



# Cuba Independent School District

September 23, 2020

# Our Mission

The Cuba Independent School District prepares diverse 21<sup>st</sup> Century learners with high expectations, academic growth, community and cultural collaboration, and moral integrity to provide a bright future for the learners we serve.

# Strategic Plan & Goals of CISD

1

100% of our students increase reading levels (move towards proficiency, but supported by growth model)

2

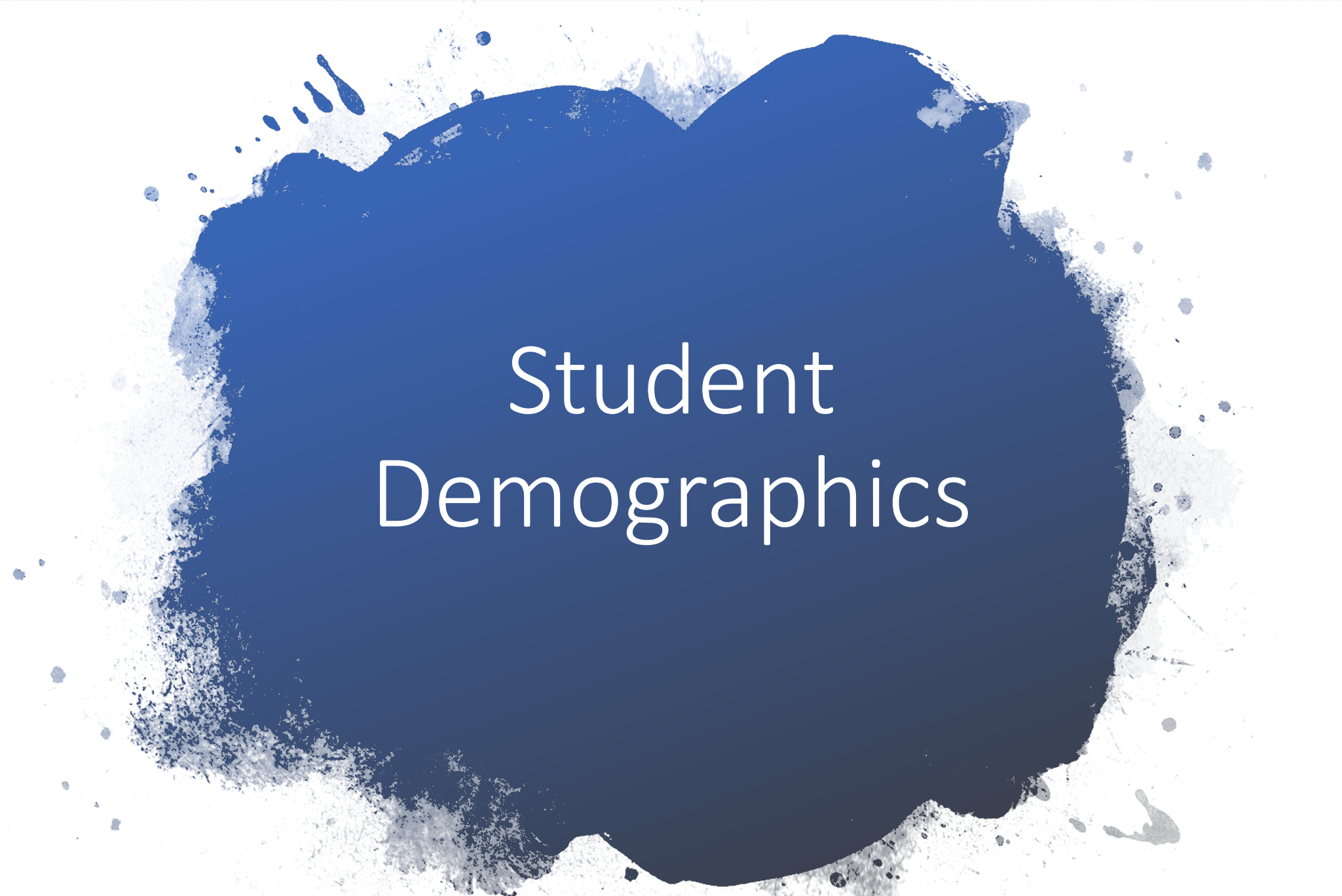
School Culture & Learning represents the diversity of the students attending CISD

