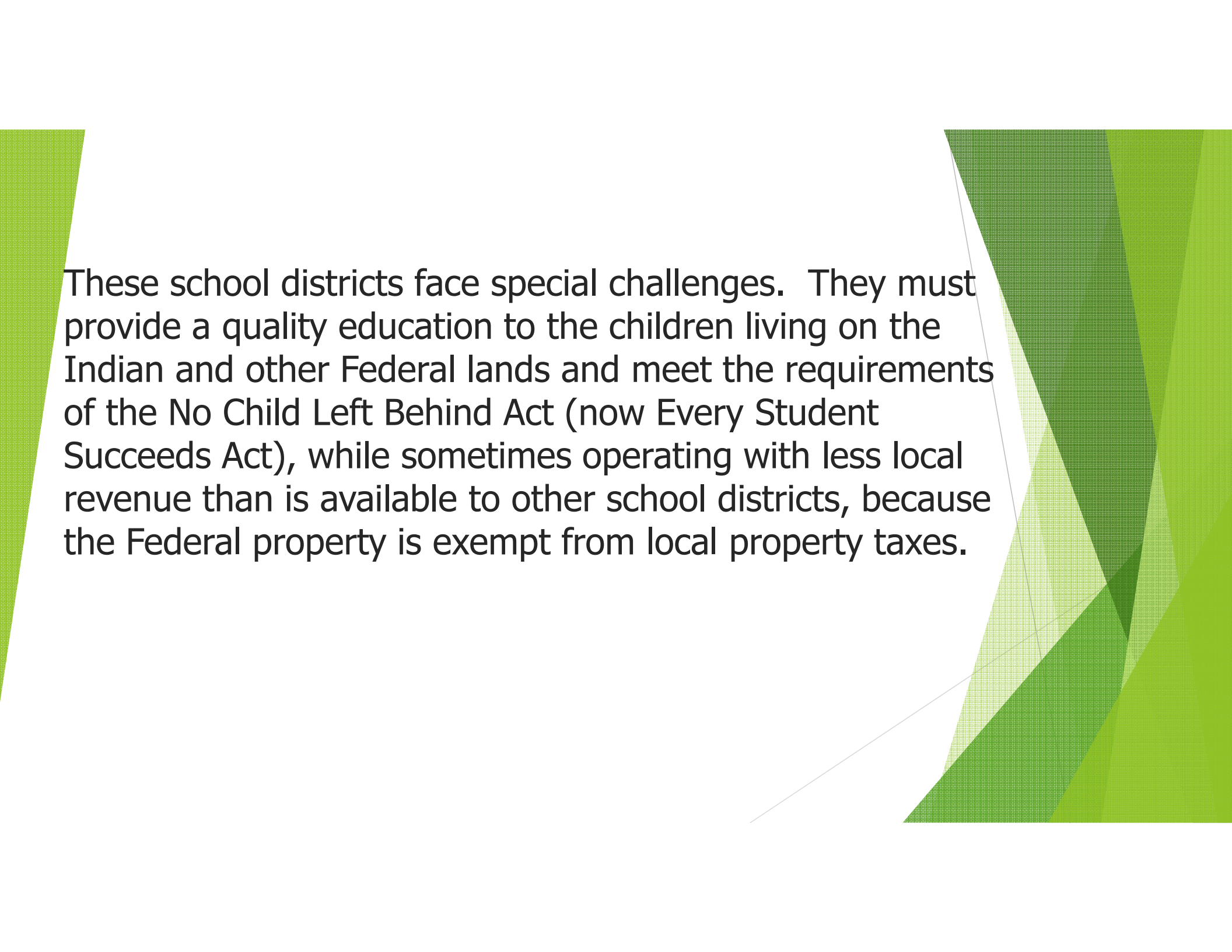


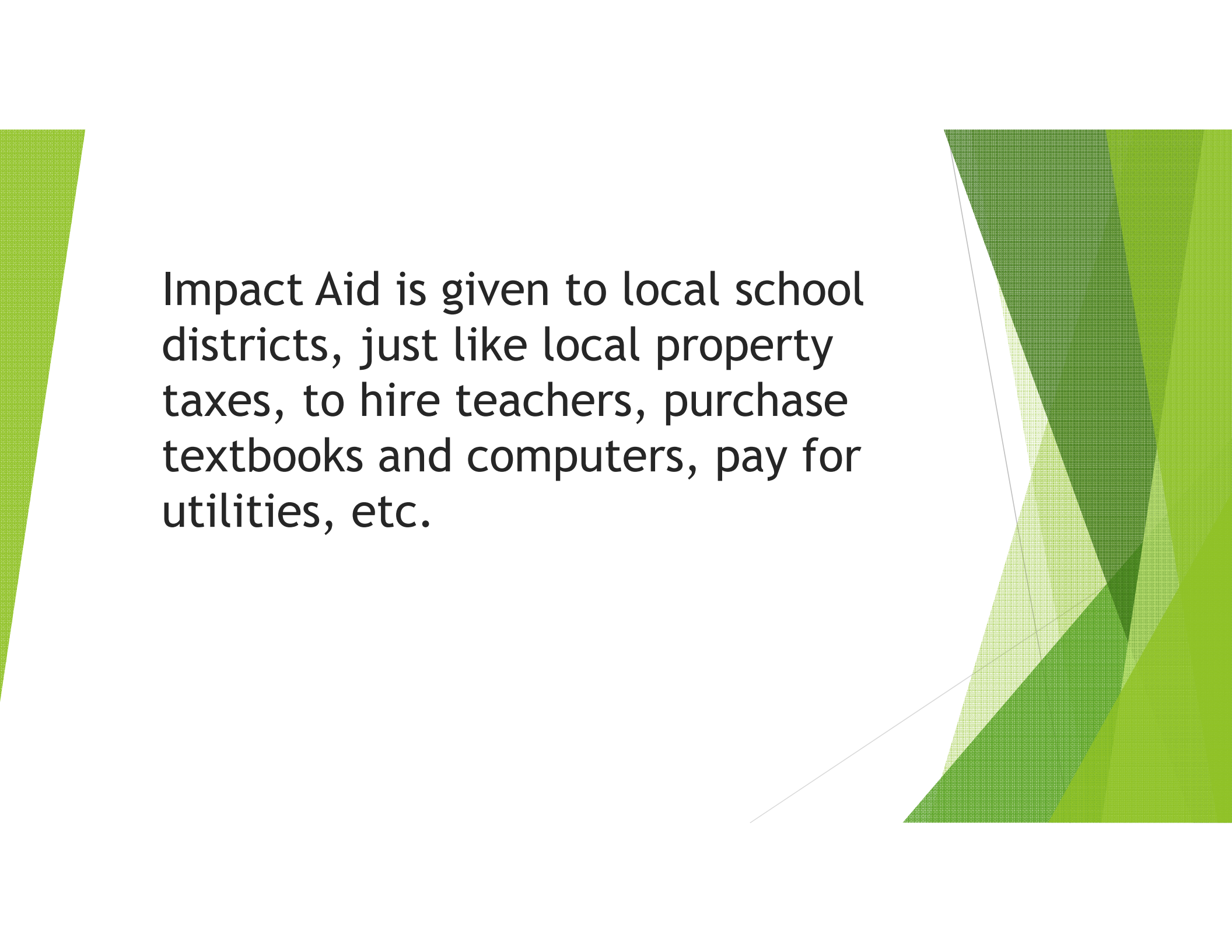
The background features abstract, overlapping green geometric shapes, primarily triangles and polygons, in various shades of green, creating a modern and dynamic visual effect.

Impact Aid: What is it and how does it benefit our students?

- ▶ Federal Impact Aid was signed into law in 1950 and is designed to assist local school districts that have lost property tax revenue due to the presence of tax-exempt federal property, or that have experienced increased expenditures due to the enrollment of federally connected children. This includes: military bases, Indian lands, low rent federal housing, federal parks, federal prisons, VA hospitals and post office buildings.



