

**INDIAN EDUCATION ACT
STUDENT NEEDS ASSESSMENT
Cuba Independent School District**



Submitted to the
Indian Education Division
New Mexico Public Education Department

October 15, 2021

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**INDIAN
EDUCATION
ACT STUDENT
NEEDS
ASSESSMENT**

**CUBA
INDEPENDENT
SCHOOL DISTRICT**



**October 15,
2021**

Table of Contents

1.0 HB250 Needs Assessment OverviewPage 4

2.0 Cuba Independent School District Overview.....Page 4-13

2.1 Family and Community Engagement..... Pages 6-8

2.1.1 School Climate..... Pages 6-7

2.1.2 Logistics of Parent Involvement..... Pages 7-8

2.1.3 Communication between Parents and Schools... Page 8

2.1.4 Parent Roles..... Page 8

2.1.5 Other Venues for Parent Involvement..... Page 8

2.2 Curriculum and Instruction..... Pages 9-10

2.2.1 Curriculum Alignment with Standards..... Page 9

2.2.2 Instructional Approaches..... Page 9

2.2.3 Instruction for All Groups of Students..... Page 9

2.2.4 Instructional Alignment with Achievement..... Pages 9-10

2.2.5 Productive Instructional Practices..... Page 10

2.3 Professional Development..... Page 11

2.4 Technology..... Pages 11-12

2.3.1 Remote Learning: Families & Teachers..... Page 11

2.3.2 Remote Learning: Access..... Pages 12

2.5 Budget..... Pages 12-13

3.0 Gap Analysis.....Pages 14-25

3.1 Student Achievement..... Pages 14-18

3.1.1 Reading Achievement Pages 14-15

3.1.2 Math Achievement Pages 16-17

3.1.3 Science Achievement Pages 17-18

3.2 Graduation Rates..... Pages 19-20

3.3 Attendance/Absenteeism/Dropout..... Pages 21-23

3.3.1 Attendance Rates Page 21

3.3.2 Absenteeism Rates Page 22

3.3.3 Dropout Rates Pages 22-23

3.4 Climate Survey..... Pages 24-25

4.0 CISD Goals and Action Plans.....Pages 26-34

4.1 Strategic Plan Goals..... Pages 26

4.2 District Objectives..... Pages 26

4.3 Using Data to Guide School Improvement..... Pages 27-28

4.4 Action Plans Addressing Gaps..... Pages 28-33

4.4.1 Student Achievement.....Pages 28-29

4.4.2 Graduation Rates.....Pages 29-31

4.4.3 Attendance/Absenteeism/Dropout Pages 31-33

4.4.4 Climate Survey..... Pages 33-34

1.0 HB250 Needs Assessment: A Gap Analysis Overview

The Revised Indian Education Act requires Indian impacted school districts to conduct a needs assessment to determine what supports are needed in the public school, community, and at home to help Indian students succeed in school, graduate, and be prepared to enter post-secondary education or the workplace. To conduct a needs assessment, an analysis of the gaps that are seen in students' achievement, the schools they attend, the communities and homes in which they live is an important first step.

Gaps are the space between what is and what we desire for each of our students. Gaps are the experiences, opportunities, skills, and resources that are currently available to our students when compared with those that students in the best-resourced communities have access. One measure of this gap is how well Indigenous students perform in comparison to their peers in their own school districts or in comparison to other similar peers at the state level.

The results of a gap analysis assist in determining the needs of our students and communities in the support of our students. That first analysis of these gaps guides districts/charter schools in developing a useful needs assessment tool that informs them of the underlying needs that, when addressed in their action plans, will propel our students' towards their potential selves and will guide our communities.

2.0 Cuba Independent School District Overview

The Cuba Independent School District (CISD) serves several at-risk communities, which include the Village of Cuba and three Navajo Nation Chapters: Counselor, Ojo Encino, and Torreon. The Village of Cuba is a small-town rural community of 678 residents and 21.5% of those residents live in poverty. In contrast, 100% of students in the Cuba Independent School District (CISD) are eligible for free and reduced-price lunch through the Community Eligibility Provision and 100% qualify for Title I services. In fact, the New Mexico Public Education Department's (NMPED) 2021-2022 At-Risk Index for the CISD is 0.447, which is the highest index among 89 public school districts in the state and is based on the district's high rates of mobility, Title I services, and English language learners.

The Village of Cuba and surrounding communities are struggling with economic development due to the fact that mining, logging and other economic entities have left the area due to various reasons. This is a snowball effect leaving the most vulnerable, who are not able to relocate for better economic opportunities, to struggle with the situation at hand. Knowing that equal education is needed, an entire revamp of the educational system for Native American students began in school year 2019-2020 and has continued to the present school year. The Cuba Independent School District is also a plaintiff in the Yazzie-Martínez case, a case that supports equity and education for Native American students in CISD.

Specific indicators include: a) Communities have a 20.5% unemployment rate (2010 Census); b) High poverty is the norm as evidenced by 100% of students qualifying for free and reduced

lunch; c) CISD has the highest At-Risk Index rating of all districts in New Mexico; d) High rates of student mobility from school to school, within and outside of the district, impact student development and achievement;

The Cuba Independent School District (CISD) is comprised of three schools: Cuba Elementary School, Cuba Middle School and Cuba High School with a total student enrollment of 636 in school year 2020-2021. The majority of CISD students (72%) are Native Americans who reside on the Navajo Nation and are bused to school from very long distances. Remaining students in the district are Hispanic (22%), Caucasian (4%), Black (1%) and Asian (1%), with most residing in and around the Village of Cuba area. CISD enrollment by subgroup for SY 2020-2021 is as follows: Title 1 100%, Free & Reduced Lunch 99%, Males 54%, Females 46%, ELL 40%, Homeless (19%); and SPED 15%.

The following tables provide information on total student enrollments, the number and percentage of Native American Students, and data regarding Native American students enrolled in the Cuba Independent School District for SY 2016-2017, SY 2017-2018, SY 2018-2019, SY 2019-2020, and SY 2020-2021.

