

JEMEZ MOUNTAIN PUBLIC SCHOOL



Tribal Education Status Report

For School Year 2019-2020

Issued September 14, 2020

Superintendent
Felix Garcia

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EXECUTIVE SUMMARY

TRIBAL EDUCATION STATUS REPORT

In compliance with the Indian Education Act (NMSA1976 Section 22), the purpose of the Tribal Education Status Report (TESR) is to inform stakeholders of the Public Education Department's (PED) current initiatives specific to American Indian students and their academic progress.

STATUTORY REQUIREMENTS

This section describes the laws and rules that apply to the Tribal Education Status Report in relevant part as follows:

- A. The Indian Education Division in collaboration with the education division of the federal Bureau of Indian Affairs and other entities that serve tribal students shall submit an annual statewide tribal education status report no later than November 15 to all New Mexico tribes. The division shall submit the report whether or not entities outside state government collaborate as requested.
- B. A school district with tribal lands located within its boundaries shall provide a district wide tribal education status report to all New Mexico tribes represented within the school district boundaries.
- C. These status reports shall be written in a brief format and shall include information regarding public school performance, how it is measured, and how it is reported to the tribes and disseminated at the semiannual government-to-government meetings. The status report generally includes information regarding the following:
 - 1. student achievement as measured by a statewide test approved by the department, with results disaggregated by ethnicity;
 - 2. school safety;
 - 3. graduation rates;
 - 4. attendance;
 - 5. parent and community involvement;
 - 6. educational programs targeting tribal students;
 - 7. financial reports;
 - 8. current status of federal Indian education policies and procedures;
 - 9. school district initiatives to decrease the number of student dropouts and increase attendance;
 - 10. public school use of variable school calendars;



11. school district consultations with district Indian education committees, school site parent advisory councils and tribal, municipal and Indian organizations; and
12. Indigenous research and evaluation measures and results for effective curricula for tribal students.

INTRODUCTION

Jemez Mountain Public Schools is submitting this report as Per requirements of the Indian Education Act which states that districts that serve tribal students shall submit annual Tribal Education status reports. This report informs stakeholders of past and recent trends in education of New Mexico's American Indian students; gaps in education performance between American Indian students and other ethnicities; and data-driven decision making through the analysis of district wide data.

STATUTORY REQUIREMENTS

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22-23A-7. Report.

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(1) student achievement as measured by a statewide test approved by the department, with results disaggregated by ethnicity;

(2) school safety;

(3) graduation rates;

(4) attendance;

(5) parent and community involvement;

(6) educational programs targeting tribal students;

(7) financial reports;

(8) current status of federal Indian education policies and procedures;

(9) school district initiatives to decrease the number of student dropouts and increase attendance;

(10) public school use of variable school calendars;

(11) school district consultations with district Indian education committees, school-site parent advisory councils and tribal, municipal and Indian organizations; and

(12) indigenous research and evaluation measures and results for effective curricula for tribal students.

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 student with disabilities and Science for students with disabilities. Additional district testing includes short cycle assessments.

Methods.

For 2019-2020 school year, Jemez Mountain Public Schools used a variety of assessments to measure student growth toward proficiency standards. These assessments included IStation Reading (K-3), New Mexico Standard-Based Assessment (SBA) of Math and ELA (formerly PARCC), Dine Oral Language Assessment, and SBA Science. Elementary (4-5) and middle schools used STAR Reading (4-5) and Math Assessments (K-8).

Results.

