendars
- Local Chapter Calendars

### **Results.**

The calendar selected for this school year reflects 175 student days and a 185-day teacher contract, and received over 50% of the votes cast. The calendar observes numerous Federal and Tribal holidays. For example, April 25 is recognized by the Navajo Tribe as Navajo Nation Sovereignty Day and schools are closed in observance. The District also recognizes the need for cultural awareness and includes professional development specific to culture during the New Employee Orientation.

**SSO:** Smooth implementation of all district, department, and school calendar

### **Conclusion.**

CCSD is fairly large with enrollment over 5800 students of whom are primarily Navajo. The district covers areas on the Navajo Nation and off the Navajo Nation. The demographics affect the planning for the development and implementation of honoring cultural traditions as there are different religious beliefs represented in each area; however, each school honors cultural traditions unique to their community and student population. The collaborative efforts of the committee provide students with opportunities to participate in these important cultural activities/events. A major goal of the committee is to create and recommend a calendar that takes American Indian student culture and traditions into account.

**SSO:** Timely implementation/completion of all programs, activities, and reports

### **Action Plan.**

The calendar committee will continue to collaborate with local schools and colleges to share and compare calendars in terms of start and end dates and observed holidays. The committee will continue to receive and consider feedback from the community and to consider local events. All stakeholders will also continue to vote for the calendar that best represents their choices. CCSD encourages schools to support students in developing and honoring their cultural traditions while maximizing school attendance.

### **SSO:**

- Provide professional development for case managers
- Weekly meetings site specialist
- Monitoring

- Documentation

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*SCHOOL DISTRICT CONSULTATIONS WITH DISTRICT INDIAN EDUCATION  
COMMITTEES, SCHOOL-SITE PARENT ADVISORY COUNCILS AND TRIBAL,  
MUNICIPAL AND INDIAN ORGANIZATIONS*

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**Objective.**

*“The district consultations ensure that New Mexico schools provide a means of developing mutual understanding of educational programs and collaborate with Tribal entities to find ways to improve educational opportunities for American Indian students.”*

**Background.**

*“Districts that claim federally identified American Indian students residing on Indian lands for Title VIII Impact Aid funding shall develop and implement policies and procedures in consultation with tribal officials and parents. Additionally, the New Mexico Indian Education Act asserts that parent(s); families; tribal departments of education; community-based organizations; the Public Education Department; universities; and tribal, state, and local policymakers work together to find ways to improve educational opportunities for American Indian students.”*

**Methods.**

Tribal Consultations include local government tribal officials, Navajo Nation Department of Education, the Indian Parent Advisory Committee, and Indian Education Committee. Tribal Consultations are scheduled every school year; two with the Navajo Nation and one with the local government during our Impact Aid Training. The local tribal government and district parent advisory committees have a tribal consultation in the late fall via a summit. The Navajo Nation Department of Education schedule their consultations twice a year; fall and spring. Tribal consultation meetings are informational sessions on grants, educational programs, compliance, and implementation. Meetings for the Indian Parent Advisory Committee and Indian Education Committee are scheduled on a monthly basis. Our federal Indian grants are discussed at the meetings and Action Items are approved at that time.

**SSO:**

- Consultation
- Meetings
- Collaboration

**Results.**

Based on Data and needs assessments shared with the Indian Parent Advisory Committee and Indian Education Committee, committees participate in grant planning and implementation for grant funding.

**SSO:** Community partnership with district Indian education committees, parent advisory councils, and all Indian organizations.

**Conclusion.**

CCSD collaborates with local tribal government officials that represent the chapters that our students live in and our Indian Parent Advisory Committee and Indian Education Committee members consist of parents, grandparents, teachers, and students.

**SSO:** Strong community partnership.

**Action Plan.**

CCSD will continue to improve and collaborate with our tribal officials at the local and Navajo Nation level, parents, guardians, teachers, and students. We will continue make efforts to become transparent with parent involvement with planning and implementation of grants and educational programs.

