

**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.**

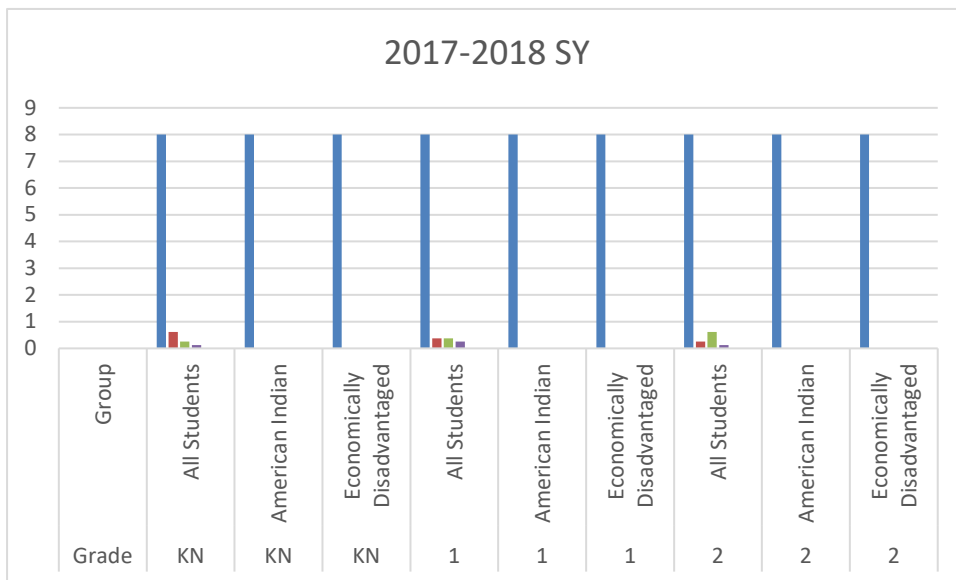
New Mexico assessments include the evaluation of student progress toward proficiency in the following areas:

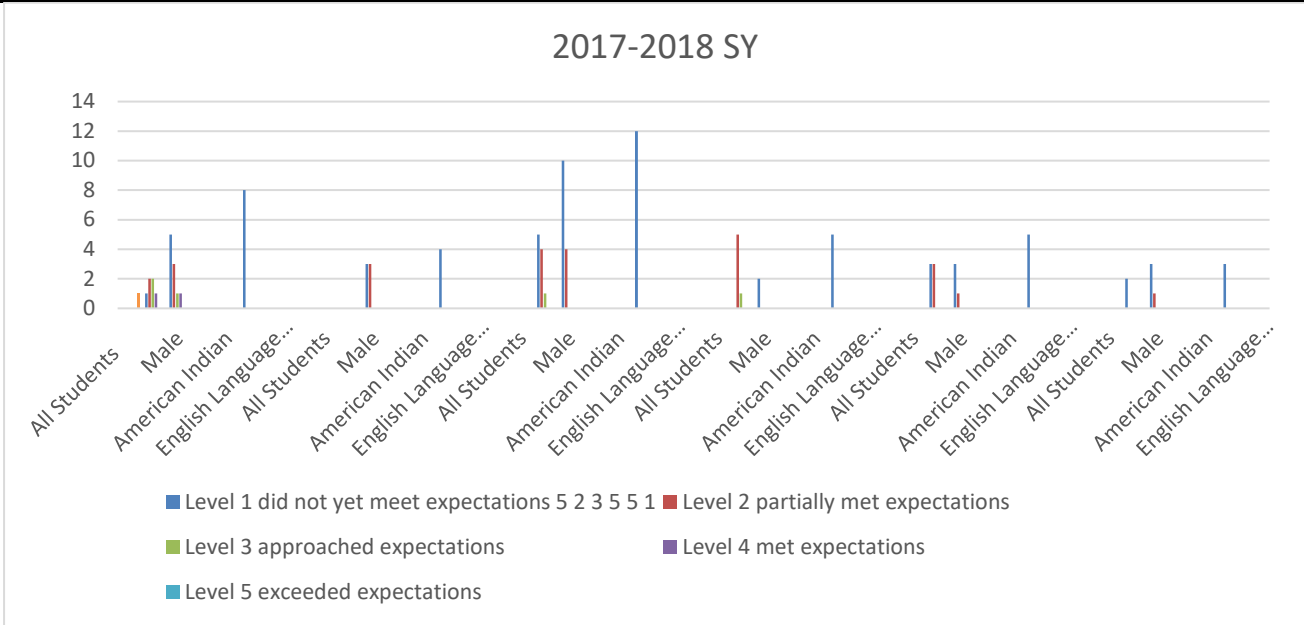
Reading K-2, English Language Arts 4-8; Math 4-8, Science 7- 8, and Reading for students with disabilities, Math for students with disabilities, and Science for students with disabilities.