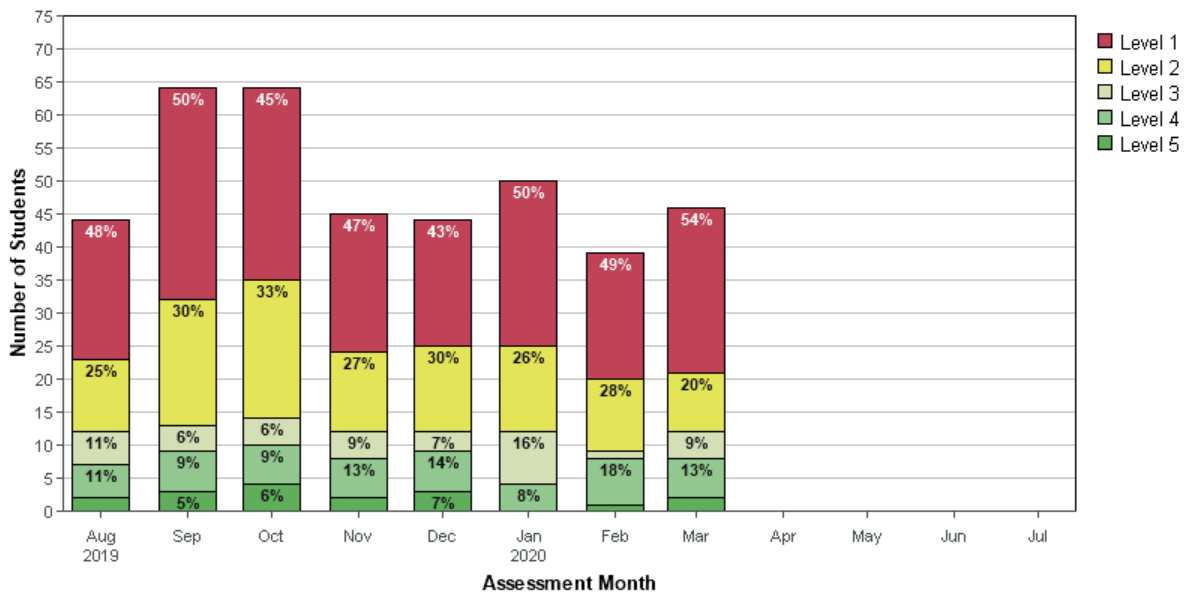
Level Movement

[Edit Report](#) [Save Report](#) [Export](#)

ISIP™ Reading results for Lybrook Elementary School

Jemez Mountain School District - 2019/2020

All Grades - Overall Reading



View levels in table as [Numbers](#) or [Percentages](#).

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 2019-2020 school year began with a review of summative assessment data (NM-MSSA), end of the year STAR Reading, STAR Math and Istation results. Teachers worked to identify gap areas and determined that Tier I Core Instruction should be a primary focus area for formal action planning and goal setting within the 90-Day Plan. (NM DASH) The district Instructional Framework set expectations for school leaders to strengthen its overall instructional program. Professional Development designed to promote instructional improvements through standards alignment and lesson planning was provided. Additional support in effective use of data to inform and guide instruction is needed. The district maintains a commitment to align curriculum and resources to grade level standards and the identification of student needs through analysis of data. Our focus on student growth, student engagement, effective instructional practices, and support of minimally effective teachers will be enhanced through frequent site-based professional development. We continue our work to ensure that we secure and retain licensed educators.

**Jemez Mountain Public Schools
SCHOOL SITE FOCUS AREAS
2019-2020 School Year**

| SCHOOL SITE FOCUS AREAS | SCHOOL SITE FOCUS AREAS | SCHOOL SITE FOCUS AREAS |
|--|---|--|
| <p>Frontline/NM TEACH Observation Database</p> <ul style="list-style-type: none"> By August 3, 2020, principals shall ensure that all teachers have user names and passwords to access Frontline | <p>Teacher Observations/Walkthroughs and Lesson Plan Review</p> <p>Principals will:</p> <ul style="list-style-type: none"> Conduct informal teacher observations using the Walkthrough Ad Hoc form on Frontline Submit completed Walkthrough Form for teacher review and | <p>90 Day Action Plans</p> <ul style="list-style-type: none"> It is the responsibility of the principal to facilitate all components related to the 90 Day Action Plan 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 |

| | | |
|---|---|---|
| <ul style="list-style-type: none"> Principals will ensure that teachers access Frontline to complete required documents within timeframes as identified by PED and district established timeframes Professional development and follow-up support will be provided to support teachers in development of Professional Development Plans (PDP). Teachers will use 2019-2020 evaluation results to identify focus areas for the plan. The district requires that principal(s) conduct weekly classroom walkthroughs and record results on mylearningplan. Follow-up conferences will be conducted with minimally effective teachers each week. | <p>monitor teacher acknowledgement on the platform.</p> <ul style="list-style-type: none"> Conduct walkthrough feedback meetings with minimally effective teachers. Make professional development recommendations, and acknowledge exceptional teacher performance using observation documentation Teachers will submit weekly lesson plans using the District approved planning tools. Principal(s) will review weekly lesson plans which will be utilized when conducting classroom walkthroughs. | <ul style="list-style-type: none"> Core Teams will update Action Plans following PED required 30-60-90- Day cycle. Principals will report monthly the progress of Key Actions, concerns to the Superintendent. Principals will report progress on 90 Day Action Plans to the Board of Education through use of monthly reports |
| <p>Best Practices</p> <ul style="list-style-type: none"> 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 | <p>Teacher Professional Development</p> <ul style="list-style-type: none"> Principals will communicate professional development needs to the Superintendent or his designee Specific PD to address observation outcomes is available through Frontline | |

| | | |
|---|---|---|
| <p>school improvement planning processes</p> <ul style="list-style-type: none"> The Frontline Walkthrough observation tool will be used to gather data regarding instruction | <ul style="list-style-type: none"> Other types of PD may be provided when funds are available; seek assistance from the Business Manager Teachers will participate in professional development. Professional Development is aligned to the 90 Day Plan. | |
| 2020-2021 Focus Area | 2020-2021 Person(s) Responsible | 2020-2021 Timeline |
| Tier I Core Instruction | Teachers | <p>Elementary K-5: Minimum 45 minutes daily</p> <p>Middle 6-8: Minimum 45 minutes daily</p> |
| <p>Data-Driven Instruction Lesson Plan Development including formative assessment</p> <p>Professional Development</p> <p>Pacing Guides Development, Refinement & Use</p> | <p style="text-align: center;">Teachers and Principal</p> <p>District Administration, Principal, Teachers</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 Math planning & refinement of Reading modules.</p> |
| Observation, Feedback, Monitoring, and Teacher Action Plan Development/Monitoring | Teachers, Principal, Supervisor | Observation/Feedback/Monitoring – weekly |

| | | |
|---|--|---|
| | | <p>Teacher Action Plan Development – weekly formative assessment analysis</p> <p>--quarterly short cycle assessment data analysis</p> <p>Monitoring</p> <ul style="list-style-type: none"> • Assessment results • Data reports |
| <ul style="list-style-type: none"> • PLC/Team Collaboration Participation | <ul style="list-style-type: none"> • Teachers and Principal | <ul style="list-style-type: none"> • As identified in the district’s Instructional Framework; meeting school needs at weekly, bi-weekly intervals or monthly intervals |
| <ul style="list-style-type: none"> • Indian Education Leadership Team Meetings | <ul style="list-style-type: none"> • Principal, Indian Education Liaison & Superintendent | <ul style="list-style-type: none"> • Quarterly meetings |

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). District schools practice required drills that include: fire drills, shelter in place, stranger on campus, etc. and maintain such records for inspection.

Methods.

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

Results.

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

School Year: 2019-2020

Non-Charters

Special Education & Regular Education

[Click here to view 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 | EL | Race |
|-------------|----------|---------------------|------------|----------------------------|------------|-----------------|--------------|--------------|------------|----------------|----------------|----------|------------------|------------|-------|-----|----|------|
| Grand Total | | | | | | 0 | | | | | | | | | | | | |

</eui.ped.state.nm.us/sites/stars/Test/Public Folders/eScholar Framework - Verify/District and Location Reports/Disciplinary Reports/Student Infraction and Response Detail.rdl>

1 of 1

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

Methods.