**SSO:**

- Consultation
- Meetings
- Monitoring

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*INDIGENOUS RESEARCH AND EVALUATION MEASURES AND RESULTS  
FOR EFFECTIVE CURRICULA FOR TRIBAL STUDENTS*

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**Objective.**

*“The research objective ensures that New Mexico schools receive adequate assistance for planning, development, implementation, and evaluation of curricula in native languages, culture, and history designed for tribal and non-tribal students as approved by New Mexico tribes.”*

**Background.**

*“Indian Education has been working to strengthen the field of Native education research, data, and best practices. The development of resources for Native education researchers, evaluators, educators, professors, and others who are working within Indian Education has been to improve education for our American Indian students enrolled in all schools. The Indigenous research methodologies differ from the Western educational approaches. In Western academic models, the research project and data are separated from the researcher, who is merely an onlooker. Though the data collected by Indigenous research methodologies can be analyzed quantitatively as well as qualitatively, just like data collected by Western research methods, the acknowledged relationship between researcher and data naturally challenges Western research paradigms. Indigenous research methodologies are powerful and worthwhile despite this challenge because they provide vital opportunities to contribute to the body of knowledge about the natural world and Indigenous peoples”.*

**Methods.**

Historical and current factors contribute to the unique context of American Indian English learners. For example, AI/AN students who are English learners are unique from other English learners in that their home language may be English.<sup>4</sup> AI/AN English learner may not exhibit fluency in their heritage language. Historically, Native language use was forbidden, yet despite this disruption American Indian languages survived and many communities are engaged in revitalization efforts. Federal policy compels states to support Native language learning<sup>5</sup> and consult meaningfully with Tribes regarding the development of state accountability plans.<sup>6</sup> Every Student Succeeds Act (2015) includes provisions “to ensure that Indian students gain knowledge and understanding of Native communities, languages, tribal histories, traditions and cultures.”<sup>7</sup>

This includes instructional interventions specific to American Indian students that are



effective in incorporating relevant American Indian cultural traditions and pedagogy.

- a lack of studies establishing a causal link between instructional methods and outcomes for American Indian English learners.<sup>8</sup>
- culturally responsive practices for American Indian and Alaska Native learners in general and effective practice for teaching academic language to English learner students.
- professional learning focused on the needs of American Indian learners

District needs assessments given to parents, guardians, teachers, and students indicate needs for our Navajo children. For many years, the result from the needs assessments indicate there is a strong need to have students to revitalize their Navajo language, establish and strengthen their cultural identity. Current research does not need to inform our Navajo people the status of our Navajo language. It is very apparent that the intergenerational transmission of the language and cultural knowledge is not being passed on. Our district currently focuses on two objectives based on the need's assessments; oral language development only and cultural identity. Any professional development for our Heritage Navajo language teachers are on oral language development methodologies and strategies, Second language acquisition methodologies and strategies, Authentic Assessments, cultural education, language revitalization research, methodologies, and strategies. Culture and linguistic education are also provided for employees that are Navajo and non-Navajo employees.

In addition, the Yazzie Martinez lawsuit and rulings have also allowed the district to increase awareness and training in culture and linguistic diverse instruction in all facets across district departments and content areas. The rulings have also allowed the district to create an Equity Council consisting of parents, district staff, and students.

**SSO: Implementation of**

- Research based instruction practices
- Universal design instruction practices
- Best practices
- Monitoring and documentation

**Results.**

Our district primarily serves a high percentage of Navajo children; therefore, trainings on Culturally and Linguistically Diverse Instruction (CLRI) is provided and highly encouraged. Our state and federal Indian Education grants provide core teachers opportunities to take advantage of the funding by incorporating CLRI into their core instruction, order culturally and linguistic relevant supplies and materials, and provide cultural and linguistic enrichment opportunities such as field trips and participating in conferences. Our Heritage

language teachers incorporate cultural themes into language instruction and focus on oral language development by providing opportunities for beginning conversation and utilizing Projects-Based learning

**SSO:** Effective instruction for students with disabilities approved/recommended by NMPED

### **Conclusion.**

Incorporating Indigenous way of thought imbedded in core and Heritage instruction has increased the value of Navajo language and culture within our students. In addition, providing opportunities for enrichment in language and culture also allows students to become aware of their cultural awareness and its importance.