Table 1: Total District Enrollment			
School Year	Total District Enrollment	Total Native American Enrollment	% of Native American Students
2016-2017	554	356	64%
2017-2018	548	375	68%
2018-2019	559	376	67%
2019-2020	572	410	71%
2020-2021	636	460	72%

Table 2: Native American Categories								
School Year	Category							
	Economically Disadvantaged		Title 1 Part A - Schoolwide		With Disabilities		English Language Learners	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2016-2017	356	100%	356	100%	63	17.6%	109	34%
2017-2018	375	100%	375	100%	72	19.2%	76	21.3%
2018-2019	358	100%	358	100%	65	18.2%	174	46.4%
2019-2020	410	100%	410	100%	67	16%	185	45%
2020-2021	460	100%	460	100%	75	16.3%	191	42%

2.1 Family and Community Engagement

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

In 2019, CISD administrators conducted a comprehensive literature review of available evidence on family and community engagement and found four key factors that encourage engagement and improve student outcomes: school climate, logistics of parent involvement, quality of communication between parents and schools, and parent perceptions of the roles they play in their child’s education. The CISD staff has founded its framework for family and community engagement on these four factors, as described in the subsections below, and continues to use this framework in the current 2021-2022 school year.

2.1.1 School Climate

Since CISD serves a majority of Native students (70%), in 2019 the district’s schools built their operational framework using the 10 best suggestions from the Montana Office of Public Instruction for making rural schools a more welcome place, especially for Native students. The schools continue to use this operational framework in SY 2021-2022 as follows:

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

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

2.1.2 Logistics of Parent Involvement

Logistical obstacles, such as inflexible parent work schedules or lack of transportation, are among the most common barriers to parental involvement. CISD administrators address these obstacles by providing easier access to teachers and counselors (i.e., being available to parents outside of normal school hours), offering transportation for parents as necessary to attend certain school events, and considering more convenient alternative locations for events and meetings are all ways CISD help parents overcome logistical obstacles. The CISD operational framework includes the following logistical recommendations:

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

2.1.3 Communication between Parents and Schools

As schools serve increasingly diverse populations and move toward electronic forms of communication, even schools that make their best efforts to provide parents with information may not be communicating adequately. In many cases, communication between schools and families suffers due to language barriers and limited parent access to the technology that schools often use to communicate about student needs. The CISD schools have included in their operational framework the following recommendations for improving school communication with families and community:

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

2.1.4 Parent Roles

In general, the specific roles that parents should play are not always as well-defined. Often, parents require guidance from their child's school to better understand how best to become involved. CISD Community Schools include in their operational framework the following recommendations for establishing parent roles:

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

2.1.5 Other Venues for Parent Involvement

The CISD also provides a variety of venues for parent involvement including: newsletters; Back-to-School Night; Parent-Teacher Conferences; Parent access to the CISD website; resources provided at the school level; the School Reach communication text messaging system; Wi-Fi connections in the community for students; and we are currently working on assembling another parent group that will be more centered around community engagement.

2.2 Curriculum and Instruction

2.2.1 Curriculum Alignment with Standards

CISD continues working on reframing curriculum, in all subject areas, to align with state frameworks and assessments. Professional development continues to be provided for teachers regarding Common Core State Standards (CCSS). This extensive PD training also helped teachers recognize students who would benefit from differentiated instruction.

2.2.2 Instructional Approaches

Beginning in school year 2018-2019, and continuing into SY 2021-2022, the CISD administrators have been working with instructional staff to ensure they are using various instructional approaches and that they are being trained on how to implement those approaches within their classrooms. Professional development continues for all instructors to focus on standards, project-based learning, differentiated instruction, and cultural and linguistic responsiveness. The CISD administrators make every attempt to ensure that instructors incorporate students' culture and language into all aspects of their work. Project-based learning has become the most practiced and incorporated instructional approach, particularly when the COVID-19 pandemic forced students and staff to go into a remote learning mode.

2.2.3 Instruction for all Groups of Students

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

2.2.4 Instructional Alignment with Achievement

Teachers in our school district use student achievement data to support instructional decision making. That is, they have access to an abundance of student-level data, and the availability of such data has led many teachers to want to strengthen the role of data for guiding their instruction and improving student learning. Data provide a way to assess what students are learning and the extent to which students are making progress toward goals. Using data systematically to ask questions and obtain insight about student progress is a logical way to monitor continuous improvement and tailor instruction to the needs of each student. Armed with data and the means to harness the information data can provide, our

teachers make instructional changes aimed at improving student achievement, such as: prioritizing instructional time; targeting additional individual instruction for students who are struggling with particular topics; more easily identifying individual students' strengths and instructional interventions that can help students continue to progress; gauging the instructional effectiveness of classroom lessons; refining instructional methods; and examining schoolwide data to consider whether and how to adapt the curriculum based on information about students' strengths and weaknesses

2.2.5 Productive Instructional Practices

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

- Stage 1: Examine data. In PLCs, teachers analyze student data to identify precisely what academic problems deserve their attention most. Key to this work is establishing a culture where teachers embrace the use of data to inform curricula.
- Stage 2: Set goals. In PLCs, teachers shift their attention to addressing the gaps that they identified because of their data analysis work; then, PLC teams set specific student and educator learning goals. This stage ensures that educator learning is intentional and tied directly to what students need to learn.
- Stage 3: Learning individually and collaboratively. In PLCs, teachers extend their knowledge of content, content-specific pedagogy, students' learning styles, differentiation, and management of classroom environments.
- Stage 4: Applying new learning. In PLCs, teachers are guided through the implementation of meaningful, engaging instructional practices and provided with opportunities to practice and get feedback from peers before using these practices in the classroom.
- Stage 5: Refine practice. Finally, teachers discuss how their new knowledge and instructional strategies impacts what happens in the classroom and what formative assessments they used to gauge student learning.

2.3 Professional Development

The CISD plans to continue professional development trainings/learning through critical culturally responsive and culturally relevant pedagogy, research experience and internships, while simultaneously engaging local community members in the project to expand future opportunities for the youth to become educators/leaders through cradle to college education pathways.

