

**STUDENT ACHIEVEMENT**

**Objective.**

To ensure student achievement in Jemez Mountain Public Schools is measured by statewide assessments that are approved by PED, and results are disaggregated by ethnicity, gender and economic status, and by disabilities.

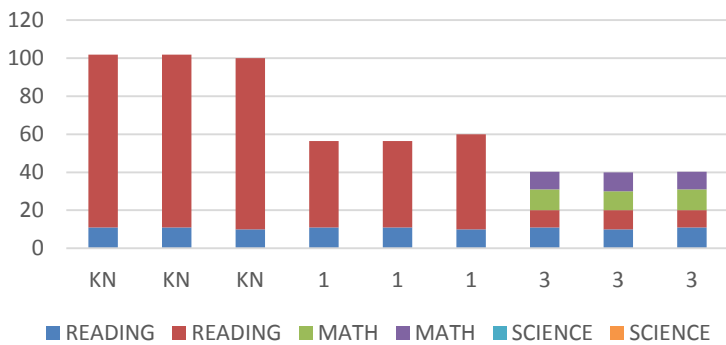
**Background.**

New Mexico assessments include the evaluation of student progress toward proficiency in the following areas: Reading K-2, English Language Arts 4-11; Math 4-11, which includes Algebra I grade 9, Algebra II grade 10-11, Geometry 10-11, Science 7 and 10, Spanish Reading, Reading for students with disabilities, Math for students with disabilities, and Science for students with disabilities.

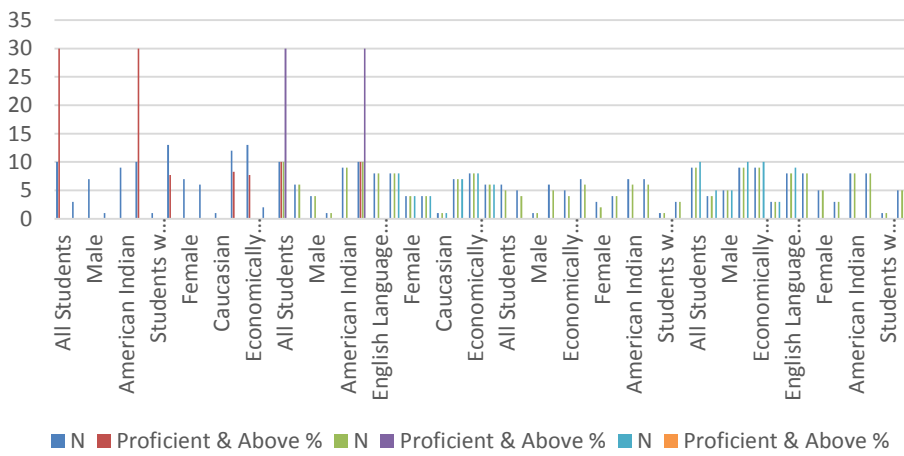
**Methods.**

For 2015-2016 school year, Jemez Mountain Public Schools used a variety of assessments to measure student growth toward proficiency standards. These assessments included DIBELS, Partnership for Assessment for Readiness for College and Careers (PARCC), PARCC ELA and Math, standard-based assessment (SBA), Woodcock Munoz, Dine Language Assessment, and SBA Science. Elementary and middle schools used STAR Reading and Math Assessments.

2015-2016 SY Data



2015-2016 SY Data



**Conclusion.**

Data indicates growth in some areas for all students. While districts expect to see growth, the growth amongst all students in each subgroup is not satisfactory. Thus, will require additional analysis and improvements of program offerings to our students.