**SSO:**

- High graduation rate
- Students meeting individual education plan goals
- Successful students with disabilities

### **Action Plan.**

The Intercultural and Community Outreach will continue to support all teachers regardless of their content area, and provide opportunities to imbed CLRI into their instruction. In addition, Heritage language teachers will continue to receive professional development and learning on a monthly basis to support Heritage instruction and provide opportunities for them to implement the professional development and learning. They will also continue to be involved in strengthening the language program through the development of an oral language focused curriculum and assessments.

**SSO:**

- Annual individual education plan meetings
- Provide PDs for case managers
- Weekly meetings site specialist
- Monitoring
- Documentation

<sup>4</sup> Carjuzaa & Ruff, 2016.

<sup>5</sup> Bilingual Education Act, 1968; Indian Education Act, 1972; Indian Self-Determination and Education Assistance Act, 1975; Native American Language Act, 1990.

<sup>6</sup> Every Student Succeeds Act, 2015, Sec. 1111(a).

<sup>7</sup> Every Student Succeeds Act, 2015, Sec. 1111(a).

<sup>8</sup> In addition to AI/AN students being historically underserved and understudied, several factors may contribute to the lack of rigorous studies, including difficulty employing comparison groups due to small populations; the diversity of Native languages spoken across families and communities; and issues with identifying AI English learners. Carjuzaa & Ruff, 2016

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## Access to Native Language Programs

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### Objective.

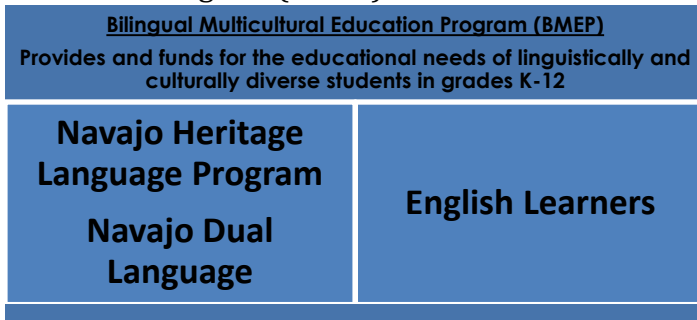
*"It is imperative that native language and bilingual programs are part of a schools' development plan"*

### Background.

*"The ability to access native language programs was added to the Rule of the Indian Education Act in 2019, and will become a part of the statewide IED TESR: 22-23A-5 (E2) aid school districts and New Mexico tribes in planning, development, implementation and evaluation of curricula in native language, culture and history designed for all students, including American Indian and Alaska Native students, as approved by Indian nations, tribes, and pueblos in New Mexico."*

### Methods.

The Navajo Language Program at CCSD is part of the state Bilingual Multicultural Education Program (BMEP).



The language program objectives and curriculum meet the NM Indian Education Act and the NM Bilingual Multicultural Education Act under Indigenous languages.

**Assessments:** CCSD has an MOU with the Navajo Nation to utilize their assessment. The Din4 Language Proficiency Assessment (DLPA) is what is utilized. It only assesses K, 4<sup>th</sup>, 8<sup>th</sup>, and 12<sup>th</sup> grades; however, at the district level, we utilize this same assessment to assess all our K-12 students in our Navajo language programs. There are also summative assessments created for the oral language curriculum.

**Enrichment:** Based on the EL Identification process for the state BMEP, identified English Learners have priority to be enrolled in Navajo Heritage classes; however, we have many students who attend as enrichment students. We have one school that has their entire school attend Navajo Heritage.

