



EVERY STUDENT.
EVERY DAY.

Report on the Progress of American Indian Students

IPP PUBLIC PRESENTATION – OCTOBER 2020



Table of Contents

District demographics and IPP data

Academic data

Summary of tests district utilizes

Achievement data in language arts and math

Growth data in language arts and math

College readiness tests (PSAT and SAT)

Graduation data

Drop-out data

Participation in AP and honors classes

Special populations – ESS (% of population compared to non-Native), ELL (NEP, LEP, monitoring), and GT (% of population compared to non-Native)

Student engagement

Student attendance

Student behavior data

Participation in school activities

How is the district working to improve services and supports to students



EVERY STUDENT.
EVERY DAY.

The Context for this Year's Report

COVID impacted the availability of data in many areas

- ❑ **State tests** – these tests were not given due to COVID (CMAS, PSAT, SAT). For these tests we have included the data from 2018-19 as that is the most recent data we have available.
- ❑ **District tests** – some tests were not given the full three times per year that would normally happen (DIBELS, some district interims). In these cases we reported the best and most recent data available (often winter test cycle)
- ❑ **Athletics and Activities** – some sports or activities did not occur due to COVID. We provided participation data from 2019-20 for the ones that did occur
- ❑ **Attendance and Discipline data** – These are reported for a partial year (through the period where we closed in-person learning and went to temporary online learning)
- ❑ **Parent Survey data** – in past years we have provided hard copies of the survey at schools and encouraged parents to take them. This was not an option this year due to COVID.
 - ❑ This year we have sent the link out online and posted on Facebook. We are also working with the Education Department to get additional surveys distributed. We are committed to continuing to collect parent surveys and will provide an additional report with that information once we have enough responses.
 - ❑ We do not have enough responses to include updated data in this report, so we have included the data from 2019-20, which is our most recent.

District Demographics and IPP Data

DEMOGRAPHIC DATA IN THIS IPP REPORT

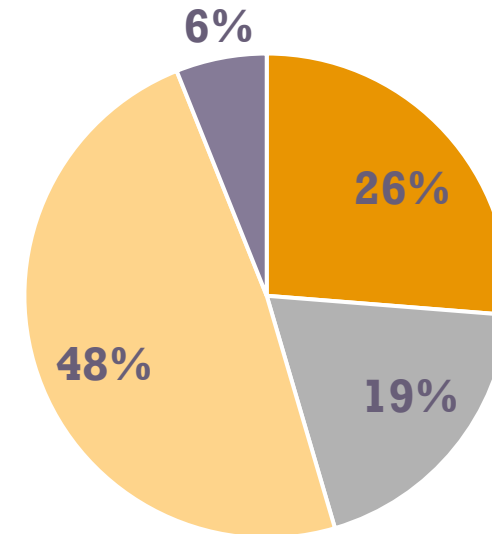
26% of students in the District are Native American

**Data in this report are broken down by tribe where available
(All Native American, Navajo, and Ute Mountain Ute)**

**Where this data is not available by tribe the report is broken
out by Native American and Non-Native American**

**The category of Non-Native American in this report includes
Hispanic, White, and All Others (Asian, Black, Multi-racial)**

District Demographics



- Native American
- Caucasian
- Hispanic
- All others



EVERY STUDENT.
EVERY DAY.

Academic Data

What Tests Are Included in this Data?

Test Name	What Year do we have data for?	What Subjects Does it Measure?	Does it measure Achievement?	Does it measure Growth?	What grades are tested?	What do we use this test for?
Colorado Measures of Academic Success (CMAS)	2018-19	Language Arts Math Science (limited)	YES	YES	Grades 3-8	Teachers use this to determine if students are meeting grade level standards or are growing fast enough to meet them
District Interim Assessments	2019-20	Language Arts Math Science Social Studies	YES	NO	Grades K-12	Teachers use this to group students, plan instruction, and monitor student progress
DIBELS	2019-20	Language Arts	YES	NO	Grades K-3	Teachers use this to monitor younger student's progress in learning to read
PSAT	2018-19	Language Arts Math	YES	YES	Grade 9-10	Teachers use this to determine if students are on track to be college ready
SAT	2018-19	Language Arts Math	YES	YES	Grade 11	Teachers use this to determine if students are college ready Students use this to apply to college

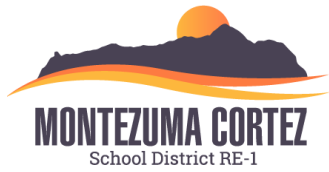
Achievement in Language Arts and Math

What does achievement data tell us?

- Achievement data tells us whether individual students have met “grade level” standards
- Achievement data tells us what percentage of students are meeting “grade level” standards in a school and across the district

What achievement data is presented in this report?

- Data showing what percentage of students are meeting and not meeting “grade level” standards in elementary school and grades 6-8 in language arts and math based on State tests (CMAS) and PSAT (grades 9-10)
- Data showing how students scored compared to other students nationally (STAR data)
- Data showing comparisons of Native American students and non-Native American students
- Data showing achievement of Navajo and Ute Mountain Ute students specifically



EVERY STUDENT.
EVERY DAY.

CMAS TESTS

How do we read this data?

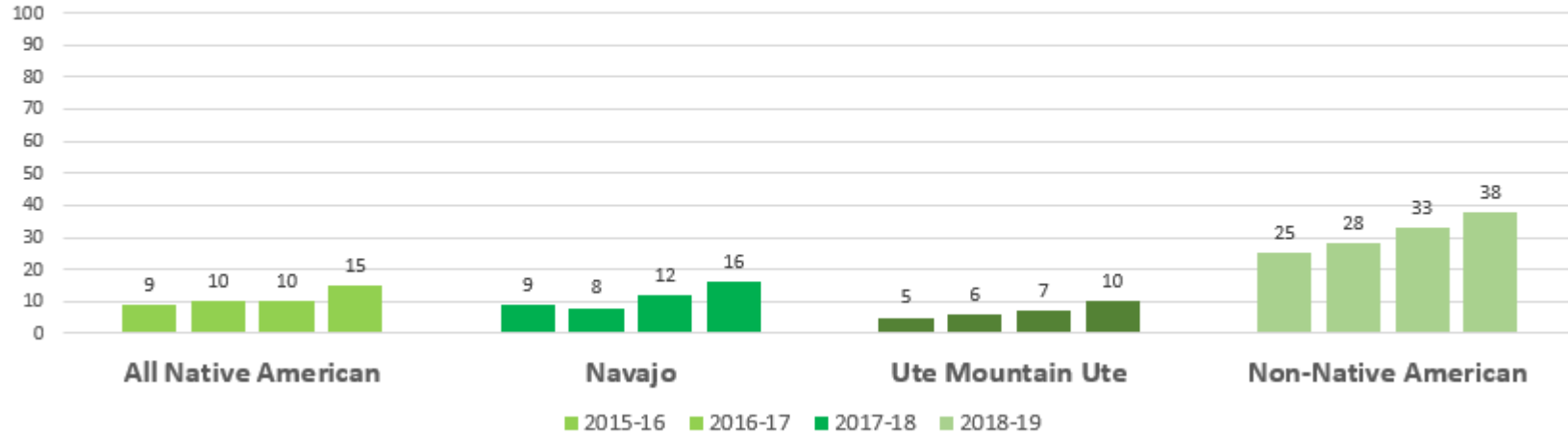
These charts show the percentage of students who are meeting grade level standards (green) and the percentage of students who are not meeting grade level standards (red). These tests apply to grades 3-5.

What does this data mean?

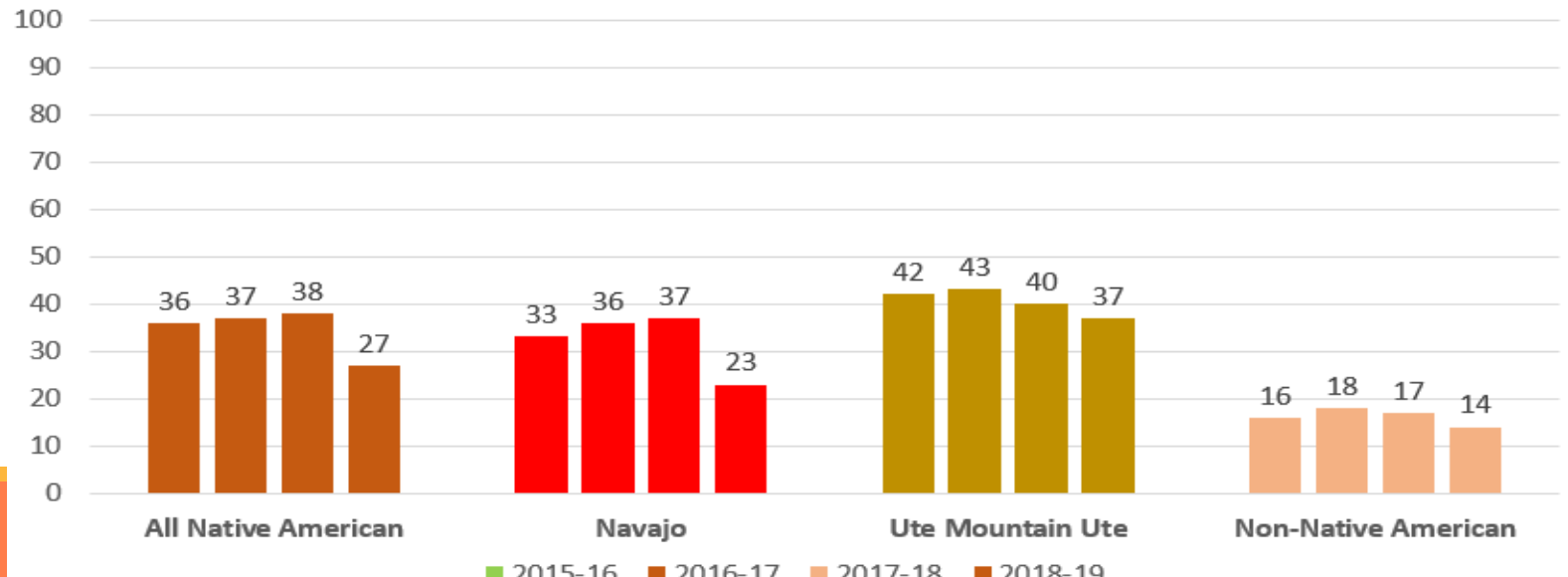
Native American students are less likely to meet grade level standards than non-Native American students and Native American Student are twice as likely to score as “did not meet” as non-Native American students

Elementary - Are students achieving grade level standards in language arts?

Percentage of Students Reading and Writing on Grade Level
(Meets or Exceeds on CMAS)



Reading and Writing (Does not Meet)





EVERY STUDENT.
EVERY DAY.

CMAS TESTS

How do we read this data?

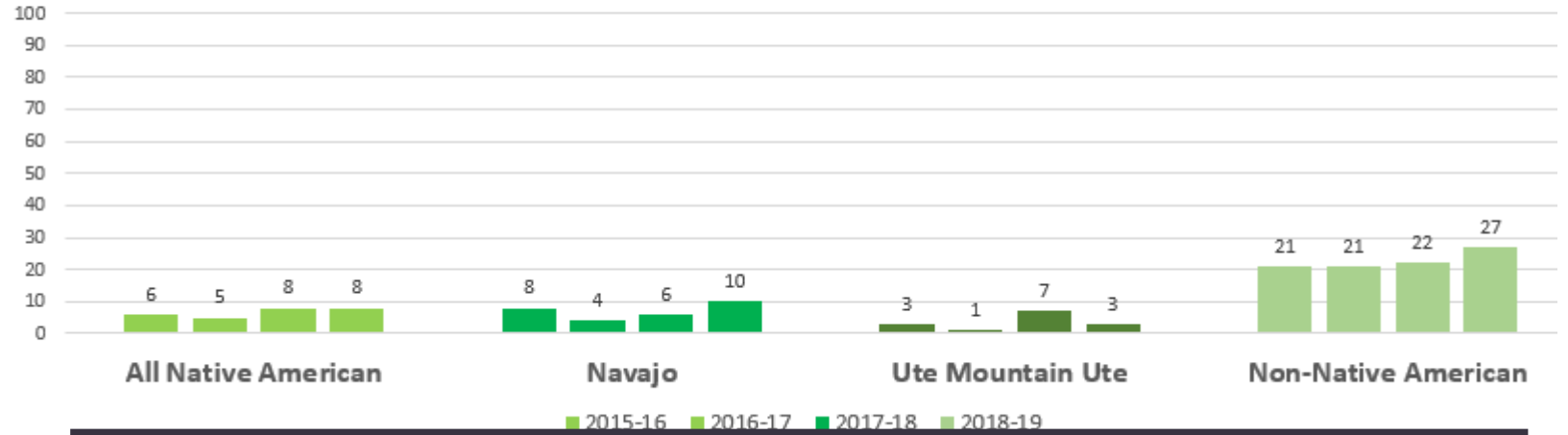
These charts show the percentage of students who are meeting grade level standards (green) and the percentage of students who are not meeting grade level standards (red). These tests apply to grades 3-5.

What does this data mean?

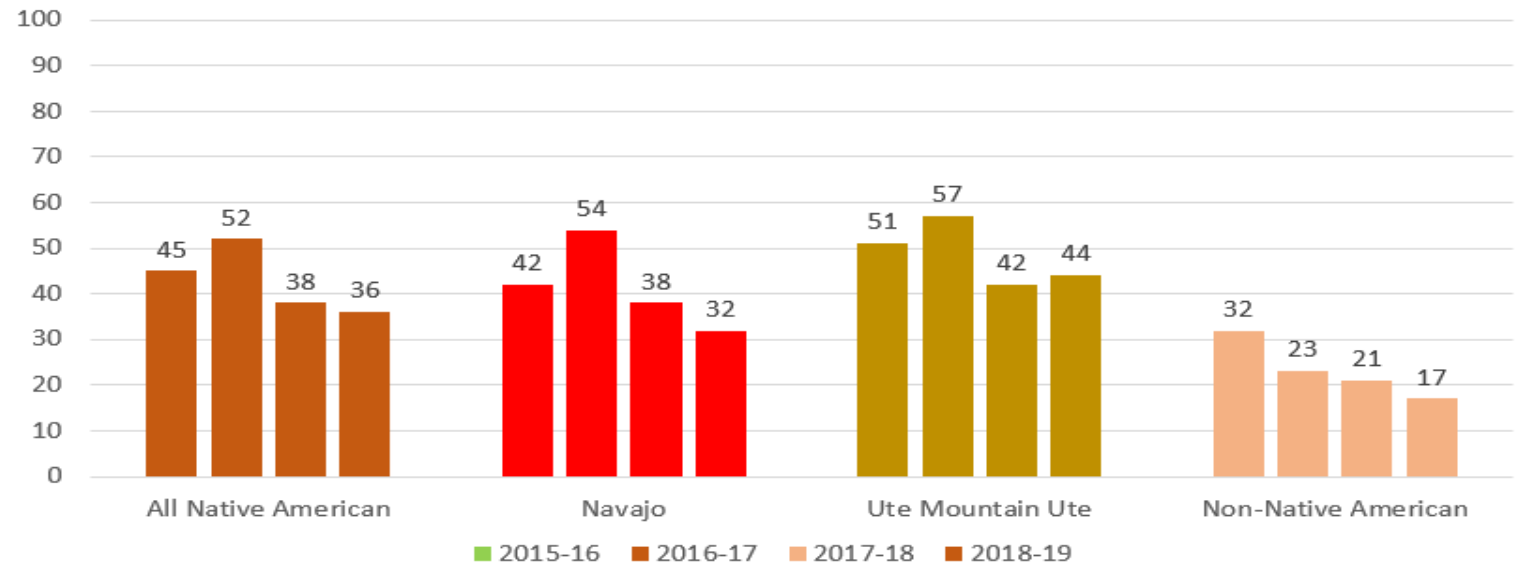
Native American students are less likely to meet grade level standards than non-Native American students and Native American Student are more than twice as likely to score as "did not meet" as non-Native American students

Elementary - Are students achieving grade level standards in math?