Lybrook Elementary is a K-8 School, therefore we do not collect data for graduation rate.

Results.

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

Conclusion.

Not applicable as Native American 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 Native American students it serves.

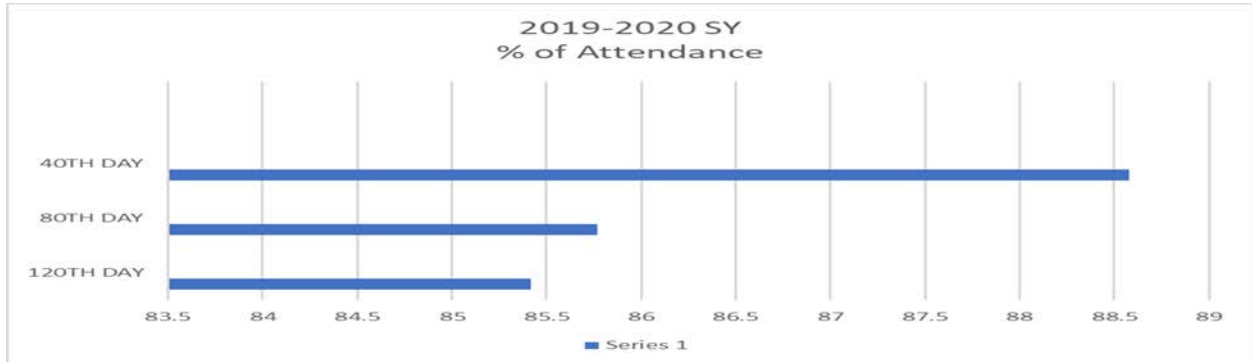
ATTENDANCE

Objective.

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.

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, Robo Call, 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. In addition, instructional staff and our Native Community Committee meet monthly the design and plan programs to further engage parents and community members in cultural arts programs.

Results.

Native American students and parents are aware of program offerings and Language classes. Outside variables such as extreme weather conditions and impassable roads exist, that can negatively impact parent’s physical attendance in some events. Lack of increased participation for “at school” events is an area of concern.

Conclusion.

Native American 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 Native American students and parents current on school activities and functions. In addition, home/school communication will be designed to inform parents of school-based events and activities. The district continues 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 Native American 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 Native American and Native Alaskan students through the efforts of LEAs, Indian tribes and organizations, postsecondary institutions, and other entities. 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.

Methods.

Jemez Mountain Public Schools supports academic growth and achievement through the following programs: STEM, ReadyGen, Traditional Assessments (NMSBA) and the Dine Oral Language Proficiency.

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, Native American 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 with public school funds is 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 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. 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.

Methods.

