

Indian Education Act District Grant Application SY 2022-2023

Cuba Independent School District

Project Narratives

1.0 Main Narrative

Explain in detail

Narrative should include an outline and description of activities required to reach the goals along with a schedule of the activities.

Potential Grantees should describe how the proposed program meets the goals of the IEA systemic framework and how it aligns with NMPED high priority area (programs that support college, career and life readiness, Whole child and culturally responsive education, culture and identity development and Asset-Based Supports and Opportunities)

The Cuba Independent School District (CISD) is seeking continued funding from the Indian Education Act (IEA) for the Native American Student Support Program (NASSP). The NASSP is focused on meeting the Indian Education Act (IEA) Priority Goal Priority 1 – “College, Career and Life Readiness” and Priority Goal 3 - "Culture and Identity Development".

The NASSP, in partnership with students, parents, community organization, and local tribes, provides support and resources for Native American students at Cuba Elementary School, Cuba Middle School, and Cuba High School. The goal of the program is to continue supporting the cultural identities of all CISD Native American students while providing resources so that they can meet NMPED education standards and CISD district goals for all students as related to the Indian Education Act Priority Areas.

The NASSP will continue to support efforts in supplemental assistance for students, parents and families in preparing them for the transition to post-secondary institutions and/or entering the workforce. The NASSP will also continue to support school personnel to connect students, parents and families with opportunities available for scholarships, colleges, college tours, college and professional guest speakers, job shadowing opportunities, internship and work study opportunities, both in-person and virtually. All of the above opportunities will continue to support classroom instruction and the relevance of learning day to day content.

A major goal of the CISD has been to improve graduation rates at Cuba High School by engaging students through academic and social/emotional learning. The district has taken great care to develop high school curricula and programs that are culturally and linguistically responsive and aligned with college and career success while helping students to improve their capacity to manage challenges in and out of school.

To accomplish this goal, the Native American Student Support Program (NASSP) Director will continue to be housed in the CISD Central Administration Building and will continue to administer the program to ensure a cohesive district wide support system exists for all Native American students enrolled in Cuba Elementary School, Cuba Middle School, and Cuba High School.

The NASSP Director will implement the following district wide components:

1. Support the coordination of all Native American grant applications and implementation;
2. Support district wide Native American initiatives and implementation;

3. Support 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 the coordination of staff development as related to meeting the needs of Native American students;
7. Support 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 the coordination of CISD Bilingual Seal of Language Achievement in collaboration with CISD Bilingual Team

Planned Activities, Timeline, and Project Partners

Activity/Timeline/Partners

1. Each school will work with the NASSP Director to support students, parents, and families and collaborate with community members and leaders.

August, 2022 - June, 2023

Project Partners: CISD Superintendent; Elementary, Mid and High School Staff; Community Members and Leaders;

2. Support families and students with staff outreach to assess situations, improve communication, connect families with resources that meet their needs, etc.

August, 2022 - June, 2023

Weekly Leadership and Case Management team meetings (CISD Superintendent, Principals, counselors, “At-risk” staff, supporting staff)

Minimum of eight public meetings of the CISD Indian Education Parent Committee;

Meeting as needed with Project Partners: State Agencies; Navajo Nation Agencies; Churches; Medical Professionals; Counselors; Foundations; Charities; Community Organizations; etc.

3. Support staff, students, and families with information disseminated through various media on programs and services available to students and families as well as school and/or district activities and procedures;

August, 2022 - June, 2023

Project Partners: CISD Staff; CISD Indian Education Committee; CISD Superintendent. State Agencies; Navajo Nation Agencies; Churches; Medical Professionals; Counselors; Foundations, Charities; Community Organizations; etc.

4. Support processes to refer/connect students and their families to outside agencies that meet their needs;

August, 2022 - June, 2023

Project Partners: CISD Staff; CISD Indian Education Committee; CISD Superintendent. State Agencies; Navajo Nation Agencies; Churches; Medical Professionals; Counselors; Foundations, Charities; Community Organizations; etc.

5. Collaborate support efforts through CISD Indian Education Committee Meetings (at least 8 times a year)

August, 2022 - June, 2023

Project Partners: CISD Indian Education Parent Committee, CISD staff, and CISD Superintendent; State Agencies; Navajo Nation Agencies; Churches; Medical Professionals; Counselors; Foundations; Charities; Community Organizations; etc.

6. Collaborate with CISD Diné Language and Culture teachers through monthly CISD Professional Learning Community (PLC) Meetings

August, 2022 - June, 2023

Project Partners: CISD Diné Language and Culture teachers; CISD Bilingual Education Program Team; CISD Curriculum & Instruction Team; Navajo Nation Tri-Chapter Council

7. Monthly meetings: Navajo Nation Tri-Chapter Council

August, 2022 - June, 2023

Project Partners: Navajo Nation Tri-Chapter Council Presidents; CISD Superintendent; CISD District-level Staff

2.0 Program Narrative Components

Description of the implementation plan, including the actions to be taken to reach the program goals and the expected student outcomes, including a timeline of activities.

