

Nixyaawii Community School

Integrated Plan 2023-2027

February 2023

Needs Assessment Summary

Please offer a description of the comprehensive needs assessment process you engaged in and the high-level results of that needs assessment. Include a description of the data sources you used and how that data informs equity-based decision making, including strategic planning and resource allocation. (500 words or less)

The Needs Assessment team for Nixyaawii Community School, comprised of Ryan Heinrich, principal, Carrie Phinney, administrative assistant, Aaron Noisey, Student Success Coordinator, and Robby Bill, Behavior Support Specialist., met over the course of several months, beginning in October of 2022, to engage in a collaborative effort to inform our Needs Assessment. Every meeting began with a review of our team's decision making tool in order to root our efforts in equity. The team also attended several regional meetings in conjunction with IMESD staff to learn more about the process. At every meeting, our team moved through a chronological address of our Needs Assessment questions. The most time consuming steps involved our review of data, and planning and execution of community engagement. The team engaged in data analysis designed to analyze disparities that may exist in relation to high needs focal groups in our community. Specifically, the team examined the following data sources:

-School Climate survey results

-Common Metrics data (Unsuppressed): 9th grade on-track, 4-year graduation, 5-year completion, regular attenders

-Summer school data

-Community partnership meeting data

-Individual meetings with students

-Staff engagement

Based on these discussions, the following priorities were identified and elevated.

–Increase attendance for all students by exploring and researching barriers to attendance that our students face

–Increase our percentage of students in the 9th Grade On-Track to Graduate metric

–Implement an intervention system to better track gaps in achievement and meet the needs of our struggling students

–Increase outreach and enhance partnerships with community and agency partners

These priorities form the backbone of our strategic plan as defined by our outcomes and strategies described in the Plan Summary. The majority of our funds are tied up in the staff we need to build capacity for addressing these priorities.

Plan Summary

Your plan summary will help reviewers get quick context for your plan and the work ahead. In the coming months, you may also use this process to quickly explain to the community, local legislators, media, and other partners how you are braiding and blending these investments. Please share the exact needs or issues the investments will address as outlined in your four-year plan and as it relates to the purposes stated in law for all applicable programs, and what processes you'll put in place to monitor progress toward addressing those needs. (500 words or less)

Nixyaawii Community School (NCS) is a public charter school, sponsored by the Pendleton School District. We are located in the community of Mission, 7 miles east of Pendleton, Oregon, on the Umatilla Indian Reservation. NCS is a 9-12 high school with enrollment between 85-90 students, 90% of which are Native American and 95% > are eligible for free and reduced lunch. We currently have a staff that is more than 25% Native American. The Confederated Tribes of the Umatilla Indian Reservation (CTUIR) provides supplemental money to contribute to the overall budget for Nixyaawii (1.2 million). CTUIR also provides the facility, maintenance, and all general costs of running the school on a daily basis. The building is shared with the CTUIR Education Department which encompasses Head Start, Day Care, Adult Education, and Native Language.

CTUIR departments involve our students in yearly cultural activities such as Root Feast, Treaty Day, Native American Month, and Indigenous Peoples' Day. NCS students make up a large portion of the CTUIR Youth Council traveling to regional conferences and events. Students in Pendleton School District have the choice of attending Pendleton High School, with roughly 800 students, or Nixyaawii Community School, which is a Charter School sponsored by Pendleton School District. NCS operates on a 4 day week, infusing Native culture and Native language into the curriculum. Students often choose to attend Nixyaawii to stay close to their reservation community, athletics, and for smaller class sizes.

The priorities we discovered through the needs assessment are to increase attendance and 9th Grade on Track to graduate. Some of the strategies we have put together are to implement an intervention system, provide well rounded education opportunities that support student engagement, engage community and agency partners to research and develop strategies to support student engagement and transportation, and explore and research barriers to attendance that our students face.

Equity Advanced

What strengths do you see in your district or school in terms of equity and access?