In addition, the development of quality teachers, principals, administrators, and educational support personnel is one of the major goals of the New Mexico Bilingual Education Act (22.23.1 NMSA, 2004). Public school districts need to provide professional development to teachers, Native American language and culture teachers, teacher assistants, instructional support personnel, principals, bilingual directors or coordinators, associate superintendents, other instructional support personnel, and financial officers in the areas of:

1. research-based bilingual multicultural education and language revitalization programs and implications for instruction;
2. best practices of English as a second language (ESL); English language development (ELD) and bilingual multicultural education and language revitalization programs;
3. classroom assessments that support academic and language development;
4. principles of first and second language acquisition, including language revitalization, differentiated language instruction and sheltered content instruction; and
5. effective practices of program implementation and program evaluation.

2.4 Technology

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

2.4.1 Remote Learning: Support for Families and Teachers

As previously mentioned, CISD has one-to-one computers for each student in our district; we have set up hot spots in and around the Cuba community, and at each Chapter House. Buses are also equipped with Wi-Fi. Learning activities for students may take place at the chapter houses. The school district provides mobile jetpacks for all students to be used with students' laptops for Internet connectivity. The District provides satellite internet service for students that live in remote areas with since the jetpacks have little to no cellular service in certain remote areas.

2.4.2 Remote Learning: Access and Internet Connectivity

In summer 2019, CISD conducted an extensive needs assessment to gauge students' access to and use of technology; results revealed that a majority of our students did not have home computers on which to complete school work and that there was a tremendous lack of broadband networks for our Native students living on tribal lands. Beginning in fall 2019, the CISD Technology Department issued to every student in the district (approx. 630 students) a new laptop for school and home use; developed a plan to precisely determine students' network access to learning platforms, and reviewed available data plans for extending network access. Meanwhile, teachers issued homework assignments to students that were not Internet dependent. However, when COVID-19 hit in spring 2020, CISD Technology team immediately developed a "troubleshooting and technology assistance plan" to meet staff and students' needs related to technology.

First, the team purchased then placed over 10 Internet hot spots in and around the Cuba school community and Chapter Houses for use by students and staff. Next, the tech team offered assistive technical support to staff, students, and parents, including a 24-hour telephone technology help desk; weekly remote/virtual technology use training; weekly community call-in phone sessions for questions and answers about technology; and dependable, reliable, and fast technology equipment repair and/or device replacement. All of these key technology access components initiated in spring 2020 remain as an integral part of the CISD fall 2021-2022 Reentry Plan, with one addition: CISD Technology team has added Internet hot spots to the district's 15 school buses and now provides internet access for all students via mobile jetpacks or satellite internet service.

2.5 Budget

In addition to the operational funds secured through the New Mexico Public Education Department, CISD staff makes every effort to seek and secure additional funding for all students in the district. Native American students can also access all programs that are available in the district. For SY 2021-2022 this funding includes: Education of Homeless; Carl D. Perkins; CRRSA/ESSER II Covid Relief; ESSER III Covid Relief; ARPA Homeless Children & Youth; Johnson O'Malley; Impact Aid, Indian Education Formula Grant; GOB Library; Community Schools Implementation Grant; Indian Education Initiative; Indigenous Education Initiative; Early Childhood Education and Care; DWI NM Dare to be You; DWI NM Learning Lab/RAC; IDEA-B; IDEA-B Preschool; NextGen CTE; NMDOT Local Government Road Fund (LGRF); Pre-K Initiative; State Bilingual Multicultural Education Program; Title IA; Title IIA; Title III; Title IV; Title XIX Medicaid; and other private direct grants.

The CISD also makes every effort to seek and secure additional funding that is available exclusively Native American students enrolled in the district. The following summary chart lists additional funds that that provide additional funds for Native American students.

Chart 1: Indian Education Grant Awards and Funding		
Funding Source	Description	Amount
Higher Pathways	Award for Native American Students to promote college and career readiness.	\$2,183
Indigenous Education Initiative	Providing effective and culturally-relevant programs, opportunities and practices which contribute to the academic and cultural success of the students.	\$250,000
Indian Education Act District Initiative	Providing community engagement at all levels to maximize educational success of our Native American community	\$90,000
Johnson O'Malley	Provides supplemental educational opportunities and advocacy for Native American students	\$85,959
Title VI EASIE Indian Ed Formula Grant	Works with local educational agencies, Indian tribes and organizations, postsecondary institutions, and other entities toward the goal of ensuring that programs that serve Indian children are of the highest quality and provide for not only the basic elementary and secondary educational needs, but also the unique educational and culturally related academic needs of these children	\$90,269
Title VII Impact Aid Grant	Assists school districts that have lost property tax revenue due to the presence of tax-exempt Federal property, or due to the enrollment of federally connected children	\$135,026
Title VII Impact Aid Special Education	Part of the Impact Aid funding, but specific to Special Education	\$41,362
	TOTAL	\$694,799

3.0 GAP IDENTIFICATION AND ANALYSIS

Based on an extensive needs assessment, in SY 2020-2021, the Cuba Independent School District (CISD) gained input from parents, staff, community members, and students. Collaboration on student and family needs was also conducted with the Navajo Nation, Counselor Chapter, Ojo Encino Chapter, Torreon Chapter, Indian Education Committee, faith based groups, and local businesses. Through the qualitative and quantitative data collected and analyzed, areas of need arose for Native American students and their family groups such as support in reading, math, technology access, homelessness, and utilization, transportation, and clearer learning expectations. Another major element of need is the school support and partnership with regards to native language acquisition and cultural understanding for students.

3.1 Student Achievement - Native American Academic Performance

Due to the COVID-19 Public Health Emergency, state academic assessments were suspended for SY 2019-2020 and SY 2020-2021. The Cuba Independent School District, however, did administer the Galileo Interim Assessment for SY 2020-2021.