Description of how and what implementation data will be collected and analyzed to determine whether both the program goals are met, and the students are successful in the program, and description of how the program will be evaluated regularly to ensure implementation in classrooms, student progress toward program goals, and academic achievement outcomes.

Scope of Work

The Native American Student Support Program (NASSP) will:

1. Support the coordination of all Native American grant applications and implementation;
2. Support district wide Native American initiatives and implementation;
3. Support 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 the coordination of staff development as related to meeting the needs of Native American students;
7. Support 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 the coordination of CISD Bilingual Seal of Language Achievement in collaboration with CISD Bilingual Team;
9. Work with school personnel, local leaders, IEC members, families and community members on the Navajo Nation Reservation in the Chapters of Counselor, Ojo Encino and Torreon to ensure that CISD's work is aligned with the culture and language of the students in the classroom.
10. Support and add to the relevance of culture and language while supporting the growth of each Native American student in their social emotional learning needs.
11. Connect teachers and students to project based learning resources that reflect the Native American culture and language such as guest speakers, elders, artists, authors, books, cultural perspectives and practices and other Native American resources.

Describe how the program is aligned with the district's IEA systemic framework.

The Cuba Independent School District (CISD) IEA Systemic Framework identified the following priority needs for CISD Native American Students:

1. Provide support for students in reading, math;
2. Provide support for native language acquisition and cultural understanding for students;
3. Provide support for students experiencing homelessness;

The Native American Student Support Program (NASSP), in partnership with students, parents, community organization, and local tribes, provides support and resources for Native American students at Cuba Elementary School, Cuba Middle School, and Cuba High School. The goal of the program is to continue supporting the cultural identities of all CISD Native American students while providing resources so that they can meet NMPED education standards and CISD district goals for all students as related to the Indian Education Act Priority Areas.

The NASSP will continue to support efforts in supplemental assistance for students, parents and families in preparing them for the transition to post-secondary institutions and/or entering the workforce. The NASSP will also continue to support school personnel to connect students, parents and families with opportunities available for scholarships, colleges, college tours, college and professional guest speakers, job shadowing opportunities, internship and work study opportunities, both in-person and virtually. All of the above opportunities will continue to support classroom instruction and the relevance of learning day to day content.

Collaborative Partners

CISD Indian Education Parent Committee; Navajo Nation Tri-Chapter Council Presidents; State Agencies; Navajo Nation Agencies; Churches; Medical Professionals; Counselors; Foundations; Charities; Community Organizations; Community Members and Leaders;

Community Needs

The Cuba Independent School District (CISD) continues to serve several at-risk communities, which include the Village of Cuba, and three Navajo Nation Chapters: Counselor, Ojo Encino, and Torreon. The 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.

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;

Based on an extensive needs assessment, in SY 2021-2022, 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, many areas of need arose for the Native American students and their family groups such as support in Reading, Math, technology access 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.

Description of the Needs of the Native American Students to be Served

Total Number of Native American Students Enrolled in the District: 481

Total Number of Native American Students: 481

Native American Academic Performance

The Cuba Independent School District (CISD) is ranked 89th out of 89 school districts for at-risk students in NM. CISD students are considered most at-risk within the state. Native American students across the district are struggling in many areas including academic performance. The CISD administered the Galileo Interim Assessment for SY 2020-2021 and at the beginning of SY 2021-2022. The CISD is in the process of administering the End of Year Galileo Interim Assessment and results will not be available until the end of the school year.

Based on test results, 8.3% of Native American students were proficient in Reading 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.

Based on 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.

Native American Graduation Rates

Graduation rates are one year lagged, so the most recent graduation data is from the 2020-2021 school year. The Native American Graduation Rate has been increasing each school year and the Native American Graduation Rate rate was higher than the Graduation Rate of all students in SY 2020-2021. The CISD staff and community members attribute the increase in graduation rate to the holistic collaboration of high school staff plus efforts of the Native American Student Support Program funded Indian Education Act District Initiative.

Four-Year Comparison of 4-Year Cohort Graduation Rates Districtwide									
4-YEAR COHORT RATES	2016-2017	2017-2018	Difference	2018-2019	Difference	2019-2020	Difference	2020-2021	Difference
All Students	74%	70.4%	-3.6	83.8%	+13.4	88.8%	+5	95.2%	+6.4
Native American	74%	67.1%	-6.9	81.7%	+14.6	88.2%	+6.5	96.1%	+7.9
Difference	0	-3.3		-2.1		-0.6		+0.9	

Implementation plan

Program Goals

Long Term Goal 1.0: Improve 4-Year Native American Cohort Graduation Rate to 95%

Short Term Goal 1.1: Improve 4-Year Native American Cohort Graduation Rate by 5% points to 86.7%

Measurable Objective for Long Term Goal 1.0 and Short Term Goal 1.1

For SY 2022-2023, Cuba High School Graduation rates for Native American students will increase by 5% points as measured by the number of senior class students who graduate.