Over the last year, NCS has thoughtfully sought to strengthen systems and instructional offerings with a special focus on equity. To this end, we have engaged in the following practices:

- Added Robby Bill Behavior Support Specialist (SEL) to work 1:1 with students and families; we are planning to add a Student Success Coach moving forward*
- Co-ops with PHS and PRHS to provide additional opportunities for students.*
- Tribe provides all breakfast and lunches for students /staff*
- Tribe provides health and behavior services to tribal members*
- Yellowhawk provides prevention opportunities for all students.*
- TERO (Tribal Employment Rights Office) provides career-connected learning and training for tribal members and NCS students.*
- NCS is a tribal charter school, but enrollment is not limited to tribal students. We can cap enrollment numbers, but not who is admitted. Cap at 100 total and 30 per grade-level. Current enrollment is 85.*

What needs were identified in your district or school in terms of equity and access?

In relation to equity and access, the following needs were elevated:

- Need for mental health services on-site*
- Enrollment increased when moved into the new building. Enrollment capped at 100. Need for more space.*
- High population of LGBTQ2SIA students transferring in—need exists to better support these students—programming to improve feelings of school safety, especially for students in this population*
- Education designed to help straight students become more accepting of different identities*

Upload the equity lens or tool you used to inform and/or clarify your plan & budget.

[InterMountain ESD Decision-Making With a Purpose Tool](#)

Describe how you used this tool in your planning. (Referring to equity lens/tool)

As a true community school serving a population for whom compulsory education has historically gone terribly wrong, Nixyaawii Community School and our Board of Education is acutely aware of the danger of outright and unconscious bias, systemically and individually. It is a cultural hallmark of this community that decision-making is very methodical, strategic and considered, knowing that all decisions will be reviewed and subject to community comment. Although not all programmatic and equity questions represented in the Decision-Making With a Purpose Tool are asked in every discussion or decision, they were reviewed by the team throughout the planning process particularly as priorities were elevated and strategies and activities designed to support outcomes.

Describe the potential academic impact for all students AND focal student groups based on your use of funds in your plan.

Our primary focal group is the tribal students for whom the Nixyaawii Community School was originally conceived and CTUIR continues to champion. Like any other group of humans our students bring additional demographic labels and as a public charter school we do not limit our enrollment to native students. The investments in this plan, primarily staffing, provide one-on-one, individualized support specifically designed to identify barriers to academic success, connect students and their families to academic, health and social services that will help them overcome the barriers, and then monitor progress to ensure students stay on-track to graduate. Ultimately the goal of this work is to help students become thriving, self-sufficient and contributing members of the community.

What barriers, risks or choices are being made that could impact the potential for focal students to meet the Longitudinal Performance Growth Targets you've drafted, or otherwise experience the support or changes you hope your plan causes?

Attendance issues have plagued our school since its inception. As a result, any investments in activities, programs, and personnel will likely not result in immediate positive improvements related to this metric. Growth will require time. An additional consideration is the fact that we intend to hire a high school Success Coach who will begin work with students in the 2023-2024 school year. This is a position we are currently piloting for two periods a day with the intent to expand next year. We're hoping to see positive change related to the addition of this position, but full implementation will likely change over time depending on student needs. We're hopeful that the hiring of additional student support staff will positively impact our 9th grade on-track percentages, as well. This staff will work in conjunction with the existing Behavior Support Specialist, and will have daily contact with all freshmen.

What policies and procedures do you implement to ensure activities carried out by the district do not isolate or stigmatize children and youth navigating homelessness?

CTUIR regularly notifies the principal of any students who have been identified as homeless. Those students are then connected to resources including receiving lodging at a hotel, and/or being placed with family in the area, or community members. CTUIR partners with NCS leadership to coordinate efforts to provide resources.

Well-Rounded Education

Describe your approach to providing students a well-rounded education. What instructional practices, course topics, curriculum design, and student skills development are part of this approach? Describe the approaches by grade band (elementary, middle, and high).