| Jemez Mountain Public Schools #56 | | | | | | | | | |
|--|-----------------------------------|---|---------------|---------------------|---------------|--------------------|----------------|---------|--|
| 27150 | | | | From Date: 7/1/2019 | | To Date: 6/30/2020 | | | |
| Fiscal Year: 2019-2020 | | <input type="checkbox"/> Subtotal by Collapse Mask <input type="checkbox"/> Include pre encumbrance <input type="checkbox"/> Print accounts with zero balance <input checked="" type="checkbox"/> Filter Encumbrance Detail by Date Range | | | | | | | |
| <input type="checkbox"/> Exclude Inactive Accounts with zero balance | | | | | | | | | |
| Account Number | Description | GL Budget | Range To Date | YTD | Balance | Encumbrance | Budget Balance | % Bud | |
| 27150 1000 51100 4010 056087 1416 | SALARIES EXPENSE | \$17,315.00 | \$17,278.33 | \$17,278.33 | \$36.67 | \$0.00 | \$36.67 | 0.21% | |
| 27150 1000 52111 0000 056000 0000 | EDUCATIONAL RETIREMENT | \$2,414.00 | \$0.00 | \$0.00 | \$2,414.00 | \$0.00 | \$2,414.00 | 100.00% | |
| 27150 1000 52111 4010 056087 0000 | EDUCATIONAL RETIREMENT | \$0.00 | \$2,900.83 | \$2,900.83 | (\$2,900.83) | \$0.00 | (\$2,900.83) | 0.00% | |
| 27150 1000 52112 0000 056000 0000 | ERA-RETIREE HEALTH | \$348.00 | \$0.00 | \$0.00 | \$348.00 | \$0.00 | \$348.00 | 100.00% | |
| 27150 1000 52112 4010 056087 0000 | ERA - RETIREE HEALTH | \$0.00 | \$410.02 | \$410.02 | (\$410.02) | \$0.00 | (\$410.02) | 0.00% | |
| 27150 1000 52210 0000 056000 0000 | FICA PAYMENTS | \$1,074.00 | \$0.00 | \$0.00 | \$1,074.00 | \$0.00 | \$1,074.00 | 100.00% | |
| 27150 1000 52210 4010 056087 0000 | FICA PAYMENTS | \$0.00 | \$1,255.99 | \$1,255.99 | (\$1,255.99) | \$0.00 | (\$1,255.99) | 0.00% | |
| 27150 1000 52220 0000 056000 0000 | MEDICARE PAYMENTS | \$251.00 | \$0.00 | \$0.00 | \$251.00 | \$0.00 | \$251.00 | 100.00% | |
| 27150 1000 52220 4010 056087 0000 | MEDICARE PAYMENTS | \$0.00 | \$293.88 | \$293.88 | (\$293.88) | \$0.00 | (\$293.88) | 0.00% | |
| 27150 1000 52312 4010 056087 0000 | LIFE | \$0.00 | \$28.32 | \$28.32 | (\$28.32) | \$0.00 | (\$28.32) | 0.00% | |
| 27150 1000 52313 4010 056087 0000 | DENTAL | \$0.00 | \$228.27 | \$228.27 | (\$228.27) | \$0.00 | (\$228.27) | 0.00% | |
| 27150 1000 52720 4010 056087 0000 | WORKER'S COMPENSATION EMPLOY | \$0.00 | \$4.24 | \$4.24 | (\$4.24) | \$0.00 | (\$4.24) | 0.00% | |
| 27150 1000 55817 4010 056000 0000 | STUDENT TRAVEL | \$1,000.00 | \$0.00 | \$0.00 | \$1,000.00 | \$0.00 | \$1,000.00 | 100.00% | |
| | FUNCTION: INSTRUCTION - 1000 | \$22,400.00 | \$22,399.88 | \$22,399.88 | \$0.12 | \$0.00 | \$0.12 | 0.00% | |
| 27150 2500 51300 0000 056000 1217 | ADDITIONAL COMPENSATION | \$1,600.00 | \$1,600.00 | \$1,600.00 | \$0.00 | \$0.00 | \$0.00 | 0.00% | |
| Encumbrance Detail (Standard) | | | | | | | | | |
| Reference Number | Requisition Number | PO/Ship Number | Description | Name | Journal | Amount | | | |
| 0 | 2020358 | 2020345 | | DURAN, DANETTE | | \$0.00 | | | |
| | | | | | Detail Total: | \$0.00 | | | |
| 27150 2500 56118 0000 056000 0000 | GENERAL SUPPLIES AND MATERIALS | \$1,000.00 | \$0.00 | \$0.00 | \$1,000.00 | \$0.00 | \$1,000.00 | 100.00% | |
| | FUNCTION: CENTRAL SERVICES - 2500 | \$2,600.00 | \$1,600.00 | \$1,600.00 | \$1,000.00 | \$0.00 | \$1,000.00 | 38.46% | |
| Grand Total: | | \$25,000.00 | \$23,999.88 | \$23,999.88 | \$1,000.12 | \$0.00 | \$1,000.12 | 4.00% | |
| End of Report | | | | | | | | | |

Conclusion.