3.1.1 Reading/English Language Arts

Table 3

Table 6. SY 2020-2021 Comparison of CISD Hispanic Students and Native American Students: CISD Galileo Interim Assessments – Math Proficiency				
Subject	Term	Native American	Hispanic	GAP
English Language Arts (ELA)	BOY*	8.3%	30.4%	-22.1
	EOY*	11.7%	27.3%	-15.6
Difference		+3.4%	-3.1%	

*BOY = Beginning of Year; EOY = End of Year

Gap Analysis for Table 3: Based on the Table 3 SY 2020-2021 test results, 8.3% of Native American students were proficient in ELA at the beginning of the school year. The percentage increased to 11.7% at the end of the year, demonstrating an increase of 3.4 percentage points. Native American EOY ELA Proficiency percentage, however, is lower than the Hispanic students ELA proficient by 15.6 percentage points.

Table 4

Table 4: Comparison CISD All Students and CISD Native American Students NM State Standardized Testing - Reading Proficiency								
2017			2018			2019		
Group	Reading	Pct Reading	Reading	Pct Reading	Pct Diff	Reading	Pct Reading	Pct Diff
CISD Native American Students	320	20%	340	18%	-2%	327	14%	-4%
All CISD Students	484	28%	505	25%	-3%	468	19%	-6%
GAP		-8%		-7%			-5%	

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

Gap Analysis for Table 4: Based on the Table 4 test results, there is a -8 percentage point gap between CISD Native American students and all CISD students Reading Proficiency for SY 2016-2017, which decreased to a -5 percentage point gap by SY 2018-2019.

Table 5

Table 5. SY 2018-2019 Comparison of CISD All Students and NM State Total Students: Percentage of Students Who Are Proficient & Above By Subgroup NM State Standardized Testing - Reading							
Category	Female	Male	Caucasian	Hispanic	Native American	SPED	ELL
CISD	23%	16%	≤ 20%	33%	14%	6%	6%
NM Statewide	39%	29%	48%	30%	25%	12%	15%
GAP	-16	-13	N/A	+3	-9	-6	-9

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

Gap Analysis for Table 5: Based on the Table 5 test results, there is a -9% percentage point gap between CISD Native American students and all Native American students in New Mexico in Reading Proficiency for SY 2018-2019.

3.1.2 Math

Table 6

Table 6. SY 2020-2021 Comparison of CISD Hispanic Students and Native American Students: CISD Galileo Interim Assessments – Math Proficiency				
Subject	Term	Native American	Hispanic	GAP
Math	BOY*	6.3%	17.5%	-11.2
	EOY*	11.3%	16.2%	-4.9
Difference		+5%	-1.3%	

*BOY = Beginning of Year; EOY = End of Year

Gap Analysis for Table 6: Based on the Table 6 SY 2020-2021 test results, 6.3% of Native American students were proficient in Math at the beginning of the school year. The percentage increased to 11.3% at the end of the year, demonstrating an increase of 5 percentage points. Native American EOY Math Proficiency percentage, however, is lower than the Hispanic students Math proficient by 4.9 percentage points.

Table 7

Table 7: Comparison CISD All Students and CISD Native American Students NM State Standardized Testing - Math Proficiency								
Group	2017		2018			2019		
	Math	Pct Math	Math	Pct Math	Pct Diff	Math	Pct Math	Pct Diff
CISD Native American Students	432	3%	288	3%	0%	260	3%	0%
All CISD Students	448	3%	429	6%	3%	381	4%	-2%
GAP		0%		-3%			-1%	

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

Gap Analysis for Table 7: Based on the Table 7 test results, there is a 0 (zero) percentage point gap between CISD Native American students and all CISD students Math Proficiency for SY 2016-2017, which increased to a -1 percentage point gap by SY 2018-2019.

Table 8

Table 8. SY 2018-2019 Comparison of CISD All Students and NM State Total Students: Percentage of Students Who Are Proficient & Above By Subgroup NM State Standardized Testing - Math							
Category	Female	Male	Caucasian	Hispanic	Native American	SPED	ELL
CISD	5%	2%	≤ 20%	6%	3%	≤ 5%	≤ 2%
NM Statewide	20%	21%	34%	16%	12%	8%	8%
GAP	-15	-19	-14	-10	-9	N/A	N/A

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

Gap Analysis for Table 8: Based on the Table 8 test results, there is a -9% percentage point gap between CISD Native American students and all Native American students in New Mexico in Math Proficiency for SY 2018-2019.

3.1.3 Science Achievement Data

Table 9

Table 9. Comparison CISD All Students and CISD Native American Students NM State Standardized Testing - Science Proficiency								
Group	2017		2018			2019		
	Science	Pct Science	Science	Pct Science	Pct Diff	Science	Pct Science	Pct Diff
CISD Native American Students	78	18%	119	19%	1%	129	9%	-10%
All CISD Students	119	25%	169	27%	2%	180	13%	-14%
GAP		-7%		-8%			-4%	

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

Gap Analysis for Table 9: Based on the Table 9 test results, there is a -7 percentage point gap between CISD Native American students and all CISD students Science Proficiency for SY 2016-2017, which decreased to a -4 percentage point gap by SY 2018-2019.

Table 10

Table 10. SY 2018-2019 Comparison of CISD All Students and NM State Total Students: Percentage of Students Who Are Proficient & Above By Subgroup NM State Standardized Testing - Science							
Category	Female	Male	Caucasian	Hispanic	Native American	SPED	ELL
CISD	13%	14%	≤ 5%	29%	9%	≤ 5%	≤ 5%
NM Statewide	20%	21%	34%	16%	20%	8%	8%
GAP	-15	-19	N/A	-10	-9	N/A	N/A
Source: https://webnew.ped.state.nm.us/bureaus/accountability/achievement-data/							

Gap Analysis for Table 10: Based on the Table 10 test results, there is a -9% percentage point gap between CISD Native American students and all Native American students in New Mexico in Science Proficiency for SY 2018-2019.

3.2 Graduation

Graduation rates are one year lagged and the SY 2020-2021 rates are not yet available. The most recent graduation data is from SY 2019-2020.

