

Central Consolidated School District



Dream Diné
Charter School

Tribal Education Status Report

For School Year 2020-2021

Issued September 2021

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EXECUTIVE SUMMARY

Dream Dine' Charter School is located on the Navajo Nation with the following vision and mission statement;

“Dream Dine’ is a place-based elementary school where the Dine’ (Navajo) culture, language, and history are the foundation of an experiential curriculum. Through a dual language and culture program, we will nurture strong, compassionate, bilingual young people who are committed to their personal and community health, wellness, relationships, and academic progress.”

“Our goal is to matriculate bilingual students who can communicate fluently in both Navajo and English in academic, social and political settings, who have the first-hand experience in applying cultural knowledge to address various challenges facing their own communities, and whose sense of identity allows them to pursue college, career, and community service.”

This report is based upon Dream Dine' Charter School Year 2020-2021 in the areas of improving academics, funding, attendance rate, parent advisory council, tribal consultation, curriculum and evaluation measures, and our Navajo Language Program.

As a school our biggest challenge was to continue atypical instruction due to the pandemic that changed the course of teaching modalities. The adjustment was made for the benefit of our students to continue learning in unusual circumstances at home and online played a major factor in attendance and academic success. Our attempt to function as an operating school had some downfalls but also successes. It is within this report that we learned from the situation and became more aware of the crucial components that our students and families needed. As a team we collaborated and provided the best ultimate means possible for our students to continue their learning in a difficult environment. We focused more on the social emotional learning that is needed for our students to improve, we supported the families with instructional materials that were needed, we became more aware of our community as we came together as one so our children could continue to be educated.

INTRODUCTION

Dream Dine' Charter School began in 2015 with the intention of providing Dine' Culture and Learning to the students on the Navajo Reservation through an experiential learning experience. Our purpose is to educate students of the duality that they live in and become accustomed to the various lifestyles so that they can become successful and be contributing members of their communities.

We are a small school located in Shiprock, New Mexico with 29 students during the school year 2020-2021. Our attendance increased from last year due to recruitment within the community, teacher retention, and communication efforts. We continue to increase enrollment every year by 10% which will lead to relocating to a larger site with more functional buildings.

We strive to be a community school with partners in our surrounding area we utilize to assist with students' learning. Included as partners are Office of Dine' Youth, Dine' College, NTUA, Choice Wireless, Shiprock Chapter, Shiprock Farmer's Market, Navajo Nation Head Start, UNM, NMSU, and San Juan College.

As a partner, NACA (Native American Community Academy) Inspired School Network is our main support system that provides guidance in the areas of finance and budget, grants, recruitment, professional development, mentoring, facility advice and data analysis. Together with their efforts Dream Dine' is able to operate as a Charter School on the Navajo Reservation with Central Consolidated School District as our authorized district.

STATUTORY REQUIREMENTS

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 the 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



STUDENT ACHIEVEMENT

Objective.

Students will increase their reading skills by 5% growth by April 2020 using istation as a baseline data.

Students will increase their math fluency skill by 5% growth by April 2020 using istation as a baseline data.

Background.

In March 2020 our school was closed due to the pandemic and at the beginning of the school year 2020-2021, our school opened up remotely for students and staff. Computers along with phones with hotspots were provided for our families. Individual work packets were put together by teachers and no-contact delivery was provided by our mail carrier. Meals were also provided for students and delivered to their homes daily. Staff were compensated for their internet over the months as we prepared for reopening. The school reopened in April 2021 after preparing the campus for reopening such as ordering HEPA filters, sanitizing the classrooms, ordering PPE, hand sanitizer, sneeze guards, and indoor sinks. Professional development was provided for staff utilizing the NMPED tool kit as a resource on teaching in the classroom.

Methods.

Students were taught remotely through ZOOM conferencing. Other technology was provided such as document cameras, small mirrors, white boards for students. Hands-on materials were boxed and sent out through the carrier to all students. Teachers used Google Classroom as a platform to communicate with students and to submit homework online.

Action Plan.

Staff meet online for professional development to review how to address issues with online learning. The following was discussed:

1. Computer access with online learning.
2. Parental support from the school
3. Grading and attendance
4. Google classroom as a learning platform.
5. Parent Involvement PAC Meetings.
6. Weekly meetings to discuss concerns and progress of teaching online

Assign testing to students to take at home once a month. Provide technology training for teachers and parents that need assistance. The school contracted out a technology technician to assist with staff.