Over the last year, NCS has focused on adding full time staff and addressing coursework needs to help students access a more well-rounded education. Examples of this include the following:

- TERO opportunities in Construction, Heavy Equipment, and Welding*
- Addition of FTE (Behavioral Specialist) to support student needs*
- Added CTE courses w/existing staff: Horticulture and Foods and Computer Science/Drones*
- Utilize VLA via Edmentum courses*
- SEL is built into advisory time*
- Partnership with CTUIR agencies and Yellowhawk connects students to social services, mental health support and other health services.*
- New adopted curriculum (ELA in 21-22, Math in 22-23) that supports differentiation and includes diagnostics and interventions.*
- Promoting advanced courses to all students, not just juniors and seniors as in past practice, during advisory, open house, conferences, forecasting, etc.,*
- Extended summer school sessions to include traditional and cultural options (including traveling) to existing remediation and credit recovery options.*
- Clubs are driven by student-interest. We added Ski & Snowboard Club in 21-22. GSA Club is stagnant this year, but may revive. CommuniCare is coming on-board to support students as philanthropists. Funds raised by the students will be matched by 10 and the club gets to fund grants.*
- Added 5 extra student days to the calendar (2-3 optional Friday School days per month)*

Which disciplines (theater, visual arts, music, dance, media arts) of the arts are provided, either through an integration of content or as a separate class?

Traditional Native American Art Class (hand drums, beading, tule mats, moccasins)

Drama

Printmaking

Drumming

Strings

New Media (graphic arts & social media class)

Foods

Construction

How do you ensure students have access to strong library programs?

NCS students have access to SORA, a regional online library, as well as a physical library on campus. The NCS English Language Arts teacher has a classroom library for student use.

How do you ensure students have adequate time to eat, coupled with adequate time for movement and play?

NCS boasts a 25-minute breakfast window and a 35-minute lunch window built into our master schedule, giving students adequate time to eat and socialize with peers. Breakfast and lunch are free to students and staff. NCS offers a variety of PE course options throughout the day. More than 50% of the student body engages in school athletics.

Describe how you incorporate STEAM (Science, Technology, Engineering, Arts, and Math) instructional practices, including project-based learning, critical thinking, inquiry, and cross-disciplinary content.

STEAM opportunities at NCS include the following:

- Summer school offerings are project-based (rocket building, drum making, printmaking, hide tanning, & drama)*
- STEAM course offerings: video-game design, coding, chess, horticulture, heavy equipment simulator, welding simulator, construction of wooden crafts & projects*

Describe your process for ensuring the adopted curriculum (basal and supplemental) consists of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards.

NCS partners with Pendleton High School to align curriculum choices for 9-12 textbook adoptions

NCS participates in IMESD Curriculum Adoption Workgroup offerings (IMESD has already vetted publishers, gathered notes, and facilitated Q & A spaces for districts and publishers) to become informed about publishers and receive guidance related to adoption best practices

NCS participates in all Professional Development opportunities related to curriculum adoption

Describe your process for ensuring classroom instruction is intentional, engaging, and challenging for all students.

NCS partners with the IMESD to have teachers participate in Learning Walks and receive coaching from IMESD Instructional Coaches to improve their practice. NCS teachers also engage in regular Inservice offerings to make sure instruction is intentional, engaging and challenging for all students.

How will you support, coordinate, and integrate early childhood education programs?

Although we only serve grades 9-12 we do have students helping (TA) in the daycare and Headstart program that is located in our building.

What strategies do you employ to help facilitate effective transitions from middle grades to high school and from high school to postsecondary education?

We visit Sunridge Middle School in Pendleton each spring to meet for in-person individualized forecasting sessions with 8th grade students who plan to attend NCS. This also gives us an opportunity to review what high school at NCS looks like and discuss graduation requirements, course offerings, and extracurricular activities. We also host a Future Golden Eagles night for parents and their incoming students to answer any questions about the transition to high school..

Parent and student presentations are offered to inform on graduation requirements and college and career-connected resources that are available to support them. These resources include the ASPIRE program, FAFSA preparation, and School to Careers opportunities.

How do you identify and support the academic and technical needs of students who are not meeting or exceeding state and national standards, and Perkins Performance targets, particularly for focal student groups?