Table 11

Table 11: Four-Year Comparison of CISD All Students and CISD Native American Students 4-Year Cohort Graduation Rates Districtwide							
4-YEAR COHORT RATES	2016-2017	2017-2018	Difference	2018-2019	Difference	2019-2020	Difference
CISD Native American Students	74%	67.1%	-6.9	81.7%	+14.6	88.2%	+6.5
CISD All Students	74%	70.4%	-3.6	83.8%	+13.4	88.8%	+5
GAP		-3.3		-2.1		-0.6	

Gap Analysis for Table 11: Both the “CISD All Students” group and the “CISD Native American Students” group increased their graduation rates from SY 2016-2017 to SY 2019-2020.

The 4-Year Cohort Graduation Rate chart demonstrates that graduation rates overall for Native American students increased by 14.6 percentage points from SY 2017-2018 to for SY 2018-2019. Graduation rates for SY 2018-2019 compared to SY 2019-2020 demonstrate that the total number of Native American graduates increased by 6.5 percentage points.

In addition, in SY 2019-2020, Native American Students closed the gap between the Graduation Rate for All Students and Native American Students to just a -0.6 percentage points.

Table 12

Table 12: Four-Year Comparison by Ethnicity of 4-Year Cohort Graduation Rates CISD Districtwide							
4-YEAR COHORT RATES	2016-2017	2017-2018	Difference	2018-2019	Difference	2019-2020	Difference
Hispanic	74.6%	75.9%	+1.3	91.4%	+15.5	89.0%	-2.4
Native American	57.0%	67.1%	+10.1	81.7%	+14.6	88.2%	+6.5
GAP	-17.6	-8.8		-9.7		-0.8	

Gap Analysis for Table 12:

Both the “Hispanic” student ethnic group and the “Native American” student ethnic group increased their graduation rates from SY 2016-2017 to SY 2017-2018, and from SY 2017-2018 to SY 2018-2019. In SY 2019-2020, the Native American graduation rate continued to increase and closed the gap to the Hispanic graduation rate to -0.8 percentage points.

Table 13

Table 13. SY 2019-2020 Comparison of CISD and NM State Student Ethnic Categories: 4-Year Cohort Graduation Rates							
Category	Female	Male	Caucasian	Hispanic	Native American	SPED	ELL
CISD	93.1%	85.6%	≤ 20%	89.0%	88.2%	93.5%	88.8%
NM Statewide	80.7%	73.3%	80.9%	76.1%	72.3%	66.4%	75.8%
GAP	+12.4	+9.5	N/A	+12.9	+15.9	+27.1	+13
Source: https://webnew.ped.state.nm.us/bureaus/accountability/achievement-data/							

Gap Analysis for Table 13: For SY 2019-2020 the “CISD Native American” student group 4-Year Cohort Graduation Rate was higher than the NM Statewide Native American” student group 4-Year Cohort Graduation Rate by 15.9 percentage points.

3.3 Attendance/Absenteeism/Drop Out

3.3.1 Attendance Rate

Table 14

Table 14. District Wide Attendance Rate – Native American Students K-12							
	2017-2018 % Students Present	2018-2019 % Students Present	Difference	2019-2020 % Students Present	Difference	2020-2021 % Students Present	Difference
Native American Students	87.21%	63.63%	-23.58	88.76%	+25.13	79.92%	-8.84

Gap Analysis for Table 14: Based on the 120th Day Count for each school year, the attendance rate for Native American students increased from 63.63% in SY 2018-2019 to 88.76% in SY 2019-2020. In SY 2020-2021, however, the attendance rate for Native American students decreased from 88.76% to 79.92%.

Table 15

Table 15. District Wide Attendance Rate by Ethnicity K-12				
	2017-2018	2018-2019	2019-2020	2020-2021
ETHNICITY	% PRESENT	% PRESENT	% PRESENT	% PRESENT
NATIVE AMERICAN	87.21%	63.63%	88.76%	79.92%
HISPANIC	94.31%	60.86%	89.19%	86.95%
GAP	-7.1	+2.77	-0.43	-7.75

Gap Analysis for Table 15: Based on the 120th Day Count for each school year, the gap between the attendance rate for Native American students and the attendance rate for Hispanic students, which are the two largest ethnic groups in the district, fluctuated greatly over a four-year period from SY 2017-2018 to SY 2020-2021. In SY 2018-2019, the Native American Attendance Rate was higher than the Hispanic Attendance Rate by 2.77 percentage points. In SY 2019-2020, the gap between the two ethnic groups changed to a gap of -0.43 percentage points for Native American students. In SY 2020-2021, the gap widened to -7.75.

3.3.2 Absenteeism Rate

Table 16

Table 16. District Wide Absenteeism Rate – Native American Students K-12							
	2017-2018 % Students Absent	2018-2019 % Students Absent	Difference	2019-2020 % Students Absent	Difference	2020-2021 % Students Absent	Difference
Native American Students	12.79%	36.37%	+23.58	11.24%	-25.13	20.08%	+8.84

Gap Analysis for Table 16: Based on the 120th Day Count for each school year, the absenteeism rate for Native American students increased from 12.79% in SY 2017-2018 to 36.37% in SY 2018-2019. In SY 2019-2020, the absenteeism rate for Native American students decreased from 36.37% to 11.24%. In SY 2020-2021, however, the absenteeism rate for Native American students increased by 8.84 percentage points from 11.24% to 20.08%.

Table 17

Table 17. District Wide Absenteeism Rate by Ethnicity K-12				
	2017-2018 % Absent	2018-2019 % Absent	2019-2020 % Absent	2020-2021 % Absent
ETHNICITY	% Absent	% Absent	% Absent	% Absent
NATIVE AMERICAN	12.79%	36.37%	11.24%	20.08%
HISPANIC	5.69%	39.14%	10.81%	13.05%
GAP	+7.10	-2.77	-0.43	-7.03

Gap Analysis for Table 17: Based on the 120th Day Count for each school year, the absenteeism rate for Native American students increased from 12.79% in SY 2017-2018 to 36.37% in SY 2018-2019. In SY 2019-2020, the absenteeism rate for Native American students decreased from 36.37% to 11.24%. In SY 2020-2021, however, the absenteeism rate for Native American students increased by 8.84 percentage points from 11.24% to 20.08%.