Additional district testing includes short cycle assessments.

**Methods.**

For 2017-2018 school year, Jemez Mountain Public Schools used a variety of assessments to measure student growth toward proficiency standards. These assessments included IStation, Partnership for Assessment for Readiness for College and Careers (PARCC), PARCC ELA and Math, standard-based assessment (SBA), Dine Language Assessment, and SBA Science. Elementary and middle schools used STAR Reading and Math Assessments.





This data reflects 64 reportable students for SY 2017-2018.

**Conclusion.**

Using district assessment data, state assessment data, tribal and parent input, the district concludes that its Native American students continue to underperform in math, reading, writing and science. However, the Native American population is not overrepresented in these academic deficits. Unfortunately, this data shows consistency in All Students underperforming in assessed areas.

Data shows sporadic growth, continuing our concern regarding the implementation of instruction and oversight of the instructional program by the principal. The district’s plan will continue to review data; looking for trends that will allow the district’s leadership to organize and provide appropriate supports to teachers and opportunities for its students. The lack of growth requires that the district develop a plan to better monitor day to day instruction; seek and employ dedicated personnel to execute action plans. While the district developed and implemented an instructional framework to address instructional gaps, the principal was not successful in maintaining the level of expectation as set out by the district for monitoring of lesson plans or conducting valuable PLC meetings to review student data and adjust instruction accordingly. Evidence indicates that students within the BME program continue to struggle with comprehension of academic language which results in lower-than-average language skills necessary, which also negatively impact problem-solving of mathematical equations.

**Action Plan.**

The **2017-2018** school year began with a solid Instructional Framework that sets expectations for school leaders to strengthen its overall instructional program. Professional Development was provided to all teachers to teach and reinforce teaching techniques to meet the needs of every student in the district. Professional Development aligned to needs. Principals and school teams used data to determine short term goals and areas of focus for action plans. The district can ensure commitment to curriculum, monitoring of student growth and addressing student needs through analysis of data and improvements to teaching methods.

**Jemez Mountain Public Schools  
SCHOOL SITE FOCUS AREAS  
2017-2018 School Year**

<b>SCHOOL SITE FOCUS AREAS</b>	<b>SCHOOL SITE FOCUS AREAS</b>	<b>SCHOOL SITE FOCUS AREAS</b>
<p><b>Frontline/NM TEACH Observation Database</b></p> <ul style="list-style-type: none"> <li>• By August 7, 2017, principals shall ensure that all teachers have user names and passwords to access Frontline</li> <li>• Principals will ensure that teachers access Frontline to complete required documents within timeframes as identified by PED and district</li> </ul>	<p><b>Informal Teacher Observations/Walkthroughs</b></p> <p>Principals will:</p> <ul style="list-style-type: none"> <li>• Conduct informal teacher observations using a district approved assessment tool                             <ul style="list-style-type: none"> <li>• Informally assess all teachers and support personnel a minimum of twice weekly</li> </ul> </li> <li>• Provide immediate written and scheduled one to one oral feedback to teachers</li> </ul>	<p><b>90 Day Action Plans</b></p> <ul style="list-style-type: none"> <li>• It is the responsibility of the principal to facilitate all components related to the 90 Day Action Plan</li> <li>• Principals will participate as a member of the Core Team, will ensure compliance to process and full participation of faculty and staff as they rotate in/out of Core Team</li> <li>• Core Teams will update Action Plans monthly</li> <li>• Principals will report monthly the progress of Key</li> </ul>

<p>established timeframes</p>	<ul style="list-style-type: none"> <li>• Will track weekly informal observations/walkthrough</li> <li>• Initiate discussions with the Superintendent or her designee regarding any concerns, make professional development recommendations, and acknowledge exceptional teacher performance using observation documentation</li> <li>• Will make available observation/walkthrough tracking sheets and copies of feedback to the Superintendent or her designee when requested</li> </ul>	<p>Actions, concerns to the Superintendent or her designee</p> <ul style="list-style-type: none"> <li>• Principals will report progress on 90 Day Action Plans to the Board of Education through use of monthly reports</li> </ul>
<p><b>Best Practices</b></p> <ul style="list-style-type: none"> <li>• Throughout the evaluation process, formative dialogues between the Supervisor and the Principal take place as identified on the PDP (Form B) Supervisor provides information and feedback to the Principal to guide the school improvement planning processes</li> <li>• Principal conducts regular classroom visits using the district approved informal classroom walkthrough</li> </ul>	<p><b>Teacher Professional Development</b></p> <ul style="list-style-type: none"> <li>• Principals will communicate professional development needs to the Superintendent or her designee</li> <li>• Specific PD to address observation outcomes is available through Frontline</li> <li>• Other types of PD may be provided when funds are available; seek assistance from the Business Manager</li> <li>• Book Studies are a form of professional</li> </ul>	