Long Term Goal 2.0: Improve Native American academic performance in reading and math to a level equal to or greater than NM State Average

Short Term Goal 2.1: Improve Native American student academic performance in reading and math by 10 percentage points, from 11.6% to 21.6% and 3.1% to 13.1%, respectively.

Measurable Objective for Long Term Goal 2.0 and Short Term Goal 2.1

For SY 2022-2023, academic performance for Native American students will increase by 10 percentage points in reading and math as measured by state standardized testing scores.

Timeline: July, 2022 – May, 2023

Activities

- 1.1 Conduct Root Cause Analysis (RCA) at the School and District Level.
- 1.2 Establish Critical Actions and Expectations to Close Reading Fluency and Comprehension Gaps.
- 1.3 Provide Targeted Professional Development Based on School and District RCA in Reading Interventions, Standards, Differentiation, Data Analysis, and Culture and Language.
- 1.4 Secure and Establish Calendar for District Wide Assessment in Language Acquisition and Readiness.
- 1.5 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.
- 1.6 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.
- 1.9 Conduct Classroom Walk-Throughs Regularly Daily and documented via spread sheet, weekly leaders meetings
- 1.10 Continue to revise as needed and implement Diné Language and Culture Curriculum K-12 aligned to DODE and Common Core State Standards.
- 2.4 Construct, Conduct, and Analyze Needs Assessments for Students and Parents.
- 2.7 Implement Monthly Culture Awareness Initiatives.
- 2.8 Establish an Annual Cultural Festival.
- 2.9 Provide Reading materials for PD that are in line with Culture Diversity and aligned in how to turn around a school culture based on assets of the students and the community.

Implementation data to determine whether both the program goals are met, and the students are successful in the program, and description of how the program will be evaluated regularly to ensure implementation in classrooms, student progress toward program goals, and academic achievement outcomes

The plan to measure the success of the program will include both formative and summative quantitative and qualitative data and will focus on factors that impact the short and long term goals and measurable objectives for graduation rate improvement, participation in college, career, and life readiness opportunities, increased academic achievement, increased cultural and linguistic relevant instruction, and increased culture and identity of students.

Formative data will be gathered and analyzed weekly and monthly to allow for on-going modifications of program activities and systems as needed. Summative data will be collected at the end of each semester to determine the overall success of the program methods and approaches.

The Native American Student Support Program Director will coordinate the collection, disaggregation, analysis and synthesizing the following data:

- 1) The number of collaborations with staff, instructors, principals, program educators, parents, Chapter Houses, and superintendent and a summary of discussions held;
- 2) The number and type of collaborative support meetings conducted with Cuba Schools staff;
- 3) The number and type of professional development provided for district educators, administrators, and community stakeholders;
- 4) The number and type of out of district College, career, and life readiness opportunities students attended;
- 5) Description of outreach and advocacy provided during academic year to support the number of students and families served;
- 6) The number and type of virtual College, career, and life readiness opportunities provided to students at all grade levels;

Specific quantitative and qualitative tools include:

- teacher, student and parent survey results;
- sign-in sheets;
- agendas;
- group meeting minutes;
- needs assessments results;
- calendar and timelines;
- academic assessment data;
- graduation data;
- STARS data;

3.0 How will the grant meet the intended outcomes of these objectives?

The Native American Student Support Program (NASSP) Director will implement the following district wide components in order to meet the intended outcomes:

1. Support the coordination of all Native American grant applications and implementation;
2. Support district wide Native American initiatives and implementation;
3. Support 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 the coordination of staff development as related to meeting the needs of Native American students;
7. Support 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 the coordination of CISD Bilingual Seal of Language Achievement in collaboration with CISD Bilingual Team

4.0 What specific data from the district or charter school IEA Need Assessment 22-23A-9 NMSA 1978 is aligned to this objective or from a Tribal needs assessment?

1. Increase in graduation rates.
2. Increased student achievement: math; reading; science.

5.0 How will you measure your progress and success for these outcomes? Example: achievement data including short cycle assessments.

The plan to measure the success of the program will include both formative and summative quantitative and qualitative data and will focus on factors that impact the short and long term goals and measurable objectives for graduation rate improvement, participation in college, career, and life readiness opportunities, increased academic achievement, increased cultural and linguistic relevant instruction, and increased culture and identity of students.