Percentage of Students Doing Math on Grade Level
(Meets or Exceeds on CMAS)

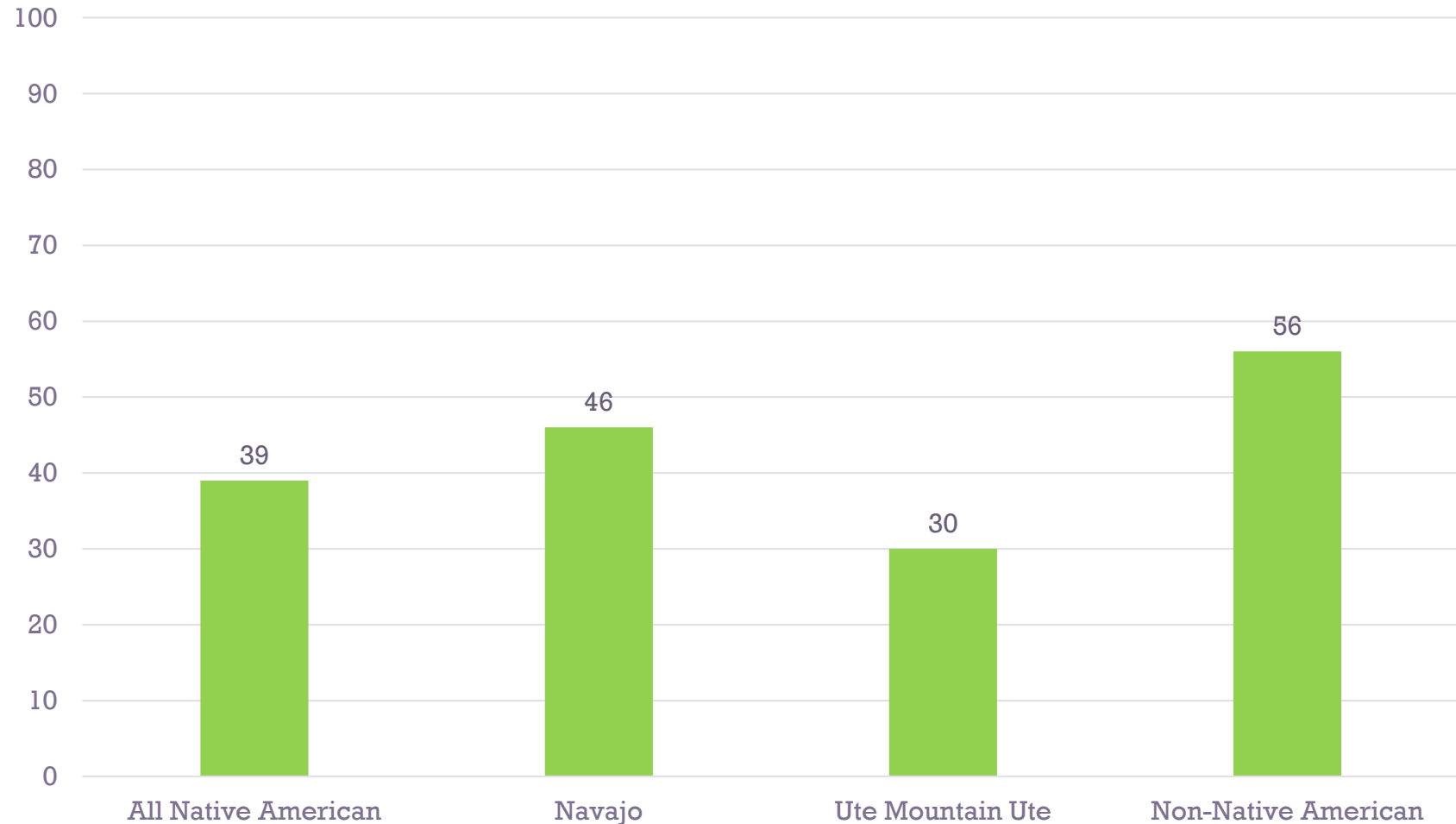


Math (Does not Meet)



Elementary - Are our youngest students learning to read?

Percentage of K-3 students at/above grade level in reading



DIBELS TESTS WINTER TEST RESULTS

How do we read this data?

These charts show the percentage of students who are meeting standards (green) based on the Winter test for DIBELS. Due to COVID the district was not able to administer the spring test which is what is typically reported. These tests apply to grades K-3

DISTRICT INTERIM ASSESSMENTS

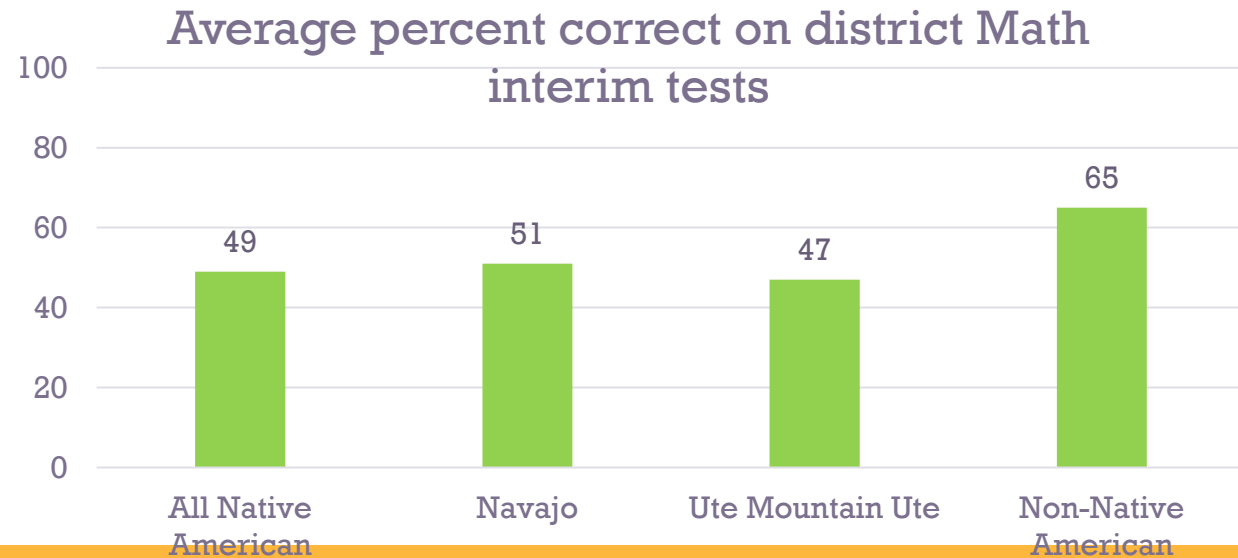
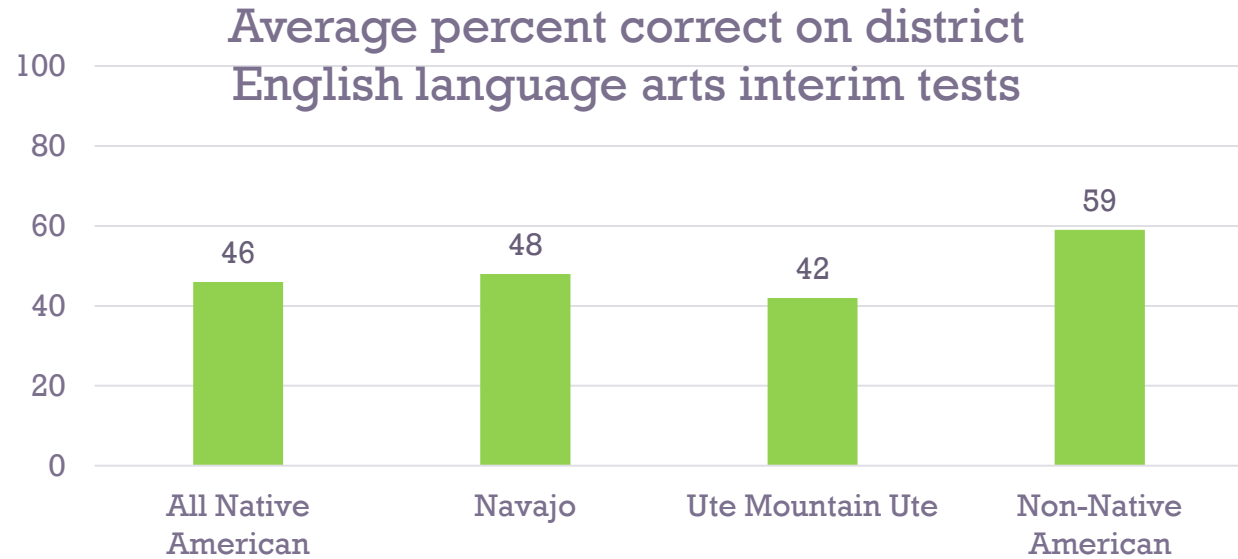
How do we read this data?

These charts show the average percent right among students who took the district interim tests. District interim tests are aligned to state standards and state tests and are administered three times a year.

What does this mean?

Students performance on district interims has been shown to be similar to student performance on state tests.

Elementary – How are our students doing in English language arts and math?

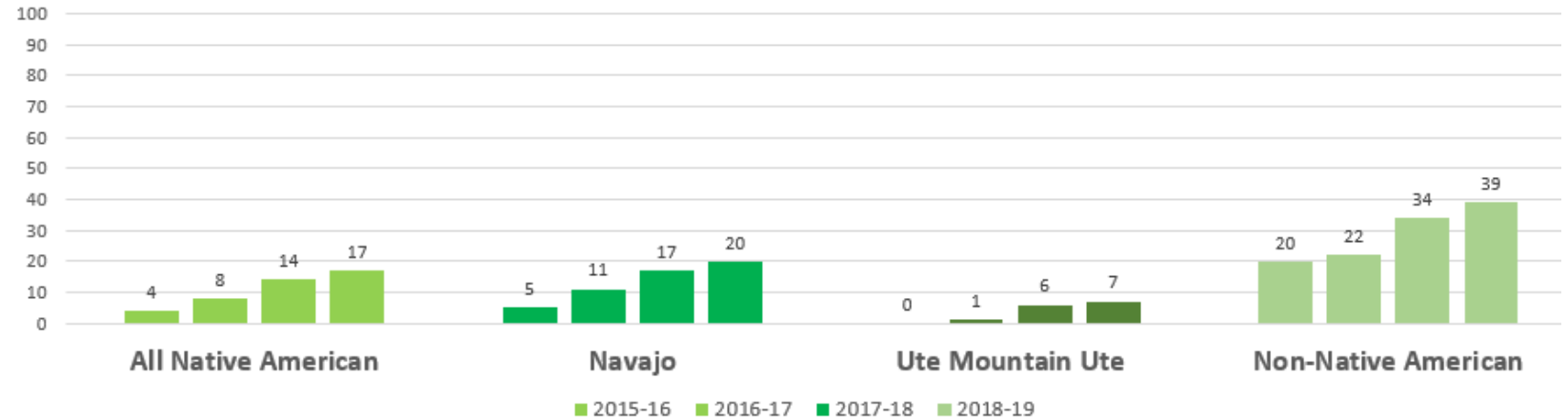




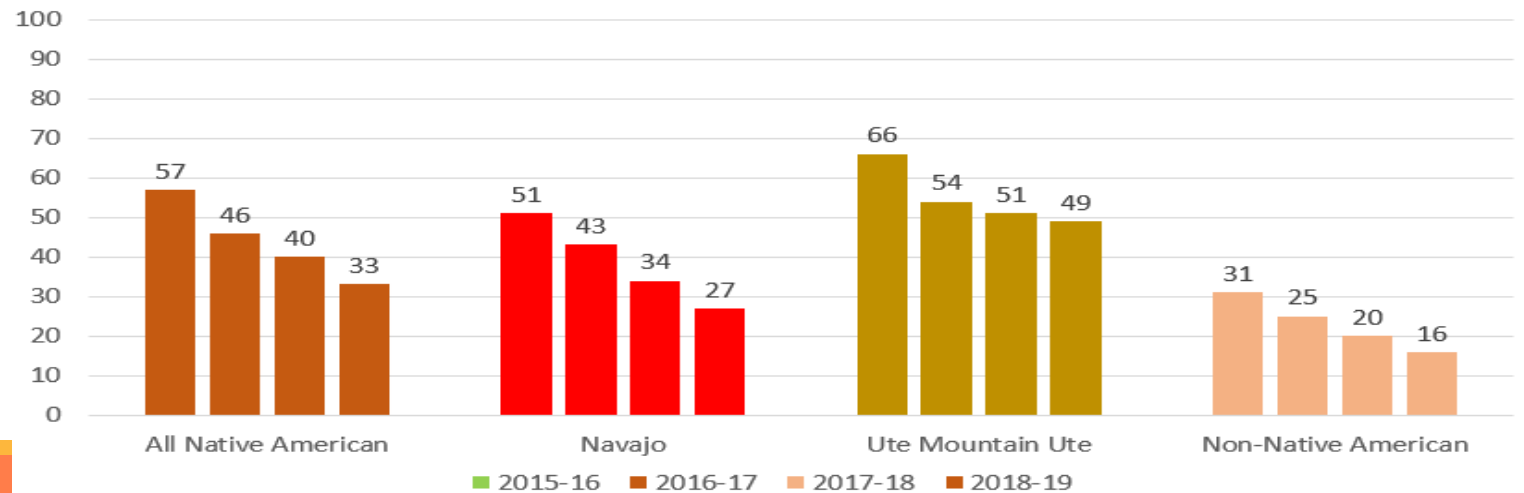
EVERY STUDENT.
EVERY DAY.