The principal communicates to parents and staff once a week to provide updates from NMPED and Navajo Nation about COVID.

Online meetings for parents once a month to share and voice concerns and to provide family activities.

Teachers developed work packets for students to assist with learning online and delivered



by mail carrier.

Meals will be provided to all students at home by mail carrier.

Hands-on materials and classroom supplies provided to all students at home.

Results.

Students and staff struggled to adjust to teaching and learning online. Teachers were not comfortable with using technology and were provided training on ZOOM and GOOGLE Classroom. After a few weeks they began utilizing the annotations on the computer to assist with online learning. Out of 30 students that started at the beginning of the school year we ended up with 26. Eventually, students dropped out because of the following reasons;

1. They did not like online learning.
2. The internet reception was not good enough to stream video
3. Their family was sick and contracted COVID

Teachers continued with lesson planning using the schools curriculum and tested students with short cycle assessments (iStation). The state testing was waived for this year therefore we do not have state data, but the school attempted using the iStation data to drive instruction which was not reliable data since it was given at home. This was concluded by analyzing the data to see that some students performed above average one month and below average the next. Therefore, we did not use the data to determine student growth for the objective.

Conclusion.

This school year was the most difficult and challenging year for students and staff to continue education online during the pandemic. As a team we continued to meet on Professional Development days to make a plan according to the NMPED Tool Kit, provided opportunities for students to express their viewpoint during tutoring and provided them project based learning activities once a week. This approach was welcomed by most parents, but overwhelmed others. Surveys were created to get feedback from parents about the online learning, what they needed and recommendations about reopening. Although the outcome of the surveys were minimal, there was some feedback we were able to use.

SCHOOL SAFETY

Objective.

All students will be provided a safe and learning environment during the school year 2020-2021.

Background.

In March 2020 our school was closed due to the pandemic and at the beginning of the school year 2020-2021, our school opened up remotely for students and staff. The school reopened in April 2021 after preparing the campus for reopening such as ordering HEPA filters, sanitizing the classrooms, ordering PPE, hand sanitizer, sneeze guards, and indoor sinks. Professional development was provided for staff utilizing the NMPED tool kit as a resource on teaching in the classroom.

Methods.

The school followed the NMPED Toolkit and the administrator attended the weekly state meetings held by the Education Secretary.

The administrator was transparent and communicated all information and requirements in regard to safeguarding the campus before students will attend face to face.

Materials and equipment were ordered with CARES Act funds to fulfill the safety requirements set by CDC and NMPED

Action Plan.

1. Review Safety Plan in place and add in COVID guidelines from the NMPED Toolkit.
2. Meet with the Safety Team to review requirements for the School Facility.
3. Order materials needed, HEPA filters, PPE, portable sinks, air purifiers, sneeze guards.
4. Contract professional cleaning services for carpet cleaning and sanitizing rooms.
5. Notify NMPED and Navajo Nation of progress of completing sanitization of school.
6. Parents are notified of procedures and protocols upon returning to campus.
7. Staff training provided for safety protocols.

Results.

The campus was secured with HEPA filters for the classroom and air purifiers to assure a cleaner environment. The rugs and rooms were cleaned and sanitized by professional cleaners. PPE, hand sanitizer, cleaning wipes, thermometers, face shields, sneeze guards, posters were ordered for every classroom for students and staff to use. The school was inspected by the local fire marshall and received notification to reopen. This information was sent to NMPED and Navajo Nation to verify that the school was ready to reopen among the pandemic.

Conclusion.

In conclusion, the staff and students were able to continue with face to face instruction once the requirements were made for the students to return to campus safely. There were no incidents of students getting sick on campus. Protocols and procedures were set in place

before the students could return and that was communicated to the parents and staff. Everyone was required to wear masks on campus, get their temperature check and questioned if they have been sick or around someone that has COVID.

GRADUATION RATES

Objective.

This does not pertain to our school as we are an elementary school, K-5.

Background.

Methods.

Action Plan.

Results.

Conclusion.

ATTENDANCE

Objective.

To increase attendance by 85% for the school year 2020-2021.

Background.