<p>observation tool to gather data regarding instruction and reviews the data for instructional and programmatic trends</p>	<p>development that the principal is responsible for organizing and implementing ▪ 2 Book Studies; 1 Fall Semester and 1 Spring Semester</p> <ul style="list-style-type: none"> <li>• Professional books are available for use</li> </ul>	
<p><b>2018-2019</b> <b>Focus Area</b></p>	<p><b>2018-2019</b> <b>Person(s) Responsible</b></p>	<p><b>2018-2019</b> <b>Timeline</b></p>
<p>Direct Instruction</p>	<p>Teachers</p>	<p><b>Elementary K-5:</b> Minimum 45 minutes daily</p> <p><b>Middle 6-8:</b> Minimum 45 minutes daily</p>
<p>Lesson Plan Development Professional Development</p> <p>Pacing Guides Development &amp; Use</p>	<p>Teachers and Principal</p> <p>District Admin &amp; Principal</p>	<p>Semi-monthly beginning August through December with weekly monitoring and feedback provided by principal</p> <p>Bi-weekly professional communications via Google Docs; review unit plans, recommend changes/adjustments. Continue with planning for next reading module and math sections.</p>
<p>Observation, Feedback, Monitoring, and Teacher Action Plan Development/Monitoring</p>	<p>Teachers, Principal, Supervisor</p>	<p><b>Observation/Feedback/Monitoring</b> – 2 times weekly</p> <p><b>Teacher Action Plan Development</b> – after short cycle assessment data review &amp; as appropriate</p> <p><b>Monitoring</b> – as appropriate in</p>

		support of teacher needs
PLC Participation	Teachers and Principal	As identified in the district's Instructional Framework; meeting school needs at weekly, bi-weekly intervals or monthly intervals
Indian Education Leadership Team Meetings	Principal, Indian Education Liaison & Superintendent	Quarterly meetings

**SCHOOL SAFETY**



**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 School, there is not any data for the AI student’s graduation rate.

**Results.**

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

**Conclusion.**

Not applicable as American Indian students attend Lybrook Elementary and Middle School; 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**

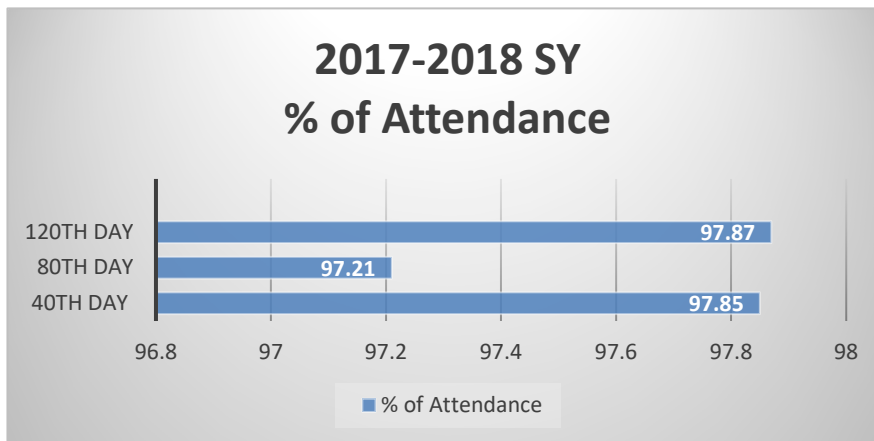
**Objective.**

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.**



**Attendance is taken daily by periods at Middle school and High school and attendance is taken in a.m. at elementary school.**

**Results.**

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

**Conclusion.**

The process used to collect attendance data is working well. As such, the district will continue with the same process in upcoming school years.

**Action Plan.**

The process used to collect attendance data is working well. As such, the district will continue with the same process in upcoming school years.

**PARENT AND COMMUNITY INVOLVEMENT**

**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. The Parent Liaison also establishes and maintains relationships with Native families to ensure academic, behavioral and health related issues are communicated, and appropriate services are provided. Through district leadership, principals were guided and supported in many of their engagement activities.

**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 increased participation for “at school” events is an area of concern.

**Conclusion.**

American Indian parents are more involved in student activities due to awareness from alerts through communications from the school’s principal, 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 all 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.**

Lybrook School contribute to the State of New Mexico’s impressive Student Participation in Native American Language Programs by recording 100% participation for its students enrolled at the school. The State of New Mexico Public Education Department (NMPED) has created and presented language program participation data for each of its Native Language Bilingual Programs.

**Conclusion.**

Overall, American Indian student participation in the JMPS program is maintained. The district has not experienced voluntary refusal of services from any Native American student nor guardian.

**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.

**Jemez Mountain School District #53**

27150

From Date: 6/1/2017 To Date: 7/31/2017

Fiscal Year: 2017-2018

- Include pre encumbrance
- Exclude inactive accounts with zero balance
- Print accounts with zero balance
- Filter Encumbrance Detail by Date Range

Account Number	Description	Budget	Adjustments	GL Budget	Current	YTD	Balance	Encumbrance	Budget Bal	% Rem
27150.1000.51100.4010.060007.1416	SALARIES EXPENSE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$10,848.76	(\$10,848.76)	0.00%
27150.1000.52111.4010.060007.0000	EDUCATIONAL RETIREMENT	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,808.22	(\$1,808.22)	0.00%
27150.1000.52112.4010.060007.0000	ERA - RETIREE HEALTH	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$216.98	(\$216.98)	0.00%
27150.1000.52210.4010.060007.0000	FICA PAYMENTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$602.00	(\$602.00)	0.00%
27150.1000.52220.4010.060007.0000	MEDICARE PAYMENTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$154.94	(\$154.94)	0.00%
27150.1000.52312.4010.060007.0000	LIFE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$20.06	(\$20.06)	0.00%
27150.1000.52313.4010.060007.0000	DENTAL	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$154.36	(\$154.36)	0.00%
27150.1000.52720.4010.060007.0000	WORKERS COMPENSATION EMPLOYERS FEE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$5.45	(\$5.45)	0.00%
<b>Grand Total:</b>		<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$13,588.85</b>	<b>(\$13,588.85)</b>	<b>0.00%</b>

End of Report

**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.**

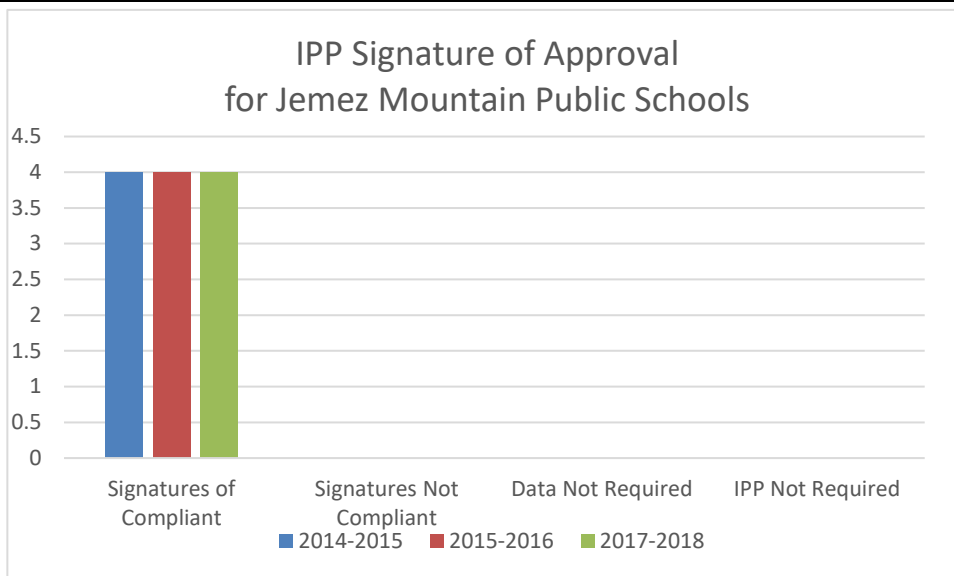
The objective of Indian policies and procedures (IPP) is to ensure that Jemez Mountain Public Schools provides adequate tribal consultations with regard to the basic support payment requirements under the federal Impact Aid regulations.

**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.**

**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. This strategy has proven to be highly effective based upon our 0% dropout rate.

**Action Plan.**

The district’s operational framework and routine updates 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. The district continues to enjoy a positive relationship with the Navajo Tribal Council and vice versa.

**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 School 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 determined that the current language program continues to lack appropriate 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 CCSS aligned curriculum available; resulting in instructional gaps and inadequate development of the Navajo language.

**Conclusion.** Based upon our findings, the district lacks a comprehensive and aligned language curriculum. A robust curriculum needs to be developed.

**Action Plan.**

Our action plan consists of the continuation of the following:

- Develop pacing guides
- Refine units of instruction
- Create essential vocabulary lists aligned to CCSS, Tier 1 curriculum, and DINE Language
- Analyze student data (on-going) and participate in PLC meetings to review data, and develop strategies to assist students
- Hold principal accountable to monitoring instruction and making recommendations for appropriate types of professional development