Grades 6-8 - Are students achieving grade level standards in language arts?

Percentage of CMS Students Reading and Writing on Grade Level (Meets or Exceeds on CMAS)



Percentage of CMS Students Scoring in the Lowest Category on Reading and Writing (Does not Meet)



CMAS TESTS

How do we read this data?

These charts show the percentage of students who are meeting grade level standards (green) and the percentage of students who are not meeting grade level standards (red).

What does this data mean?

Native American students are less likely to meet grade level standards than non-Native American students and Native American Student are twice as likely to score as “did not meet” as non-Native American students

*Note: Achievement for 2015-16 and 2016-17 includes 9th grade

CMAS TESTS

How do we read this data?

These charts show the percentage of students who are meeting grade level standards (green) and the percentage of students who are not meeting grade level standards (red).

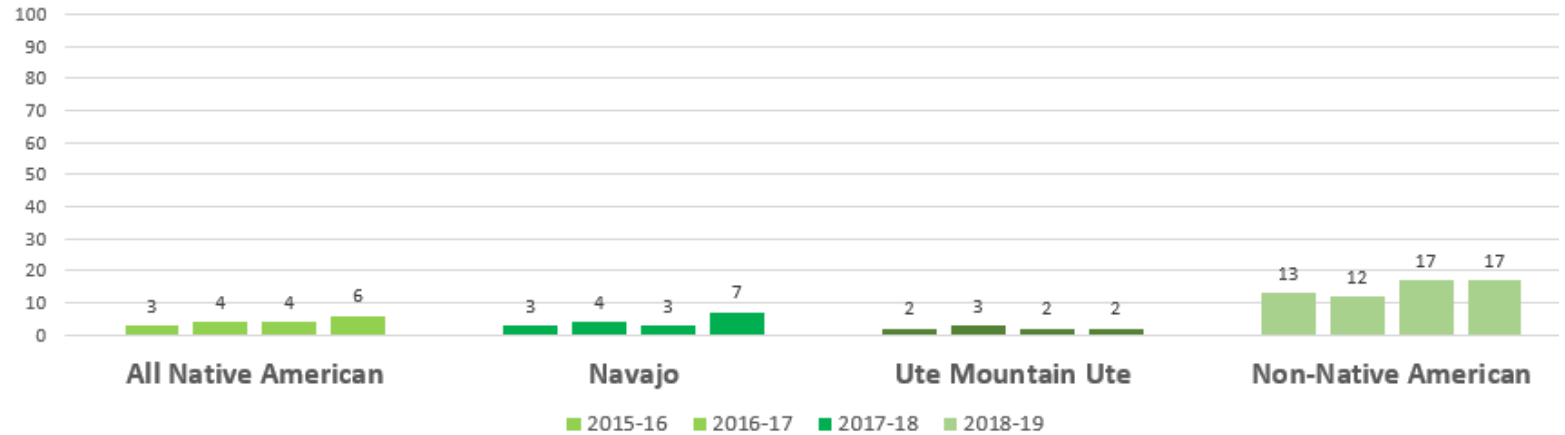
What does this data mean?

Native American students are less likely to meet grade level standards than non-Native American students and Native American Student are more likely to score as “did not meet” compared to non-Native American students

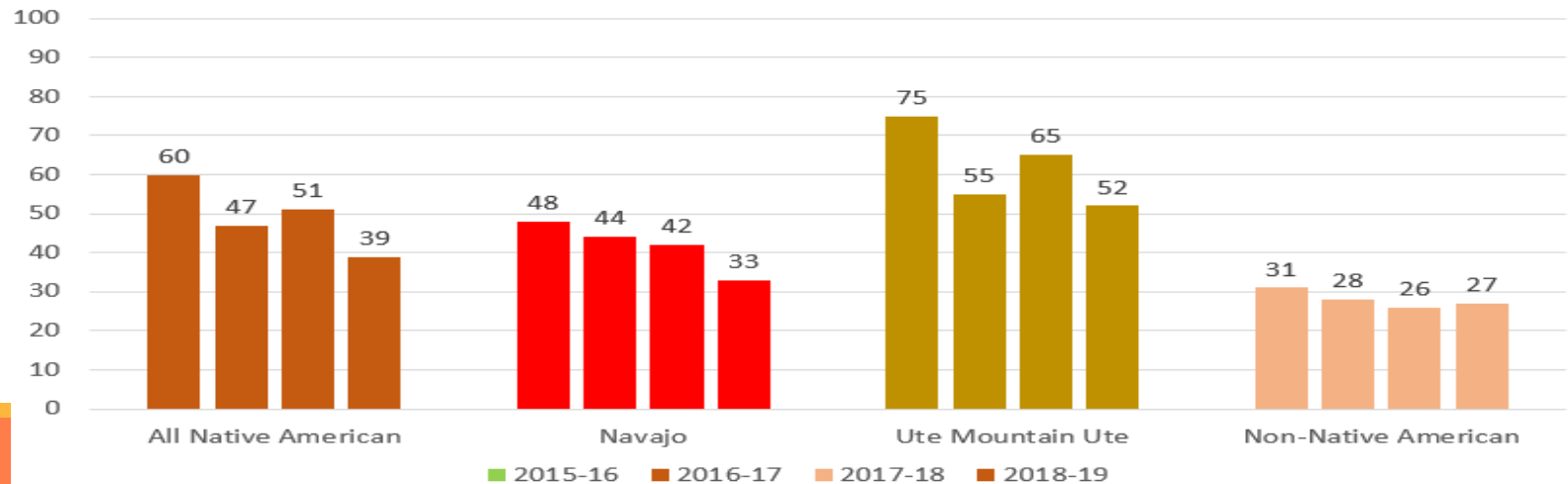
*Note: Achievement for 2015-16 and 2016-17 includes 9th grade

Grades 6-8 - Are students achieving grade level standards in math?

Percentage of CMS Students Doing Math on Grade Level
(Meets or Exceeds on CMAS)



Percentage of CMS Students Scoring in the Lowest Category on Math (Does not Meet)



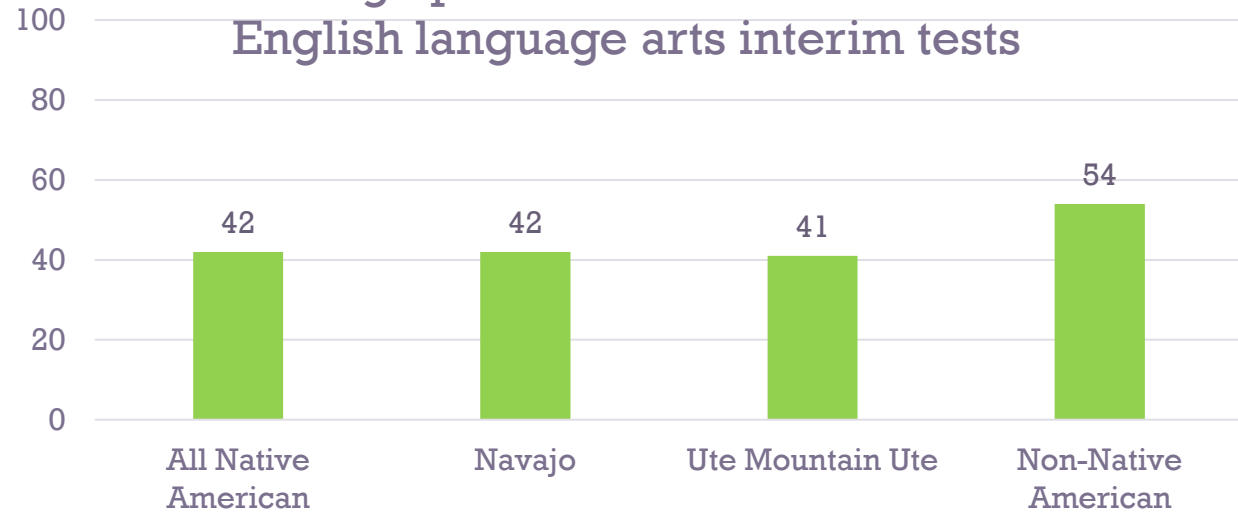
DISTRICT INTERIM ASSESSMENTS

How do we read this data?

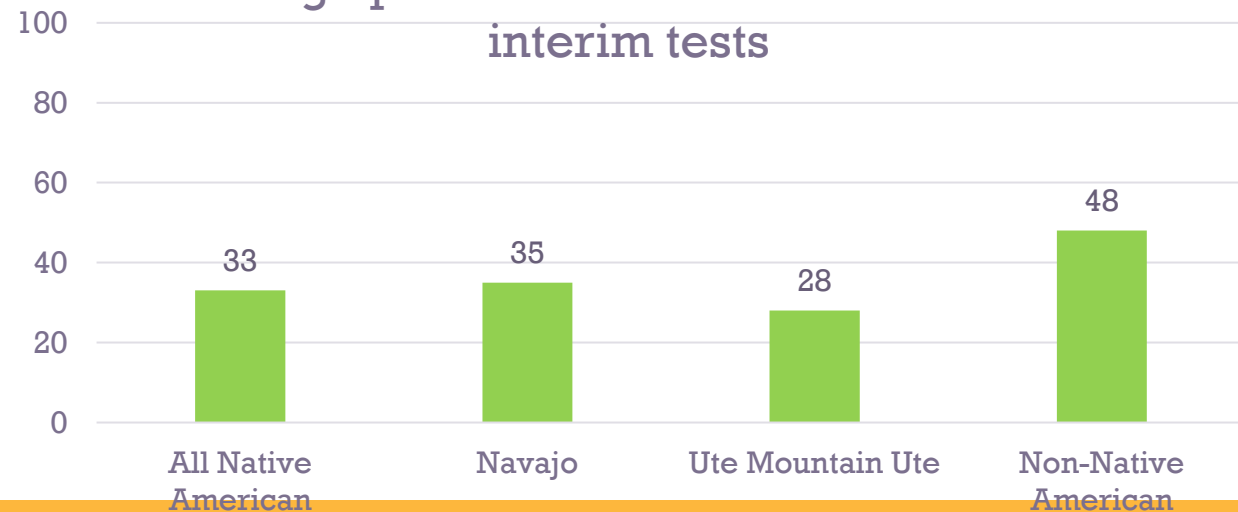
These charts show the average percent right among students who took the district interim tests. District interim tests are aligned to state standards and state tests and are administered three times a year.

Middle School – How are our students doing in English language arts and math?

Average percent correct on district English language arts interim tests



Average percent correct on district Math interim tests



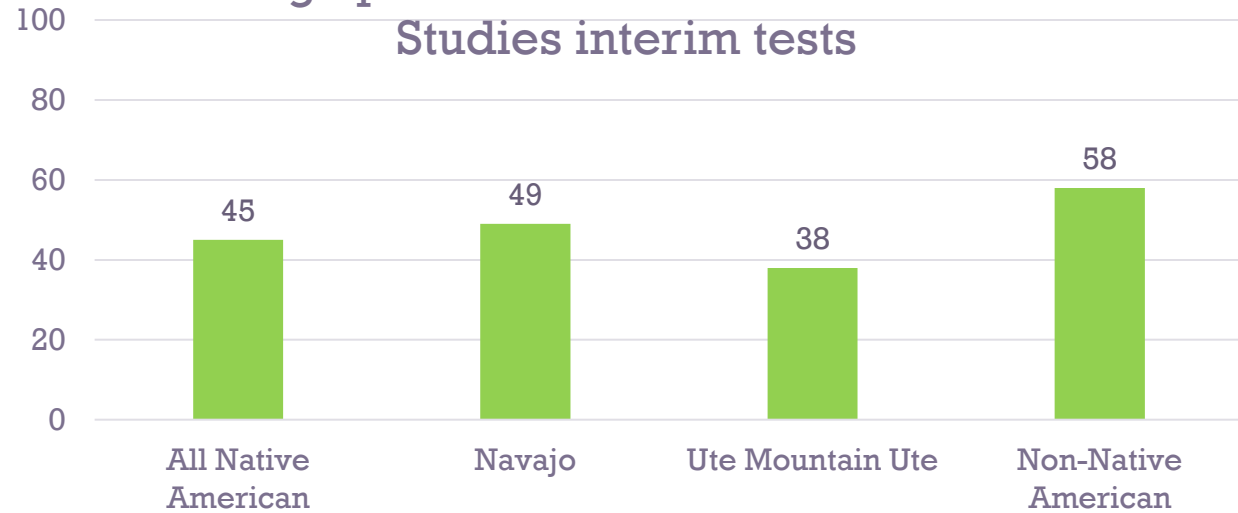
DISTRICT INTERIM ASSESSMENTS

How do we read this data?

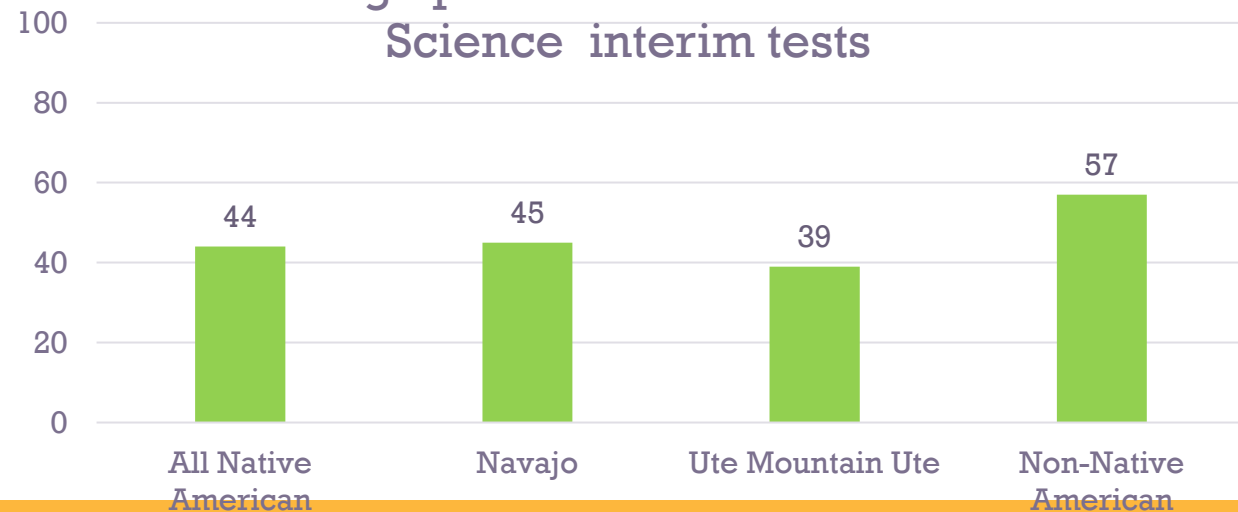
These charts show the average percent right among students who took the district interim tests. District interim tests are aligned to state standards and state tests and are administered three times a year.