**SSO:**

- English language learner classroom strategies
- Instruction and assessment accommodations
- Bilingual class

**Results.**

We have fourteen Navajo Language teachers who possess the NM 520 Certification to teach language and culture. We have eight teachers who are NM certified K-8 or 9-12 with TESOL or MCNL endorsements.

**Elementary:**

Navajo Heritage: 778 students

Navajo Dual Language: 34 students

**Middle School:**

Navajo Heritage: 358 students

**High School:** 488 Students

**SSO:** Students with disabilities receive accommodations and instruction to address needs

**Conclusion.**

Under the BMEP, CCSD has a Navajo Heritage program at every school K-12. Some schools have two teachers. The Navajo Dual Language program is a K-12 program and a 90/10 model. CCSD has implemented a second Dual Language program at another school beginning with K-1<sup>st</sup> for SY 21-22.

Each school that has a Navajo Heritage program is scheduled at 60 minutes a day. The Dual Language program schedule is according to the 90/10 percentages.

CCSD has identified that the Navajo Heritage program has a total of 20-21 days of instruction for a school year. The Dual Language program has more advantage at approximately 77 days of instruction for a school year. With this realistic situation and Second Language Acquisition Methodologies and practice, the language program has two objectives; oral language development and cultural identity development. The curriculum that is being utilized was developed to meet these objectives.

Navajo Heritage and Dual Language teachers have been trained in the following;

- Second Language Acquisition Methodologies (Western/Navajo Lens)
- Authentic Assessments
- Curriculum and Assessment development
- Culture Education
- Oral Language Methodologies and strategies
- TPR strategies
- Staying in the language
- Experiential Education
- Projects-based learning
- Rubrics development
- Din4 Philosophy of Education

Secondary Navajo language classes are utilized as electives. ICO created the following levels to ensure differentiation for comprehension of language levels;

- Navajo for non-speakers
- Navajo for beginning speakers
- Navajo for intermediate speakers
- Navajo for advanced speakers

Curriculum and assessments are differentiated based on the American Council on the Teaching of Foreign Languages (ACTFL) because Indigenous language revitalization with the focus on oral language entails primarily, comprehension in accordance with Second Language Acquisition Methodologies. ACTFL is the only resource that truly supports the methodologies of Indigenous language acquisition at a school level without it truly focusing on letter grades as a form of proficiency.

**SSO:** Students with disabilities will have access to native language programs.

### **Action Plan.**

1. CCSD has implemented the Grow Your Own Initiative to do the following to address teacher shortage in content areas and specifically in Navajo Language;

- HS Educators Rising program
- Establishing a partnership with University of Colorado at Colorado Springs to begin dual credit classes specific for a 4-year Early Childhood Degree with an endorsement in Special Education.
- Partnership with Din4 College to have EAs or other staff in the district obtain their teaching degree specific to culturally and linguistic diverse students.
- Establishing a partnership with NM Highlands University to work with current staff interested in obtaining a 4-year degree in teaching.

- Coaching and mentoring current EAs who are fluent Navajo speakers to take the Navajo Nation assessment for the NM 520 Licensure.
2. Professional Development and learning will continue virtually and on-site for Navajo language teachers in regards to instructional practice and implementation
  3. Biweekly observations and visits to all Navajo language classes to support teachers.
  4. Continuous recruitment of teachers within the district, local colleges and universities.
  5. Annual revisit of the curriculum to ensure students are being supported

**SSO:**

- Annual individual education plan meetings
- Provide PDs for case managers
- Weekly meetings site specialist
- Monitoring
- Documentation

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## CONCLUSION

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*In conclusion, this report helps our district see our areas of need for improvement. It also allows different departments to self-evaluate for improvement, but it also provides necessary information that provides awareness. CCSD may have challenges but this report is a resource for our district in many facets in the realm of school and leadership improvement in infrastructure.*