Formative data will be gathered and analyzed weekly and monthly to allow for on-going modifications as needed. Summative data will be collected at the end of each semester. The Native American Student Support Program (NASSP)

Director will distribute a final report to CISD staff, parents, tribal leaders, NMPED Indian Education Department and all other stakeholders.

The NASSP Director will coordinate the collection, disaggregation, analysis and synthesizing the following data:

- 1) The number of collaborations with staff, instructors, principals, program educators, parents, Chapter Houses, and superintendent and a summary of discussions held;
- 2) The number and type of collaborative support meetings conducted with Cuba Schools staff;
- 3) The number and type of professional development provided for district educators, administrators, and community stakeholders;
- 4) The number and type of out of district College, career, and life readiness opportunities students attended;
- 5) Description of outreach and advocacy provided during academic year to support the number of students and families served;
- 6) The number and type of virtual College, career, and life readiness opportunities provided to students at all grade levels;

Specific quantitative and qualitative tools include:

- teacher, student and parent survey results;
- sign-in sheets;
- agendas;
- group meeting minutes;
- needs assessments results;
- calendar and timelines;
- academic assessment data;
- graduation data;
- STARS data;

6.0 What percentage or number of Native American students will this grant serve?

100% of Native American students enrolled with the Cuba Independent School District

Total number of Native American students enrolled = 481

Total number of Native American students to be served = 481

7.0 How will the services of the program/project be provided/delivered?

1. The NASSP will continue to support the connection of Native American grant initiatives to the needs of Native American students, parents and families;
2. The NASSP will continue to support facilitation of parents in outreach efforts to understand and meet their child's needs;
3. The NASSP will continue to help develop and sustain partnership with tribal leaders, CISD Indian Education Committees, parents, communities to support student needs;
4. The NASSP will continue to support Diné Language Teachers to build Native American student cultural knowledge and Diné language acquisition;
5. The NASSP will continue to support cultural and linguistically relevant classroom instruction for Native American students;

6. The NASSP will continue to provide support in the attainment of the Navajo Nation Bilingual Seal and the NMPED Biliteracy Language Seal in the Navajo language;
7. The NASSP will continue to provide students with virtual opportunities for credit recovery, dual credit, and career & life readiness opportunities and fairs;

Project Goals and Outcomes

Goal

Objective

Category

Choose one NMPED priority area

- Priority 1- College, Career and Life Readiness (Profiles and Pathways)**
- Priority 2- Whole Child and Culturally Responsive Education**
- Priority 3- Culture and Identity Development**
- Priority 4- Programs: Asset-Based Supports and opportunities**

Choose one or more from section of the Indian Education Act Systemic Framework (22-23A-11 NMSA 1978)

- A. The systemic framework shall include programs, services, culturally relevant activities and professional development that are needed to improve Indian education in the State**
- B1. Innovative programs**
- B2. High quality professional development**
- B3. Early-child-preK and family programs**
- B4. Educational programs including remedial instruction to raise achievement**
- B5. Bilingual and bicultural programs and projects**
- B6. Enrichment programs that focus on problem solving**
- B7. Programs to work toward institutions of higher education**
- B8. Programs designed to encourage Indian students to enter, remain, or reenter and increase graduation**
- B9. Career preparation activities**
- B10. Partnership projects between public schools and local business for career perpetration programs**
- B11. rigorous and meaningful curricula and educational opportunities**
- C1. Culturally related activities that support the academic programs of the school**

- C2. Indian language programs and Indian language restoration programs
- C3. activities that promote the incorporation of culturally responsive teaching and learning strategies
- C4. activities to educate students about the prevention of violence, suicide, and substance abuse
- D1. early intervention services, such as after-school programs, tutoring and mentoring, and school and community interventions to prevent truancy and reduce dropout rates
- D2. comprehensive guidance and counseling services;
- D3. Integrated educational services to include programs that promote parental involvement in school activities and increase student achievement;
- D4. special health- and nutrition-related services and other related activities
- D5. family literacy services, including New Mexico even start and adult basic education programs

Native American Student Subgroup(s) to be served through this program/project

- Educationally disadvantaged students;
- Students with disabilities;
- English language learners;
- Other subgroup;

Desired Outcomes

- Increased graduation rates
- Increased attendance
- Increase student attendance
- Increased retention rates
- Integration of technology
- Increase participation in innovative programs
- Increased dual enrollment
- Increased numbers in higher numbers of courses/AP
- Increase in the Native Languages strand of the bilingual seal (culture)
- Increased student achievement, a. Math, b. Reading, c. Science
- Decrease in dropout rates
- Decrease of student infractions (identity)
- Numbers of students in honors classes
- Number of students who are in CT classes and or increased numbers in CT

School discipline rates, by type of infraction decreased

Specify your own value: