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## Magdalena Municipal Schools

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“OUR STUDENTS ARE OUR NUMBER ONE PRIORITY”

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### Tribal Education Status Report Magdalena Municipal School District 2018-2019

#### 3.1 Student Achievement

**Objective.** The Magdalena Municipal School District (MMSD) ensures student achievement in each school is measured by statewide tests that are approved by PED, and results are disaggregated by ethnicity, gender and economic status, and disabilities.

**Background.** The New Mexico assessments include the evaluation of student progress in the following areas: reading K–2; English language arts 3–11; math 3–11, which includes Algebra I (may be given in grade 8), Algebra II, geometry, Integrated Math I, Integrated Math II, Integrated Math III; science, Spanish reading, reading for students with disabilities, math for students with disabilities, and science for students with disabilities.

**Methods.** The following assessment data is included below for this report:

- iStation Reading Data K-2
- NM Transition Assessment ELA 3-11
- NM Transition Assessment Math 3-11
- NMSBA Science 4, 7, 11
- Access for ELLs K-12

**Results.** With the implementation of a new statewide assessment, the data below will serve as our baseline data for the transition assessment. The iStation data shows growth at the KN and 2<sup>nd</sup> grade level. The Science data shows higher proficiency at the 11<sup>th</sup> grade than at 4 and 7. We did not have any ELL students score proficient and move out of the District’s Bilingual and ESL programs.

**Conclusion.** The district must focus on EL and AI student achievement in all 90-Day plans for each school across the district. Teachers will need additional PD in reading and writing strategies for our AI and EL students to support increased achievement in both math and reading. RtI processes will continue to be refined/streamlined and implemented with fidelity at the elementary school to support increased achievement of our students scoring below proficiency in order to close the achievement gap and move more students toward proficiency.

**Action Plan.** According to the 90-Day plan for each school, PD will be provided for all staff for Beyond Textbooks implementation which focuses on standards-based teaching and common formative assessments across 1-12 in both reading and math. Reading and math intervention programs will be continued at both the elementary and at the middle school and AVID weekly will continue to be implemented across 6<sup>th</sup>-12<sup>th</sup> grade during a zero hour which

will focus on annotating and marking the text, vocabulary instruction, and writing strategies. The elementary school is focused on data-driven decision-making this year and teachers will continue to come in once a month on a Friday to analyze reading and math common formative assessments data, develop teacher action plans based on the disaggregation of the data, and plan reteach and enrichment for small-group and intervention.

2019 Istation Reading	Grade	Level 1 %	Level 2 %	Level 3 %	Level 4 %	Level 5 %
Magdalena Elementary School	KN	20-29	11-19	11-19	11-19	30-39
Magdalena Elementary School	1	^	^	≥ 80	≤ 20	^
Magdalena Elementary School	2	≤ 10	≤ 10	11-19	20-29	40-49

2019 NM Transition Assessment	Assessment	Level1	Level2	Level3	Level4	Level5
Magdalena Elementary	ELA Grade 3	^	^	≥ 80	≤ 20	^
Magdalena Elementary	ELA Grade 4	30-39	11-19	30-39	20-29	≤ 10
Magdalena Elementary	ELA Grade 5	30-39	20-29	20-29	11-19	≤ 10
Magdalena Elementary	Math Grade 3	^	^	≥ 80	≤ 20	^
Magdalena Elementary	Math Grade 4	11-19	30-39	30-39	11-19	≤ 10
Magdalena Elementary	Math Grade 5	20-29	40-49	20-29	≤ 10	≤ 10
Magdalena Middle	ELA Grade 6	30-39	20-29	20-29	≤ 10	≤ 10
Magdalena Middle	ELA Grade 7	40-49	30-39	11-19	11-19	≤ 10
Magdalena Middle	ELA Grade 8	20-29	40-49	20-29	≤ 10	≤ 10
Magdalena Middle	Math Grade 6	20-29	40-49	11-19	11-19	≤ 10
Magdalena Middle	Math Grade 7	≤ 10	60-69	20-29	≤ 10	≤ 10
Magdalena Middle	Math Grade 8	11-19	40-49	30-39	≤ 10	≤ 10
Magdalena High School	ELA Grade 9	20-29	≤ 10	40-49	11-19	≤ 10
Magdalena High School	ELA Grade 10	^	^	≥ 80	≤ 20	^
Magdalena High School	ELA Grade 11	20-29	20-29	11-19	20-29	≤ 10
Magdalena High School	Algebra 1	20-29	40-49	11-19	11-19	≤ 10
Magdalena High School	Algebra 2	^	^	≥ 80	≤ 20	^
Magdalena High School	Geometry	^	^	≥ 80	≤ 20	^

NMSBA Science	Grade	Level 1 %	Level 2 %	Level 3 %	Level 4 %
Magdalena Elementary School	4	30-39	30-39	20-29	≤ 10
Magdalena Middle School	7	30-39	30-39	30-39	≤ 10
Magdalena High School	11	11-19	30-39	40-49	≤ 10

Access for ELLs K-12	School	Levels 1&2 %	Levels 3&4 %	Levels 5&6 %
Magdalena Municipal Schools	Districtwide	40-44	55-59	≤ 5

### **3.2 School Safety**



**Objective.** Magdalena Municipal Schools believes it is imperative that everyone supports maintaining a safe, secure environment for students and staff.

**Background.** Magdalena Municipal School District looks at strategies to keep students, staff, and faculty safe in school. The Magdalena Schools Safety Plan offers research and approaches with the intent to:

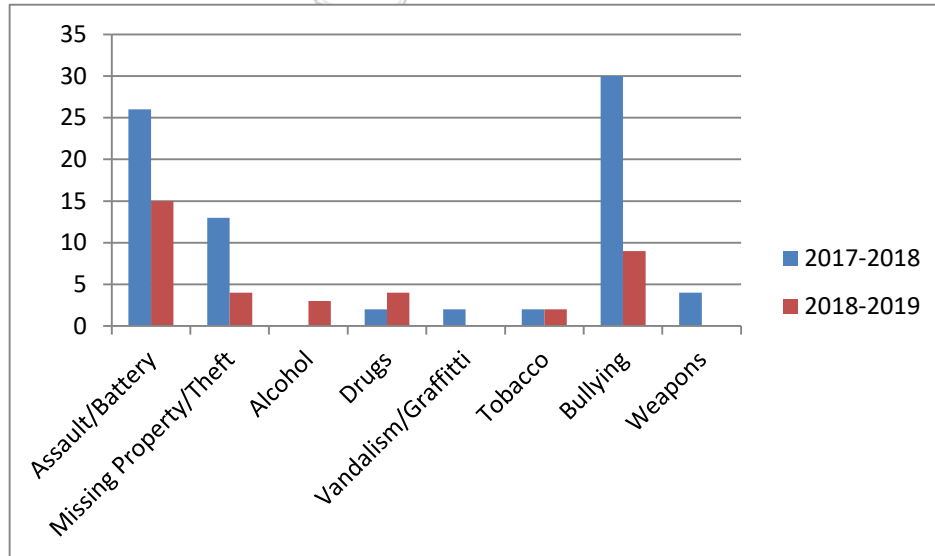
- Assist MMSD and the community in the revision of the school-level safety plans;
- Prevent occurrence and/or recurrences of undesirable events;
- Properly train school staff, faculty, and students to assess, facilitate, and implement response actions to emergency events; and
- Provide the basis for coordinating protective actions prior to, during, and after any type of emergency