3.3.3 Dropout Rate

Dropout rates are a year behind in reporting. Consequently, SY 2020-2021 dropout rates will not be available until sometime next year. We are therefore reporting on SY 2019-2020 dropout rates.

Table 18:

Table 18. SY 2019-2020 Final Drop Student List – Cuba Middle School				
Category	Ethnicity			Total
	AI	C	H	
Dropped W2			< 10	< 10
Moved W10	< 10			< 10
Totals	< 10		< 10	< 10

AI = American Indian; H = Hispanic; C = Caucasian

Gap Analysis for Table 18:

For SY 2019-2020, there were no Cuba Middle School students who dropped out of school.

Table 19:

Table 19. SY 2019-2020 Final Drop Student List – Cuba High School				
Category	Ethnicity			Total
	AI	C	H	
Dropped W2	< 10		< 10	< 10
GED W4	< 10			< 10
Moved W10	< 10		< 10	< 10
Transferred W1	< 10			< 10
Totals	< 10		< 10	< 10

AI = American Indian; H = Hispanic; C = Caucasian

Gap Analysis for Table 19:

For SY 2019-2020, there were less than ten students at Cuba High School who dropped out.

3.4 CISD Climate Survey

In August, 2021, CISD distributed a Climate Survey to the CISD community to gauge overall satisfaction and/or needs/gaps of current District programs and strategies for serving the needs of the "whole child" with targeted academic and social/emotional support for all students. CISD received 59 survey responses.

Q1. Who is completing this survey?		
Answer Choices	Response Percent	Responses
Elementary School Student	0.0%	0
Middle School Student	0.0%	0
High School Student	5.08%	3
Staff	16.95%	10
Certified Teacher	8.47%	5
Educational Assistant	3.39%	2
Parent/Guardian	62.71%	37
Family Member	1.69%	1
Community Member	1.69%	1
Business Partner	0.0%	0
Other (please specify)	0.0%	0
Answered		59

Two key questions of the CISD Climate Survey (Questions 8 and 9) served as critical tools for measuring just how well the District's programs and strategies for serving the needs of the "whole child" have actually provided the targeted academic and social/emotional support needed by our students. The survey results listed below for Question 8 show that the majority of respondents either "agree" or "strongly agree" to the survey statements.

Question 8

Do you agree or disagree with the following statements?

Agree/Strongly Agree: Total Responses	
CISD is a supportive and inviting place for students to learn.	67.24%
CISD sets high standards for academic performance of all students.	50.00%
CISD believes that students' academic performance is the first priority of the schools.	56.90%
CISD emphasizes the importance of helping students academically (especially in reading and math) when they need it.	63.79%
CISD provides students with adequate counseling and support services.	50.00%
CISD honors the cultures and languages of all students.	57.89%
CISD has improved work with special education students in a positive way.	55.93%

CISD gives all students an equal opportunity to participate in numerous extracurricular and enrichment activities.	58.62%
CISD gives students opportunities to "make a difference" by helping other people, the school, and/or the community.	53.45%
CISD offers all students a pathway to college or career.	65.52%
CISD is a supportive and inviting place for staff to work.	53.45%
CISD has increased/improved communication to students, staff and parents.	63.16%
CISD School Board, via budget and policy, is instrumental in making positive changes in the lives of all students.	53.45%

The survey results listed below for Question 9 show that the majority of respondents selected either "most adults" or "all adults" for the survey statements.

Agree/Strongly Agree: Total Responses	
Q9. How many adults in the CISD...	Most Adults/All Adults
Really care about every student?	55.93%
Acknowledge and pay attention to students?	62.71%
Want every student to do their best?	64.40%
Listen to what students have to say?	55.93%
Believe that every student can be a success?	62.71%
Treat every student with respect?	61.01%
Feel a responsibility to improve this School District?	62.71%

Gap Analysis for Survey Questions 8 and 9:

In January, 2019 CISD put into action strategies at each school for creating a positive school climate, productive instructional practices, and social- emotional development. CISD has continued these strategies through to the current 2021-2022 school year.

Community responses to the survey reveal that CISD is continuing to make good progress toward achieving a positive school/learning environment with high academic expectations and teachers who genuinely care about their students while providing rigorous instruction. This survey also reveals that CISD is providing social/emotional support by offering our students counseling and integrated health and support services, honors the cultures and languages of all students, and has improved work with special education students in a positive way.

The CISD Climate Survey results listed for Questions 8 and 9 are positive in terms of majority agreement among the District community to statements aimed at gauging overall satisfaction and/or needs/gaps on current District programs and strategies designed to serve the needs of the "whole child," specifically by targeting academic and social/emotional needs of our students.

4.0 CISD Goals and Action Plans

4.1 2021-2023 Strategic Plan Goals

The Cuba Independent School District (CISD) is committed to reaching the following goals by 2023:

1. 100% of our students increase reading levels (move towards proficiency but supported by growth model).
2. School Culture and Learning represents the diversity of the students attending CISD.
3. Strong Partnerships with surrounding community entities (economic related and all feeder schools).
4. 100% of our students will be College and Career Ready (Pipeline from Pre-k thru 12th grades).

4.2 District Objectives

District Objective 1: Academic Growth

- Reading: 100% of students will show academic growth in reading as measured by Galileo results between beginning of year (BOY) and midyear (MOY).
- Math: 100% of students will show academic growth in math as measured by the Galileo results between BOY and MOY.

District Objective 2: Grade level Proficiency - Reading

- **25%** of students will **SHOW PROFICIENCY** at grade level or higher in **READING**, as measured as by Galileo results between BOY and MOY.

Objective 3: Grade level Proficiency - Math

- **20%** of students will **SHOW PROFICIENCY** at grade level or higher in **MATH**, as measured by Galileo results between BOY and MOY.

4.3 Using Data to Guide School Improvement

Goal #1: 100% of our students increase reading levels (move towards proficiency but supported by growth model).		
	District Milestone Tasks	SY 2021-22 Data Plan
1.1	Conduct Root Cause Analysis (RCA) at the School and District Level.	Step 1: gather and manage data/ evidence: All RCAs are driven by evidence. Step 2: Create the problem statement. Step 3: Analyze cause and effect. Step 4: Generate solutions. Step 5: Produce a final report.
1.2	Establish Critical Actions and Expectations to Close Reading Fluency and Comprehension Gaps.	Identify achievement gaps that exist along a variety of measures, including: performance on tests (e.g., statewide tests, SATs, etc.); access to key opportunities (e.g., advanced mathematics, physics, higher education, etc.); and attainment (e.g., high school diploma, college degree, employment).
1.3	Establish Curriculum and Instruction District Team	Identify teachers and district leaders who become part of this team.
1.4	Provide Targeted Professional Development Based on School and District in Reading Interventions, Standards, Differentiation, Data Analysis, and Culture and Language.	Use quantitative and qualitative data results to target PD that is connected to school improvement plans and is relevant for teachers.
1.5	Secure and Establish Calendar for District Wide Assessment in Language Acquisition and Readiness.	Collect and analyze quantitative data from language acquisition and readiness assessments.
1.6	Secure and Administer District Wide Assessments in Language Acquisition and Readiness 3-4 Times A Year, Depending on Grade Level, and Data. Analysis Within Each School Site and at District Level to Target Instruction.	Collect and analyze quantitative data from language acquisition and readiness assessments. Prepare a summary report of data results that ELD teachers can use to target their instruction.
1.7	Establish and Conduct District Leadership Team Data Analysis Meetings to Understand Progress of Students' Reading Levels to Ensure District Supports and Expectations are Targeted and Appropriate.	Conduct data analysis meetings with school principals after each interim and summative assessment is administered; review summary reports of data results that show students' progress in both reading and math.
1.8	Conduct Classroom Walk-Throughs Regularly.	Classroom walk-throughs occur weekly for the purpose of collecting observational/qualitative data on types and effectiveness of research-based strategies teachers use in the classroom to raise student academic achievement, especially in the areas of math and ELA.

4.4 Action Plans Addressing Gaps

4.4.1 Student Achievement - Native American Academic Performance Action Plan

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

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

Also, if the MOY assessment data shows that some students have not progressed in their learning as expected, then CISD believes that if teachers seek answers to these three questions: *What do students need to know? How will we know if students have learned it? What will we do if students haven't learned?* and use student data in at least the three critical ways, they will be able to increase student achievement. The three critical ways are as follows.

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

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

2. Use data to refocus and improve instruction. Review exam Items for the standards being assessed; this may reveal teachers' strengths and weaknesses in particular standards. This would indicate a crucial need to improve instruction to help students build the knowledge and skills needed to meet standards.
 - For example: One teacher's students might score high on CCSS.ELA-LITERACY.RL.5.3, "Comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific details in the text," while another teacher's students score is in a much lower range. A review of the exam item may provide indicators for improving instruction on this standard, thereby prompting teachers to examine teaching strategies, materials, and pacing.
3. Use data to address individual student weaknesses and build upon individual strengths. With teachers putting in place both formative and interim assessments to gauge student learning, they have an abundance of data regarding their students' individual strengths and weaknesses. Teachers must use this information to increase individual achievement by placing students in the most appropriate courses and to recommend individual summer programs and tutoring opportunities.

4.4.2 Graduation Action Plan

The Cuba School District has taken critical structural steps in supporting students by providing several opportunities for learning about the Navajo culture and language including the building and dedication of a traditional Navajo Hogan on the CISD campus open to all students, regardless of ethnicity. The intention for the Hogan is to use it as a teaching tool for language and culture, as well as used as a holistic tool for student well-being, all of which support the growth of one's self-esteem, self-worth and self-identity.

The district plans to continue implementing the following strategies:

- implement research-based instructional programs for Math and Reading;
- Sustained Reading Interventionist at the elementary school and mid school;
- School-site Teacher-Leader Teams that will continue to: analyze and focus on concepts not mastered; review and re-teach concepts with individual students and student groups;
- provide intervention through a Personalized Educational Plan (PEP) and additional class times at the high school and at the middle school;

- utilize a district-wide Teacher-Leader Team to study implementation of best practices and EPSS strategies across the district. The team meets monthly to examine instructional practices and to customize these practices at the individual school levels;
- fund an additional counselor for the high school and elementary school;
- implement Next Step Plans in the 8th grade, in conjunction with a Career Inventory that follows students through their Middle and High School Careers and use of a graduation checklist for grades 9-12;
- employment of a Transformational Community Engagement Coordinator (TCEC) to communicate and collaborate with Native American families about barriers that can prevent student, who come from reservation communities, from achieving success in public schools;
- implementation of summer school credit recovery and tutoring, and add after school credit recovery and tutoring;

In SY 2020-2021, the Cuba School District streamlined the implementation of student and parent supports, resources, programs, communication, and relationship building with respect to cultural identity, language acquisition, self identity, self worth, self esteem, academic success, and student opportunities and access. This will allow a systematic approach to meet the needs of struggling Native American students to allow for healthy growth and development that fits their specific needs.

To accomplish this, the Cuba School District transformed the current district-wide Family Center into the Native American Student Support Program. The Native American Student Support Program (NASSP) further developed and provided support and resources for Native American students, developed in partnership with students, parents, community organization, and local tribes.

The goal of the program is to support the cultural identities of all Cuba School District Native American students while providing resources so that they can meet NMPED education standards and Cuba School District goals for all students.

To accomplish this goal, the Family Center Liaison position was changed into the Native American Student Support Program Director. The NASSP Director administered the program to ensure a cohesive district wide support system exists for all Native American students.

NASSP district wide components include:

1. Support in the coordination of all Native American grant applications and implementation;

2. Support in district wide Native American initiatives and implementation;
3. Support in the coordination of parent outreach efforts;
4. Collaboration with tribal leaders, CISD Indian Education Committees, parents, communities;
5. Collaboration with Diné Language Teachers;
6. Support in the coordination of staff development as related to meeting the needs of Native American students;
7. Support in the coordination of consultants and volunteers that address self-esteem, self-worth and self-identity through the use of Native American language and culture;
8. Support in the coordination of CISD Bilingual Seal of Language Achievement in collaboration with CISD Bilingual Team;

The Cuba Independent School District also began implementing 3-year strategic plan in SY 2019-2020, to foster student leadership and to keep students at the center of CISD staff's decisions pertaining to their education. In SY 2020-2021, year two of the three-year plan was completed and focused on student learning supported with four essential attributes of *Self, Parent/Community, Language, and Culture*. The plan's purpose continues to be to honor and respect students as unique individuals who come to school with their own experiences of family and community, home language and the cultural traditions in which they were raised. Also, this plan continues to recognize that 1) every student can learn, holding everyone to high expectations; 2) empowerment comes with providing students with the knowledge and skills they need to take control of their lives, and educators must advocate for every student's right to learn and provide challenging and relevant learning opportunities.

In addition, student leaders from both the middle and high school joined monthly meetings of the Indian Education Council, Equity Council, Parent/Teacher advisory board, and the High School Management Team. Finally, the District provided several leadership opportunities for students throughout the school year including membership on school athletic teams, and in the Diné Club, High School Honor Society, High School Science Team, and Student Governing Council.

4.4.3 Attendance/Absenteeism/Dropout Action Plan

CISD has developed, and is implementing the following Attendance Action Plan.

How students check in

- Students check in with designated personnel (secretaries/attendance clerks) between 8:00 am and 9:00 am.

- If students are able to access hotspots or the internet they will utilize the Student Attendance Check Form shared through Google Forms.
- Students that are not able to access a hotspot or the internet between 8:00 am and 9:00 am that day will call or text the secretaries/attendance clerks.
- CISD staff conducted home visits every two days.

How data is readily accessible to teachers/principals/counselors

- Secretaries/attendance clerks document attendance from the Google form by uploading the data into a temporary Google spreadsheet.
- Data is transferred to the Remote Learning Attendance Check document to consolidate the daily attendance.
- Calls/texts will be logged into the Remote Learning Attendance document.
- This document will be shared via Google sheets with each site's teachers, counselors, principals for quick reference.
- Only site administrators and secretaries/attendance clerks will have access to edit this sheet.
- Students are marked P/present or A/abs/absent.
- The sheet is color coded for a quick visual confirmation of who is present (green), who is absent (red) and who has not had attendance taken yet (yellow).

How do concerns get sent to the appropriate staff

- Any concerns that students log on their check in form will be directed to the site administrator by the secretary/attendance clerk.
- Site administrators will direct the concern to the appropriate staff member(s).

How do concerns get sent to Cuba Cares

Site administrators will utilize the Cuba Cares referral document created in Google Forms to notify Cuba Cares of students in more dire need of support.

How do we access reports

Secretaries/attendance clerks will lastly upload the attendance data into Powerschool. Regular reports can be run as will regular notifications of excessive absences.

Medical Absences

Absences due to medical conditions may be excused absences if the status of the student is disclosed to appropriate school personnel and if relevant documentation is provided. School district attendance policies shall provide time for students to make up schoolwork missed due to excused medical absences. Attendance policies shall allow for at least 10 days of excused

medical absences for the birth of a child, and at least four days for pregnancy or parenting. Excused medical absences, including medical absences for students on 504 plans and students who are expectant or parenting, are included when determining students' attendance intervention tiers. However, for students who are excessively absent (students missing 20 percent or more of class periods or school days), additional excused medical absences need not be considered when determining whether a student must be referred to the probation services office.

During the pandemic, CISD staff had to shift procedures when it came to absenteeism because we weren't always seeing our students every day, as we would in a "normal" classroom setting. We also added staff that provided support to check-in on those students who weren't checking into their classes online every day or were absent when we came back to in-person.

For example, if a student misses more than two days, calls are made, home visits are made, and supports are given to any student who needs them to ensure that they are not missing school. The majority of the Native American students live in rural areas of the Navajo Nation Reservation and encountered difficulty in accessing Wi-Fi. CISD provided support for these students by providing all of our students with a laptop and a jetpack in their home to connect to the internet. Students without electricity were given solar panels to be able to charge their devices.

4.4.4 Climate Survey Action Plan

Although community responses to the Climate Survey reveal that CISD is continuing to make good progress toward achieving a positive school/learning environment that provides social/emotional support for students, CISD will continue to improve support by:

- Providing a more supportive and inviting place for students to learn.
- Setting high standards for academic performance of all students and make this a high priority of all the schools.
- Providing students with more academic support, especially in reading and math.
- Increasing student counseling and support services
- Helping teachers become more culturally and linguistically responsive.
- Improving support for special education students.
- Providing more equal opportunities for students to participate in extracurricular and enrichment activities.
- Giving students opportunities to build their altruistic behavior; i.e., the belief that the well-being of others is equally, if not more, important than the well-being or survival of the self. Altruism involves selfless acts or undertakings that put the welfare of others before one's own.
- Offering students more pathways to college or career.
- Ensuring CISD is a supportive and inviting place for staff to work.
- Providing improved communication and engagement of students, staff, families and community partners.

Components of School Success

Beginning in January 2019, and continuing into SY 2021-2022, CISD has implemented strategies at each school for: 1) creating a positive school climate; and 2) providing social-emotional support for students.

1) Positive School Climate

CISD staff and teachers continue to receive professional development (PD) on how to foster a supportive environment that promotes strong relationships among staff, students, and families. In addition, the CISD family and community coordinator made regular home visits and schools held regular parent-teacher-student conferences to strengthen connections between school and home. CISD also provided opportunities for staff collaboration and leadership to help strengthen trust among educators.

2) Social-Emotional Support

CISD has put in place the following practices to meet the challenge of providing social and emotional support for our students:

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