In March 2020 our school was closed due to the pandemic and at the beginning of the school year 2020-2021, our school opened up remotely for students and staff. The school reopened in April 2021 after preparing the campus for reopening such as ordering HEPA filters, sanitizing the classrooms, ordering PPE, hand sanitizer, sneeze guards, and indoor sinks. Professional development was provided for staff utilizing the NMPED tool kit as a resource on teaching in the classroom.

Methods.

Daily attendance taken and recorded by the teacher in the student information system
Parental contact to reinforce student attendance
Technology equipment provided for students to attend online learning

Action Plan.

1. The Attendance Committee plan created and developed a system with goals to improve attendance in the classrooms and with remote learning.
2. Attendance plan was shared with parents, staff and students.
3. Materials were ordered to support the plan, attendance certificates, ribbons, incentive supplies.
4. Attendance was monitored daily and the clerk called parents of students that were absent.
5. Students that were present were given bonus points for attending school everyday and rewarded every three weeks by using their points in "purchasing" items from our school store.

Results.

The difficulty in keeping track of attendance on a daily basis online was high. Teacher's were provided training on using a student information system to keep track of attendance, but students struggled to attend online for various reasons. Some included, lack of internet services, illness, and parental support. The attendance dropped due to lack of motivation to attend.

Conclusion.

Through the pandemic our school attempted to continue student learning remotely, every student received a computer, materials to use at home, and a delivery system was set up for staff to send homework and meals. The staff met every week to review challenges

that students were facing and created solutions to assure they continued to receive an education. The biggest factor was emotional support at home where staff were provided training as students struggled to attend classes online, focus and pay attention, complete assignments using the technology.

PARENT AND COMMUNITY INVOLVEMENT

Objective.

Parental involvement will increase by 50% in monthly meetings and family events using community partners to assist with activities.

Background.

In March 2020 our school was closed due to the pandemic and at the beginning of the school year 2020-2021, our school opened up remotely for students and staff. The school reopened in April 2021 after preparing the campus for reopening such as ordering HEPA filters, sanitizing the classrooms, ordering PPE, hand sanitizer, sneeze guards, and indoor sinks. Professional development was provided for staff utilizing the NMPED tool kit as a resource on teaching in the classroom.

Methods.

Meetings were scheduled every month for parents to discuss concerns and plan family events.
Office manager assisted the PAC President in setting up meetings, providing ideas, supporting parents to attend and organizing plans.
Attendance was taken to keep track of how many attended the meetings for future reporting.
Partnerships were created to support parental

Action Plan.

1. Office staff met with the Parent President to discuss yearly goals.
2. Calendar was set to hold meetings based upon bylaws.
3. Agenda was set up and shared with office staff.
4. Parents were notified of events and encouraged to attend through various platforms, letters home, social media, emails, phone calls.

Results.

The family events for the pandemic year were all held online. There were fewer events held than the previous year. The number of families that attended waned due to lack of interest, illness, out of town, etc. There were only six events held this past year as compared to the previous year.

Conclusion.

The continuation of having parent involvement is important to our school and the PAC President continued to persevere after the other officers abandoned their position due to the pandemic. Even though there are very few parents interested in the events, we felt it important to continue to show support for the parents in other areas such as giving out food for families, providing PPE, and communicating clearly our school



expectations.

EDUCATIONAL PROGRAMS TARGETING TRIBAL STUDENTS

Objective.

All students will attend classes in Reading, Math, and Navajo Language on a daily basis for the entire SY 2020-2021

Background.

In March 2020 our school was closed due to the pandemic and at the beginning of the school year 2020-2021, our school opened up remotely for students and staff. The school reopened in April 2021 after preparing the campus for reopening such as ordering HEPA filters, sanitizing the classrooms, ordering PPE, hand sanitizer, sneeze guards, and indoor sinks. Professional development was provided for staff utilizing the NMPED tool kit as a resource on teaching in the classroom.

Methods.

Teaching was delivered online for students using ZOOM.
Professional Development was provided for teaching using Google classroom and ZOOM
Training was provided for parents on technology.
Hotspots are provided for families

Action Plan.

1. Students were provided laptops to use at home.
1. Phones with hotspots were assigned to those that needed internet services.
2. A schedule was set up for students to use hyperlinks to attend classes.
3. Office staff assisted families at home to attend classes online
4. Delivery system was set up to deliver homework and materials to families.



5. Materials and Supply boxes were given out to students to support them at home.
6. Teachers used technology to support classroom learning.

Results.