We review state (SBAC) and local assessments. Because we have such a small staff, day to day and week to week conversations between teachers and administrators allow us to identify and support all students along with our specific focal student group needs. 90% of our student population is Native American, which is our primary focal group. The entire NCS staff engages in weekly “student of concern” meetings to evaluate student progress and behavior. Staff then assesses trends that are elevated via one-on-one conversations between our Student Success Coordinator and Behavior Support Specialist, and designs interventions to address the trends.

What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards?

Every NCS instructor assesses the enrichment needs of students in their courses. When students are in need of accelerated learning opportunities, NCS offers dual credit coursework in math and science. Additionally, students can access AP offerings online via Edmentum, Blue Mountain Community College, or the IMESD Virtual Learning Academy. NCS has an ASPIRE Coordinator who connects students with post-secondary opportunities related to scholarships, college enrollment, and exploration of other career pathways.

How do you provide career exploration opportunities, including career information and employment opportunities, and career guidance and academic counseling before and during CTE Program of Study enrollment?

NCS provides pathways for career exploration via multiple partnerships which include: School to Careers, TERO (Tribal Employer Rights Office) partnership, Tribal summer youth employment, Tribal Youth Council, and ASPIRE (teacher provides career guidance for Juniors and Seniors). Unique to tribal organizations, TERO provides career training and advocates employment opportunities for tribal

members. They graciously extend these opportunities to NCS students and tribal members enrolled in other regional districts. For example, they partnered with our Education Department and InterMountain CTE Consortium to apply for a Revitalization grant that funded heavy equipment simulators and now facilitate training for our students to also benefit.

How are you providing equitable work-based learning experiences for students?

In addition to offering culturally-relevant and contextualized academic instruction, NCS is uniquely able to provide its students with an opportunity to match their skills, talents and interests to careers that serve the tribal community. As a sovereign nation, the tribe provides all of the public services and economic ventures of any other entity, including public safety, natural resources, cultural resources, health and social services and businesses—most of which are headquartered across the parking lot or within a few short miles. Examples follow for how students access these opportunities:

- Internships are offered through various tribal entities and offered to all Native American students.*
- During the school year students have access to various courses such as construction, coding, drones, foods, and horticulture.*
- We are looking to bring in outside resources to offer other career-related experiences (Northwest Indian Health Board—fall offering).*
- We continue to work with various partners to expand our work-based learning.*

Describe how students' academic and technical skills will be improved through integrated, coherent, rigorous, challenging and relevant learning in subjects that constitute a well-rounded education, including opportunities to earn postsecondary credit while in high school.

NCS seeks to improve students' access to a well-rounded education via the following means:

- Dual credit offerings in math and science connect students to postsecondary credit opportunities*
- ASPIRE Coordinator—utilized to connect students to post-secondary opportunities both in traditional and technical career pathways (special consideration for Native American scholarship opportunities unique to our student population)*
- NCS students can earn credit via VLA and BMCC*
- TERO opportunities in Construction, Heavy Equipment, and Welding*
- Addition of FTE (Behavioral Specialist) to support student needs*
- Added CTE courses with existing staff: Horticulture, Foods and Computer Science/Drones*
- Social Emotional Learning is built into advisory time*
- Partnership with CTUIR agencies and Yellowhawk connects students to social services, mental health support, and other health services.*
- New adopted curriculum (ELA in 21-22, Math in 22-23) that supports differentiation and includes diagnostics and interventions.*
- Promoting advanced courses to all students, not just juniors and seniors as in past practice, during advisory, open house, conferences, forecasting, etc.,*
- Extended summer school sessions to include traditional and cultural options (including traveling) to existing remediation and credit recovery options.*

-Clubs are driven by student-interest. Added Ski & Snowboard Club in 21-22. GSA Club is stagnant this year, but may revive. CommuniCare is coming on-board to support students as philanthropists. Funds raised by the students will be matched by 10 and the club gets to fund grants.

-Added 5 extra student days to the calendar (2-3 optional Friday School days per month)

What activities will you offer to students that will lead to self-sufficiency in identified careers?