**Action Plan.**

**Jemez Mountain Public Schools**

**Action Plan**

**2015-2016 School Year**

<b>Timeline</b>	<b>Action</b>	<b>Resources</b>	<b>Person(s) Responsible</b>
8/2015	<b>Increase Student Achievement</b>	Impact Aid	Principals
to			
5/2016	The district will continue to identify programs that have been invested in for three years or more and have not produced commensurate increased student achievement. Programs not assisting students' academic growth will be done away with and other programs will be identified and implemented.	Indian Education Funds  Title VII  Operational	Teachers   Native Student Liaison
	Data compiled from such program reviews will be disseminated amongst staff. Staff will provide input to Goal Team and campus administrators. Programs not being successful will be replaced.	Title I	
8/2015	<b>Strengthening the School's Instructional</b>	Operational	Principals

<p>to 5/2016</p>	<p><b>Program</b></p> <p>A rigorous program will be implemented to strengthen Q1 and Q3 academic skills in Math and Reading. Appropriate evidence based instructional materials and data strategies will be used to address specific student needs. All students will receive 90 minutes of instruction in Reading and Math. All students will receive instruction using core math and core reading curriculum test per day in reading. All students not proficient in Math will receive 45 minutes of intervention instruction daily and will be encouraged to participate in the after school program. The after school program will be offered twice a week each for Math and Reading. Students in K-8 will use Accelerated Math software program as well as Singapore math. Students For Reading, students in K-8 will use Read 180, Systems 44, Accelerated Reading and Reading Horizons. Students in grades 6-12 will use Achieve 3000 Literacy Program.</p> <p>Supplemental instructional time is provided for students who are struggling. (Q1)</p>	<p>Title I  Title II</p>	<p>Teachers  Reading Coach  Native Student Liaison</p>
<p>8/2015 to 5/2016</p>	<p><b>NM Reads to Lead K-3</b></p> <p>The district provides a foundation in literacy in grades K-3 by participating in a state wide reading initiative to improve reading proficiency in the state and shall include the following:</p> <ol style="list-style-type: none"> <li>1. Consistent assessment and evaluation of students' reading levels</li> </ol>	<p>NM Reads to Lead Grant  Operational</p>	<p>Principal  Grade Level Teachers  Reading Coach</p>

2. Appropriate staff development to assist in the instruction of reading
3. Extra time in the student's day or year for implementation of reading programs
4. Criteria for public schools to establish an individualized reading plan for students who fail to meet grade level reading proficiency standards

District will provide a screening assessment for use in planning data driven instruction. Data analysis will take place; teachers will use data to drive instruction.

8/2015

**Closing the Achievement Gap**

Operational

District Administration

to

8/2016

The district works to assure growth for the lowest performing students (9Q1). The district uses school grade to identify student academic goals, needs and to drive instruction. Increased quality of Reading and Math. Data reviewed from Fall of 2015 will be used. All students will be targeted at their level to make sure improvement is a success. Goal Team members and campus administrator will analyze data. Once data is analyzed teachers will use to develop lesson plans, and to make decisions on intervention strategies to be used and finally to drive instruction. Staff will attend Professional Development as needed.

Title I

Principal

Teachers

Native Student  
Liaison

Goal Team

Members

Title II

The district uses data from school grade to identify student academic goals, needs and to drive instruction. Increased quality of Reading and Math. Data review from fall of 2015 will be used; Goal Team members and campus administrator will analyze data. Once data is analyzed, teachers will use to develop lesson plans, and to make

Reading Coach

	decisions on intervention strategies to be used and finally to drive instruction. Staff will attend Professional Development as needed.		
	Targeted Assistance will be based on most recent school report card. Assistance will be provided to all teachers by administration and reading coach as needed. Teachers will attend Professional Development and conferences to get additional support.		
8/2015	<b>Differentiated Instruction</b>	Operational	Principals
to	Training to implement effective differentiated content, process and environment will be supported with Professional Development.		
8/2016		Title I	Goal Teams
	Response to Intervention: Reading Coach will provide training and support to teachers will students in Tier 1 and Tier 2 identified as needing assistance and intervention as needed.	Title II	
		REC 2	
8/2015	<b>Ensuring That Teachers are Effective</b>	Operational	District Administration
to			
8/2016	Teachers will hold weekly PLCs. Time will be provided for teachers to collaborate. PD will be provided throughout the school year. Administrators will conduct walk-throughs and provide feedback to all teachers.	Title II	Principals
	District/campus will provide ongoing feedback and support to identified struggling teachers. Teachers will be provided with a MENTOR/via REC 2 and	REC 2	REC 2

<p>campus. Teachers will be provided with staff development through webinars and workshops as needed.</p>			School Site Mentors
8/2015	<b>Strong Leadership</b>	Operational	District Administration
to			
8/2016	<p>Campus administrators will attend professional development workshops on being an effective leader. Teachscape will be used on an ongoing bases by all administrators to insure compliance of NM state mandates.</p>		Principals
<p>Improvement is a must. Data will be used to determine students/school growth. The district has high expectation of all administrators.</p>			
<p>All administrators will be held accountable for student academic success.</p>			

**SCHOOL SAFETY**

**Objective.**

To ensure that all students at Jemez Mountain Public Schools receive their education in an environment that promotes safety and practices to ensure their security.