Students attended online classes for Reading, Math and Navajo Studies for one hour every day. Attendance was taken by the teachers and parents were called to assure students attended. Technology was provided for all students and three families received training on how to use technology.

Conclusion.

During this difficult time during the pandemic the school still offered the core classroom instruction but limited it to one hour a day. Other ways to teach the students involved providing packets that were delivered to homes, offering tutoring online after school which focused on social emotional learning. Out of tutoring a project based learning was developed which is now called, "Dream Dine News." This project was established by the students as they were the ones that adapted and adjusted to online learning like they were reporters.

FINANCIAL REPORTS

Objective.

To use all relevant funds provided to the school during SY 2020-2021 that will support the educational environment on campus and at home.

Background.

In March 2020 our school was closed due to the pandemic and at the beginning of the school year 2020-2021, our school opened up remotely for students and staff. The school reopened in April 2021 after preparing the campus for reopening such as ordering HEPA filters, sanitizing the classrooms, ordering PPE, hand sanitizer, sneeze guards, and indoor sinks. Professional development was provided for staff utilizing the NMPED tool kit as a resource on teaching in the classroom.

Methods.

Apply for grant funding, Indian Education Act and Bilingual Multicultural Educational Grant.
Plan and set goals with the school team that are relevant to student learning.
Be transparent in how funds will be spent with a budget

Action Plan.

Meet with staff to discuss goal setting for students and identify strategies and professional development needed to support these goals.
Apply for grants and funding
Establish a budget that supports classroom learning
School administrator and Business Manager meet weekly to establish a budget for the SY 2020-2021.

Results.

Majority of funding was used for salaries and purchasing materials to support the students at home. Items such as new computers, hotspots, hands-on materials were purchases made for students to utilize at home.

Conclusion.

The sources of funding were used for student support at home. Purchases were made and items delivered to students for support at home to continue online learning.

*CURRENT STATUS OF FEDERAL INDIAN EDUCATION
POLICIES AND PROCEDURES*

Objective.

To research and identify policies and procedures that pertain to student learning such as Title I and the Indian Education Act.

Background.

In March 2020 our school was closed due to the pandemic and at the beginning of the school year 2020-2021, our school opened up remotely for students and staff. The school reopened in April 2021 after preparing the campus for reopening such as ordering HEPA filters, sanitizing the classrooms, ordering PPE, hand sanitizer, sneeze guards, and indoor sinks. Professional development was provided for staff utilizing the NMPED tool kit as a resource on teaching in the classroom.

Methods.

Communicate with NMPED to identify requirements in applying for the Indian Education Act and submit a plan.

Communicate with the district authorizer to assure that Title I funds are transferred to our school.

Action Plan.

Prepare and complete the Indian Education Act Grant

Communicate with Business manager about Title I Funds and other grants that support Navajo Language, Literacy and ELs

Results.

The school received funding for the IED Grant which supports Navajo Language in the classroom with salaries, materials and supplies, and professional development.

Title I funds were utilized for the same, teacher salaries and materials and supplies.

Conclusion.

Being in a small school environment the funding for Title I funds rely on enrollment which NMPED supplies through our authorizing district. The Business Manager communicates with them to assure our funds are transferred to our school for support. The Indian Education Grant also supports salaries to teach Navajo Language and purchasing materials and supplies for the classroom.

The school receives Johnson O'Malley through the authorizing district and they purchase items and deliver them to our school.



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

Objective.

To increase attendance by 85% for the school year 2020-2021 and prevent dropouts.

Background.

In March 2020 our school was closed due to the pandemic and at the beginning of the school year 2020-2021, our school opened up remotely for students and staff. The school reopened in April 2021 after preparing the campus for reopening such as ordering HEPA filters, sanitizing the classrooms, ordering PPE, hand sanitizer, sneeze guards, and indoor sinks. Professional development was provided for staff utilizing the NMPED tool kit as a resource on teaching in the classroom.

Methods.

Daily attendance taken and recorded by the teacher in the student information system
Parental contact to reinforce student attendance
Technology equipment provided for students to attend online learning

Action Plan.

1. The Attendance Committee plan created and developed a system with goals to improve attendance in the classrooms and with remote learning.
2. Attendance plan was shared with parents, staff and students.
3. Materials were ordered to support the plan, attendance certificates, ribbons, incentive supplies.
4. Attendance was monitored daily and the clerk called parents of students that were absent.
5. Students that were present were given bonus points for attending school everyday and rewarded every three weeks by using their points in "purchasing" items from our school store.