Middle School – How are our students doing in Social Studies and Science?

Average percent correct on district Social Studies interim tests



Average percent correct on district Science interim tests



Growth Data in Language Arts and Math

What does growth data tell us?

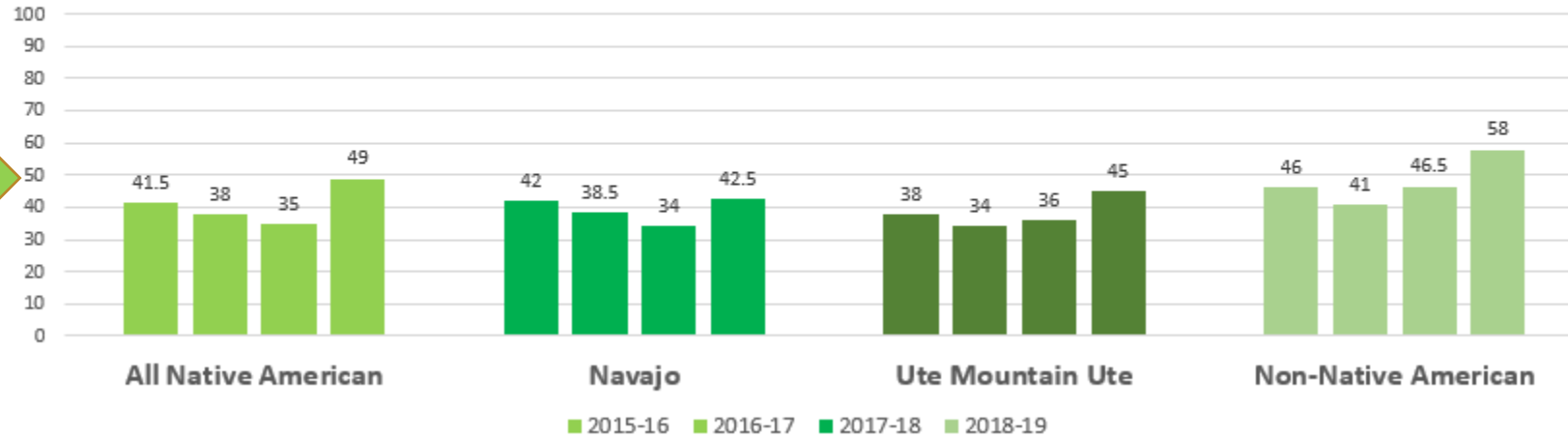
- Growth data tells us how quickly our students are growing compared to other academically similar students across the state (CMAS) and nation (STAR)

What growth data is presented in this report?

- Data showing how quickly students are growing in elementary school and grades 6-8 in language arts and math compared to other students in the state (CMAS) and nation (STAR)
- Data showing comparisons of Native American students and non-Native American students
- Data showing achievement of Navajo and Ute Mountain Ute students specifically

Elementary - Are students growing academically as fast as other students in the state?

Elementary Median Growth Percentile Language Arts (Goal 50)



50 or above is the goal

50 or above is the goal

CMAS TESTS

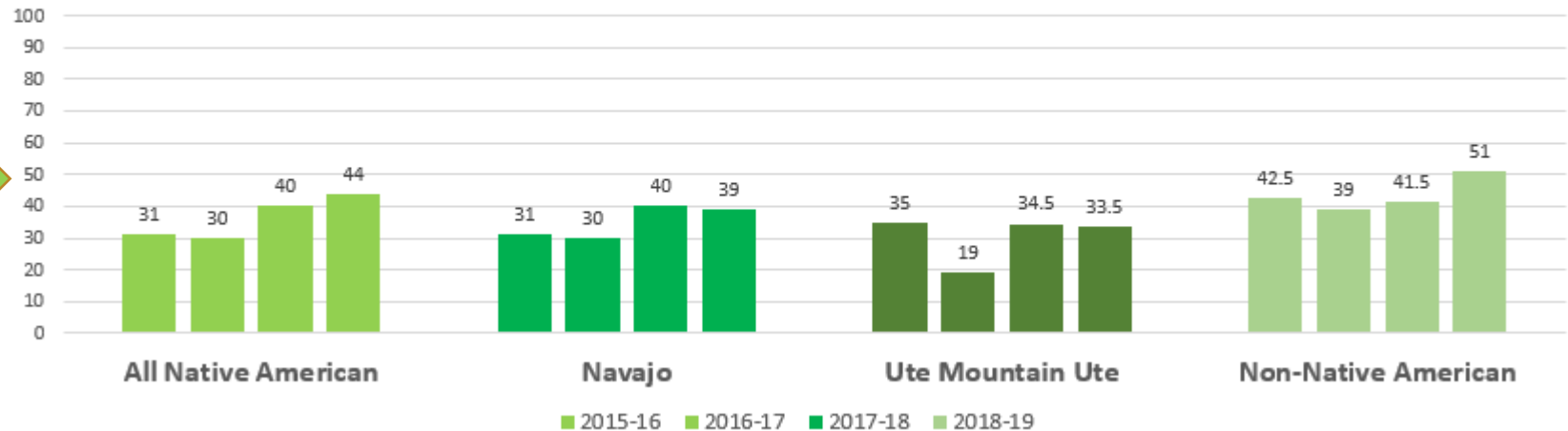
How do we read this data?

These charts show how quickly our students are growing compared to academically similar students. A growth score of 50 represents average growth for students in Colorado.

What does this data mean?

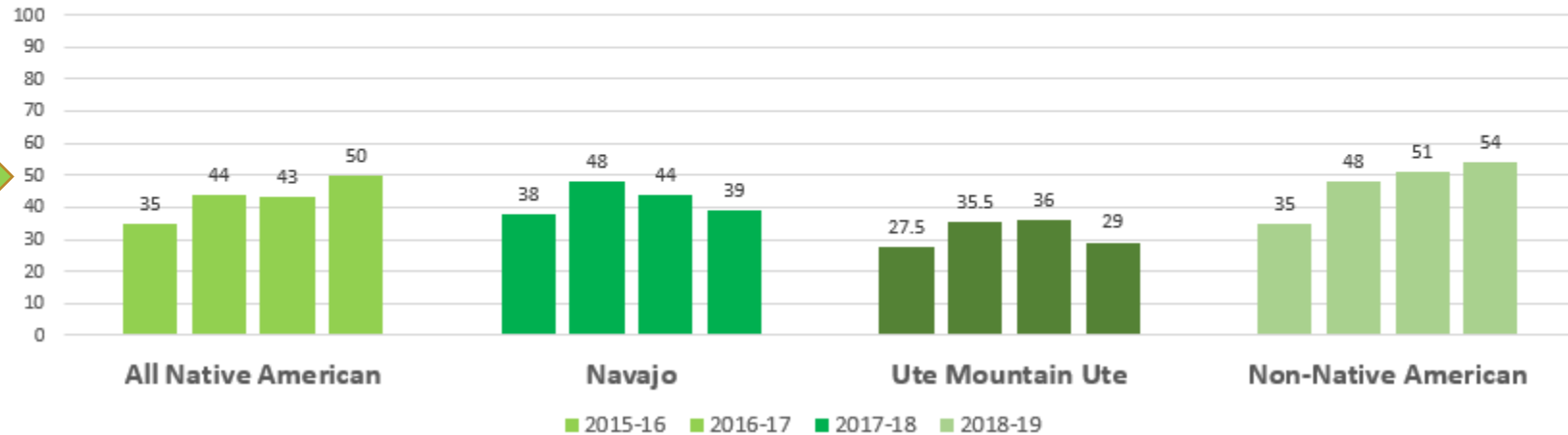
Native American students are growing similarly to other students in the state in language arts and somewhat slower in math.

Elementary Median Growth Percentile Math (Goal 50)



Grades 6-8 - Are students growing as fast academically as other students in the state?

Middle* School Median Growth Percentile Language Arts (Goal 50)



50 or above is the goal

CMAS TESTS

How do we read this data?

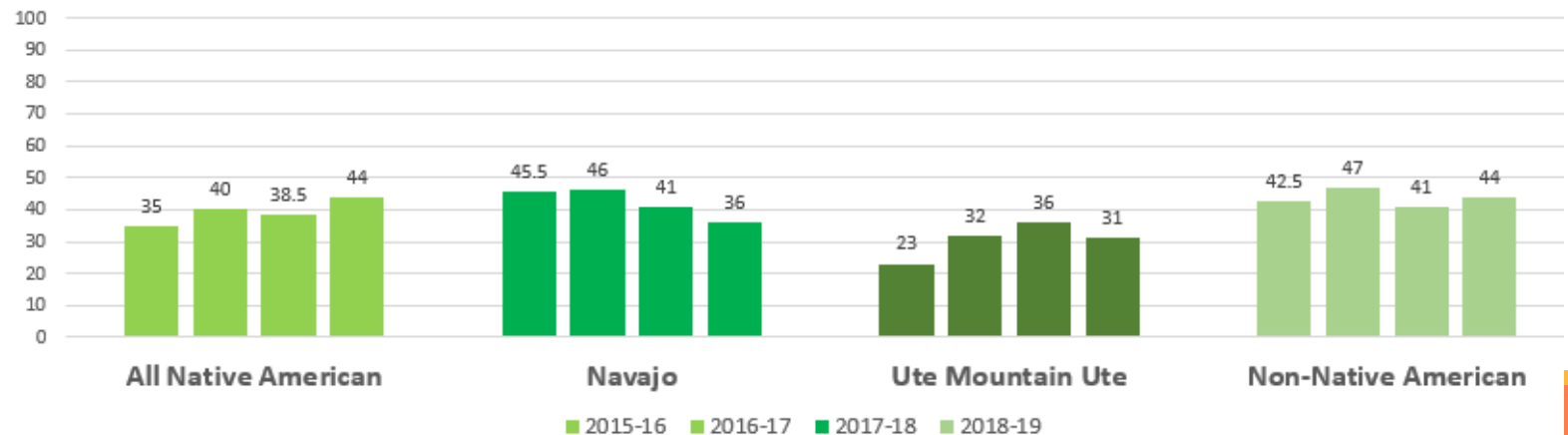
These charts show how quickly our students are growing compared to academically similar students. A growth score of 50 represents average growth for students in Colorado.

What does this data mean?

Native American students are growing similarly to other students in the state in language arts and somewhat slower in math.

50 or above is the goal

Middle* School Median Growth Percentile Math (Goal 50)



*Note: Growth for 2015-16 and 2016-17 includes 9th grade

High School Academic Data

What does High School academic data tell us?

- Data tells us how many students are participating in AP classes
- Data tells us if students are ready for college
- Data tells us how many students are dropping out and how many are graduating
- Data tells us how Native American students compare to non-Native American students and includes data for Navajo and Ute Mountain Ute students specifically

What High School academic data is presented in this report?

- Data on participation in AP classes
- PSAT and SAT data (shows whether students are ready for college).
- Drop-out rate
- Graduation rate

What percentage of students in AP classes are Native American?

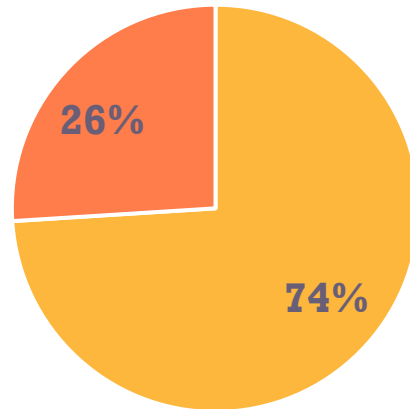
AP Class Participation

How do we read this data?

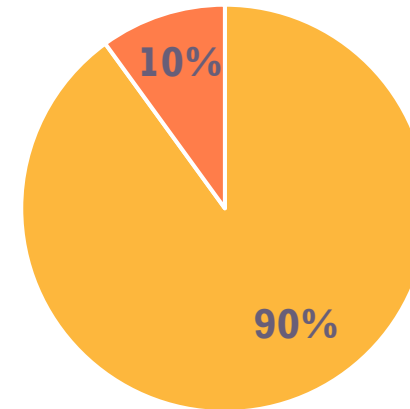
This chart shows the percentage of students in AP classes that are Native American.

What does this data mean? *Native American students are underrepresented in AP classes. For example, 26% of students in the Grades 11-12 are Native American and 10% of students in AP classes are Native American. In 2018-19, the percentage of Native American students in AP was 12%.*

**11th and 12th Grade Enrollment
2019-20**



**11th and 12th Grade AP Participation
2019-20**



■ Non-native students ■ Native American students

■ Non-native students ■ Native American students

Grades 9-11 – Are our students ready for college in Reading and Writing Skills? (PSAT and SAT)

PSAT/SAT TESTS

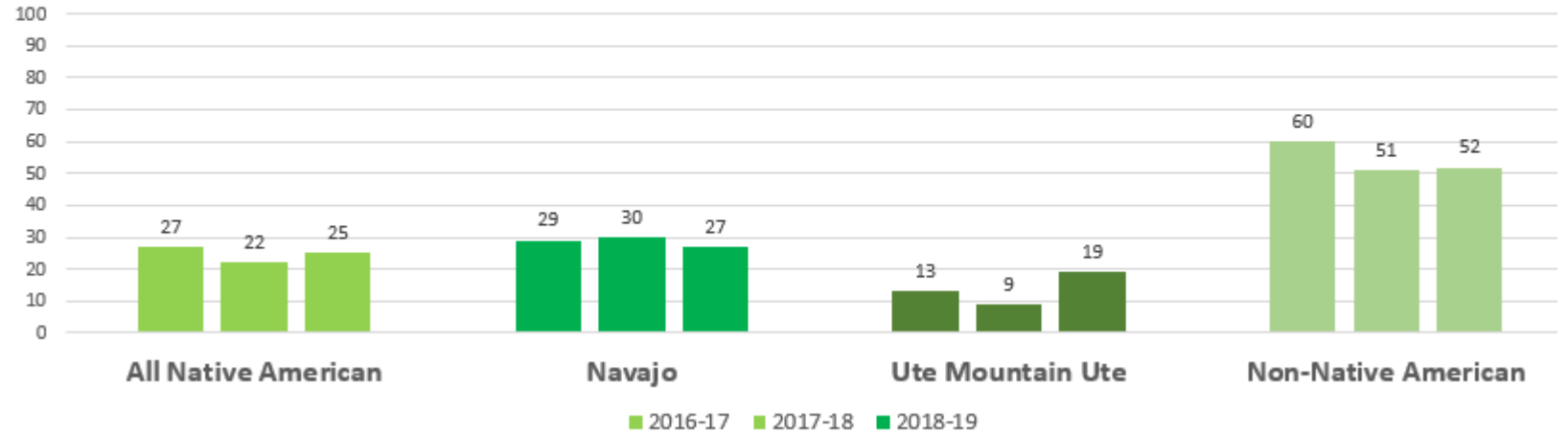
How do we read this data?