These school districts face special challenges. They must provide a quality education to the children living on the Indian and other Federal lands and meet the requirements of the No Child Left Behind Act (now Every Student Succeeds Act), while sometimes operating with less local revenue than is available to other school districts, because the Federal property is exempt from local property taxes.

The background of the slide features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. These shapes are primarily located on the left and right sides of the slide, framing the central text. The shapes include triangles, polygons, and layered rectangles, creating a modern, dynamic feel.

Impact Aid is given to local school districts, just like local property taxes, to hire teachers, purchase textbooks and computers, pay for utilities, etc.

What is the money being spent on in the Pendleton School District?

- ▶ Hiring classroom teachers
- ▶ Purchasing Chromebooks for student use
- ▶ Textbooks and classroom supplies/materials

CTUIR and Pendleton School District Partnerships

- ▶ Meet monthly with CTUIR education department to discuss the progress and needs of our Native American students.
- ▶ Title VI staff placed in each PSD building.
- ▶ CTUIR flag displayed in all schools and at all school board meetings.
- ▶ Umatilla and Weyīletpuu language signs on busses and all over Washington Elementary School.
- ▶ Collaboration on Tribal Attendance Pilot Project for family nights at Washington school and recognition for outstanding school attendance.
- ▶ All classrooms and all school libraries have copies of the Umatilla dictionary.
- ▶ Sponsorship of the Nixyaawii Charter School.
- ▶ Native language taught at the PELC to all kinders and starting next year at Washington Elementary School.
- ▶ Specific curriculum taught to 4th and 6th grade students regarding the nine tribes of Oregon with local context and history added.
- ▶ All new teachers to PSD receive a guided tour of Tamastsiht Cultural Institute.

Input and Data for Improvement

As we plan for the future and assess our current progress we look at various data points and gather input from multiple sources, including but not limited to parent input, survey results, CTUIR Ed. Dept. meetings, teacher input, student input, data reports on equity in key areas, Title VI parent nights, school board meetings, etc.



Input and Data for Improvement

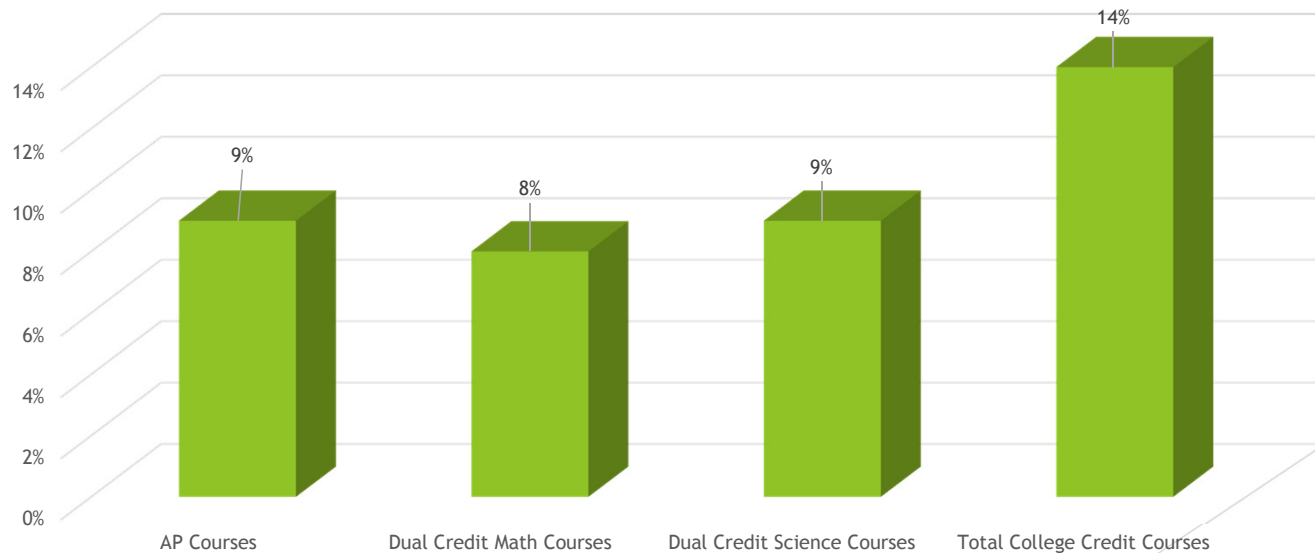
Pendleton High School and Hawthorne currently have 808 students with 92 being Native American. The percent of Native American students at these schools is currently at 11%.