3

Strong Partnership with surrounding community entities (economic related and all feeder schools)

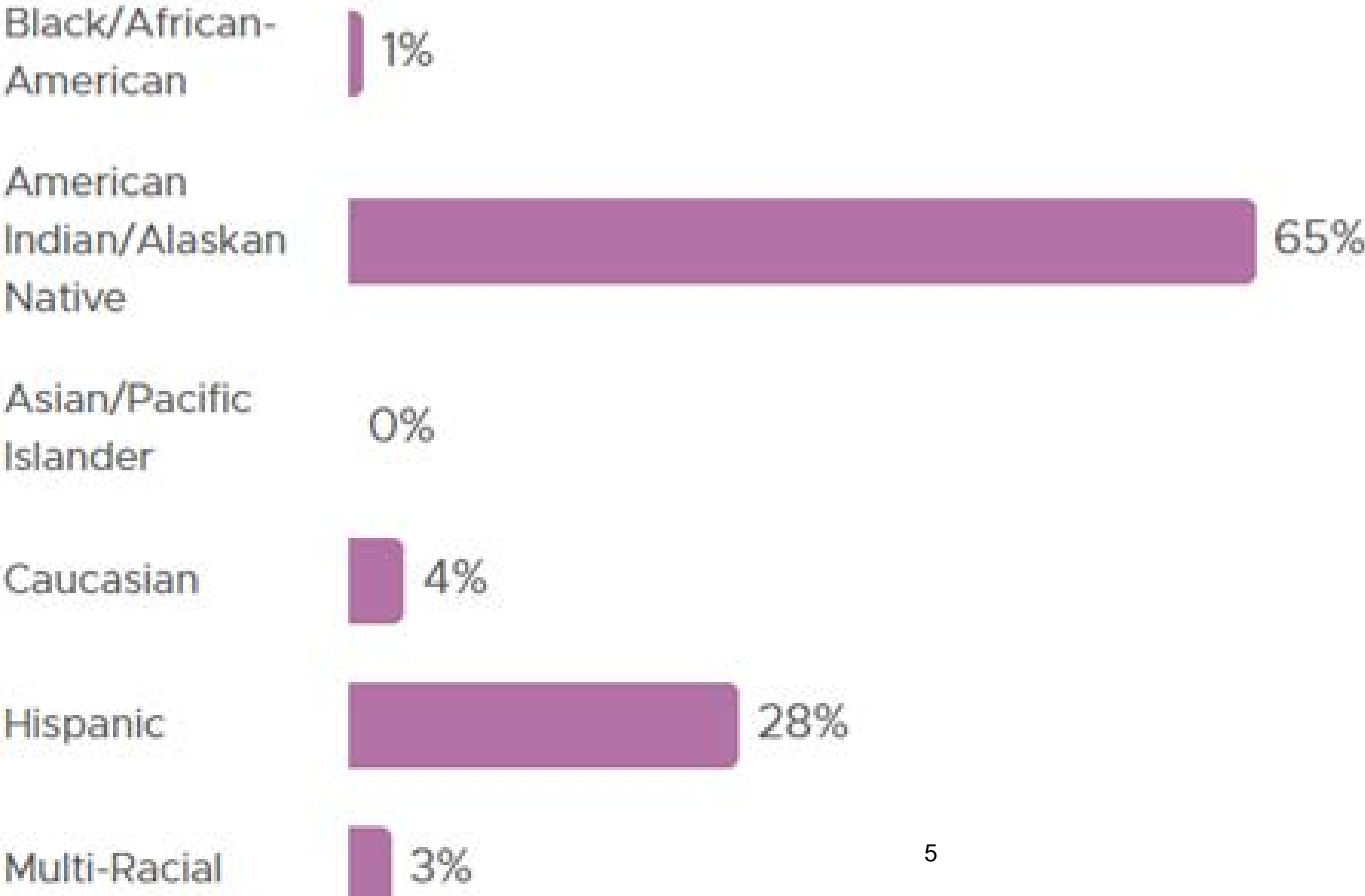
4

100% of our students will be College and Career ready (Pipeline from Pre-K through 12<sup>th</sup> grades)

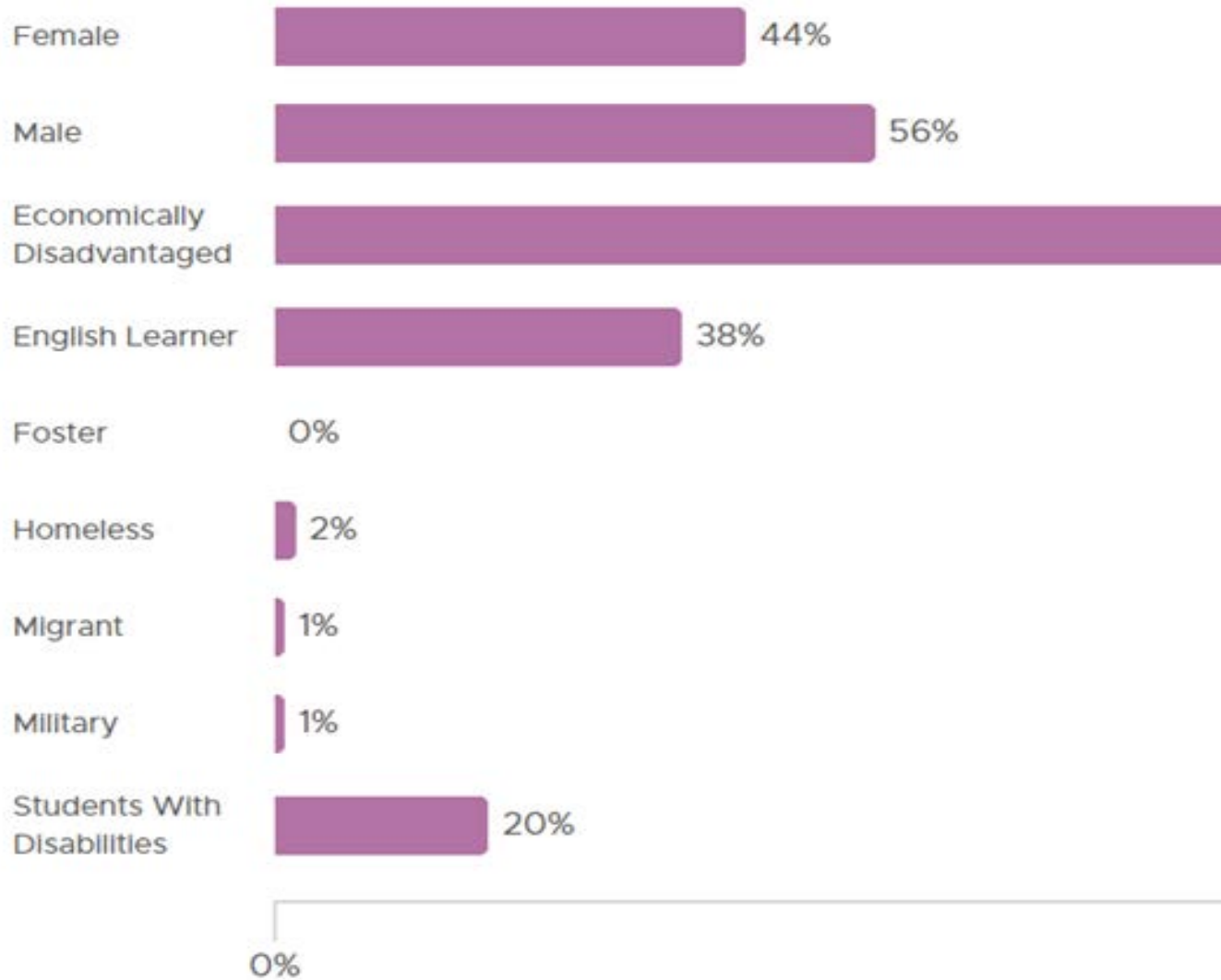


# Student Demographics

# Enrollment by race/ethnicity



### Enrollment by student group



# Indian Education Initiative 2018-2019

- SY 2018-2019 CISD received \$90,000
- Funded the CISD Family Center Coordinator position
  - The program will serve all Native American students enrolled in the CISD, including low income Native American students, Native American students with disabilities and Native American ELL students.
  - The Family Center Coordinator will provide supplemental assistance for students, parents and families in preparing them for the transition to post-secondary institutions and/or entering the workforce.
  - A Native American cultural educator consultant will be hired to implement a cultural resiliency intervention program that addresses self-esteem, self-worth and self-identity through the use of Navajo language and culture.
  - The Family Center Coordinator will address culturally and linguistically relevant education and social emotional learning via collaborative work with the students, parents, guardians, and extended families. Specific attention will be to work with the local leaders, families and community members on the Navajo Nation Reservation in the Chapters of Counselor, Ojo Encino and Torreon.
- Remainder of funding was used for COVID relief to provide students with Wi-Fi connectivity and to allow lunch deliveries to continue through pandemic

# Indian Education Initiative 2019-2020

- SY 2019-2020 CISD received \$90,000
- Funds to be used for Native American Student Support Program Director (NASSPD) salary
  - The Native American Student Support Program (NASSP) will further develop and provide 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 CISD Native American students while providing resources so that they can meet NMPED education standards and CISD goals for all students as related to the Indian Education Act Priority Areas.



- NASSP district wide components include:
  - Support in the coordination of all Native American grant applications and implementation;
  - Support in district wide Native American initiatives and implementation;
  - Support in the coordination of parent outreach efforts;
  - Collaboration with tribal leaders, CISD Indian Education Committees, parents, communities;
  - Collaboration with Diné Language Teachers;
  - Support in the coordination of staff development as related to meeting the needs of Native American students;
  - Support in the coordination of consultants and volunteers that address self-esteem, selfworth and self-identity through the use of Native American language and culture;
  - Support in the coordination of CISD Bilingual Seal of Language Achievement in collaboration with CISD Bilingual Team

# Native American Student Support Program

## American Indian Student Achievement Data

Achievement data for this school district is based on three years of reading, math and science scores, which represent percent proficient in each area. In 2017-2018 the PARCC test was used for assessing academic achievement, and 2019 the TAMALA test was used.

### Reading Achievement Data

	2017		2018			2019		
Group	Reading	Pct Reading	Reading	Pct Reading	Pct Diff	Reading	Pct Reading	Pct Diff
All Students	484	28%	505	25%	-3%	468	19%	-6%
American Indian Students	320	20%	340	18%	-2%	327	14%	-4%

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

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### Math Achievement Data

Group	2017		2018			2019		
	Math	Pct Math	Math	Pct Math	Pct Diff	Math	Pct Math	Pct Diff
All Students	448	3%	429	6%	3%	381	4%	-2%
American Indian Students	432	3%	288	3%	0%	260	3%	0%

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

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### Science Achievement Data

Group	2017		2018			2019		
	Science	Pct Science	Science	Pct Science	Pct Diff	Science	Pct Science	Pct Diff
All Students	119	25%	169	27%	2%	180	13%	-14%
American Indian Students	78	18%	119	19%	1%	129	9%	-10%

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

4-Year  
Graduation  
Rate 2017-  
2018, 2018-  
2019

Group	2017-2018	2018-2019	Difference between 2017-2018 and 2018-2019
All Students	70.4%	83.8%	13.4%
American Indian Students	67.1%	81.7%	14.6%

Source:

<https://webnew.ped.state.nm.us/bureaus/accountability/graduation/>

# Student Enrollment, 120-Day Snapshot 2019-2020

Group	Enrollment	Pct Native American
All Students	572	71.7%
American Indian Students	410	

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

# Student Dropout rate 2018-2019 (one year lagged): 1.5%

Source: STARS Staging Reports>Public Folders>eScholar Framework-Verify>District and Location Reports>Dropout Reports>Final Dropout Rates

# Graduation Rates by Ethnicity

SY 2018-2019 Graduation Rates by Ethnicity

Ethnicity	Total Number of Students	Number Graduated	Percentage Finished	Number NOT Graduated	Percentage Not Graduated
Caucasian	3	2	67%	1	33%
Hispanic	16	16	100%	0	0%
American Indian	42	37	88%	5*	12%
Totals	61	55	90%	6	10%

\*1 Female American Indian student counted as NOT graduated received a Cert of Completion

SY 2019-2020 Graduation Rates by Ethnicity

Ethnicity	Total Number of Students	Number Graduated	Percentage Finished	Number NOT Graduated	Percentage Not Graduated
Caucasian	3	3	100%	0	0%
Hispanic	18	18	100%	0	0%
American Indian	53	49	92%	4	7.5%
Totals	74	70	94.5%	4	5%

Our work with student, families,  
& communities



A close-up photograph of a person with long dark hair and glasses, focused on weaving on a traditional wooden loom. The loom is strung with many vertical white threads. The person's hands are visible, holding the threads and a wooden beam. The background is slightly blurred, showing what appears to be a workshop or classroom setting.

# Indigenous Education Initiative

2019-2020      \$250,000 received

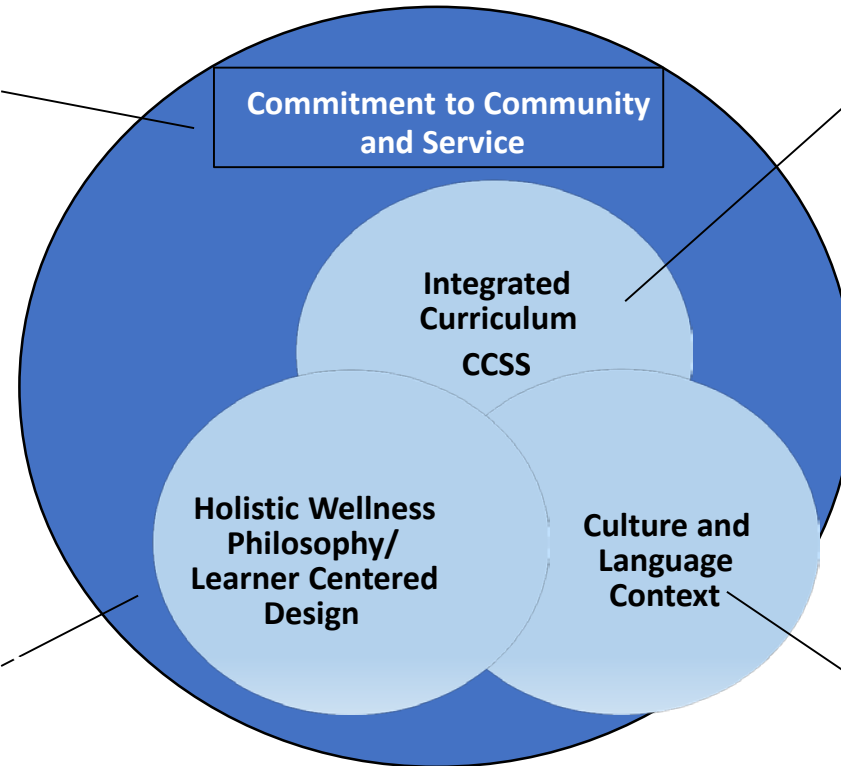
2020-2021      \$250,000 received

2021-2022

Aligned to the Common Core State (CC) Readiness Assessments, current and future, with

Commitment to Community and Service

District budget approvals ensure that the key areas identified in the framework and NMPED professional learning and evaluation include these framework elements 100% of the time.



Addresses student growth and development from early learning to adulthood and allows for assessment in authentic ways

Learner Centered Design or Personalized Learning is a key strategy to address the needs of Students with Disabilities and Students with Learning Differences

Brings CLR education to the core of School Development and Learning - flexible for student interest and identity development

Provides a lens for teams to create policy, protocols, RFPs and assess impact of program design of professional learning from NMPED

## *Summer Enrichment Program*

Designed using remote learning due to Covid-19 Pandemic.

To empower students to find selfworth & self-identity, which strengthens academic achievement & social emotional well-being.

Focused on students' health and their safety, staff practiced social distancing vigilantly & used personal protective equipment for precautions.

- 1 Coordinator
- 89 student participants
- 3 teachers
- 1 driver for delivering supplies

# Indigenous Education Initiative Community Outreach Spring 2020 @ Torreon Chapter (left) & CISD Student Survey-Pizza Incentive (right)






# Summer Enrichment Program

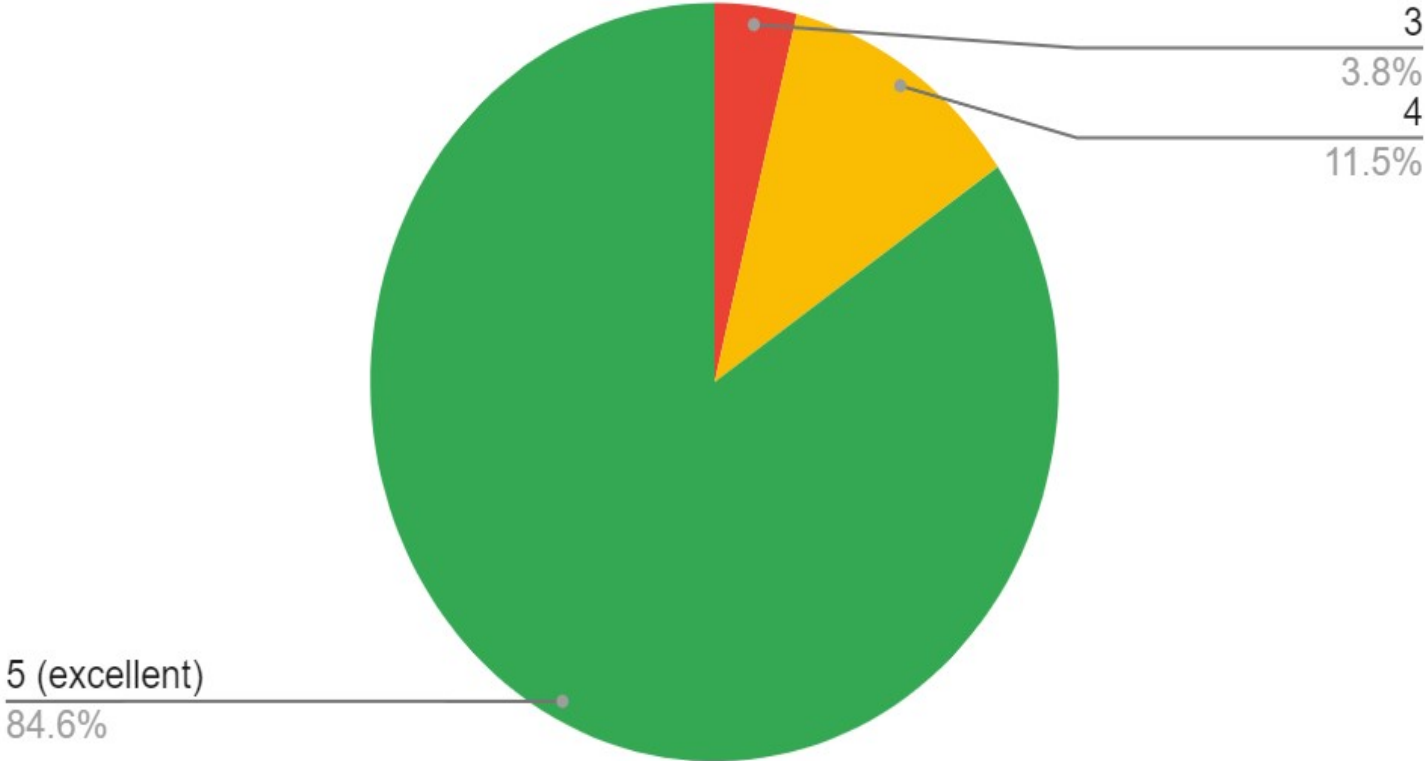
## The 3 Sisters – Corn, Squash, & Beans





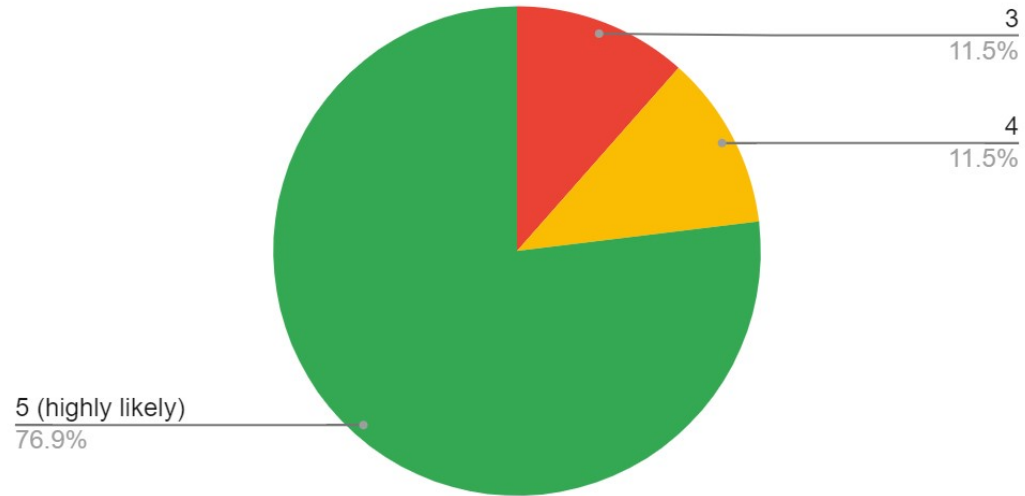
The next 3 slides are surveys from  
the Indigenous Summer  
Enrichment Program, June 2020.

# How would you rate your experience with the Summer Enrichment Program?

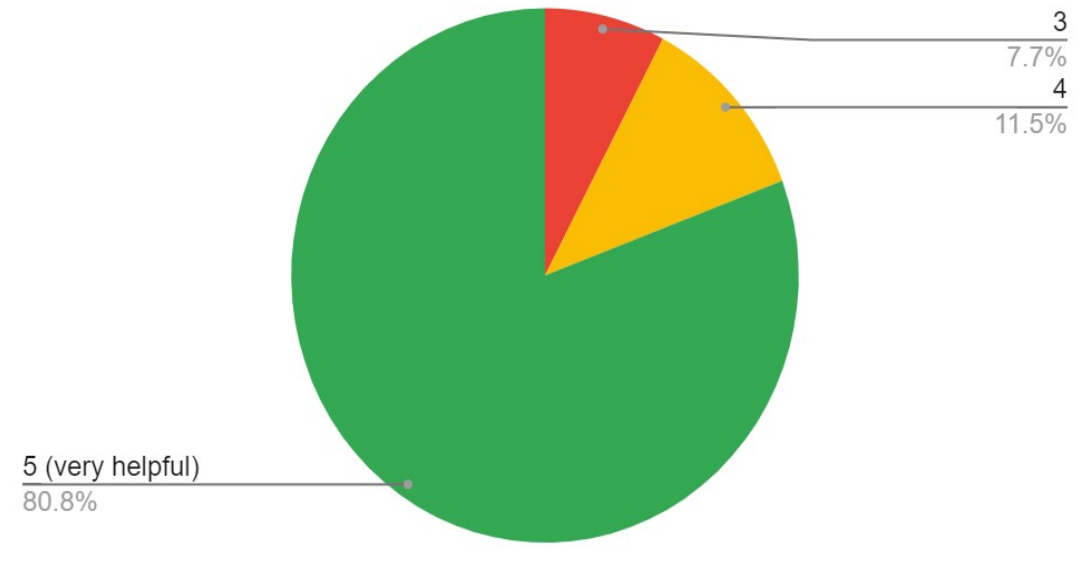




How likely are you to recommend this program to others or participate again in the future?



How interactive and helpful were your SEP teachers?



# Challenges & Achievements

- Biggest challenge is the Covid-19 Pandemic
- Remote Learning and all the precautions with limitations
- Internet connectivity in remote areas
- Current weak Hot Spot connections

- Received the Indigenous Education Initiative Grant in the full amount last year and this year. We are hopeful that we get the grant again next year.
- Objectives & goals in place.
- Received 500,000 + Cares Act.
- E-Learning to Remote Learning
- Each student has a laptop.
- \$100,000 IEI for jetpacks for Wifi connectivity.
- Bus Drivers meals delivery.