Results.

Similar to the attendance plan there was difficulty in keeping track of attendance on a daily basis online.. Teacher's were provided training on using a student information system to keep track of attendance, but students struggled to attend online for various reasons. Some included, lack of internet services, illness, and parental support. The attendance dropped due to lack of motivation to attend.

Conclusion.

Through the pandemic our school attempted to continue student learning remotely, every student received a computer, materials to use at home, and a delivery system was set up for staff to send homework and meals. The staff met every week to review challenges that students were facing and created solutions to assure they continued to receive an education. The biggest factor was emotional support at home where staff were provided training as students struggled to attend classes online, focus and pay attention, complete assignments using the technology.

*PUBLIC SCHOOL USE OF VARIABLE SCHOOL
CALENDARS*

Objective.

To compare and contrast other calendars and develop and create a school calendar that will be conducive to learning in a remote setting and on campus.

Background.

In March 2020 our school was closed due to the pandemic and at the beginning of the school year 2020-2021, our school opened up remotely for students and staff. The school reopened in April 2021 after preparing the campus for reopening such as ordering HEPA filters, sanitizing the classrooms, ordering PPE, hand sanitizer, sneeze guards, and indoor sinks. Professional development was provided for staff utilizing the NMPED tool kit as a resource on teaching in the classroom.

Methods.

Collaboration with the school team, authorizing district, Parent Advisory Committee and community stakeholders.

Input from Governing Board Members.

Action Plan.

School team reviews the previous calendar and other local districts to plan the school calendar.

Surveys were submitted to get community input through a needs assessment.

Team review required a number of days and planned the school year accordingly.

The school calendar focus is to mirror our authorizing district for future teacher collaboration.

Results.

The school calendar review team developed a calendar with extended days to support loss of learning. K5+ summer program was added into the calendar which added in a total of 15 extra days on the calendar. Funding will be provided for these programs from NMPED.

Conclusion.

The process of including all stakeholders in implementing the school calendar supports the school and students in providing more opportunities for learning to occur. Since the pandemic, many instructional hours have been lost due to many factors such as lack of internet service, learning computer based programs to support learning, and lack of interest to attend online learning. Hopefully, the next year will be even better once students return to campus.



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

Objective.

To meet with tribal leaders on a monthly basis for updates and collaborate and consult with the Navajo Nation Department of Education.

Background.

In March 2020 our school was closed due to the pandemic and at the beginning of the school year 2020-2021, our school opened up remotely for students and staff. The school reopened in April 2021 after preparing the campus for reopening such as ordering HEPA filters, sanitizing the classrooms, ordering PPE, hand sanitizer, sneeze guards, and indoor sinks. Professional development was provided for staff utilizing the NMPED tool kit as a resource on teaching in the classroom.

Methods.

Collaborate and plan to attend tribal leaders meetings, forums and conferences. Schedule time to meet with tribal leaders to provide updates on school opening.

Action Plan.

The administration took lead in attending tribal meetings so updates will be provided for the school to move forward. The principal will support the school in following guidelines towards reopening the school. The principal also will take the lead in a meeting with the Navajo Nation Department of Education to report yearly progress.

Results.

The principal met with tribal leaders online and prepared a report that provided academic achievement and preparation for online learning and reopening the school. The principal attended the weekly tribal meetings to stay informed of the statistics of COVID and orders from the Navajo Nation that took place for the safety of all students.

Conclusion.

The school did provide data for the tribal leaders but that information is not accurate as the assessments were taken at home and the data was skewed, some students did not take the test and parents assisted their child in answering the test questions. This information was provided to the tribal consultation along with enrollment, funding sources, and reopening strategies.



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

Objective.

To research and identify best practices in dual language learning online and remotely in the classroom.

Background.

This charter school was founded on the principles of teaching a dual language for all students. What makes this school different from other programs is there is a specific curriculum identified around the culture supporting the language of the Navajo by teaching students vocabulary which leads to fluency. The school uses a 50/50 model of teaching the language which includes teaching English in the regular education classes of reading and math.

Methods.

Use the Navajo Curriculum that centers around the seasons
Hands-on Project Based Learning
Community Partners
Professional Development

Action Plan.

Teachers meet during the summer months to review and edit the Navajo Language Curriculum
Common Core Standards are aligned with Dine Content Standards
Professional Development on lesson planning and project based learning
Create short-cycle assessments to progress monitor student gains.

Results.

There was a turnover in staff with three people leaving after the end of the school year and other certified staff including the Principal took over revising the curriculum. Funding was provided for the staff to complete the job, but without attending face to face over the summer months the curriculum revision was not completed as anticipated, including developing short-cycle assessments.
Hands-on projects were developed as a unit of study that was embedded into the Navajo Curriculum. Students received materials at home and completed the projects online with teacher guidance.
Teachers received Professional Development and collaborated on developing a three week unit of study that was cross curricular with reading, math and writing.

Conclusion.

The idea of revising the curriculum during the summer months is the best time to develop a unit of studies. Unfortunately this was not the right time to complete the units with a pandemic that limited the staff to work together as a team. The continuation of completing the curriculum will be placed in new staff that will come on board for SY 2021-2022.

Access to Native Language Programs

Objective.

All students will attend classes in Navajo Language on a daily basis for the entire SY 2020-2021 whether online remotely or on campus face to face.

Background.

This charter school was founded on the principles of teaching a dual language for all students. What makes this school different from other programs is there is a specific curriculum identified around the culture supporting the language of the Navajo by teaching students vocabulary which leads to fluency. The school uses a 50/50 model of teaching the language which includes teaching English in the regular education classes of reading and math.

Methods.

Teaching was delivered online for students using ZOOM.
Professional Development was provided for teaching using Google classroom and ZOOM
Training was provided for parents on technology.
Hotspots are provided for families
Teachers taught Navajo Language online and in tutoring

Action Plan.

Mass mailing to all stakeholders to share opportunities of providing students a small school environment which encompasses Dual Language.

Develop outreach strategies to share vision and mission with stakeholders through social media, emails, surveys, and mass mailing.

Provide open enrollment for all students

Results.

Students attended online classes for Navajo Studies for one hour every day. Attendance was taken by the teachers and parents were called to assure students attended. Technology was provided for all students and three families received training on how to use technology. Although the enrollment decreased due to the pandemic, the students expressed their like for the Navajo Classes in a yearly needs assessment.

Conclusion.

The small school environment along with focus on Dual Language is the highlight of this school. Parents and students expressed their support in a needs assessment that was given towards the end of the year. The feature of learning the language is important to the surrounding community as it is a part of student's livelihood that supports their own identity in their community.



CONCLUSION

The school year 2020-2021 at our school had many challenges due to the rise of the pandemic and the adaptations to the events that occurred came as a result of adjusting to a new way of teaching. Technology took a forefront for our school and our staff rose to the occasion to learn quickly how to use a learning platform that was unfamiliar to them. To navigate new ideas and make changes so our students continue to learn online was difficult. It was challenging for many to adjust, but there was no other choice. As tried as they might, learning was a bare minimum with many hit and miss lessons for our students as our attendance was poor. Our teachers persisted with online learning, creating learning packets, meeting with parents, and communicated concerns and frustrations. All through these circumstances, the school continued to thrive and then the funding began to flow.

Once the state created new guidelines after many weeks of meeting with leaders, a COVID Tool Kit was created for schools to follow so our students will continue to be in a safe environment. Federal dollars began to come in and we were able to purchase items to secure a safe environment for our students. Once our school was "ready" to open with required HEPA filters, stocked with PPE, placing sinks in our portable classrooms, and sanitizing the classrooms it was time to open our doors. Reluctantly parents began sending students back to campus and the students had to learn new rules that were there to protect them from contracting the virus. Slowly our enrollment grew as the students began to enjoy being back on campus.

Now, we are at a place where we have no data to reflect upon, adding in social and emotional learning to our professional development, and teaching with covered faces like masked bandits. Although this was a strange year to reflect upon, education continued and educators along with it had to learn new strategies, especially at the elementary level. Looking back this may be time for innovative learning, getting away from the row of desks, or workbooks, hand-outs and using more relevant learning. We took that opportunity to attempt hands-on learning and provided kits to students at home to display other ways to learn. In tutoring the students developed a news channel simply because they felt like they were on television while on ZOOM. The staff focused more on social emotional learning and were more sensitive and empathic to our students as they struggled to learn online.

It was a difficult year, but good did come out of it in education and it will be a year we will never forget.