Jemez Mountain Public Schools Native American 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 Native American program

Action Plan. The district will continue to utilize information gathered through PTO and IEC committees to service Native American students in Lybrook. We will use Survey's and questionnaires to gather input from the committee. The committee will review Indian Ed. Policies and procedure to assure that services are aligned.

*CURRENT STATUS OF FEDERAL INDIAN EDUCATION
POLICIES AND PROCEDURES*

Objective.

Jemez Mountain School has an Indian Education Committee to help district staff review Indian Education Policies and Procedures in order to assure that we comply when providing Native American student services.

Background.

The district has had an IEC for several years that includes parents and staff from Lybrook. The committee has provided support/input regarding Native Programs to the district.

Methods.

The Indian Education Committee meets two to three times per year to review policies and provide input on student and community needs. The committee uses surveys and questionnaires to seek community input.

Results.

The district is able to provide targeted strategies to support Native American students by conducting community needs assessment while following Indian Ed. Policies and Procedures.

Conclusion.

The student has done an adequate job up to this point in including parents and families, but needs to continue to make parent and community involvement a priority.

Action Plan.

The IEC committee will continue to survey parents and families in order to increase involvement in the IEC. The district will support all efforts of the IEC in order to provide better services to Native Students.

*SCHOOL DISTRICT INITIATIVES TO DECREASE THE NUMBER
OF STUDENT DROPUTS AND INCREASE ATTENDANCE*

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 Native American 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 Native American students is 0%.

Conclusion.

If there is an Native American 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. Native American students have access to support programs. The district will continue this process.

PUBLIC SCHOOL USE OF 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 Native American students' 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 Native American 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 Native American students. Native American 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 Native American 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 Native American 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 Native American 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 Native American 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 CONSULTATIONS WITH DISTRICT INDIAN
EDUCATION COMMITTEES, SCHOOL-SITE PARENT ADVISORY
COUNCILS AND TRIBAL, MUNICIPAL AND INDIAN
ORGANIZATIONS*

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 Native American students.

Background.

Districts that claim federally identified Native American 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 Native American students.

Methods.

Lybrook Elementary/Middle School holds Parent Advisory Committee meetings and Indian Education Committee meetings in which Native American 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/IEC meetings.

INDIGENOUS RESEARCH AND EVALUATION MEASURES AND RESULTS FOR EFFECTIVE CURRICULA FOR TRIBAL STUDENTS

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 Native American 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.

Previous leadership determined that the language program lacked appropriate alignment to grade level expectations using Common Core State Standards. Classroom teachers working with external curriculum coaches researched and identified available DINE Language and Culture curriculum. A new curriculum was adopted and implementation began during the 2018-2019 school year.

Results.

The use of the DINE Language and Culture curriculum has been adopted to address instructional gaps and promote development of the Navajo language and culture.

Conclusion.

Continued implementation of the DINE Language and Culture curriculum, collaboration and planning with Native Community Committee and tribal representatives, focus on instructional effectiveness and analysis of student achievement results will provide the foundation for classroom instruction.

Action Plan.

Our action plan consists of the continuation of the following:

- Refinement of pacing guides
- Implementation of DINE Language and Culture 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
- Formal program monitoring, including instruction and feedback
- Provide professional development and support to enhance program effectiveness and promote student engagement and success.

CONCLUSION

The intent of the Jemez Mountain Schools TESR report is to provide Tribal leaders and Indian Education stakeholders with localized data to support meaningful consultations and partnerships in support of increased Native American student outcomes. JMPS will use information from technical assistance provided by NMPED, including trainings to support us in fulfilling compliance requirements indicated within the New Mexico Indian Education Act and rules. This report will provide stakeholders with data on how Native students are performing compared to Non-Native students.