-Work release opportunities for students

-Partnership with Tribal Childcare Agency provides opportunities for early childhood career exposure for students

-SALT- Teacher led student group-Student Athletic Leadership Team

-Students learn about entrepreneurship by marketing and selling what they've created in their Arts courses: beaded jewelry, prints

-Athletic fundraisers have involved students in the process of selling tickets to raise funds

-Students grow and design hanging floral baskets to sell in community

-Construction course: students constructed and sold picnic tables & benches

Engaged Community

(250 words or less per question)

If the goal is meaningful, authentic, and ongoing community engagement, where are you in that process? What barriers, if any, were experienced and how might you anticipate and resolve those issues in future engagement efforts?

Because NCS is a community based school, the community engages directly with the school. The community understands that school staff are here to help in any capacity they need. NCS actively engages with the community, students and staff throughout the year via numerous means including athletic events, community/tribal events, parent nights, open houses, parent-teacher conferences, surveys, website postings, and community/cultural events held at the school. We find that the biggest struggle is getting the community involved in discussions that are solely academic based. The community tends to be more engaged in conversations that are athletics based, so moving forward, we are trying to think of ways that we can thoughtfully merge the two focuses in our planning for community engagement. For example, we have surveyed parents via easily accessible QR code surveys at basketball games and done a raffle at half time with gift card prizes to incentivize participation in our surveys. We are considering similar events for next year, but funding will be needed to host larger scale engagement opportunities.

What relationships and/or partnerships will you cultivate to improve future engagement?

NCS will continue to partner with all tribal entities and continue joint efforts with Pendleton School District to coordinate learning opportunities, field trips, assemblies, athletic events, and more. We will continue to create opportunities for cultural involvement for students and families, and we will continue to strategically plan opportunities for community engagement in conjunction with events we know will draw crowds (i.e. athletic events). NCS will continue to plan engagement opportunities that are specific to academics like "Future Golden Eagle" night, but be thoughtful about how we can increase participation by linking the academic focus to something non-academic that is more likely to draw engagement. We recognize that this has been a historical barrier to participation and as such, we know that we have to be more strategic in our planning and marketing of events that are primarily academic in nature.

What resources would enhance your engagement efforts? How can ODE support your continuous improvement process?

NCS's engagement efforts would be enhanced by receipt of the following resources:

- Money for food, giveaways, & raffles*
- Money to pay NCS staff for their time to staff events*
- Money to host events at the Casino (Bingo night, etc)*

- Money to fund incentives to motivate attendance at events (gift cards for participation in a survey, tickets to sporting events, etc.)
- Money to pay for daycare so that community members can attend events
- Money for NCS gear, food, and other prizes to be raffled or awarded at Community Forums

How do you ensure community members and partners experience a safe and welcoming educational environment?

At NCS, ensuring feelings of safety and hospitality for community members and partners is a priority. While we have experienced success in achieving this in some areas, some challenges remain. Successes include that because cultural and athletic events are very popular with our community, which is primarily comprised of tribal members, these community members feel very comfortable attending these events. NCS founders originally envisioned the school as a place for tribal students only, but due to its public status all students are welcome to attend. As a result, this has created some dissatisfaction among local tribal members who feel that the school's original intent has not been honored related to attendance. NCS posts tribal language signage throughout its building, welcoming and validating visiting tribal members. Additionally, the layout of the school was designed to represent native culture and customs. For example, the center of the building faces east to align with relevant Native American symbology. Another welcoming feature is that NCS is located close to Yellowhawk, the Tribal Government Building, and away from all housing projects in the vicinity. Some challenges exist related to sharing the building with other tribal entities, like the daycare center.

Who was engaged in any aspect of your planning processes under this guidance?