**Methods.** MMSD and its stakeholders review and submit their safety plans and data to PED annually, as required. The district and each school also review the number of infractions and infraction response at the beginning of each year in order to be proactive about safety each year.

**Results.** MMSD is compliant with the School Safety Plan and has partnered with and invited organizations (Alamo, EMS, Law Enforcement both local and state, Behavioral Health, PMS Clinic, Magdalena Catholic Church) to participate in the actual drills including fire, earthquake, active shooter, and mass evacuation drills. The school safety plan is submitted annually and revised as requested by the PED Coordinated School Health and Wellness Bureau, has a school safety committee in place at each school, submits the annual Safe Schools Report, and submits all incidents and incident responses through STARS at the EOY.

**Conclusion.** The District saw an decrease in assault/battery, theft, and bullying. There were small increases in both alcohol and drug related incidents. Data analysis will continue to be analyzed to make data-driven decisions regarding discipline policies and procedures.

**Action Plan.** The District will continue to focus on school culture, PBIS, suicide prevention, bullying prevention, and trauma-informed schools. The District will take steps toward more preventative measures in an effort to decrease the number of incidents. Administration will share this information with our parents to gain input on strategies and supports we can provide to students and families to decrease the number of Native American students involved in high risk behaviors.



### **3.3 Graduation Rate**

**Objective.** MMSD’s graduation objective is to ensure that all American Indian students are given the opportunity to graduate from high school with a New Mexico Diploma of Excellence. The high school experience and diploma together provide students with solid preparation for college and career readiness.

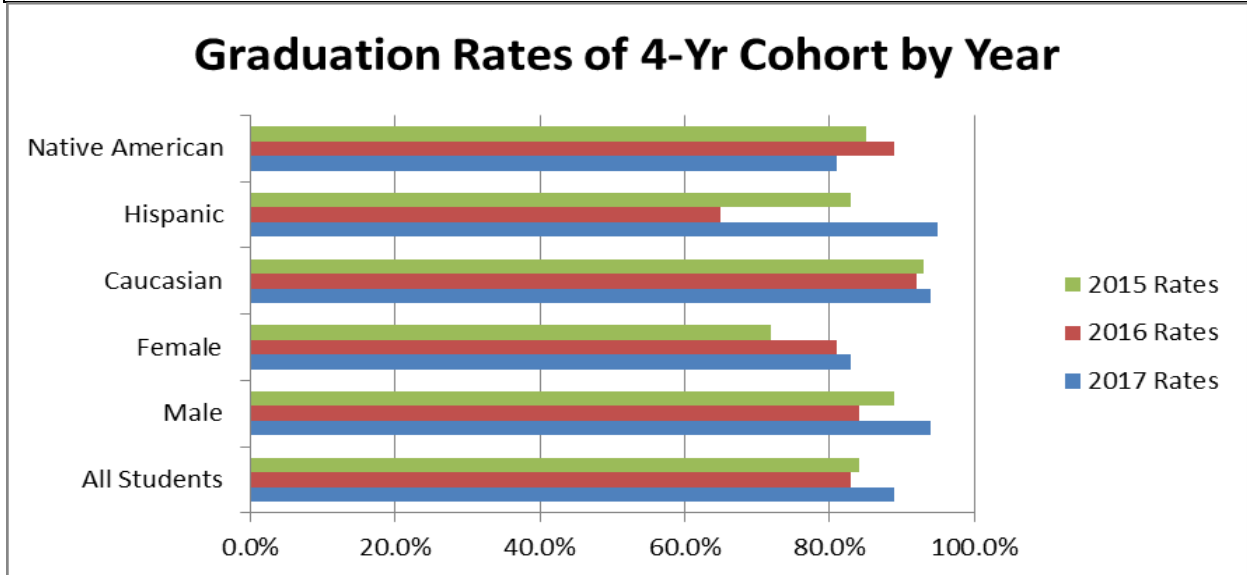
**Background.** Magdalena Municipal School District implements strategies to support all high school students in earning all necessary credits for graduation, increase passing rates for EOC exams, increase proficiency rates on state assessments, and increasing the number of core courses students are passing. High school student assessment data is closely tracked and interventions before and after school, on Fridays, and within the school day are provided to the most at-risk students. Additionally, the Early Warning System (EWS) data is compiled and updated each quarter by the Principal in an effort to identify students at-risk of not graduating. The district added additional counselors and social workers focused on Next Step Plans, college visits, FAFSA preparation, career interest inventories, college test prep, and career fairs. Magdalena High School is an AVID Secondary Site and the Middle School will implement AVID in 19-20. Currently, the AVID elective is offered to all grades 9-12 and focused specifically on college and career readiness.

**Methods.** MMSD uses the PED Cohort Model, first implemented in 2008 to track Magdalena High School graduation rates. The College Initiator meets with every single 8<sup>th</sup>-12<sup>th</sup> grade student and their families to update the Next Step Plan and develop action plans toward each student’s goals. The College Initiator works closely with the District Counselors in reviewing student data and determining which students need added supports to meet all graduation requirements.

**Results.** Magdalena High School’s graduation rates have been well above the state average at 89%. With the changes in the school grading and other changes, the graduation rates for 2018 are unavailable.

**Conclusion.** Magdalena High School is proficient at ensuring all students graduate with a New Mexico Diploma of Excellence. At the end of the last two school years, only a handful of students had not applied to a two- or four-year postsecondary institution. The work of the College Initiator in conjunction with the District Counselor proved highly successful in supporting our graduating Seniors’ decisions for college and career in addition to the interventions and credit recovery options provided to all high school students.

**Action Plan.** MMSD will continue the AVID program promoting AVID strategies schoolwide and will expand AVID to the middle school to begin career and college exploration at 7<sup>th</sup> grade. All middle and high school staff will be trained this year in AVID strategies which are specifically geared to effectively prepare all students for college and career. The district will continue the support for the College Initiator in leading students and families through the Next Step Plan so all students in Magdalena High School graduate from high school and are college and career ready.