**Background.**

Jemez Mountain Public Schools practices routines that promote student, faculty and staff safety. District policies and procedures are outlined in the district’s Safety Manual. Jemez Mountain Public Schools District

has a school safety committee, safety implementation plans, prevention plans, emergency response plans, recovery plans, safe school reports, and a school safety report submitted to the PED Coordinated School Health and Wellness Bureau (CSHWB).

**Methods.**

To capture discipline information, the district maintained informal records of student infractions.

**Results.**

School Year: 2015-2016

Non-Charters

Special Education & Regular Education

[Click here to view EOY EXCEPTION - Student Infraction and Response report.](#)

District	Location	Infraction Event ID	Student ID	Discipline Infraction Date	Infraction	Alcohol Related	Drug Related	Gang Related	Hate Crime	Serious Injury	Weapon Related	Response	Duration in Days	In Spec Ed	Grade	Sex	ELL
Grand Total					0												

**Conclusion.**

No infractions recorded for which we are able to report.

**Action Plan.**

Continue to follow and implement all policies and procedures to assure the student safety.

**GRADUATION RATES**

**Objective.**

The district’s graduation objective is to ensure that all American Indian students are given the education necessary to excel in secondary school courses in preparation of graduation from high school with a New Mexico Diploma of Excellence.

**Background.**

Transitioning to the National Governors Association (NGA) cohort computation method, New Mexico implemented its first 4-year cohort graduation rate in 2009. This adjusted cohort graduation rate improves our understanding of the characteristics of the population of students who do not earn regular high school diplomas or who take longer than four years to graduate. Numerous statistics and reports from the US Department of Labor indicate the importance of a high school diploma and reflect the high economic costs of not completing high school. Since 2003, New Mexico has reported on a 5-year cohort graduation rate for



American Indian students in order to better capture the number of students acquiring the New Mexico Diploma of Excellence.

**Methods.**

Due to the small number of American Indian students enrolled in the district and only at Lybrook Elementary and Middle Schools, there is not any data for the AI student’s graduation rate.

**Results.**

Not applicable as American Indian students attend Lybrook Elementary and Middle Schools; K-8 grades.

**Conclusion.**

Not applicable as American Indian students attend Lybrook Elementary and Middle Schools; K-8 grades.

**Action Plan.**

The district will continue to strengthen its instructional programs to support educational goals aligned with secondary and post-secondary goals of American Indian students it serves.

**ATTENDANCE**

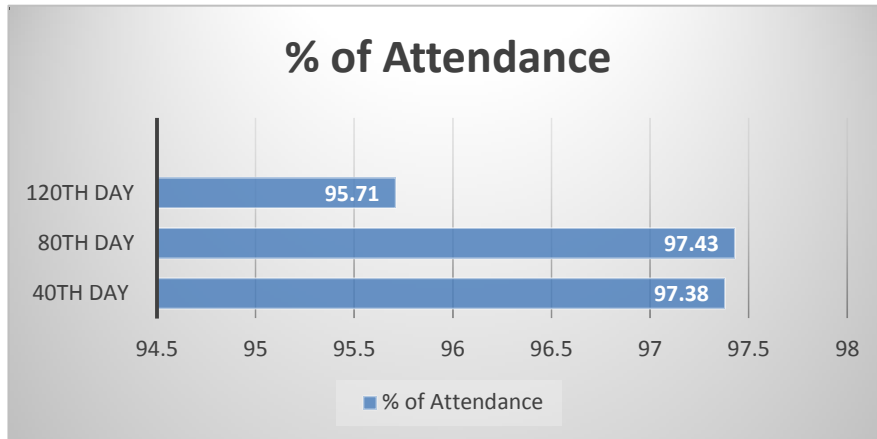
**Objective.**

The attendance objective is to assure that all students comply with the state’s Compulsory Attendance Law. The school’s goal is that all students attend school every day and be timely. The objective is attainable when the organizations infrastructure follows internal processes to track attendance and address truancy issues and decrease the dropout rate while increasing attendance.