We want to ensure our Native American students are receiving the same opportunities as any other student, so we look at participation rates in college credit and AP courses as well as athletics.

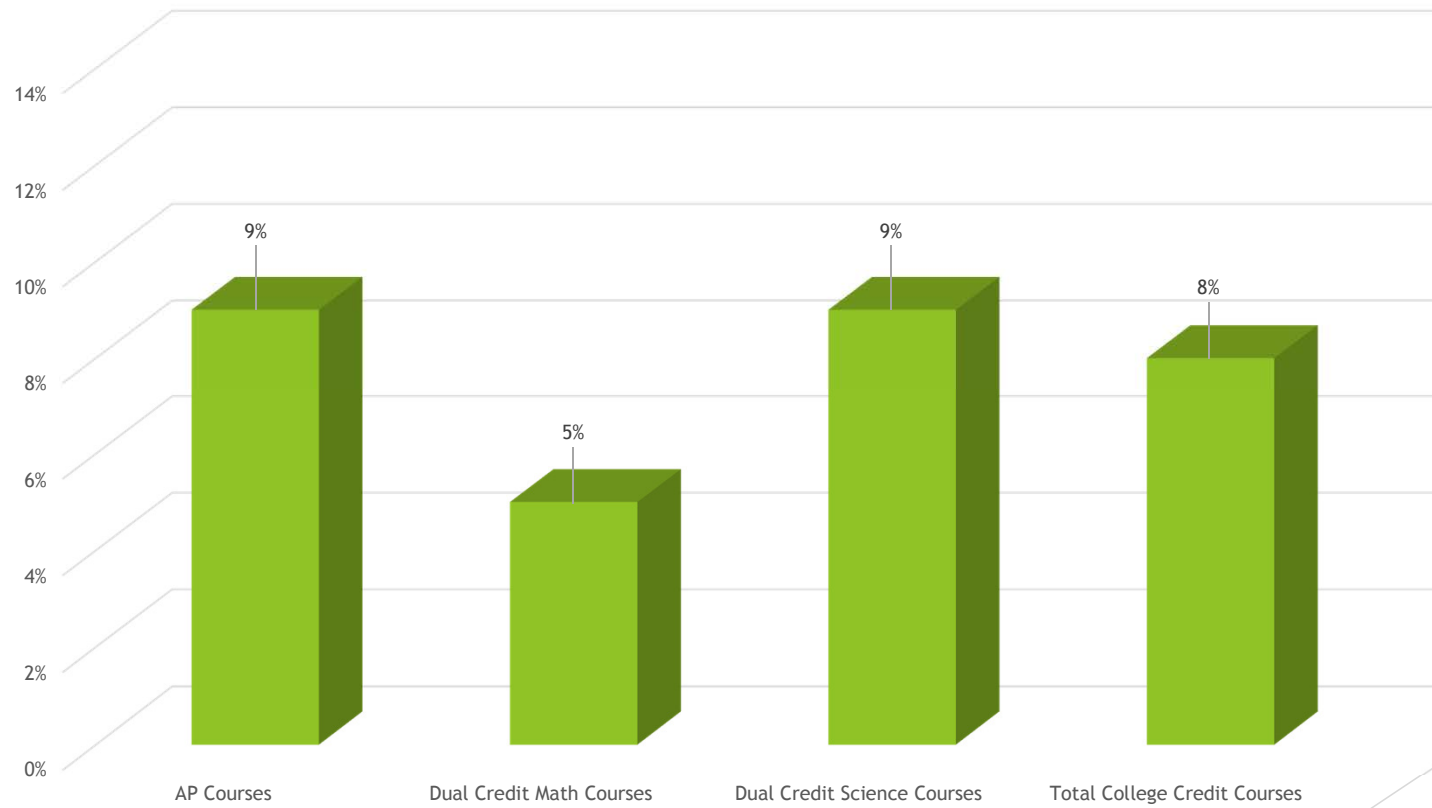
College Credit Courses and AP Courses

- Dual credit classes are classes where a student may receive both high school credit towards a high school diploma and college credit awarded