These charts show the percentage of students who are ready for college based on the PSAT and SAT tests (green) and the percentage that are not ready (red).

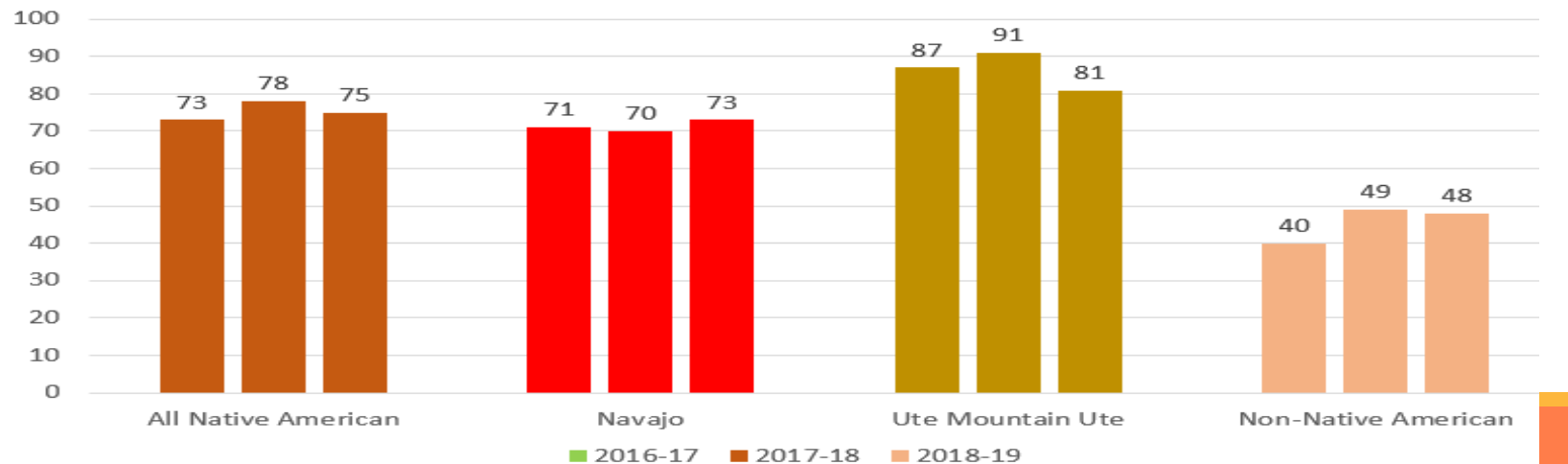
What does this data mean?
Native American students are less likely to be ready for college according to the PSAT/SAT when compared to non-Native American students.

*Note: Achievement for 2016-17 does not include 9th grade

Percentage of Students who are Scoring as College-Ready in Reading and Writing on SAT/PSAT

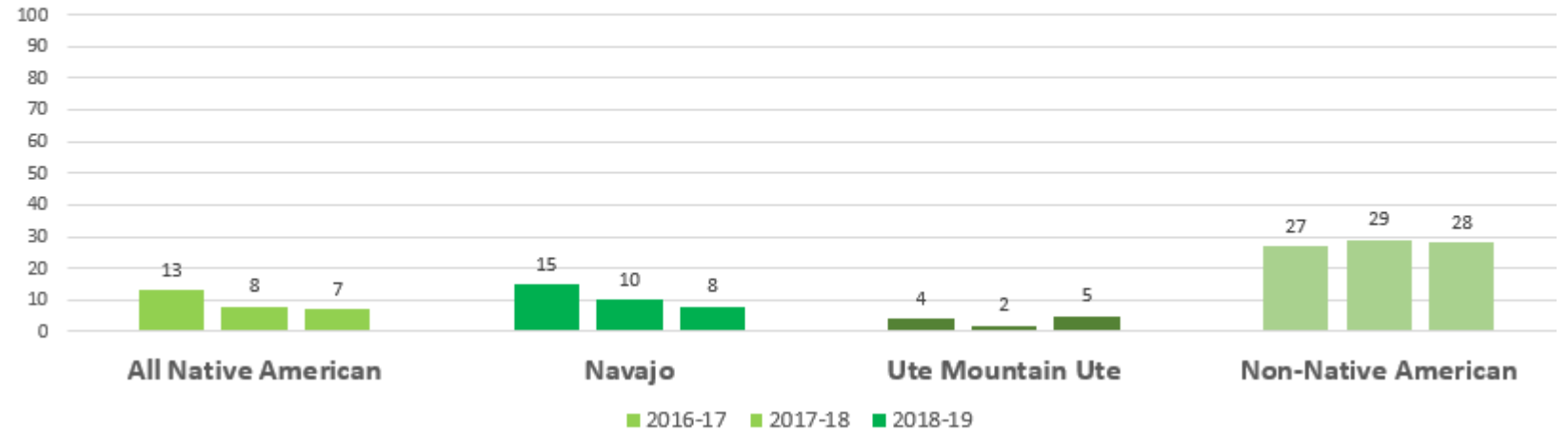


Percentage of Students Scoring as not College-Ready on Reading and Writing (PSAT and SAT)

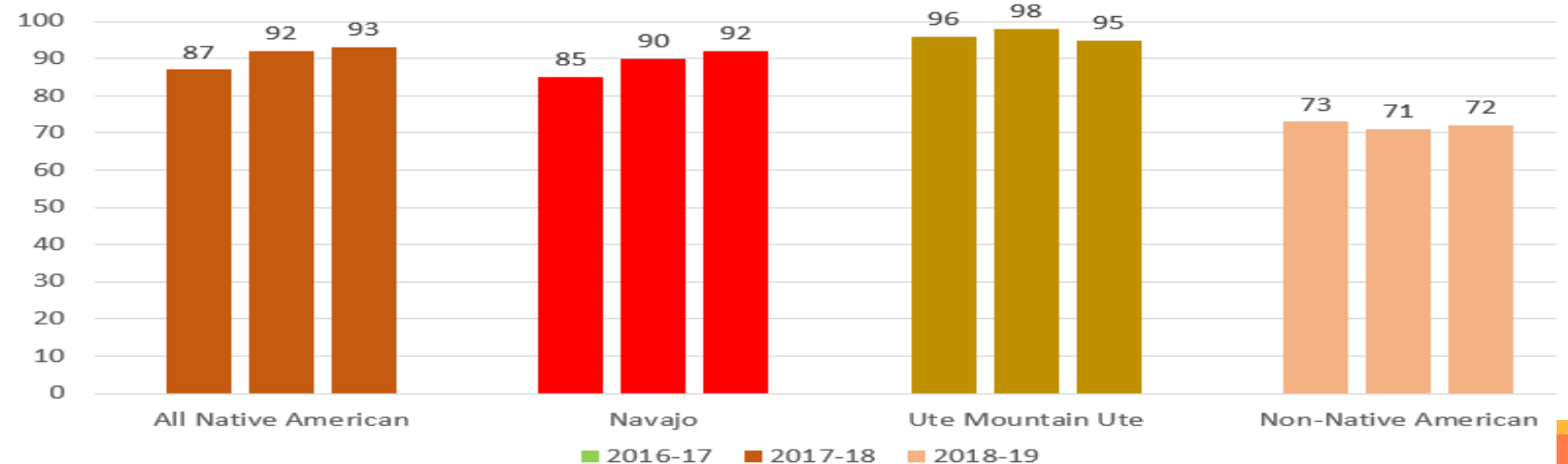


Grades 9-11 – Are our students ready for college in Math Skills? (PSAT and SAT)

Percentage of Students who are Scoring as College-Ready in Math on SAT/PSAT



Percentage of Students Scoring as not College-Ready on Math (PSAT and SAT)



PSAT/SAT TESTS

How do we read this data?

These charts show the percentage of students who are ready for college based on the PSAT and SAT tests (green) and the percentage that are not ready (red).

What does this data mean?

Native American students are less likely to be ready for college according to the PSAT/SAT when compared to non-Native American students.

**Note: Achievement for 2016-17 does not include 9th grade*

Grades 9-11 – Are our students growing academically in reading, writing and math? (PSAT and SAT)

PSAT/SAT TESTS

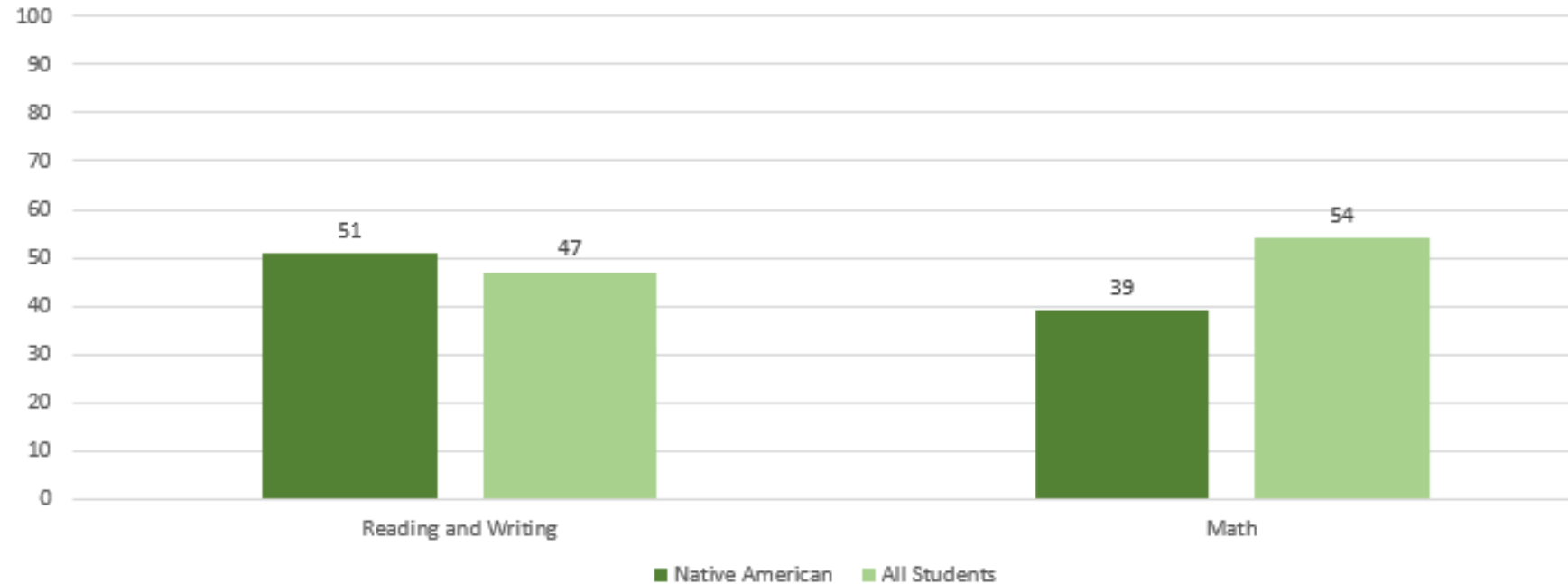
How do we read this data?

These charts show how quickly our students are growing compared to academically similar students. A growth score of 50 represents average growth for students in the nation

What does this data mean?

Native American students are growing more quickly than other students across the nation in reading/writing and slower than other students across the nation in math (50 is average growth)

PSAT-SAT Growth Reading and Writing and Math (Goal is 50)

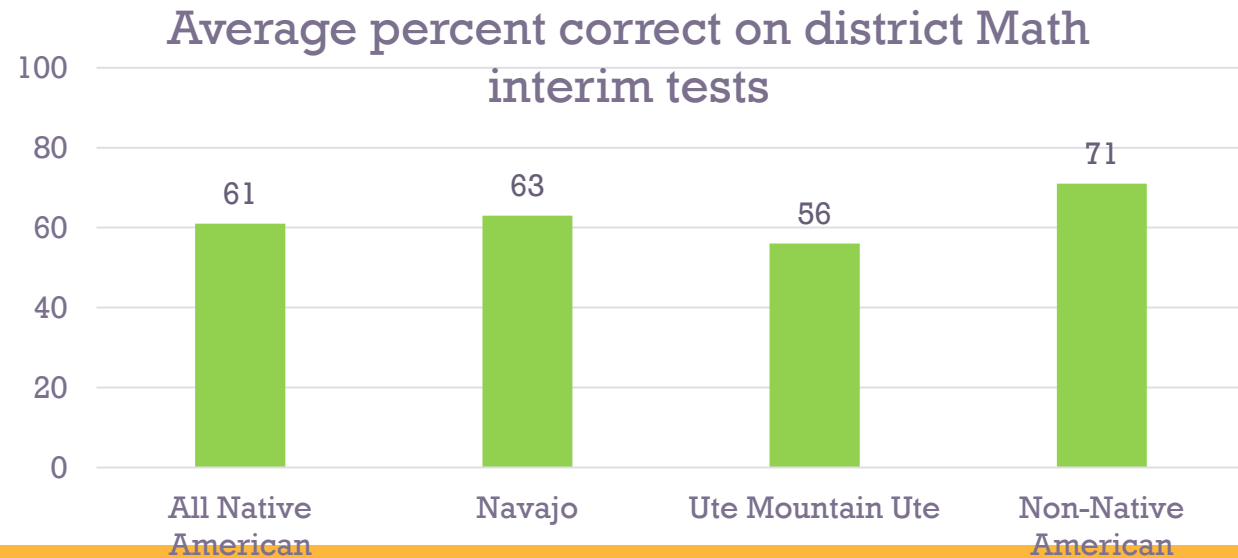
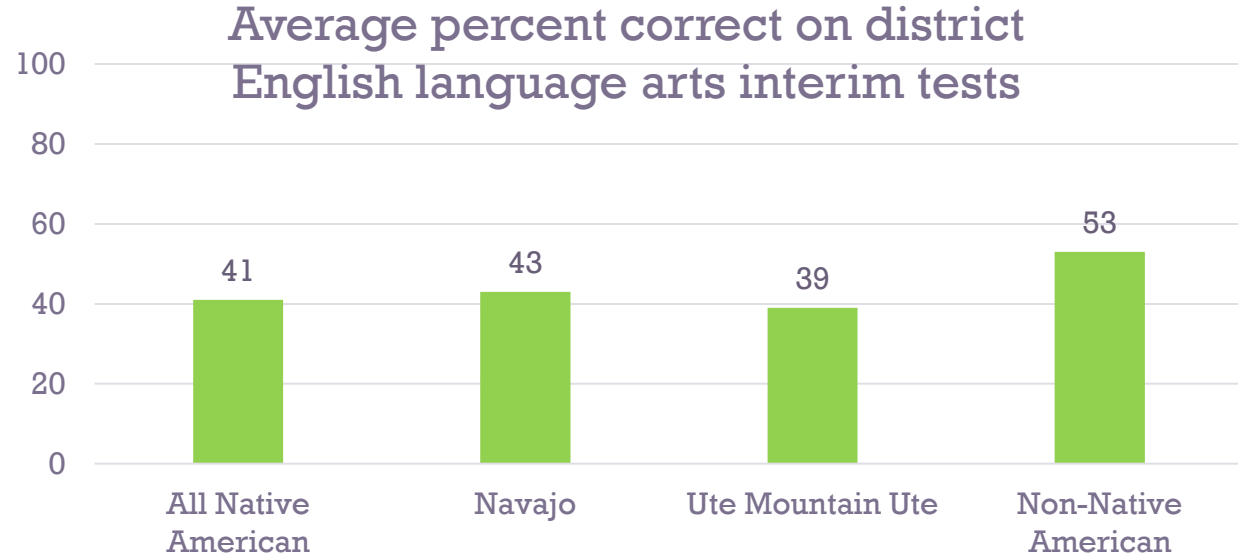


DISTRICT INTERIM ASSESSMENTS

How do we read this data?