## **Hoghan at CISD**

*Cuba Independent School District Superintendent Karen Sanchez-Griego, Indian Education Director Raphaelita Phillips, Navajo council delegate Daniel Tso, and PED Deputy Secretary Kara Bobroff join district alumni at the opening of the hoghan.*

COURTESY OF KARA BOBROFF

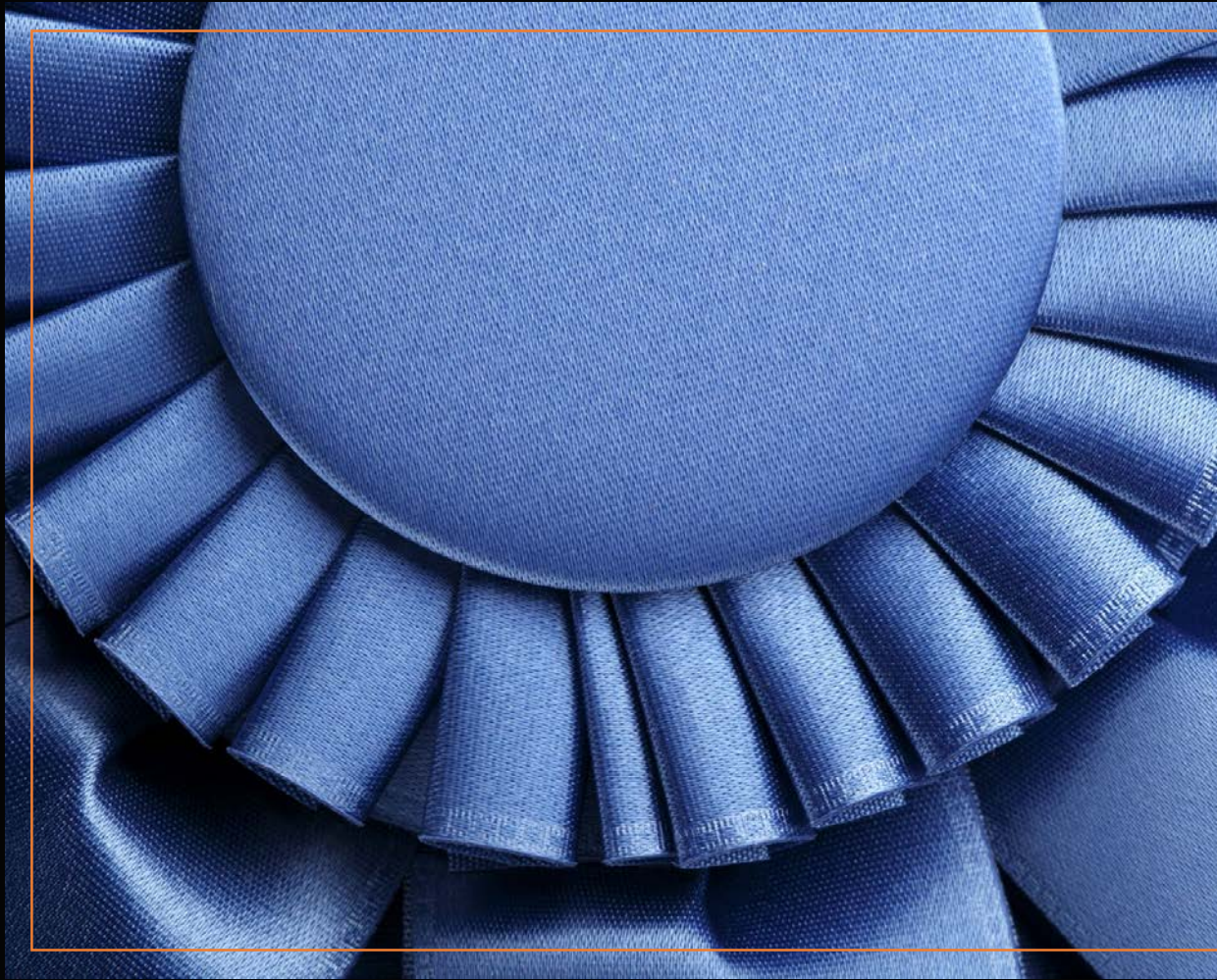
# COVID Relief Efforts- School Lunch Deliveries





## COVID Relief Efforts- School Lunch Deliveries

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Thank You

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Gracias