**3.4 Attendance**

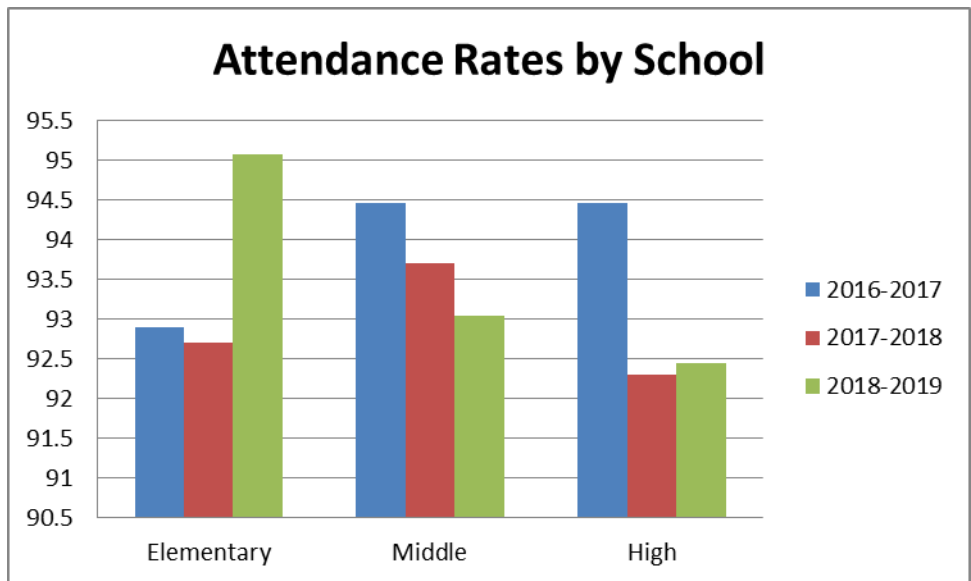
**Objective.** MMSD’s attendance objective is to ensure that all students attend school every day and on schedule. This is accomplished by adhering to the Compulsory School Attendance Policy for the State of New Mexico and through school district initiatives aimed at decreasing truancy rates, dropout rates, and increasing attendance.

**Background.** Magdalena Municipal School District implements strategies to support all students in increasing attendance and decreasing truancy. The District was awarded the Truancy and Dropout Prevention Coach (TDPC) Program in 2016-2017 and again for 2017-2018 and then was awarded the Attendance Success Initiative for 18-19. The Student Advocate formed strong partnerships with the Alamo Navajo agencies and other community agencies along with the District Navajo-Home School Liaison to support students and families identified at-risk due to low attendance rates, high truancy rates, and low academic

performance resulting from a lack of or inconsistent schooling. The Student Advocate implemented a variety of positive and supportive attendance programs and interventions to support students and families identified as at-risk and for all students in general including visible attendance charts at each school, monthly and quarterly attendance incentives and end of year celebrations for students who had perfect or faithful attendance.

**Methods.** MMSD uses the PED Habitually Truant reports; Summary Attendance Reports, EWS data and the district's SIS system-Powerschool-to continually monitor student attendance. The Student Advocate began case management for families and students identified during the 2015-2016 school year and began home visits and root cause analysis to determine the barriers students and families face around school attendance.

**Results.**



**Conclusion.** The TDPC/ASI program and the Student Advocate were instrumental in improving attendance rates, particularly at the elementary. Unfortunately, PED has ended the attendance programs so the district will have to determine how to proceed in 2019-20 without those supports.

**Action Plan.** The District will continue focusing on attendance, work closely with the administration and leaders at each school to identify students with attendance issues from the 2018-19 school year to put proactive plans in place with these students and their families in an effort to support those students through case management, home visits, weekly grade checks, daily attendance checks, and communication with necessary agencies in supporting the family to removing barriers to attendance.

### **3.5 Parent and Community Involvement**

**Objective.** MMSD's parent and community objective is to ensure that all parents, community members, Alamo and Magdalena organizations and agencies work together to find ways to improve educational opportunities for Native American students by encouraging and fostering parental and community involvement within the school district.

**Background.** Magdalena Municipal School District implements numerous parental and community involvement activities annually. These events include but are not limited to:

- Teacher Home Visits for PreK and KN students and their families
- Monthly JOM/Indian Education Advisory Council Meetings at the Alamo Chapter House
- Monthly School Board of Education Meeting
- Monthly Parent Advisory Council Meeting
- Annual Fall Open House
- Annual Thanksgiving Feast
- Annual Spring Fling
- Monthly Early Childhood Education Nights
- Annual Fall and Spring Parent-Teacher Conferences
- Spring FAFSA and Scholarship Workshops
- 6<sup>th</sup> and 9<sup>th</sup> Grade Orientation at beginning of year
- Annual Federal and State Programs Public Hearing
- AVID Student Recruitment Parent Meeting

**Methods.** Our Native American parents participate in all the activities offered across the school year; however, the most impactful opportunity for Native American parents to be involved in are the monthly Indian Education Advisory Council meetings held in the Alamo Community at the Alamo Chapter House. Every Native American parent/guardian across the district, as well as Alamo community members and Chapter officials can attend. This monthly meeting focuses specifically on Native American funding programs within the district, disaggregated Native American student data, the specific cultural and linguistic needs of our NA students, and the evaluation of each specific Native American program at MMSD. Parents/community members play an active role in the monitoring of these programs and there are seven Alamo community members who serve on the IEAC as Navajo Bilingual Program members, Title VI members, and JOM members. Additionally, the Magdalena School District has developed partnership agreements with the Alamo Early Childhood Center for cross training between the agencies and has a resolution passed by the Alamo Chapter Tribal Leadership which states the Chapter will support the work of Magdalena Schools on behalf of the Alamo Navajo students enrolled in the district. Therefore, administration will do presentations, at least quarterly, at the monthly Tribal Chapter Council meetings and will also do presentations to the Alamo Navajo School Board.

**Results**

- JOM/IEAC Parent Participation continues to increase each year.
- There was an increase in the number of Indian Education needs assessments submitted from 17-18 to 18-19 from 53 to 62.
- Presentation to Alamo Chapter Council for approval of the Magdalena Municipal School District Indian Policies and Procedures.
- Partnership Agreement in Place with ANSBI and Alamo Early Childhood Center
- Alamo Chapter Resolution with Magdalena Schools



**Conclusion.** MMSD parents/guardians have numerous opportunities to engage and participate in school district parent nights and events. The district strives to truly inform parents and provide meaningful information that helps all stakeholders make determinations about the effectiveness of the district's educational goals and programs and provides opportunities for parents through needs assessments and quality of education surveys to provide input to the school to make improvements for all students.

**Action Plan.** The District is focused on school culture and one main component is parental/community involvement. The staff at Magdalena Schools wants to help parents support their students in increasing academic achievement. New strategies and ideas will be reviewed in PLCs at each school and Parent Nights will be implemented that give greater tools and strategies to parents in supporting their children and give school greater tools and strategies to build trusting and strong relationships with parents and the community.

### **3.6 Educational Programs Targeting Tribal Students**

**Objective.** MMSD's objective and the Indian Education Act prioritize support to meet the unique educational and culturally relevant academic needs of Native American students through district and district partnerships. Native American 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 Native American students and their families can meet and take advantage of those academic opportunities.

**Background.** MMSD has numerous programs dedicated to serving the cultural and linguistic needs of our Native American student population. These programs include JOM, Title VI Indian Education, the School District Initiative, the Navajo Bilingual program K-12, and the Federal Demonstration Grant for Indian Children. After school tutoring programs are provided for all students in the district every Monday and Wednesday from 4:00-5:30 pm and transportation for all Alamo students is provided daily so students can fully engage and participate in all after school extracurricular and educational activities.

**Methods.** Navajo Bilingual-The Navajo Bilingual program was implemented at the district in 2003-2004. The program began at the high school but became district-wide, with the support of state bilingual funding in 2006-2007. Today, all Navajo and their non-Navajo peers can participate in Navajo bilingual classes which build cross cultural understanding for the students across our district.

Indian Education School District Initiative-This state Indian education grant serves all Native American students across the district in STEM education as Native Americans are underrepresented in STEM fields. These grant funds support exciting and engaging hands-on learning STEM activities that include building, testing, and gathering data for rockets, high-altitude balloons, and submarines; Aviation Camp and Space Camp; STEM week and science fair at the elementary and middle schools; and Robotics, SeaPerch, LegoLeague and Aeronautic competitions. This grant fund also supports the Navajo bilingual courses and the Navajo Home-School Liaison.



Demonstration Grant for Indian Children-This is a four-year Federal grant that supports various programs and staff across the district who focus exclusively on college and career readiness for all Native American students. This grant added an additional Counselor/Social Worker, an elementary special education interventionist, additional Navajo educational assistants and PreK and KN, an expanded CTE program which includes welding and woodworking, and is supporting the Alamo-Magdalenena Early Childhood Coalition which brings together agencies across Socorro County focused on families with children birth to 5Y.

**Results.** Navajo Bilingual-Every Navajo student who participates in the Navajo Bilingual program is assessed annually on the Oral Navajo Language Assessment which measures not only oral language but also cultural skills. The trend over the past three years shows that less of the young Navajo students are coming to school with Navajo language skills. This is why the Navajo bilingual revitalization program is critical to sustaining the Alamo Navajo language and culture. Students continue to score higher in receptive then expressive skills. The students can understand a lot of the language but are not proficient in utilizing the language. School District Initiative-All students served by this program deepened their critical thinking and problem solving skills. Students begin to think like scientists and truly develop a deep understanding of the scientific method. The last two years of science fair projects were the strongest they have been in years.

Demonstration Grant-All new positions were hired for and the additional staff helped to support the needs of Native American students across the district. There were increases in college visits, scholarship applications, and every Native American senior applied to a post-secondary school. There were increases in reading and math scores for the Special education students pulled out in elementary for additional intervention. The welding/woodworking CTE courses were full across 6-12 and a number of students at both middle and high school indicated they would continue to participate in the welding/woodworking courses for the following year.

**Conclusion.** The additional Native American grant programs have had a tremendous impact on providing engaging and hands-on learning activities for our NA students and for increasing linguistic and cultural awareness and college and career readiness and awareness for our students. For the graduating class of 2019 every single Native American student applied and was accepted into a two- or four-year postsecondary institution or made plans to join the military except for one student.

**Action Plan.** All of the Native American programs are in place for the next year and additional grants will be applied for which focus on the education and needs of Native American students. Data will continue to be disaggregated to gain greater understanding of how to support the unique needs of our Alamo Navajo students. Additionally, greater communication and cooperation will occur between Magdalena Schools, Alamo Schools, and the Alamo Chapter.

### **3.7 Financial Reports**

**Objective.** MMSD's financial objective is to ensure that the District provide adequate operational resources to provide and improve services to Native American students. These services will meet the education needs and provide opportunities to NA students

attending Magdalena schools.

**Background.** MMSD has numerous funds dedicated to serving the cultural and linguistic needs of our Native American student population. These funds include JOM, Title VI Indian Education, Impact Aid Indian Education and Special Education, School District Initiative, and the Demonstration Grant for Indian Children. Additionally, funds are generated through SEG for the Navajo Bilingual program K-12.

**Methods.** All funds for Native American students are disaggregated below by Fund, Function, and Object. These charts were pulled directly from the OBMS Actual Expenditures Report from 4<sup>th</sup> quarter of 2018-2019.

**Results.** These funds are generated based upon actual enrollment of Native American students who are registered members of their tribe and have a CIB on file in the District office or as outlined in the grant application based upon the schools that can be served by the grant.

**Conclusion.** The total, dedicated Indian Education funds available for the unique cultural and linguistic needs of our NA students totaled \$639,038.56. The 40D count of Native American students for 2018-2019 totaled 156 students which break down funding at \$4,096.40 per NA student.

**Action Plan.** All of the Native American funding sources are in place for next year. The district is always looking for additional funds and supports to ensure our Native American students have equitable access to funding that directly supports their unique needs.

**State of New Mexico  
Public School Operating Budget - Actuals Expenditure  
Rollup Report  
Magdalena 2018-2019 - Fourth Quarter (Apr - Jun) -  
Expenditure  
Approved**

<b>Fund</b>	<b>Func</b>	<b>Obj</b>	<b>Job</b>	<b>Description</b>	<b>YTD</b>	<b>FTE</b>
25131				Johnson O'Malley		
25131	1000	51100	1622	Bus Drivers	\$4,033.05	0.26
<b>25131</b>	<b>1000</b>	<b>51100</b>		<b>SUBTOTAL Salaries Expense</b>	<b>\$4,033.05</b>	<b>0.26</b>
25131	1000	51300	1622	Bus Drivers	\$90.00	0
<b>25131</b>	<b>1000</b>	<b>51300</b>		<b>SUBTOTAL Additional Compensation</b>	<b>\$90.00</b>	<b>0</b>
25131	1000	52111		Educational Retirement	\$26.19	0
25131	1000	52112		ERA - Retiree Health	\$3.77	0
25131	1000	52210		FICA Payments	\$229.98	0
25131	1000	52220		Medicare Payments	\$53.79	0
25131	1000	52311		Health and Medical Premiums	\$1,553.14	0
25131	1000	52312		Life	\$14.10	0
25131	1000	52710		Workers Compensation	\$2.30	0

				Premium		
25131	1000	55817		Student Travel	\$418.82	0
25131	1000	55819		Employee Travel - Teachers	\$6.21	0
25131	1000	56118		General Supplies and Materials	\$1,451.65	0
<b>25131</b>	<b>1000</b>			<b>SUBTOTAL Instruction</b>	<b>\$7,883.00</b>	<b>0.26</b>
25131	2100	51200	1218	School/Student Support	\$268.36	0
<b>25131</b>	<b>2100</b>	<b>51200</b>		<b>SUBTOTAL Overtime Expense</b>	<b>\$268.36</b>	<b>0</b>
25131	2100	51300	1218	School/Student Support	\$98.40	0
<b>25131</b>	<b>2100</b>	<b>51300</b>		<b>SUBTOTAL Additional Compensation</b>	<b>\$98.40</b>	<b>0</b>
25131	2100	52111		Educational Retirement	\$37.30	0
25131	2100	52112		ERA - Retiree Health	\$5.36	0
25131	2100	52210		FICA Payments	\$16.64	0
25131	2100	52220		Medicare Payments	\$3.89	0
<b>25131</b>	<b>2100</b>			<b>SUBTOTAL Support Services-Students</b>	<b>\$429.95</b>	<b>0</b>
	<b>2400</b>			<b>Support Services-School Administration</b>		
25131	2400	53330		Professional Development	\$552.95	0
25131	2400	55813		Employee Travel - Non-Teachers	\$533.10	0
25131	3300	53330		Professional Development	\$800.00	0
25131	3300	53711		Other Charges	\$100.00	0
25131	3300	55818		Other Travel - Non-Employees	\$492.09	0
25131	3300	55915		Other Contract Services	\$920.00	0
25131	3300	56118		General Supplies and Materials	\$793.91	0
<b>25131</b>				<b>TOTAL Johnson O'Malley</b>	<b>\$12,505.00</b>	<b>0.26</b>
<b>25145</b>				<b>Impact Aid Special Education</b>		
25145	1000	51100	1712	Instructional Assistants-Special Education	\$24,835.99	4
<b>25145</b>	<b>1000</b>	<b>51100</b>		<b>SUBTOTAL Salaries Expense</b>	<b>\$24,835.99</b>	<b>4</b>
25145	1000	51300	1621	Summer School/After School	\$0.00	0

25145	1000	51300		<b>SUBTOTAL Additional Compensation</b>	<b>\$0.00</b>	<b>0</b>
25145	1000	52111		Educational Retirement	\$3,464.63	0
25145	1000	52112		ERA - Retiree Health	\$498.48	0
25145	1000	52210		FICA Payments	\$1,212.28	0
25145	1000	52220		Medicare Payments	\$283.53	0
25145	1000	52311		Health and Medical Premiums	\$12,044.70	0
25145	1000	52312		Life	\$88.83	0
25145	1000	52313		Dental	\$723.08	0
25145	1000	52314		Vision	\$102.87	0
25145	1000	52315		Disability	\$24.72	0
25145	1000	52710		Workers Compensation Premium	\$10.58	0
25145	1000	53330		Professional Development	\$350.00	0
25145	1000	55819		Employee Travel - Teachers	\$98.58	0
25145	1000	56118		General Supplies and Materials	\$1,772.78	0
25145	1000	57332		Supply Assets (\$5,000 or less)	\$0.00	0
<b>25145</b>	<b>1000</b>			<b>SUBTOTAL Instruction</b>	<b>\$45,511.05</b>	<b>4</b>
25145	2100	51100	1211	Coordinator/Subject Matter Specialist	\$9,596.19	1
<b>25145</b>	<b>2100</b>	<b>51100</b>		<b>SUBTOTAL Salaries Expense</b>	<b>\$9,596.19</b>	<b>1</b>
25145	2100	52111		Educational Retirement	\$1,334.01	0
25145	2100	52112		ERA - Retiree Health	\$191.92	0
25145	2100	52210		FICA Payments	\$514.86	0
25145	2100	52220		Medicare Payments	\$120.53	0
25145	2100	52311		Health and Medical Premiums	\$2,872.36	0
25145	2100	52312		Life	\$30.68	0
25145	2100	52313		Dental	\$136.06	0
25145	2100	52314		Vision	\$30.52	0
25145	2100	52315		Disability	\$13.46	0
25145	2100	52500		Unemployment Compensation	\$0.00	0
25145	2100	52710		Workers Compensation Premium	\$5.75	0
25145	2100	52720		Workers Compensation Employer's Fee	\$300.00	0
25145	2100	56118		General Supplies	\$2,798.00	0

				and Materials		
25145	2100			<b>SUBTOTAL Support Services- Students</b>	<b>\$17,944.34</b>	<b>1</b>
25145	2000			<b>SUBTOTAL Support Services</b>	<b>\$17,944.34</b>	<b>1</b>
25145				<b>TOTAL Impact Aid Special Education</b>	<b>\$63,455.39</b>	<b>5</b>
25147				<b>Impact Aid Indian Education</b>		
25147	1000	51100	1711	Instructional Assistants-Grades 1-12	\$35,245.53	1.38
25147	1000	51100	1712	Instructional Assistants-Special Education	\$13,214.70	0.95
25147	1000	51100		<b>SUBTOTAL Salaries Expense</b>	<b>\$48,460.23</b>	<b>2.33</b>
25147	1000	51300	1621	Summer School/After School	\$4,898.28	0
25147	1000	51300	1622	Bus Drivers	\$3,134.25	0
25147	1000	51300		<b>SUBTOTAL Additional Compensation</b>	<b>\$8,032.53</b>	<b>0</b>
25147	1000	52111		Educational Retirement	\$7,182.30	0
25147	1000	52112		ERA - Retiree Health	\$1,033.31	0
25147	1000	52210		FICA Payments	\$2,962.70	0
25147	1000	52220		Medicare Payments	\$692.91	0
25147	1000	52311		Health and Medical Premiums	\$17,812.66	0
25147	1000	52312		Life	\$148.05	0
25147	1000	52313		Dental	\$1,174.52	0
25147	1000	52314		Vision	\$175.47	0
25147	1000	52315		Disability	\$48.48	0
25147	1000	52500		Unemployment Compensation	\$0.00	0
25147	1000	52710		Workers Compensation Premium	\$32.77	0
25147	1000	52720		Workers Compensation Employer's Fee	\$1,111.00	0
25147	1000	53330		Professional Development	\$250.00	0
25147	1000	55817		Student Travel	\$1,815.54	0
25147	1000	55819		Employee Travel - Teachers	\$3,037.90	0
25147	1000	55915		Other Contract Services	\$4,962.69	0
25147	1000	56118		General Supplies and Materials	\$1,342.86	0

25147	1000			<b>SUBTOTAL Instruction</b>	<b>\$100,275.92</b>	<b>2.33</b>
25147	2100	51100	1218	School/Student Support	\$4,829.96	0.36
25147	2100	51100		<b>SUBTOTAL Salaries Expense</b>	<b>\$4,829.96</b>	<b>0.36</b>
25147	2100	51200	1218	School/Student Support	\$253.54	0
25147	2100	51200		<b>SUBTOTAL Overtime Expense</b>	<b>\$253.54</b>	<b>0</b>
25147	2100	51300	1218	School/Student Support	\$1,007.55	0
25147	2100	51300		<b>SUBTOTAL Additional Compensation</b>	<b>\$1,007.55</b>	<b>0</b>
25147	2100	52111		Educational Retirement	\$835.52	0
25147	2100	52112		ERA - Retiree Health	\$120.20	0
25147	2100	52210		FICA Payments	\$372.68	0
25147	2100	52220		Medicare Payments	\$87.17	0
25147	2100	52312		Life	\$17.63	0
25147	2100	52500		Unemployment Compensation	\$0.00	0
25147	2100	52710		Workers Compensation Premium	\$2.30	0
25147	2100	52720		Workers Compensation Employer's Fee	\$137.00	0
25147	2100			<b>SUBTOTAL Support Services-Students</b>	<b>\$7,663.55</b>	<b>0.36</b>
25147	2300	53713		Indirect Costs – Program Administration	\$0.00	0
25147	2300	55400		Advertising	\$116.03	0
25147	2300	57332		Supply Assets (\$5,000 or less)	\$0.00	0
25147	2400	51100	1211	Coordinator/Subject Matter Specialist	\$14,054.56	0.16
25147	2400	51100		<b>SUBTOTAL Salaries Expense</b>	<b>\$14,054.56</b>	<b>0.16</b>
25147	2400	52111		Educational Retirement	\$1,953.62	0
25147	2400	52112		ERA - Retiree Health	\$281.06	0
25147	2400	52210		FICA Payments	\$841.10	0
25147	2400	52220		Medicare Payments	\$196.74	0
25147	2400	52311		Health and Medical Premiums	\$646.98	0
25147	2400	52312		Life	\$9.35	0
25147	2400	52313		Dental	\$96.82	0
25147	2400	52314		Vision	\$16.79	0

25147	2400	52500		Unemployment Compensation	\$0.00	0
25147	2400	52710		Workers Compensation Premium	\$1.52	0
25147	2400	52720		Workers Compensation Employer's Fee	\$515.00	0
25147	2400	53330		Professional Development	\$676.67	0
25147	2400	55813		Employee Travel - Non-Teachers	\$179.82	0
<b>25147</b>	<b>2400</b>			<b><i>SUBTOTAL Support Services-School Administration</i></b>	<b>\$19,470.03</b>	<b>0.16</b>
<b>25147</b>	<b>2000</b>			<b><i>SUBTOTAL Support Services</i></b>	<b>\$27,249.61</b>	<b>0.52</b>
25147	3300	55818		Other Travel - Non-Employees	\$276.27	0
25147	3300	55915		Other Contract Services	\$760.00	0
25147	3300	56118		General Supplies and Materials	\$380.24	0
<b>25147</b>				<b><i>TOTAL Impact Aid Indian Education</i></b>	<b>\$128,942.04</b>	<b>2.85</b>
<b>25184</b>				<b>Indian Ed Formula Grant</b>		
25184	1000	51100	1711	Instructional Assistants-Grades 1-12	\$22,067.84	0.66
<b>25184</b>	<b>1000</b>	<b>51100</b>		<b><i>SUBTOTAL Salaries Expense</i></b>	<b>\$22,067.84</b>	<b>0.66</b>
25184	1000	52111		Educational Retirement	\$3,067.50	0
25184	1000	52112		ERA - Retiree Health	\$441.35	0
25184	1000	52210		FICA Payments	\$1,368.16	0
25184	1000	52220		Medicare Payments	\$319.95	0
25184	1000	52312		Life	\$37.22	0
25184	1000	52500		Unemployment Compensation	\$0.00	0
25184	1000	52710		Workers Compensation Premium	\$4.98	0
25184	1000	52720		Workers Compensation Employer's Fee	\$0.00	0
25184	1000	53330		Professional Development	\$500.00	0
25184	1000	55819		Employee Travel - Teachers	\$143.00	0
<b>25184</b>	<b>1000</b>			<b><i>SUBTOTAL Instruction</i></b>	<b>\$27,950.00</b>	<b>0.66</b>



25184	2300	53713		Indirect Costs – Program Administration	\$1,636.00	0
<b>25184</b>				<b>TOTAL Indian Ed Formula Grant</b>	<b>\$29,586.00</b>	<b>0.66</b>
<b>25194</b>				<b>Special Projects Demonstration USDE</b>		
25194	1000	51100	1411	Teachers-Grades 1-12	\$0.00	0
25194	1000	51100	1412	Teachers- Special Education	\$19,002.25	1
25194	1000	51100	1415	Teachers- Vocational and Technical	\$26,738.00	1
25194	1000	51100	1622	Bus Drivers	\$1,152.30	0.07
25194	1000	51100	1711	Instructional Assistants-Grades 1-12	\$568.23	0.03
25194	1000	51100	1712	Instructional Assistants-Special Education	\$0.00	0
25194	1000	51100	1713	Instructional Assistants-Early Childhood Education	\$25,946.96	3
<b>25194</b>	<b>1000</b>	<b>51100</b>		<b>SUBTOTAL Salaries Expense</b>	<b>\$73,407.74</b>	<b>5.1</b>
25194	1000	51300	1415	Teachers- Vocational and Technical	\$5,876.00	0
25194	1000	51300	1621	Summer School/After School	\$11,825.20	0
25194	1000	51300	1622	Bus Drivers	\$0.00	0
<b>25194</b>	<b>1000</b>	<b>51300</b>		<b>SUBTOTAL Additional Compensation</b>	<b>\$17,701.20</b>	<b>0</b>
25194	1000	52111		Educational Retirement	\$12,448.75	0
25194	1000	52112		ERA - Retiree Health	\$1,791.17	0
25194	1000	52210		FICA Payments	\$4,818.19	0
25194	1000	52220		Medicare Payments	\$1,126.88	0
25194	1000	52311		Health and Medical Premiums	\$25,525.38	0
25194	1000	52312		Life	\$176.25	0
25194	1000	52313		Dental	\$937.86	0
25194	1000	52314		Vision	\$248.02	0
25194	1000	52315		Disability	\$0.00	0
25194	1000	52500		Unemployment Compensation	\$0.00	0
25194	1000	52710		Workers Compensation Premium	\$30.55	0