These charts show the average percent right among students who took the district interim tests. District interim tests are aligned to state standards and state tests and are administered three times a year.

High School – How are our students doing in English language arts and math?



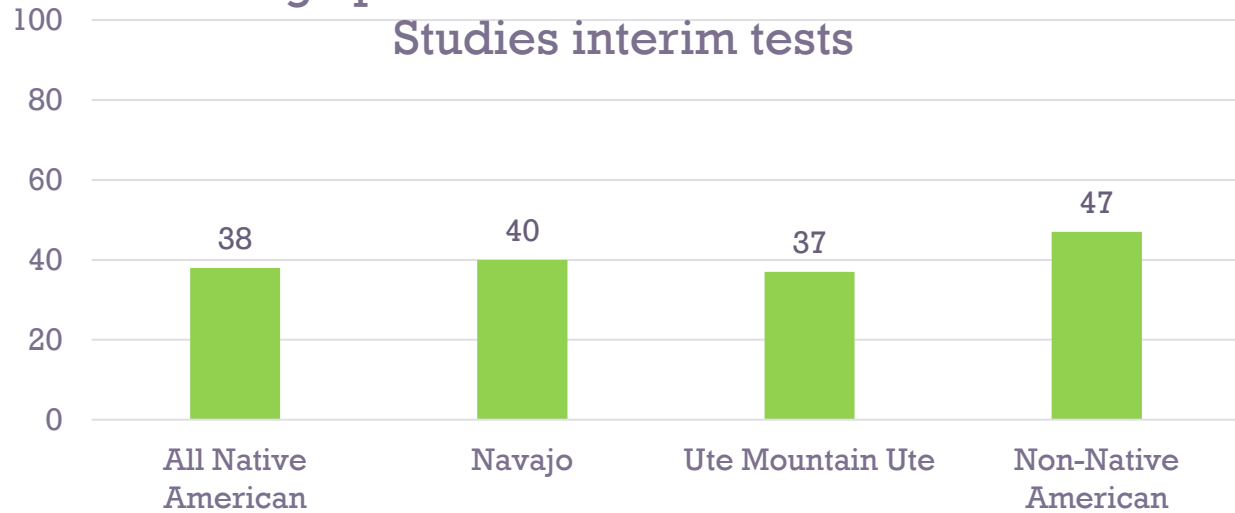
DISTRICT INTERIM ASSESSMENTS

How do we read this data?

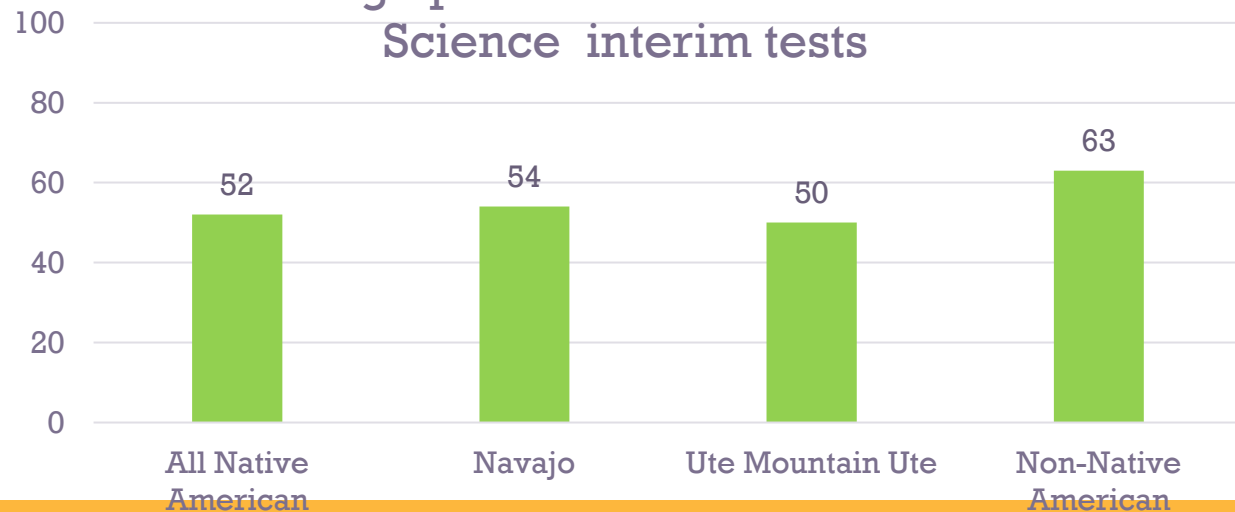
These charts show the average percent right among students who took the district interim tests. District interim tests are aligned to state standards and state tests and are administered three times a year.

High School – How are our students doing in Social Studies and Science?

Average percent correct on district Social Studies interim tests



Average percent correct on district Science interim tests



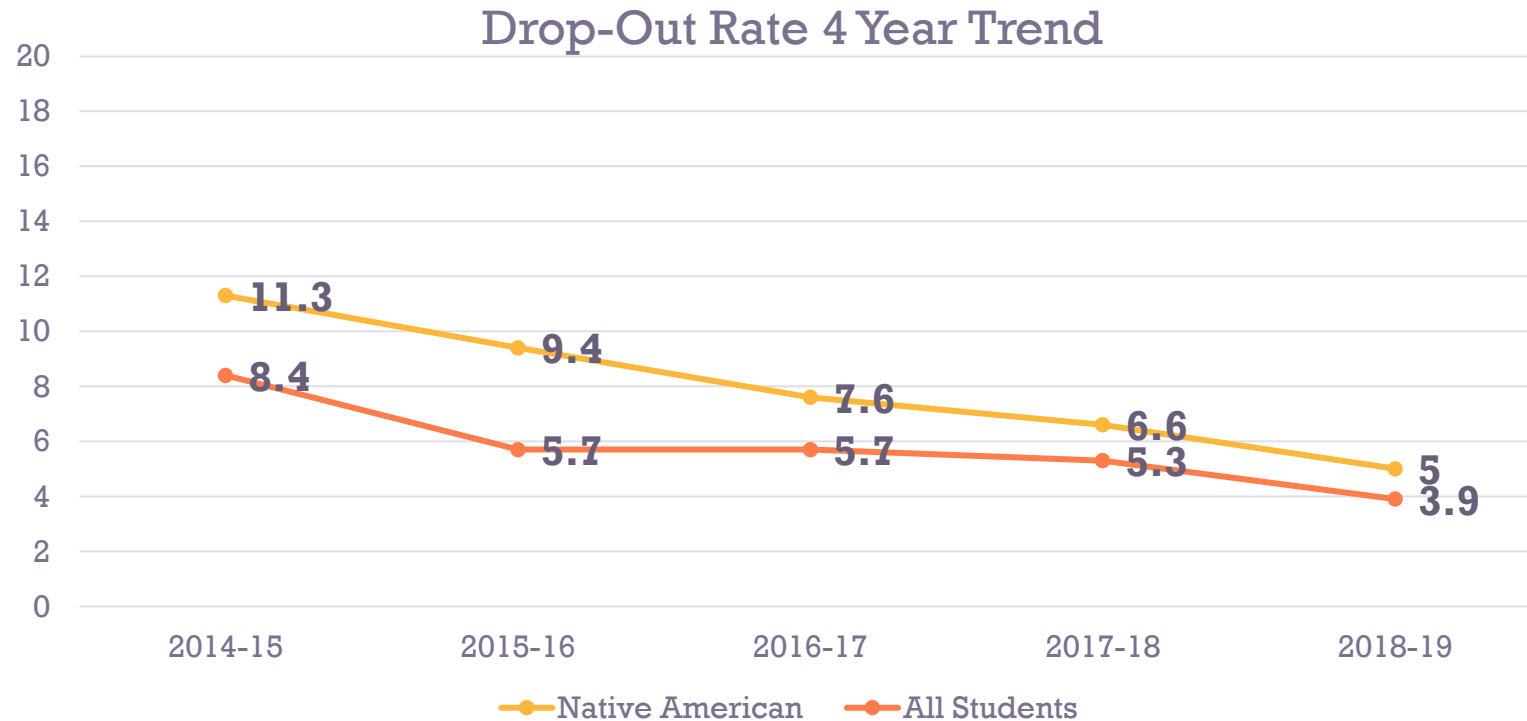
7th- 12th Grade - Drop-out Rates

DROP-OUT RATES

How do we read this data?

This chart shows the drop-out rate comparing Native American students with non-Native American students. Drop-out rate is calculated each year based on the number of students who drop-out that year.

What does this data mean? *Native American students were more likely to drop-out than non-Native students. However drop-out rates are going down for Native American students and non-Native students.*



District Graduation Rates

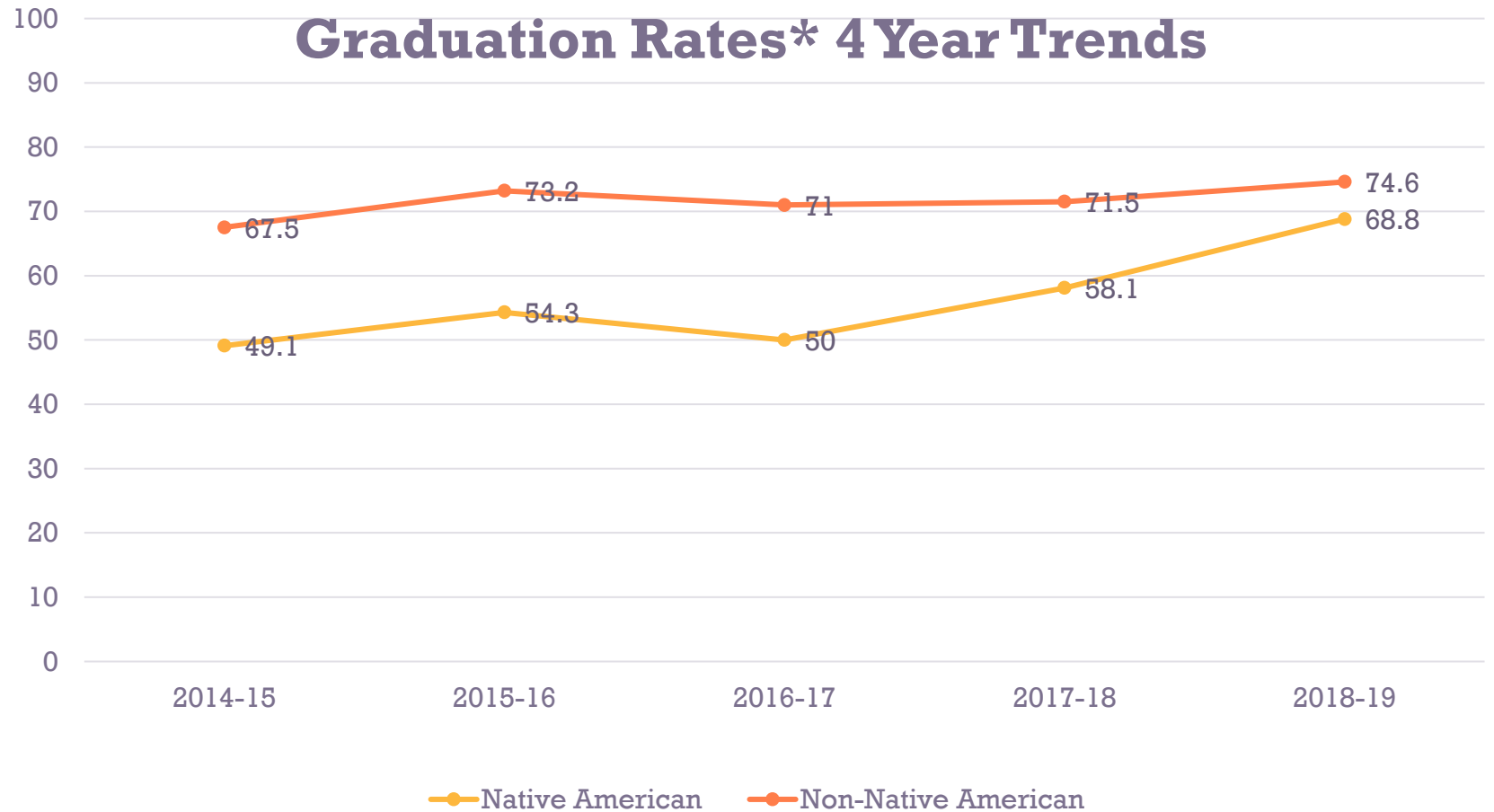
GRADUATION RATES

How do we read this data?

This chart shows the 4 year graduation rate comparing Native American students with non-Native American students. The 4 year graduation rate is calculated based on the percentage of students who graduate within 4 years of starting high school.

What does this data mean?

Native American students were less likely to graduate than non-Native students. Graduation rates are going up for both Native American and non-Native students



*based on 4-year graduation rate.



EVERY STUDENT.
EVERY DAY.

Special Populations Data

Special Populations Data

What does Special Populations data tell us?

- The percentage of Native American students in special education compared to the percentage of Native American students in the school as a whole
- The percentage of Native American students in gifted and talented education compared to the percentage of Native American students in the school as a whole
- The percentage of Native American students who are English language learners
- How well our English language learners who are Native American are doing in learning English

How does the percentage of Native American students in Special Ed compare to non-Native American students in Special Ed?

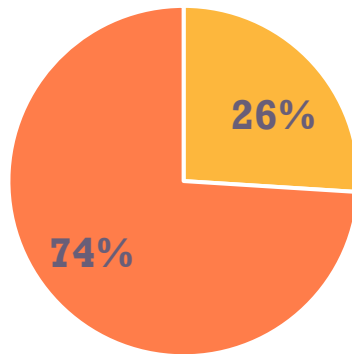
SPECIAL EDUCATION STUDENTS

How do we read this data?

These charts shows the percentage of students in special education, comparing Native American students with non-Native American students. The chart on the left shows the percentage of students in the District who are Native American. The chart on the right shows the percentage of students in Special Education who are Native American students.

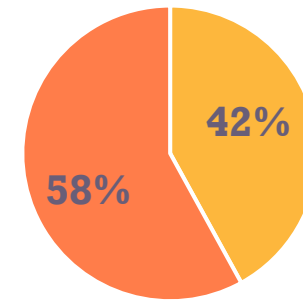
What does this data mean? *Native American students make up 26% of district enrollment and make up 42% of students in Special Education. This means that Native Americans were significantly more likely to be in Special Education than non-Native students.*

Percentage of students who are Native American in District



■ Native American ■ Non-Native American

Percentage of students in Special Education who are Native American



■ Native American ■ Non-Native American

How does the percentage of Native American students in Special Ed compare to non-Native American students in GT?

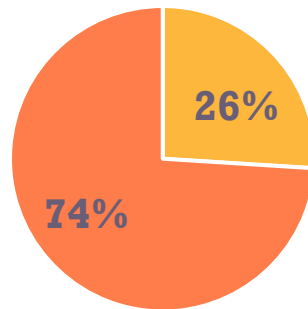
GIFTED AND TALENTED STUDENTS

How do we read this data?

These charts shows the percentage of students in Gifted and Talented, comparing Native American students with non-Native American students. The chart on the left shows the percentage of students in the District who are Native American. The chart on the right shows the percentage of students in Gifted and Talented who are Native American students.

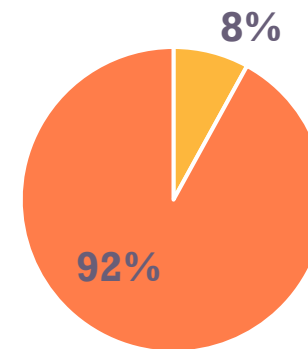
What does this data mean? *Native American students make up 26% of district enrollment but make up 8% of students in GT. This is down from 10% in the prior year, but Native American Students are still less likely to be identified as GT.*

Percentage of students who are Native American in District



■ Native American ■ Non-Native American

Percentage of students in GT who are Native American



■ Native American ■ Non-Native American

What percentage of Native American students are English Language Learners?

English Language Learners

How do we read this data?

This chart shows the breakdown of how many Native American students are English language learners by tribe. It also shows how many students are identified as Non-English Proficiency (NEP) or Limited English Proficiency (LEP).

Native American Students Designated English Language Learners (ELL) 2019-2020							
	total ELL	Total N	% All	NEP	% ELL	LEP	% ELL
All NA	44	771	5.70%	11	25%	33	75%
Navajo	28	401	6.90%	9	32%	19	67.80%
Ute	16	313	5.10%	2	12.50%	14	87.50%
Other tribes	0	57	0.00%	0	0	0	0
non- NA	128	1883	6.70%	33	25.70%	95	74.20%



EVERY STUDENT.
EVERY DAY.

Student Engagement Data

How does the attendance of Native American students compare to other Non-Native students?

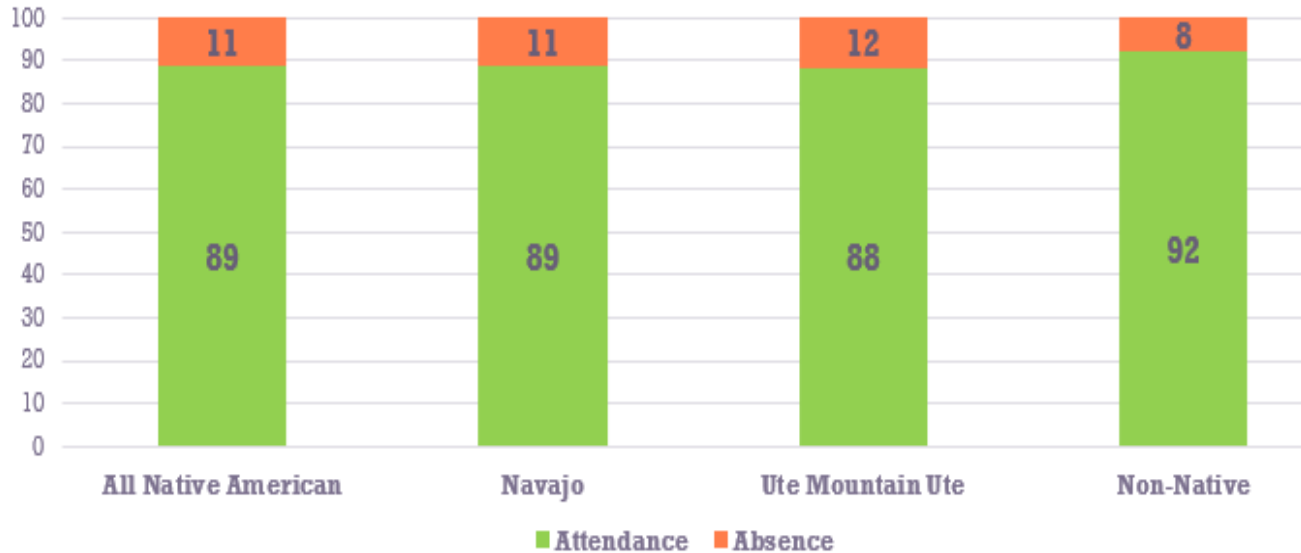
ATTENDANCE

How do we read this data?

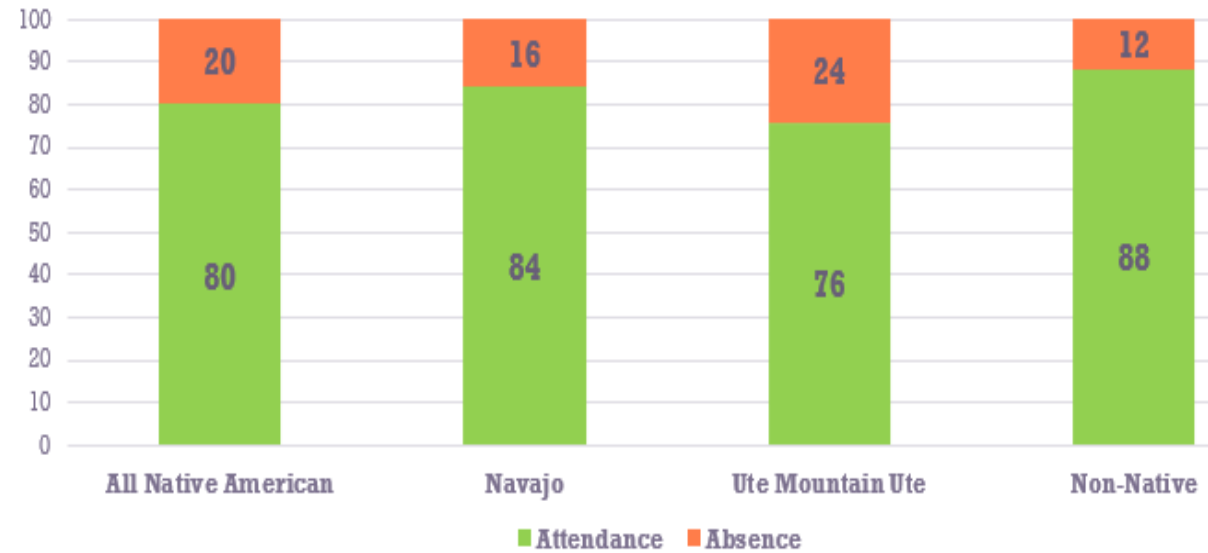
This chart shows the attendance rate comparing Native American students with non-Native American students.

What does this data mean? *Native American students were absent more often than non-Native students. Ute Mountain Ute Middle and High school students missed almost 25% of school days*

Elementary Attendance – August 2019 -February 2020



Secondary Attendance – August 2019 -February 2020



How do suspension rates compare in Elementary?

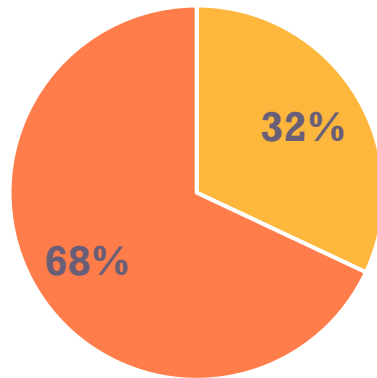
OUT OF SCHOOL SUSPENSION

How do we read this data?

These charts shows the percentage of students suspended at elementary school comparing Native American students with non-Native American students. The chart on the left shows the percentage of students in the school who are Native American compared to non-Native American. The chart on the right shows the percentage of suspensions that are given to Native American students.

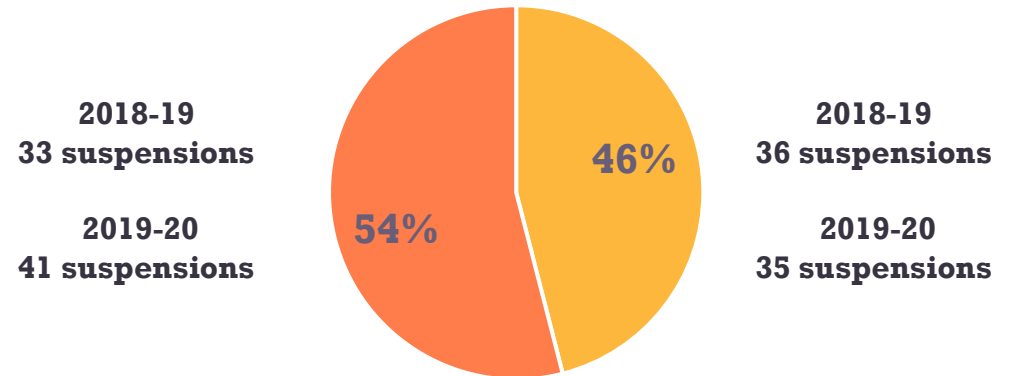
What does this data mean? *Native American students make up 32% of elementary school enrollment but make up 46% of suspensions which is similar to the previous year.*

Elementary Enrollment



■ Native American ■ Non-Native American

Elementary Suspensions



■ Native American students ■ Non-Native American



EVERY STUDENT.
EVERY DAY.

How do suspension rates compare in Middle School?

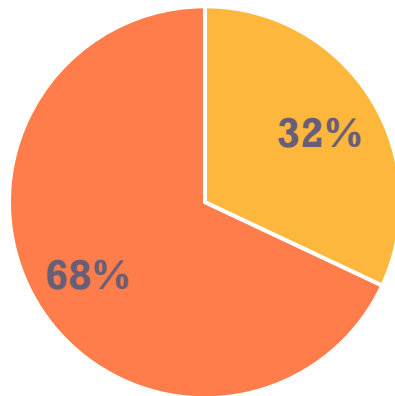
OUT OF SCHOOL SUSPENSION

How do we read this data?

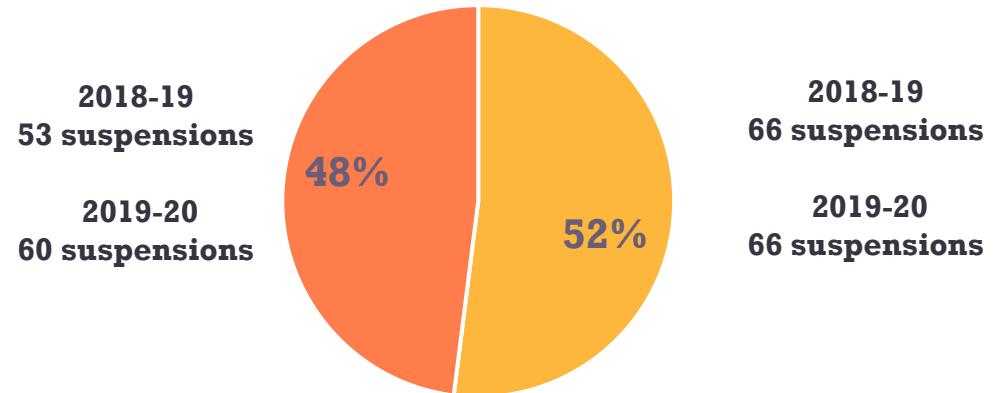
These charts shows the percentage of students suspended at middle school comparing Native American students with non-Native American students. The chart on the left shows the percentage of students in the school who are Native American compared to non-Native American. The chart on the right shows the percentage of suspensions that are given to Native American students.

What does this data mean? *Native American students make up 32% of middle school enrollment but make up 52% of suspensions. This is similar to the previous year.*

Middle School Enrollment



Middle School Suspensions



■ Native American students ■ Non-native American

■ Native American students ■ Non-Native American



EVERY STUDENT.
EVERY DAY.

How do suspension rates compare at the High School?

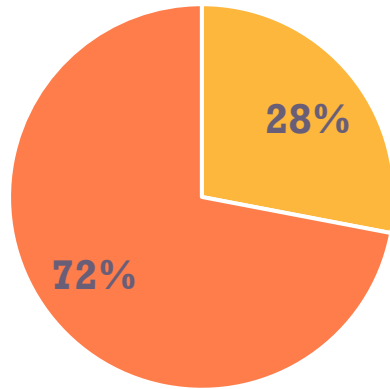
OUT OF SCHOOL SUSPENSION

How do we read this data?

These charts shows the percentage of students suspended at high school comparing Native American students with non-Native American students. The chart on the left shows the percentage of students in the school who are Native American compared to non-Native American. The chart on the right shows the percentage of suspensions that are given to Native American students.

What does this data mean? *Native American students make up 28% of high school enrollment but make up 53% of suspensions. Overall, the number of out of school suspensions has dramatically decreased at MCHS (an over 60% reduction)*

High School Enrollment

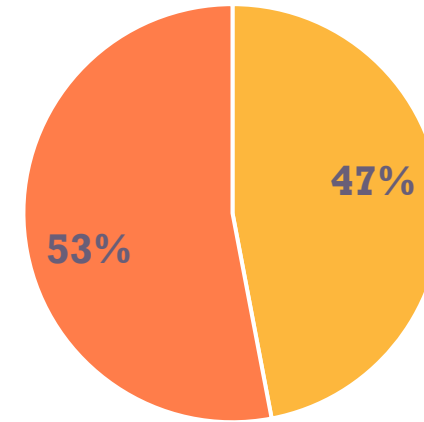


High School Suspensions

The number of suspensions at MCHS were reduced by over 60%

2018-19
48 suspensions

2019-20
18 suspensions



2018-19
49 suspensions

2019-20
16 suspensions

■ Native American students ■ Non-Native American

■ Native American students ■ Non-Native American

How many Native Americans are participating in Athletics in Middle School?