**Background.**

The district pursues programs and strategies to meet the needs of at-risk students and to address obstacles associated with keeping students in school. In addition, students are supported by external agencies/sources to address social and familial issues that have an impact on student attendance.

**Methods.**



**Results.**

The data shows that our attendance rate is almost at 100% throughout the reporting periods.

**Conclusion.**

Data is indicative of attendance input errors. As such, the district is committed to instructing principals and school secretaries regarding attendance policies and will provide direction and set expectations on the accuracy of reporting attendance.

**Action Plan.**

We will continue to improve attendance rates for all students. We work closely with counselors, teachers, and parents to ensure students are in school and will seek funding for a liaison to support our students and school.

**PARENT AND COMMUNITY INVOLVEMENT**

**Objective.**

The parent and community objective is to ensure that parents; tribal departments of education; community-based organizations; urban American Indian community members; the DOE; universities; and

tribal, state, and local policymakers work together to find ways to improve educational opportunities for American Indian students by encouraging and fostering parental and community involvement within public and charter schools.

**Background.**

The importance of parent involvement in education has been documented as benefitting students, parents, teachers, and schools—whether the program is at the preschool or elementary, middle or high school levels. Studies have shown that when parents participate in their children’s education, the result is an increase in student academic achievement and an improvement in the student’s overall attitude and school behavior. There is also improved attendance, fewer discipline problems, and less bullying. Higher aspirations have been correlated to parent involvement as have improved attitudes, enhanced interest in science among adolescents, increased language achievement, and sustained achievement gains.

**Methods.**

The district reaches out to parents through website posting, PAC meetings, and participating in Culture Day; which is a tradition in our district.

**Results.**

American Indian students and parents are aware of program offerings and Language classes. There remain outside variables such as extreme weather conditions and impassable roads that negatively impact parent’s physical attendance in some events. Lack of participation is an area of concern.

**Conclusion.**

American Indian parents are more involved in student activities due to awareness from alerts through Facebook and posting on the school website. Jemez Mountain Public Schools involvement and attendance by students and community is most prevalent for Culture Day.

**Action Plan.**

The district will continue to use the school website in order to keep American Indian students and parents current on school activities and functions. The district continue to encourage AI students and parents to participate in their traditional activities performed during the school year at a variety of events.

**EDUCATIONAL PROGRAMS TARGETING TRIBAL STUDENTS**

**Objective.**

The tribal students’ educational programs objective is to recognize and support the unique cultural and

educational needs of American Indian students enrolled in public schools and charter schools.

**Background.**

The Indian Education Act prioritizes support to meet the unique educational and culturally relevant academic needs of American Indian and Native Alaskan students through the efforts of LEAs, Indian tribes and organizations, postsecondary institutions, and other entities. American Indian students are challenged to meet the same state academic standards as all other students are expected to meet. Integrated educational services, in combination with other programs, are offered to best ensure that American Indian students and their families can meet and take advantage of those academic opportunities.

**Methods.**

Jemez Mountain Public Schools supports academic growth and achievement through the following programs: STEM, tutoring, and Navajo Language programs.

**Results.**

Year	Language/Number of Students							
	Diné (Navajo)	Jicarilla (Apache)	Keres	Tewa	Tiwa	Towa	Zuni	Total
SY 11–12	5,852	395	555	209	18		370	7,399
SY 12–13	4,955	45	645	195	10		796	6,646
SY 13–14	6,113	314	*	99	11		967	7,504
SY 14–15	6,164	411	331	266	32	88	665	7,957
SY 15–16	5,807	397	475	334	38	91	778	7,920

SOURCE: SharePoint Instructional Plans, 2015–2016  
\*Data from relevant district(s) not submitted.

**Conclusion.**

Overall, American Indian student participation in the JMSD program increases annually.

