

Dulce Independent Schools NMPED Site Visit

Strategic - Operational Overview

Goal: Maximize all district resources in the provision of educational services for *all* students, consistent with requisite Federal and State requirements, and with given respect and connection to local families, community, and culture.

Objective: Create educational opportunities and environments focused on the individual students unique needs, styles of learning, respective academic & trades-technical interests and via culturally relevant Place-Based/Project-Based activities and initiatives.

I. Current District Status

Enrollment is at an all time low for the schools and district. Historic high levels of absenteeism, tardies and check-outs with greater prevalence at the Elementary level, are evidenced. A large percentage of Middle School/High School age students reflect apathy and dis-engagement towards their education and reason for being in school.

The district will continue its relationship with Houghton Mifflin Harcourt in the provision of services via the Comprehensive School Reform initiative begun under the previous More Rigorous Intervention (MRI) Plan. All three DISD schools are showing evidence of student progress through the iREAD/Read 180/System 44/Math 180 being employed as intervention instruments.

The Dulce Community and larger Jicarilla Apache Nation continue to grapple with its relationship and commitment to DISD in the realm of schooling, other than support of athletics. Beyond historical references towards education, this has also been driven by DISD failing to respond to - community concerns towards the schools; establishing a connection and commitment towards the Nation and in preparing its youth for their future endeavors via relevant and culturally meaningful schooling processes.

II. Current District Commitment/Staffing/Departments/Programs

DISD Admin. has undertaken a comprehensive review of district staffing at the administrative level and all school sites, to transition from a top-heavy administrative-school governance design, while re-directing resources to create learning environments consistent with students interests and needs.

This is reflected by the establishment of an Alternative School for SY 2019-2020 to serve Middle-High School age students, with a focus on Place-Based/Project-Based instruction. A Coordinator/Lead Teacher and Administrative Assistant will direct all activities.

At the Elementary level a *Transitional* classroom with full-time teacher and EA, will provide a small classroom setting for those students exhibiting high levels of trauma, and which undermine their efforts in the regular classroom.

The Associate Superintendent/Director of Instruction and Assistant Principal (3) positions have been down-sized, with the school site AP format giving way to a Dean of Students/Counselor model, to more appropriately address student needs.

A consolidation of District Office departments/positions is on-going, while district IT services will move in-house from previous out-sourced vendor services, for a yearly cost savings of \$195,000 to the district.

III. Program Modifications/Initiatives

The following is an encapsulation of those programs and initiatives being brought on-board Spring 2019, Summer 2019 and SY 2019-2020.

- ~ Fitness Course Construction: DES/Physical Education Teacher Pete Martinez/JADE-JAN Summer Youth Work Program (June - July)
- ~ "Grow House" Construction: DES/Physical Education Teacher Pete Martinez/JADE-JAN Summer Youth Work Program (June - July)
- ~ Jicarilla Language-Culture Curriculum Re-Write: Ina Montoya, Robert Eddy, Nadell Wager (June - July)
- ~ Human Performance Lab Implementation: DES/Physical Education Teacher Pete Martinez & K - 5th. Students (SY 2019-2020) and DMS & DHS Math/Science *Student Mentors*
- ~ Jicarilla Language-Culture Fieldwork: Ina Montoya/Oversight; Robert Eddy/Facilitator - 2nd. - 5th. grades; Jicarilla Dept. of Education/Jicarilla Language-Culture Dept. Interface (SY 2019-2020)
- ~ LANL Hands-On Science/LANL Foundation: Sandra Pixley/DES Facilitator; K - 5th. Teachers & Students (SY 2019-2020)
- ~ Applied Science - Robotics/Wind Power-Generators/Dams-Tunnels-Jet Planes-Rockets: Sandra Pixley/DES Facilitator; K - 5th. Teachers & Students (SY 2019-2020)
- ~ Hands-On Learning Stations: Robert Eddy/Facilitator; K - 5th. Students and DMS & DHS *Student Mentors*
- ~ Indigenous PAX Student Management System/PAXIS Institute: DES/Dean of Students; K - 5th. Teachers & Students (SY 2019-2020)
- ~ DES Parent Advisory Committee (PAC) Parent University & Summer Block Party: PAC Leadership Team/DISD - DES Administration (June 20 - *Block Party*; SY 2019-2020 - *Parent University*)
- ~ DISD Alternative School/Implementation: Coordinator/Teacher & Admin. Asst. (To be Hired); Applied Academics/Place-Based PBL Format; DMS & DHS Students (SY 2019-2020)
- ~ Career Cluster/Pathway Implementation: DISD/JADE Interface per JAN Departmental Assistance (*Adult Mentors, Job Shadow, Guest Speakers, Career Fair, Apprentice & Co-op*) (SY 2019-2020)
- ~ Student Portfolios K - 7th. /Next Step Plan(s) 8th. - 12th.: DES/DMS/DHS Admin., Counselor, Dean of Students & Teacher Facilitation (SY 2019_2020)
- ~ Articulation Agreements & Dual-Credit Offerings/AP Courses/MS - HS Electives: DISD Interim Superintendent, DMS/DHS Admin. & School Counselor Facilitation & Implementation (Summer 2019; SY 2019-2020)

IV. Professional Learning Community (PLC) Dialog

- ~ Integrated Academics, Differentiation, Place-Based & Project-Based Learning, Data Analysis (Quantitative/Qualitative), Instructional Design & Curriculum Mapping: DISD Interim Superintendent, DMS & DHS Admin., Counselors Teachers/JADE Collaboration (Spring 2019; Summer 2019; SY 2019-2020)