(Check all that apply)

- Students of color
- Students with disabilities
- Students who are emerging bilinguals
- Students who identify as LGBTQ2SIA
- Students navigating poverty, homelessness, and foster care
- Families of students of color
- Families of students with disabilities
- Families of students who are emerging bilinguals
- Families of students who identify as LGBTQ2SIA
- Families of students navigating poverty, homelessness, and foster care
- Licensed staff (administrators, teachers, counselors, etc.)
- Classified staff (paraprofessionals, bus drivers, office support, etc.)
- Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)
- Tribal members (adults and youth)
- School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)
- Business community

Regional Educator Networks (RENs)
Local Community College Deans and Instructors; Local university deans and instructors
Migrant Education and McKinney-Vento Coordinators
Local Workforce Development and / or Chambers of Commerce
CTE Regional Coordinators
Regional STEM / Early learning Hubs
Vocational Rehabilitation and pre-Employment Service Staff
Justice Involved Youth
Community leaders
Other:

How were they engaged? *(Check all that apply)*

Survey(s) or other engagement applications (i.e., Thought Exchange)
In-person forum(s)
Focus group(s)
Roundtable discussion
Community group meeting
Collaborative design or strategy session(s) (Board Goals Work Session)
Community-driven planning or initiative(s)
Website
CTE Consortia meeting
Email messages
Newsletters
Social media
School board meeting
Partnering with unions
Partnering with community-based partners
Partnering with faith-based organizations
Partnering with business
Other: Regional Briefs

Evidence of Engagement

You will be asked to upload your top five artifacts of engagement. Smaller districts, as outlined above, are required to submit their top two artifacts.

–[Parent Teacher Conferences](#)

- Focal Group: [Engagement Survey Results](#): Staff, Students, Parent/Family, Community Members
- Focal Group: [1:1 Support Summaries](#) from Behavioral Specialist & Student Success Coach.
- Staff [Meeting to Review Outcomes & Strategies](#)
- Staff: [Equitable Grading Project](#)

Why did you select these particular artifacts to upload with your application? How do they show evidence of engaging focal student populations, their families, and the community?

We chose these particular artifacts because we wanted to highlight the variety of voices and methods we used to collect information. We wanted to include day-to-day information that represents the work of our Behavior Support Specialist, a tribal member, whose position was requested by the community and staff. His impact is a critical component of the school's capacity to recover from the pandemic and affect change moving forward. Also, NCS is a community school. It is important that we are continuously listening to the tribal community and including their feedback in our decision-making. This is represented in the survey and the parent/teacher conference artifacts.

Describe at least two strategies you executed to engage each of the focal student groups and their families present within your district and community. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.

Robby's Log of interactions is a summary of empathy interviews with every focal group on campus. He brings information back to the administration on a daily basis to impact student support and success, and has been an integral voice representing students and their needs in the Integrated planning process. Robbie's approach to problem solving with students and parents is a Level 4, Collaborate, because they brainstorm solutions and hold each other accountable.

The survey, which was conducted anonymously, asked for demographic information at the end and served as an opportunity for us to gather information on all focal groups that they may not have felt comfortable sharing with Robby in a 1:1 setting. This falls at a Level 2 on the spectrum because survey respondents had the opportunity, which they took, to write comments and suggestions, but the anonymity of the survey didn't provide space for a two-way conversation.

Describe at least two strategies you executed to engage staff. Explain why those strategies were used. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.

Staff have been engaged throughout the planning process. It is a standing agenda item and the principal summarizes the current status and asks for feedback throughout the entire process. The artifact included is based on our process for reviewing the outcomes, strategies and activities articulated by the planning committee. Staff reviewed, discussed and improved this draft during a February staff meeting and before they were presented to our board. Note that these outcomes and priorities were also

generated by the staff after reviewing our needs assessment data, especially the 4 common metrics applicable to NCS. Level 4. As a tribal charter school, Level 5 is reserved for tribal members.

Describe and distill what you learned from your community and staff. How did you apply that input to inform your planning?

The community appreciates our efforts and what is happening at NCS, but always wants to see more culture infused into the school, including the hiring of more native teachers. Unlike traditional schools, NCS has always been guided by the community, and the administration and staff are always looking for ways to accommodate their needs AND uphold the educational statutes. Staff have been more focused on student success data (common metrics) and other academic measures to guide their prioritizing of needs. The addition and sustainability of our Behavioral Specialist is a mutual priority and we hope that funds will allow for additional support in the areas requested by the community and staff.