**Action Plan.**

The Jemez Mountain Public Schools will continue to offer the Navajo Language program. We will continue to encourage participation and program growth through extending enrichment opportunities with local Navajo individuals in our area.

**FINANCIAL REPORTS**

**Objective.**

The financial objective is, with public school funds, to ensure that the district provides adequate operational resources to provide and improve services to NM tribal students. These services will meet the educational needs and provide opportunities to tribal students attending the schools in the district.

**Background.**

The New Mexico public school funding formula is based on a model developed by the National Education Finance Project (NEFP) in the late 1960s and early 1970s. As a tool for better decision making, the model had great potential because of the variety of data that could be accommodated and the ease with which new data could be added and new decision options made available. Prior to the creation of the current formula, school funding methods had created a high degree of disequalization among districts because of differences in local wealth. The gap between rich and poor districts was broad, and the revenue that would be required to reach full equalization with the richest districts was staggering. The goal of the new formula, therefore, was clear: to equalize educational opportunity at the highest possible revenue level, while minimizing the financial loss to the richest districts. As a result of the committee’s work, the 1974 New Mexico Legislature enacted the Public School Finance Act, which has been widely acclaimed as one of the most innovative of the school finance plans currently being used across the country. The formula is designed to distribute operational funds to school districts objectively and in a non-categorical manner, while providing for local school district autonomy. Formula dollars received by local districts are not earmarked for specific programs. Within statutory and regulatory guidelines, school districts have the latitude to spend their dollars according to local priorities. In place for more than four decades, the public school funding formula has been under constant analysis. For the most part, the results of these analyses have supported statutory data-based refinements to the structure of the formula, while maintaining the philosophical concept of educational equity for all students.

27150.1000.51100.4010.000000.1416	SALARIES EXPENSE	\$0.00	\$18,396.00	\$18,396.00	\$18,396.00	\$18,396.00	\$0.00	\$0.00	\$0.00	0.00%
27150.1000.52111.0000.000000.0000	EDUCATIONAL RETIREMENT	\$0.00	\$2,557.00	\$2,557.00	\$2,557.00	\$2,557.00	\$0.00	\$0.00	\$0.00	0.00%
27150.1000.52112.0000.000000.0000	ERA-RETIREE HEALTH	\$0.00	\$368.00	\$368.00	\$368.00	\$368.00	\$0.00	\$0.00	\$0.00	0.00%
27150.1000.52210.0000.000000.0000	FICA PAYMENTS	\$0.00	\$1,141.00	\$1,141.00	\$1,141.00	\$1,141.00	\$0.00	\$0.00	\$0.00	0.00%
27150.1000.52220.0000.000000.0000	MEDICARE PAYMENT	\$0.00	\$269.00	\$269.00	\$269.00	\$269.00	\$0.00	\$0.00	\$0.00	0.00%
27150.1000.52710.0000.000000.0000	WORKERS COMPENSATION PREMIUM	\$0.00	\$269.00	\$269.00	\$269.00	\$269.00	\$0.00	\$0.00	\$0.00	0.00%
27150.1000.56118.4010.000000.0000	GENERAL SUPPLIES AND MATERIALS	\$0.00	\$2,000.00	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00	100.00%
<b>Grand Total:</b>		\$0.00	\$25,000.00	\$25,000.00	\$23,000.00	\$23,000.00	\$2,000.00	\$0.00	\$2,000.00	8.00%

**Results.**

The district received funds from Title VII, Impact Aid, Bilingual, Title III, and Operational to support programs for American Indian students. Title VII and Impact Aid funds were used to support Instructional staff for American Indians, activities, and supplies for the Language program.

**Conclusion.**

Jemez Mountain Public Schools American Indian students are receiving their education. Cultural experiences that are a part of the program and enrichment activities are met using these funding sources. Operational dollars also support activities that support the district's American Indian program.

**Action Plan.**

The district will continue the Navajo Language program using Federal and Operational funding to ensure American Indian students continue to meet their educational goals and experience school organized cultural activities.

**INDIAN POLICIES AND PROCEDURES**

**Objective.**

The objective of Indian policies and procedures (IPP) is to ensure that Jemez Mountain Public Schools provides adequate tribal consultations with regard to the basic support payment requirements under the federal Impact Aid regulations.