25194	1000	52720		Workers Compensation Employer's Fee	\$0.00	0
25194	1000	53330		Professional Development	\$14,104.00	0
25194	1000	53711		Other Charges	\$113.00	0
25194	1000	55817		Student Travel	\$1,081.24	0
25194	1000	55819		Employee Travel - Teachers	\$8,385.29	0
25194	1000	55915		Other Contract Services	\$15,134.00	0
25194	1000	56118		General Supplies and Materials	\$20,351.30	0
25194	1000	57332		Supply Assets (\$5,000 or less)	\$5,741.89	0
<b>25194</b>	<b>1000</b>			<b><i>SUBTOTAL Instruction</i></b>	<b>\$203,122.71</b>	<b>5.1</b>
25194	2100	51100	1214	Guidance Counselors/Social Workers	\$27,666.00	1
<b>25194</b>	<b>2100</b>	<b>51100</b>		<b><i>SUBTOTAL Salaries Expense</i></b>	<b>\$27,666.00</b>	<b>1</b>
25194	2100	52111		Educational Retirement	\$3,845.52	0
25194	2100	52112		ERA - Retiree Health	\$553.32	0
25194	2100	52210		FICA Payments	\$1,310.39	0
25194	2100	52220		Medicare Payments	\$306.53	0
25194	2100	52311		Health and Medical Premiums	\$9,356.76	0
25194	2100	52312		Life	\$42.30	0
25194	2100	52313		Dental	\$439.92	0
25194	2100	52710		Workers Compensation Premium	\$9.20	0
25194	2100	55818		Other Travel - Non- Employees	\$267.07	0
25194	2100	57332		Supply Assets (\$5,000 or less)	\$1,556.00	0
<b>25194</b>	<b>2100</b>			<b><i>SUBTOTAL Support Services- Students</i></b>	<b>\$45,353.01</b>	<b>1</b>
25194	2300	53713		Indirect Costs – Program Administration	\$18,030.63	0
25194	2300	55400		Advertising	\$2,902.44	0
<b>25194</b>	<b>2300</b>			<b><i>SUBTOTAL Support Services- General Administration</i></b>	<b>\$20,933.07</b>	<b>0</b>
25194	2400	51100	1211	Coordinator/Subject Matter Specialist	\$41,704.92	0.67
<b>25194</b>	<b>2400</b>	<b>51100</b>		<b><i>SUBTOTAL Salaries Expense</i></b>	<b>\$41,704.92</b>	<b>0.67</b>

		51300		<b>Additional Compensation</b>		
25194	2400	51300	1211	Coordinator/Subject Matter Specialist	\$8,250.00	0
<b>25194</b>	<b>2400</b>	<b>51300</b>		<b>SUBTOTAL Additional Compensation</b>	<b>\$8,250.00</b>	<b>0</b>
25194	2400	52111		Educational Retirement	\$6,943.71	0
25194	2400	52112		ERA - Retiree Health	\$999.09	0
25194	2400	52210		FICA Payments	\$3,000.37	0
25194	2400	52220		Medicare Payments	\$701.73	0
25194	2400	52311		Health and Medical Premiums	\$1,995.90	0
25194	2400	52312		Life	\$28.30	0
25194	2400	52313		Dental	\$294.71	0
25194	2400	52314		Vision	\$51.14	0
25194	2400	52710		Workers Compensation Premium	\$4.62	0
25194	2400	53330		Professional Development	\$210.00	0
25194	2400	55813		Employee Travel - Non-Teachers	\$4,894.96	0
25194	2400	55915		Other Contract Services	\$2,500.00	0
25194	2400	56118		General Supplies and Materials	\$1,762.91	0
<b>25194</b>	<b>2400</b>			<b>SUBTOTAL Support Services-School Administration</b>	<b>\$73,342.36</b>	<b>0.67</b>
<b>25194</b>	<b>2000</b>			<b>SUBTOTAL Support Services</b>	<b>\$139,628.44</b>	<b>1.67</b>
25194	3300	53711		Other Charges	\$2,076.91	0
<b>25194</b>				<b>TOTAL Special Projects Demonstration USDE</b>	<b>\$344,828.06</b>	<b>6.77</b>
<b>27150</b>				<b>Indian Education Act</b>		
27150	1000	51100	1711	Instructional Assistants-Grades 1-12	\$16,233.13	1.34
<b>27150</b>	<b>1000</b>	<b>51100</b>		<b>SUBTOTAL Salaries Expense</b>	<b>\$16,233.13</b>	<b>1.34</b>
		51300		<b>Additional Compensation</b>		
27150	1000	51300	1621	Summer School/After School	\$28,759.34	0
27150	1000	51300	1622	Bus Drivers	\$1,841.25	0

27150	1000	51300		<b><i>SUBTOTAL Additional Compensation</i></b>	<b>\$30,600.59</b>	<b>0</b>
27150	1000	52111		Educational Retirement	\$6,516.43	0
27150	1000	52112		ERA - Retiree Health	\$937.68	0
27150	1000	52210		FICA Payments	\$2,918.86	0
27150	1000	52220		Medicare Payments	\$682.68	0
27150	1000	52311		Health and Medical Premiums	\$0.00	0
27150	1000	52312		Life	\$49.20	0
27150	1000	52313		Dental	\$0.00	0
27150	1000	52314		Vision	\$0.00	0
27150	1000	52315		Disability	\$0.00	0
27150	1000	52710		Workers Compensation Premium	\$8.47	0
27150	1000	53330		Professional Development	\$80.00	0
27150	1000	55813		Employee Travel - Non-Teachers	\$535.23	0
27150	1000	55817		Student Travel	\$590.00	0
27150	1000	55819		Employee Travel - Teachers	\$120.40	0
27150	1000	56118		General Supplies and Materials	\$449.40	0
27150	1000			<b><i>SUBTOTAL Instruction</i></b>	<b>\$59,722.07</b>	<b>1.34</b>
27150				<b><i>TOTAL Indian Education Act</i></b>	<b>\$59,722.07</b>	<b>1.34</b>
	All Funds			<b>TOTAL All Indian Ed</b>	<b>\$639,038.56</b>	<b>16.88</b>

