

2021 RESOLUTION OF CONCURRENCE AND NON-CONCURRENCE

AIMS	GOALS	REASONS FOR NONCONCURRENCE	PROGRESS	RECOMMENDATIONS	RESPONSE to be developed by the school board (information provided from departments that own the work)	
KINDERGARTEN READINESS	Increase the number of American Indian students/families in Early Childhood programs to be prepared and ready for Kindergarten. Increase knowledge of cultural differences/similarities of staff to have a safe beginning place for American Indian Students within DPS.	Lack of American Indian teachers/staff in Early childhood level -to provide ongoing culturally relevant support to families and students. (Approximately 2 known teachers of color.) Lack of culturally relevant curriculum.	Oshki-Inwewin was implemented this Fall. WE currently have 17 American Indian students participating in this program. We have 2 staff who identify as American Indian working within Oshki-Inwewin.	Continue to train all staff on culturally inclusive strategies to ensure Early Childhood programs are providing culturally relevant programming. Look at hiring practices and recruitment with Headstart and Human Resources. Integrate culture and language throughout Headstart programs beyond Oshki-Inwewin.		
READ WELL BY GRADE THREE	Increase the number of American Indian students to reading at grade level by third grade. Increase culturally appropriate resources/references into curriculum so our students see themselves in school/curriculum.	American Indian students still continue to score low on reading assessments. Average reading proficiency from 2015/16-2018/19 is 40.49% reading proficiency. Less than 50% of our American Indian Students are proficient in reading.	Curriculum Department purchased books for Misaabekong Ojibwe Immersion program. ELA content specialist selected indigenous focused books that tied to Wonders curriculum and distributed to K-5 teachers. (Note: Those books were purchased by the AIE program)	Address cultural inadequacies in the intervention model and or develop a tiered system of support that reflects the cultural needs of American Indian students. Train content specialists on culturally specific curriculum resources and provide those resources to teachers/students.		
CLOSING THE ACHIEVEMENT GAP	Increase American Indian Student Achievement	American Indian students continue to score low on Math assessments. Average for AI students 2015/16-2020-21 is 27.1% Math Proficiency. This does include the SY 2019/20 where testing was waived by the state.	AIE program coordinator has been working with Elementary and Secondary Content Specialist and the PD coordinator on planning a Professional Development opportunity for Math teachers and interventionists focused on Best Practices for American Indian students as well as an Indigenous focus. Antibias training was done district wide	Address cultural inadequacies in the intervention model and or develop a tiered system of support that reflects the cultural needs of American Indian students. Train content specialists on culturally specific curriculum resources and provide those resources to teachers/students.		
	Increase American Indian Student Achievement	American Indian students continue to score low on Reading assessments. Average for AI students 2015/16- 2020-21 is 33.1% Reading Proficiency. This does include the SY 2019/20 where testing was waived by the state.	Jim Rock provided PD for specific teachers. ELA specialist worked with Coordinator of AIE and OEE to identify culturally appropriate books for teachers to utilize. Antibias training was done district wide.	Address cultural inadequacies in the intervention model and or develop a tiered system of support that reflects the cultural needs of American Indian students. Train content specialists on culturally specific curriculum resources and provide those resources to teachers/students.		
	Make sure all teachers are aware of, knowledgeable, and teach the American Indian State Standards	Non-inclusive or inappropriate curriculum on American Indians. Not all teachers are teaching (and/or may not be aware of) American Indian State Standards	American Indian focused State Standards have been shared with Content Specialists.	Continue the work of American Indian focused State Standards implementation that began in 2018. Bring awareness to teachers through content area meetings on the American Indian focused state standards and tie resources and training to teachers. Work with the AIHSL in this process, they are a great resource.		

GRADUATION	Raise Graduation rates for American Indian students	All students reach 85% graduation rate by 2020	American Indian students graduation rate is currently at ____ which they did not meet the District goal.	Identify and begin implementation of specific culturally responsive strategies and instruction focusing on meeting the unique educational or culturally needs of American Indian Students. Utilize the four components of CARE, Culture, Achievement, Resilience, Engagement. Focus on the culture of the school. Provide a survey to AI families on what they think the district should do for their students to help them meet the requirements for graduation and keep them engaged in school.		
OTHER ITEMS	Increase staff and student knowledge of American Indians original to the area.	Lack of cultural awareness and history on local tribes such as Ojibwe and Dakota. Also lack of understanding of why there is an American Indian Education Department.	No progress	Provide an American Indian Curriculum Specialist or Instructional Coach.		
	Prioritize General Fund Spending to Instruction and Support of Students in regards to American Indian education	Lack of support for American Indian programming. Lack of Tribal consultation with the AIPAC on the ARP funding or any other Covid dollars that require Tribal Consultation with the AIPAC.	General Fund supports 3 MIsaabekong teachers and .5 Ojibwe language paraprofessional to help at the Middle and High school Ojibwe language classes.	Have a meaningful Tribal Consultation with the AIPAC. Be transparent on where the ARP dollars have been spent. Make sure the CFO and Finance department understand the funding sources of AI Education department and HOW the dollars can and should be spent.		