**Background.**

Districts that claim federally identified American Indian students residing on Indian lands for Title VIII Impact Aid funding shall develop and implement policies and procedures in consultation with tribal officials and parents. The New Mexico Indian Education Act requires that school districts obtain a signature of approval by the New Mexico tribal governments or their designees residing within school district boundaries, verifying that New Mexico tribes agree to Indian education policies and procedures pursuant to federal Title VIII Impact Aid funding requirements.

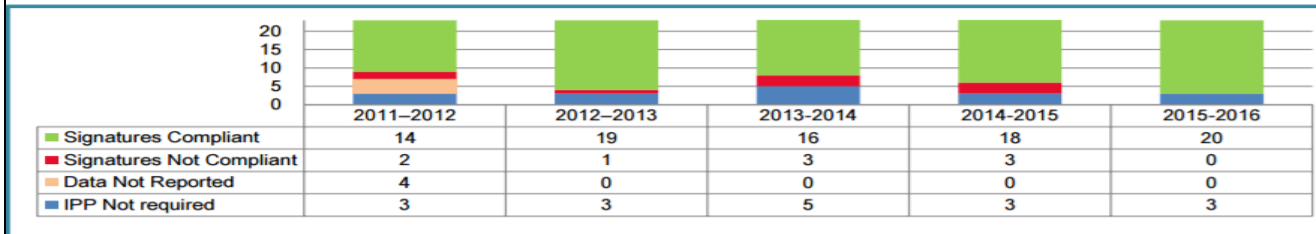
**Methods.**

School district leaders meet with Navajo government representatives and Parent Committee to discuss the

IPP once a year. See Attachment of current IPP.

**Results.**

**IPP Signature of Approval  
23 Districts over Five Years**



Source: District-wide reports and surveys; 2011-2016 23 school districts

**Conclusion.**

Jemez Mountain Public Schools meets with the tribal council yearly or more frequently when needed to discuss and/or make changes to the Indian Policies and Procedures.

**Action Plan.**

The district will continue to meet with tribal council annually or as needed to discuss and/or make any necessary changes to the Indian Policies and Procedures.

**SCHOOL DISTRICT INITIATIVES**

**Objective.**

The objective of this initiative is to ensure that New Mexico schools provide their district office with the initiatives they are employing to increase attendance support for and decrease the number of student dropouts of American Indian students.

**Background.**

New Mexico pursues programs and strategies to meet the needs of at-risk students and to address obstacles associated with keeping students in school. New Mexico schools continue to be challenged in obtaining

resources required to keep students in school despite including an “at-risk” factor in the state’s funding formula to assist in addressing the issue. The assurance of collaboration and engagement from educational systems and pueblos/ tribes for input regarding academics and cultural awareness has positive effects on developing and implementing a variety of administrative and instructional practices to reduce school dropouts and increase students’ success in school. Additionally, dropouts negatively affect the four-year (freshman) cohort graduation rate for the state, which results in a lower graduation rate.

**Methods.**

Current methods include identification of appropriate/necessary social and academic supports.

**Results.**

Jemez Mountain Public Schools dropout rate for American Indian students is 0%.

**Conclusion.**

If there is an American Indian student at risk of dropout, school personnel will engage with the parents to provide assistance and contact tribal council when deemed appropriate and/or necessary.

**Action Plan.**

The district’s operational framework provides for supports within its academic and support programs. American Indian students have access to support programs. The district will continue this process.

**VARIABLE SCHOOL CALENDARS**

**Objective.**

The variable school calendar objective is to ensure that schools collaborate with Tribal governments to identify the important cultural events in their American Indian students’ lives. By using variable school calendars, schools directly address their American Indian students’ cultural and family responsibilities and enhance these students’ ability to more regularly attend their public school.



**Background.**

New Mexico has a rich American Indian history and culture that cultivates the 22 Tribal governments and urban Native communities. The assurance of collaboration and engagement from educational systems and pueblos/tribes for input regarding academics and cultural awareness has positive effects on the educational success of American Indian students. American Indian education in New Mexico represents rich cultural traditions and diverse educational practices through different protocols and paradigms of practice. The 35,000-plus students who represent the NM tribes and pueblos and other tribes from throughout the United States, who attend over 185 public schools and charter schools in the State of New Mexico, were the focus of state and tribal legislators who established the Indian Education Act (IEA) in 2003.