### **3.8 Indian Policies and Procedures**

<p><b>Objective.</b> The objective of the Indian policies and procedures (IPP) is to ensure that MMSD provides adequate tribal consultations with regard to the basic support payment requirements under the federal Impact Aid regulations.</p>
<p><b>Background.</b> MMSD claims federally identified Native American student residing at the Alamo Navajo Reservation for Title VIII Impact Aid funding and therefore, has developed and implemented policies and procedures in consultation with tribal official and parents.</p>
<p><b>Methods.</b> MMSD annually reviews the IPP prior to the submission of the Impact Aid application due each year in January. The IPPs are reviewed at the beginning of the year with numerous opportunities for input, specifically on the equitable access of Native American students, to the education programs of the district. The IEAC council and the Alamo community members are encouraged to provide input throughout the Fall semester at the monthly JOM meetings. The Federal and State Programs Director presents the IPPs to the</p>

Alamo Chapter Council for approval at their October or November Chapter meeting so the IPPs can be finalized and approved by the IEAC council by December of each year. Once the IPPs are approved by the IEAC and the Alamo Chapter, they are taken to the School Board of Education meeting in January for School Board approval. The Superintendent, Alamo Chapter President, IEAC Chairperson, and the School Board President all sign on the district's IPP. These are then submitted each year with the District's Impact Aid application and also submitted to the state along with the application for state review.

**Results.** MMSD put new procedures in place during the 2017-18 school year to meet the tribal consultation requirements.

**Conclusion.** MMSD has fully executed and supported Indian Policies and Procedures in place with all stakeholders involved in the process, signatures by each stakeholder, and are in compliance with the requirements of the Federal Impact Aid Program Staff.

**Action Plan.** MMSD will begin reviewing the IPPs at the first JOM/IEAC meeting of the school year scheduled for September 2019.

### **3.9 School District Initiatives**

**Objective.** MMSD employs various initiatives to increase Native American attendance rates and decrease Native American dropout rates.

**Background.** MMSD pursues programs and strategies to meet the needs of at-risk students and to address obstacles associated with keeping students in school. Although, these areas are challenges for MMSD, the district is making great strides in addressing these issue through new programs implemented over the past two years. One of the most important factors is the development of deeper relationships between the school-families-and Alamo Community agencies which have resulted in positive response around the implementation of practices to reduce school dropouts and increase students' success in school.

**Methods.** MMSD uses the PED Habitually Truant reports and Dropout reports, Summary Attendance Reports, EWS data and the district's SIS system-Powerschool-to continually identify at-risk students. Through the Truancy and Dropout Prevention Coach Program, the Coach/Student Advocate continued case management for families in the 2017-2018 school year and focused on students identified as at-risk during the 2016-2017 school year. The Student Advocate partnered with the Navajo Home-School Liaison and began home visits and root cause analysis to determine the barriers students and families face around school attendance and dropout.

**Results.**

- Attendance rates improved dramatically at the elementary school but decreased slightly at both the middle and the high school.

**Conclusion.** The TDPC program and the Student Advocate were instrumental in improving attendance and habitual truant rates and preventing dropouts. The District has been awarded that grant again for the 2018-2019 school year.

**Action Plan.** The District will continue the TDPC program and the Student Advocate is

working closely with the administration and leaders at each school to identify students with attendance issues from the 2018-2019 school year to put proactive plans in place with these students and their families in an effort to support those students through case management, home visits, weekly grade checks, daily attendance checks, and communication with necessary agencies in supporting the family to removing barriers to attendance.

### **3.10 Variable School Calendars**

**Objective.** The variable school calendar objective is to ensure that MMSD collaborates with the Alamo Navajo community to identify the important cultural events in their students' and community members' lives. By using variable school calendars, schools directly address their Native American 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. The assurance of collaboration and engagement from educational systems and tribes for input regarding academics and cultural awareness has positive effects on the educational success of Native American students.

**Methods.** MMSD collaborates annually with the Alamo BIA school to coordinate Spring Break, Alamo Indian Days, and Graduation.

**Results.** Less of our Alamo students miss school due to participation in Alamo cultural or Alamo school events.

**Conclusion.** MMSD and Alamo both see positive effects on the educational success of the Alamo students when the schools collaborate on the calendar.

**Action Plan.** MMSD will continue to collaborate and communicate with Alamo school employees and administration annually before approval of each District's calendar.

### **3.11 School District Consultations**

**Objective.** Magdalena School consultations provide a means of developing mutual understanding of educational program sand collaboration with Alamo to find ways to improve educational opportunities for all our Alamo Navajo students, whether they attend Magdalena or Alamo.

**Background.** Magdalena Schools claims federally identified Native American student residing at the Alamo Navajo Reservation for Title VIII Impact Aid funding and therefore, has developed and implemented policies and procedures in consultation with tribal official and parents. MMSD has also worked with the ANSBI to put a partnership agreement in place to work together for the early childhood students at both schools and engage in cross-training with PreK and KN staff at both schools. Additionally, the Alamo Chapter Council passed a resolution which commits to working collaboratively with Magdalena Schools on the behalf of all Alamo Navajo students.

**Methods.** Magdalena collaborates annually with the Alamo BIA school to coordinate Spring Break, Alamo Indian Days, and Graduation. Monthly JOM/IEAC meetings are held at the Alamo Chapter House with all Alamo stakeholders invited to attend. MMSD holds an annual Federal and State Programs Public Hearing in which all community members are invited to attend. At this hearing, all participants are provided a needs assessment to complete to gain input on specific programs and needs of their students. This assessment data is analyzed to guide funding decisions for the following school year. Magdalena Schools makes presentations to the Alamo Chapter for approval of the IPPs and to increase awareness of the Indian education programs provided at Magdalena Schools.

**Results.**

- JOM/IEAC Parent Participation increased over the prior year.
- There was an increase in the number of Indian Education needs assessments submitted over the prior year.
- Partnership Agreements and Chapter Resolutions were put in place so all agencies focus on the academic achievement and college and career readiness of our Navajo students.

**Conclusion.** MMSD parents/guardians and Alamo community members and families have numerous opportunities to engage and participate in school district parent nights and events. The district strives to truly inform parents and provide meaningful information that helps all stakeholders make determinations about the effectiveness of the district's educational goals and programs and provides opportunities for parents through needs assessments and quality of education surveys to provide input to the school to make improvements for all students.

**Action Plan.** MMSD will continue to collaborate and communicate with the Alamo community to support the needs of our Native American students.