Sport	# of Participants	# of Native American Students	% of Participants
Boys Basketball	40	15	38%
Girls Basketball	39	18	46%
Cross Country	16	4	25%
Football	49	13	27%
Track	0	0	0%
Volleyball	41	11	27%
Wrestling	26	3	12%
Total Students	211	64	30%

How many Native Americans are participating in Athletics in High School?

Sport/Activity	Number of Native American Students Participating	Percent of Native American Students Participating
Boys Basketball	5	22%
Girls Basketball	10	30%
Band	9	23%
Wrestling	3	17%
Football	10	32%
Volleyball	6	20%
Softball	8	38%
Cross Country	2	19%
Cheer	2	9%
Golf	0	0%

Due to COVID, we were not able to have Baseball, Track, Girls golf or Girls Soccer.

Native American Parent Survey – Overview 2019-20 data

Native American Parent Surveys

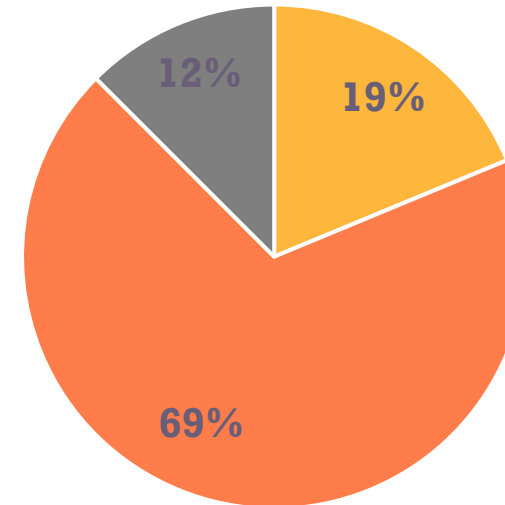
What is this?

The district provided a parent survey for parents of Native American students this year. This is the first year of this survey, which will be provided annually.

The purpose of the survey is to learn more about the experiences, priorities and concerns of our Native American parents and students.

The survey was sent out via e-mail and provided in hard copy at various elementary schools. Next year a concerted effort will be made to ensure all parents receive a hard copy at their school.

Survey Respondents by Tribe



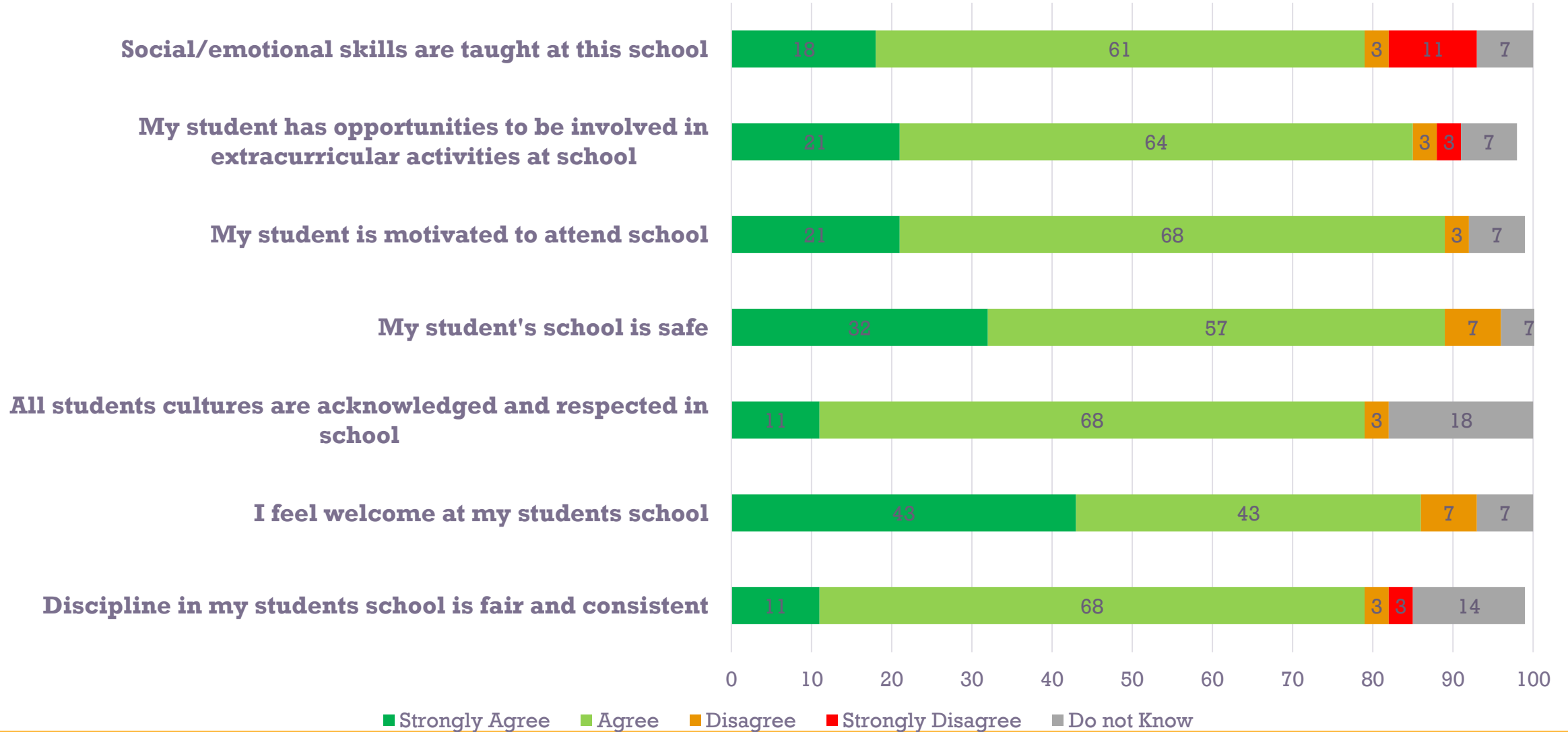
■ Ute Mountain Ute ■ Navajo ■ Other (Choctaw, Southern Ute, did not specify)

District received 29 surveys

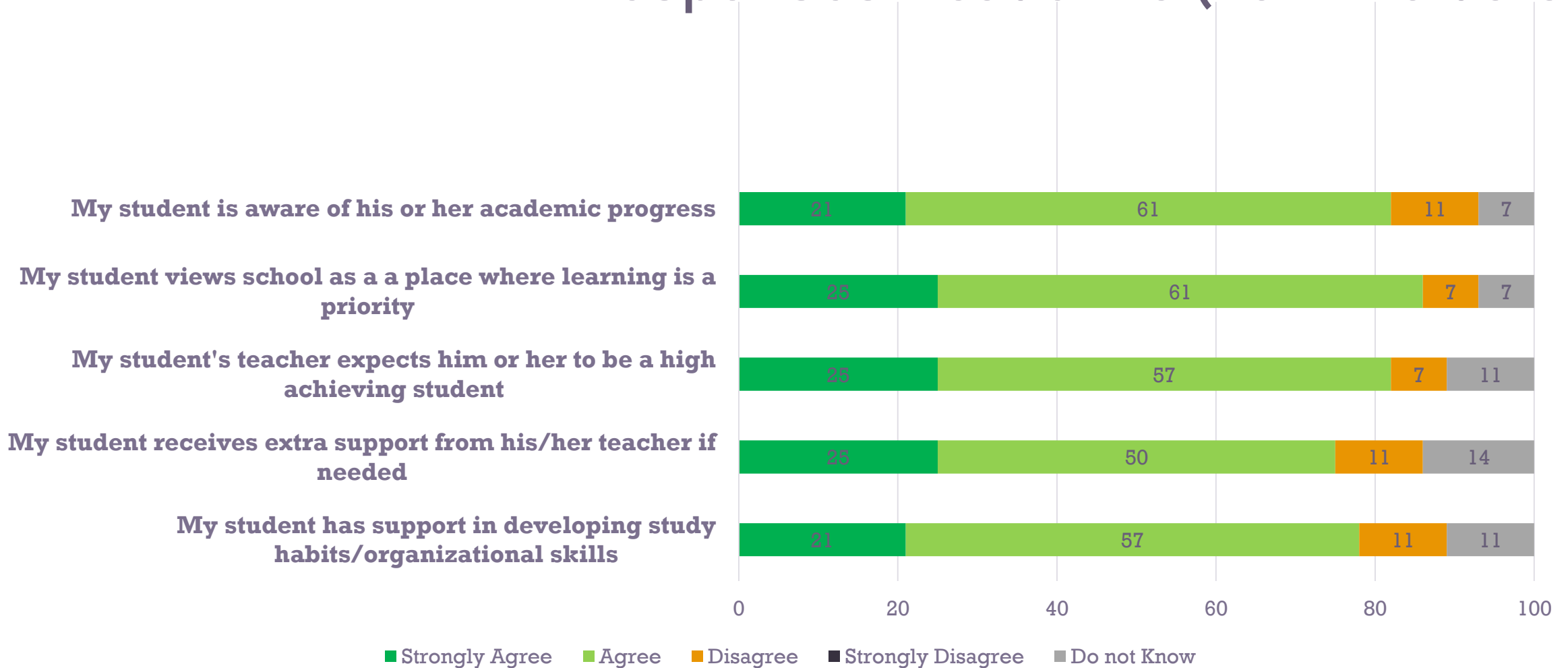


EVERY STUDENT.
EVERY DAY.

Native American Parent Survey Responses School Culture (2019-20 data)



Native American Parent Survey Responses Academic (2019-20 data)



Native American Parent Survey Responses Communication (2019-20 data)

Parents have a voice in their students education at the school



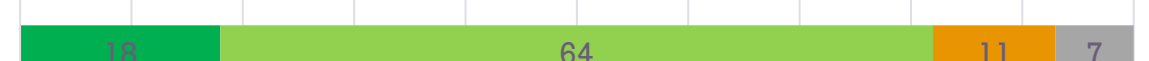
There are opportunities to meet with the school principal



I can telephone or e-mail teachers if I have questions



I receive reports about my student's assessment results in a timely manner



I receive progress reports about my student's performance



I receive regular communication from school personnel



0 10 20 30 40 50 60 70 80 90 100

■ Strongly Agree
 ■ Agree
 ■ Disagree
 ■ Strongly Disagree
 ■ Do not Know



EVERY STUDENT.
EVERY DAY.

District Goals for Serving Native American Students (Title VI)

Increase knowledge of cultural identity and awareness

Increase at-risk student support

Improve academic achievement

Improve graduation rates



EVERY STUDENT.
EVERY DAY.

Summary of School-Based Programs Supported by Federal Grants (Title VI Programs in Orange)

Support for reading and math for struggling students

- Reading interventionists at each school (elementary)
- District coach and paras to support English language learners
- **Para-professionals to help struggling students**
- After school tutoring and summer school (elementary and middle)
- Lexia, Zearn, Newsela – computer-based intervention programs for elementary, middle and high
- **AVID support for middle and high school students to help with study skills and college readiness**

Support for students social-emotional needs and parent engagement

- School counselors at large in-town elementary schools
- Mental health support funds for the middle school and wrap-around supports
- **Cultural resources for our Native American Students including adopting Ute Mountain Ute curriculum and resources on the Navajo Tribe**
- Parent engagement funds

Support for teachers to build their instructional skills and teacher leadership

- **Professional development for teachers**
- Stipends for teacher leaders and mentors for new teachers
- Assessment data and systems to help teachers progress monitor students

What is the District Doing to Improve our Services and Support for Native American Students?

Improving communication with tribe and community

- Communication Support Committee (CSC)
- Parent Advisory Committee (PAC)

Improving academic support, achievement, and graduation

- AVID - relationship building and academic skill building for students
- Professional development for teachers
- Para professional academic support at elementary
- Student success advocates at middle and high school – support engagement, attendance, and academic achievement

Supporting cultural identity and awareness

- Indigenous Club– attendance at cultural events and bringing cultural events to the schools
- Support for students to attend AISES conference – attendance at national conference for American Indian Science and Engineering conference
- Adopting and Implementing Ute Mountain Ute Curriculum
- Adopting and implementing Wit and Wisdom (Elementary Reading Program features significant number of Native American Texts and themes)

What is the District Doing to Improve our Services and Support for Native American Students?

- ❑ Partner with the Tribal Education Department to review the district identification process for Special Education and Gifted and Talented (GT) to ensure we are best meeting the needs of our Native American Students.
 - ❑ We have reduced the percentage of Native American Students identified for Special Education over the past year.
- ❑ Partner with the Tribal Education Department and families to improve attendance and reduce truancy – especially in middle school and high school.
 - ❑ We are also strengthening our partnership with the Pinion Project to provide additional support to students who are truant
- ❑ Partner with the Tribal Education Department and families to support students experiencing discipline issues and suspension



EVERY STUDENT.
EVERY DAY.

What Training is the District Planning to Provide to Staff to Improve our Services and Support for Native American Students?

Training on equity and inclusion in partnership with BOCES

- ❑ Implicit Bias provided by Rebecca Vlasin with UCD (October 8, 2020)
- ❑ Equity & Inclusion of Diverse Populations by Georgina Garcia, Western Equity Assistance Center at Metro State University (end of October 2020)
- ❑ Special Education and discipline and racial disparities November 2020

Historical Trauma training

- ❑ Training in understanding historical trauma and the role it plays in supporting students' educational engagement and success. Will be provided throughout the year.

Orientation for new staff

- ❑ All new staff receive an orientation to Ute Mountain Ute history and culture utilizing the PBS Colorado History program that was produced with the Ute History Museum as part of new employee orientation (we are working on identifying a similar resource for Navajo/Dine history and culture)
- ❑ All new staff receive "A Guide to Building Cultural Awareness" with American Indian and Alaska Natives resource provided by SAMHSA, CDC, and Indian Health Services

PD Academies on equity

- ❑ Teachers have the opportunity to identify needs for further training, start and participate in equity focused book club discussions, and receive additional training on equity in education

Supports for Online Students

On a daily basis support resources are available to Ute Mtn. Ute students in Towaoc

One of our “Site coordinators” works directly with the Education Department in Towaoc and will be on-site on a daily basis for support and coordination.

Elementary- one teacher is available, on-site, at the Education department daily to help and support online elementary students.

MCMS- 4 teachers are available, on-site in Towaoc, every Monday to provide support to online middle school students.

MCHS- high school teachers are available via email, phone or online communication (Zoom, etc.) to provide online student support.

All online students can communicate with online teachers and RE-1 support teachers via email, CDLS platform communication

How can families and community members help?

Support our youngest students in building a foundation for success in school

- Reading to children at home
- Enrolling students in pre-school

Support students in improving attendance - ensuring students are in school every day and on time

- Every minute of instruction counts!

Support students academically

- Participate in parent-teacher conferences
- Participate in parent engagement academic activities

Support students in Online Learning