**Methods.**

The district acknowledges and supports the American Indian student’s participation in tribal activities. The district supports AI students to partake in tribal activities to further their cultural well-being and self-awareness and supports these activities by excusing students from school in order to participate.

**Results.**

The district consults with the Navajo Tribal Council to identify days during the school calendar they have scheduled for tribal activities. The district’s Calendar Committee is made aware of these days for cultural traditions.

**Conclusion.**

The district accommodates the American Indian student’s participation to the best of its ability while remaining compliant to state instructional day requirements. The district positively acknowledges request for students’ excused absence from school so that American Indian students can participate in Pueblo activities.

**Action Plan.**

District leaders will continue to consult with the Governing Council regarding days during the school year that American Indian students will need to be excused from school. The district remains committed in collaborating on the calendar and respecting observance of days aligning to tribal requests.

**SCHOOL DISTRICT CONSIDERATIONS**

**Objective.**

District consultations ensure that New Mexico schools provide a means of developing mutual understanding of educational programs and collaborate with Tribal entities to find ways to improve educational opportunities for American Indian students.

**Background.**

Districts that claim federally identified American Indian students residing on Indian lands for Title VIII Impact Aid funding shall develop and implement policies and procedures in consultation with tribal officials and parents. Additionally, the New Mexico Indian Education Act asserts that parent(s); families; tribal departments of education; community-based organizations; the Public Education Department; universities; and tribal, state, and local policymakers work together to find ways to improve educational opportunities for American Indian students.

**Methods.**

Lybrook Elementary and Middle Schools schedule Parent Advisory Committee meetings in which American Indian parents are encouraged to attend. District representatives meet with tribal council throughout the year and on an as need basis.

**Results.**

District representatives meet with Tribal Council members in the fall to discuss the start of school, curriculum, and budgets. Spring meetings focus on discussions of Indian Policies and Procedures, funding applications, and budgets.

**Conclusion.**

There is collaboration between the school district and tribal government to review program and update policies and procedures.

**Action Plan.**

The district will continue to meet with Tribal Council to discuss budgets and policies and procedures. School representatives will continue to encourage parents to attend PAC meetings.

## INDIGENOUS RESEARCH, EVALUATION, AND CURRICULA

### Objective.

The research objective ensures that New Mexico schools receive adequate assistance for planning, development, implementation, and evaluation of curricula in native languages, culture, and history designed for tribal and non-tribal students as approved by New Mexico tribes.

### Background.

Indian Education has been working to strengthen the field of Native education research, data, and best practices. The development of resources for Native education researchers, evaluators, educators, professors, and others who are working within Indian Education has been to improve education for our American Indian students enrolled in all schools. The Indigenous research methodologies differ from the Western educational approaches. In Western academic models, the research project and data are separated from the researcher, who is merely an onlooker. Though the data collected by Indigenous research methodologies can be analyzed quantitatively as well as qualitatively, just like data collected by Western research methods, the acknowledged relationship between researcher and data naturally challenges Western research paradigms. Indigenous research methodologies are powerful and worthwhile despite this challenge because they provide vital opportunities to contribute to the body of knowledge about the natural world and Indigenous peoples.

### Methods.

Leadership accomplished an analysis of the current Navajo Language curriculum. A determination has been made that the current language program needs more alignment to grade level expectations using Common Core State Standards.

### Results.

The results of the in-depth look at the curriculum indicated that there was not a comprehensive curriculum available. This resulted in superficial instruction that did not allow for adequate development of the Navajo language.

### Conclusion.

Based upon our findings, we determined that a sufficient curriculum was not in place to adequately prepare students in language acquisition. A robust curriculum needs to be developed.

**Action Plan.**

Our action plan consists of the following:

- Develop units for the class
- Create essential vocabulary lists
- Create assessments both interim and formative
- Develop lesson objectives
- Develop Depth of Knowledge questioning strategies at a minimum DOK level of 3
- Require submission of lesson plans