Strengthened Systems and Capacity

(250 words or less per question)

How do you recruit, onboard, and develop quality educators and leaders? How are you recruiting and retaining educators and leaders representative of student focal groups?

NCS's efforts to recruit and retain quality educators have manifested in the following ways:

- We added a longevity bonus to contract (staff will receive between 2.0% and 3.5% depending on years of experience over the next 3 years)*
- NCS teachers receive stipend pay for all additional hours worked outside of their contract (optional Friday school, etc)*
- 4-day week with option of working Friday at regular hourly rate. Increased this year from sub rate., including 2-3 Optional Friday Schools.*
- Summer PD time is paid, as well as any PD time spent during the school year*
- After school clubs leaders are paid*
- Added a Behavioral Health Specialist to help manage difficult student behaviors*
- We are using retention \$ to fund bimonthly luncheons, end of qtr dinners, and other culture and team-building activities throughout the year.*
- Teachers are able to offer summer school "hands on courses" that are fully funded (materials, etc.)*
- Teachers are able to choose an elective to teach*
- NCS staff has doubled over the past 10 years; our retention rate is 90%+*

What processes are in place to identify and address any disparities that result in students of color, students experiencing poverty, students learning English and students with disabilities being taught more often than other students by ineffective, inexperienced, or out-of-field teachers?

Over the past 10 years NCS has not enrolled any ELL students. If an ELL student were to enroll in the future, NCS would need to fund and plan some ELL offerings to address the need. We would work with our sponsor district and local ESD to make sure these students did not experience disparities related to access or offerings. As a school with a 95%+ free and reduced population, we work closely with tribal entities to provide resources for these students. CTUIR has a strong reputation for taking care of their tribal members.

NCS teachers are connected with IMESD instructional coaches to receive support if needed. We also have a SOC (Student of Concern) team that meets regularly to review student data, evaluate progress, and plan interventions to support students who are struggling. Review of SOC team outcomes is also a running agenda item on bimonthly staff meetings, so all staff can provide feedback. We also work closely with the tribe's Department of Children and Family Services and Child Protection Team to support our students and their families.

How do you support efforts to reduce the overuse of discipline practices that remove students from the classroom, particularly for focal student groups?

With the addition of the Behavior Support Specialist, we have approached discipline differently this year. Robby has become the first point of contact on minor incidents such as tardiness, unexcused absences, and minor classroom disruptions. To address minor classroom disruptions, we use a RE-SET approach. Students are sent to the BSS or the principal and they go over a problem solving worksheet and have a short discussion for 5-7 minutes. When the student is regulated and the infraction has been adequately addressed, they are sent back to the classroom.

Native American students ARE our primary focal group but as with any community, there are subgroups within. Robby has been instrumental in connecting with students who don't always self-identify, and we know from prior enrollment that LGBTQ2SIA of students in this community may require additional support. We are vigilant in attempting to meet students where they are at and on their terms. Yellowhawk has taken the lead on supporting this facet of the tribal community, including providing training for NCS staff and working with students.

As far as major disciplinary incidents goes, NCS has very few. We have not had a fight in our school for more than 4 years. Our biggest battle right now is vape and marijuana issues.

How do you align professional growth and development to the strengths and needs of the school, the teachers, and district leaders?

Creating a space for all educators, district leaders, and school personnel to grow professionally, and in response to their needs, is a priority at NCS. We've facilitated this in the following ways:

- Teachers/administrator/BSS participate in REN offerings*
- NCS has common PD days with sponsoring district and are invited to all PSD offerings*
- Administrator participates in COSA provided PD*
- NCS has a team learning about Equitable Grading Practices and is collaborating with other schools in the region to implement this practice*
- Yellowhawk provides mental/behavioral health opportunities (Mental Health First-Aid, Opioid Abuse Prevention, QPR Suicide Prevention, LBGTI2+ training for staff and students)*
- Hoping to prioritize PD For staff now that NCS has two dedicated subs available and teachers are willing to attend conferences.*

How do you provide feedback and coaching to guide instructional staff in research-based improvement to teaching and learning?