through BMCC or EOU. The dual credit classes are: Spanish 3, Spanish 4, Health 2, Success 101, Success 201, Animal Science, Honors Biology, College Algebra, Pre-Calc/Trig, AP Government, AP History, AP Language, and Teacher Pathways.

Semester 1 - Percent of N.A. Students in Dual Credit Classes

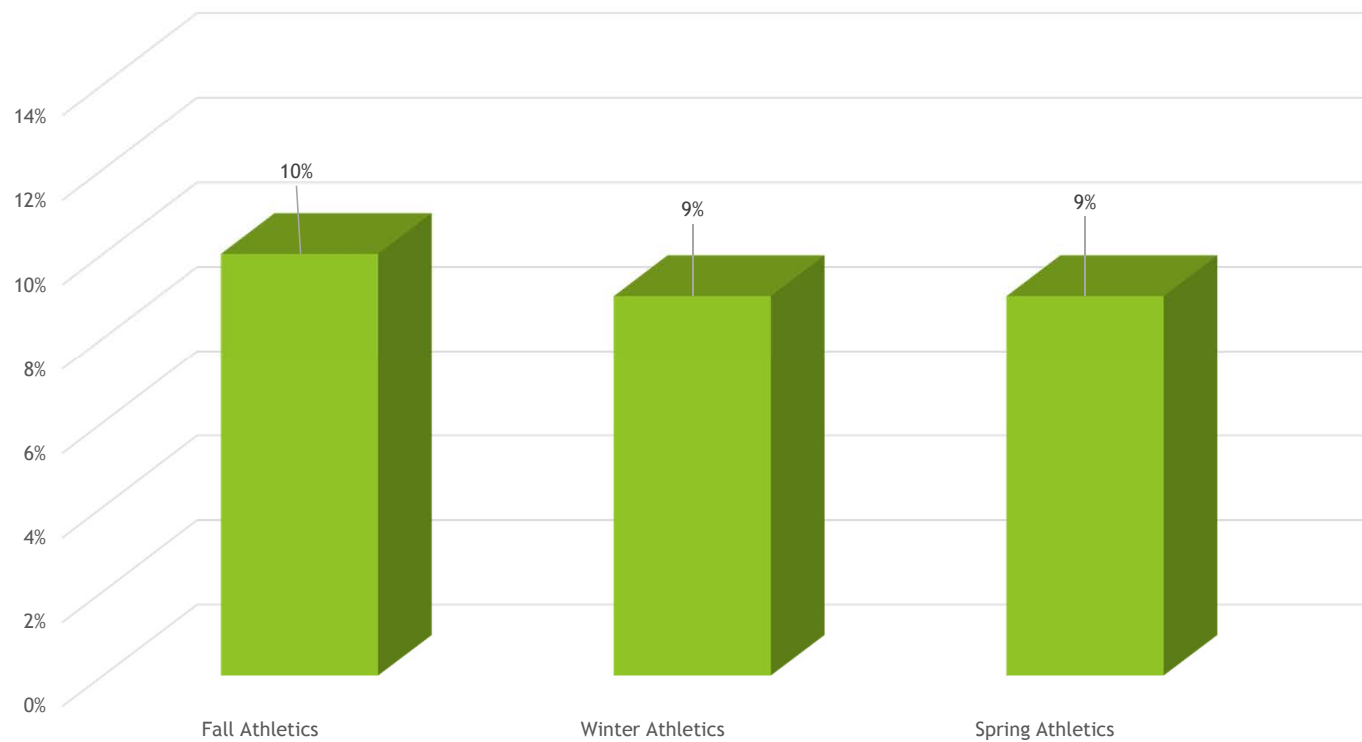


Semester 2 - Percent of N.A. Students in Dual Credit Classes



Athletics:

Percent of Native American Students in Athletics 2017-2018 School Year



University of Oregon 3 Year Research Project

Student Survey

- ▶ Spring 2016 Surveyed 8th, 10th and 12th grade students
- ▶ 178 students from Pendleton responded
 - ▶ 29 identified as either only or partially American Indian/Alaskan Native
- ▶ Addressed Four areas
- ▶ American Indian/Alaskan Native students nominated 26 teachers for follow up interviews to develop the teacher survey

Teacher Survey

- ▶ Developed from nominated teacher interviews
- ▶ Administered Winter of 201/2018
- ▶ Teachers of all schools including Nixya'awii participated
- ▶ Results received April 2018
- ▶ Organized into four areas

University of Oregon 3 Year Research Project

Student Survey Sample Questions

- ▶ Academic Support in the Classroom
 - ▶ My Teachers are knowledgeable about my cultural background
- ▶ Social Support in the Classroom
 - ▶ My Teachers respect my culture
- ▶ Cultural Identity
 - ▶ Knowing my native language is important to me
- ▶ Family/Community Relationships
 - ▶ My teachers invite members of my cultural community into the classroom

Teacher Survey Sample Questions

- ▶ Relationships (self, student, families)
 - ▶ I teach myself about my Native students' values and cultural backgrounds
- ▶ Teaching Academic Content
 - ▶ I can speak credibly to my students about the indigenous people whose land our school is founded on
- ▶ Providing Social Support
 - ▶ When Native students miss my class, I find out why they were absent
- ▶ Community Engagement
 - ▶ I participate in local Native communities

Using the survey results to set goals:

Site Action Plan				
Site: District			School Year: 2018-2019	
District Goal: Goal #2			Critical Element: #5 & #6	
Specific Goal: By Spring of 2019, specific teacher practices will be identified and part of the 2019-20 teacher professional development plan including the October 2019 Inservice.				
Current Status: (Explain how and why your site chose to address this area.)				
A study conducted via the US Dept of Education grant indicates that Native American students generally feel that there are culturally responsive teachers and supports in their schools.				
Desired Status: (Describe how improving this area will support District improvement)			Assigned To:	Target Date:
The outcome of this focus is to ensure culturally responsive practices for Native American students are occurring in every classroom in every school within the Pendleton School District.			Julie Smith	June, 2018
Action #	Date	Action Step Description: (What specifically is occurring during this step)	Assigned To:	Target Date:
1	May, 2018	Identify the strengths and opportunities regarding culturally responsive teaching practices from the U of O Survey Conducted in 2018	Julie Smith	May, 2018
2	May, 2018	Conduct a parent survey for American Indian/Alaskan Native students regarding culturally reponsiveness of schools	Matt Yoshioka	May, 2018
3	Sept. 2018	Develop a committee with representation across all buildings to develop action plans for the district using on U of O surveys and parent survey results	Julie Smith	Sept. 2018
4	Oct. 2018	Develop site goals and actions plans for each building	Building Leadership Teams	Oct. 2018
5	Nov. 2019	Develop a professional development plan to implement the "best practices".	Committee	Nov. 2019
6	Feb. 2019	Publish the 3-year P/D plan for "cultural responsive" as it relates to our Native American students.	Julie Smith	Feb. 2019
7	March, 2019	Design and deliver required professional development	Julie Smith	March, 2019 - June, 2020

Input, results, goals for improvement:

- ▶ We would like to hear from you, a survey will be coming out. It will be sent to your email address in the next day or two. If you do not receive the survey or would prefer just emailing us directly:
- ▶ Matt.Yoshioka@pendleton.k12.or.us
- ▶ Chris.Fritsch@pendleton.k12.or.us
- ▶ ModestaMinthorn@ctuir.org
- ▶ LloydCommander@ctuir.org