Our efforts to provide feedback and coaching to affect improvement for instructional staff have been demonstrated in the following ways:

- NCS teachers work with ESD Instructional Coaches to improve practice or engage in PD offerings*
- NCS teachers participate in in-house learning walks*
- NCS teachers participate in local and regional professional development*
- Admin walk-throughs & observations are regularly conducted and pedagogical feedback is provided*

What systems are in place to monitor student outcomes and identify students who may be at risk of academic failure? How do you respond and support the student(s) when those identifications and observations are made?

Pre-covid, we had a system in place to monitor student outcomes and provide academic support that occurred during zero and 8th periods. This was a designated time for all students to come before and after school to work with teachers. Teachers were compensated for using their prep time to work with students. This is something that we are reinstating for the remainder of the 22-23 school year. We have

continued to offer “optional Friday School” days, but attendance has been lower than hoped so we may need to provide stronger encouragement.

Robby also monitors and reports on 1:1 meetings with students and families. This helps identify and provide ongoing support for our at-risk students. NCS also conducts quarterly parent-teacher conferences to keep parents connected to the school and informed about student progress. Aaron Noisey spends two periods a day as the Student Success Coach, monitoring grades, attendance and trends. He makes parent contacts, facilitates interventions with instructors and provides progress monitoring updates to staff.

How do you facilitate effective transitions from middle grades to high school; and from high school to postsecondary education?

NCS seeks to facilitate comfortable and informed transitions for all students moving from middle to high school and later, from high school to postsecondary education and careers. SIA funds have helped us begin to build systems by creating capacity for sustainable practices through additional FTE. For example, we support students from Sunridge Middle School via a forecasting day/night to ensure students are placed in appropriate classes and are informed of all options for coursework. We also host a “Future Golden Eagles” night, which is an orientation for students and parents. Support continues as the year gets underway, including freshmen soft start, freshmen Fridays, a required freshman class with the Behavioral Support Specialist (Native Stand), a freshmen advisory course and a Fall Open House. Our BSS and part-time Student Success coach with the administration, instructors and agency partners to make sure students are on-track to graduate and facilitate, provide support as needed, the transition to college and/or careers after graduation. We offer a Success class, Aspire programming, Trade School exploration, and on campus college visits. We also bring in college recruiters, host a FAFSA night, and provide support for scholarship and college application writing. NCS covers application and exam expenses, and also provides transportation to and from these events. TERO and other partners across CTUIR provide career-connected learning opportunities for NCS students. As our capacity grows through partnership engagement and sustainable practices, our student’s safety net will become more tightly woven and our students more likely to successfully navigate their journeys.

Plan Submission Requirements & Next Steps

As per the guidance provided by ODE, this plan narrative covers four years, with a two-year [Integrated Planning and Budget](#), and includes the outcomes, strategies, and activities we believe will cause changes to occur and meet the primary purposes of the programs included in this integrated plan: HSS, SIA, EDM, CIP, EIIS, CTE / Perkins. It reflects the choices made after pulling all the input and planning pieces together for consideration. This plan serves as an essential snapshot of our expected use of grant funds. Other requirements include:

- Providing our equity lens: [InterMountain ESD Decision-Making With a Purpose Tool](#).

- Community Engagement Artifacts, documenting two strategies designed to receive focal group input and two strategies for staff input with any potentially identifiable information removed.
- Assurances that the district will comply with all applicable state and federal civil rights laws, to the effect that no person shall be excluded from participation in, be denied benefits of, or otherwise be subject to discrimination under any program or activity on the basis of race, color, national origin, sex, sexual orientation, marital status, gender identity, religion, age, or disability.

The district will receive a notification from ODE to acknowledge receipt of the application and include contact information for an ODE Application Manager, a single point of contact as this plan moves from submission to review, and into co-development of Longitudinal Performance Growth Targets and finally, to executing a Grant Agreement.

We sincerely appreciate all of the feedback and participation from the Nixyaawii community, students and staff for the development of this four-year plan. Please direct any questions or comments regarding this plan to Ryan Heinrich at ryan.heinrich@pendletonsd.org or 541-429-7900.