



GALLUP-McKINLEY
COUNTY SCHOOLS

EMPOWERING OUR FUTURE

Welcome to Gallup-McKinley County Schools!



GALLUP-McKINLEY
COUNTY SCHOOLS



Mike Hyatt
Superintendent of
Schools



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Superintendent



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Lead Director of
Instruction



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Director of College
Career & Civic Readiness

DEMOGRAPHICS



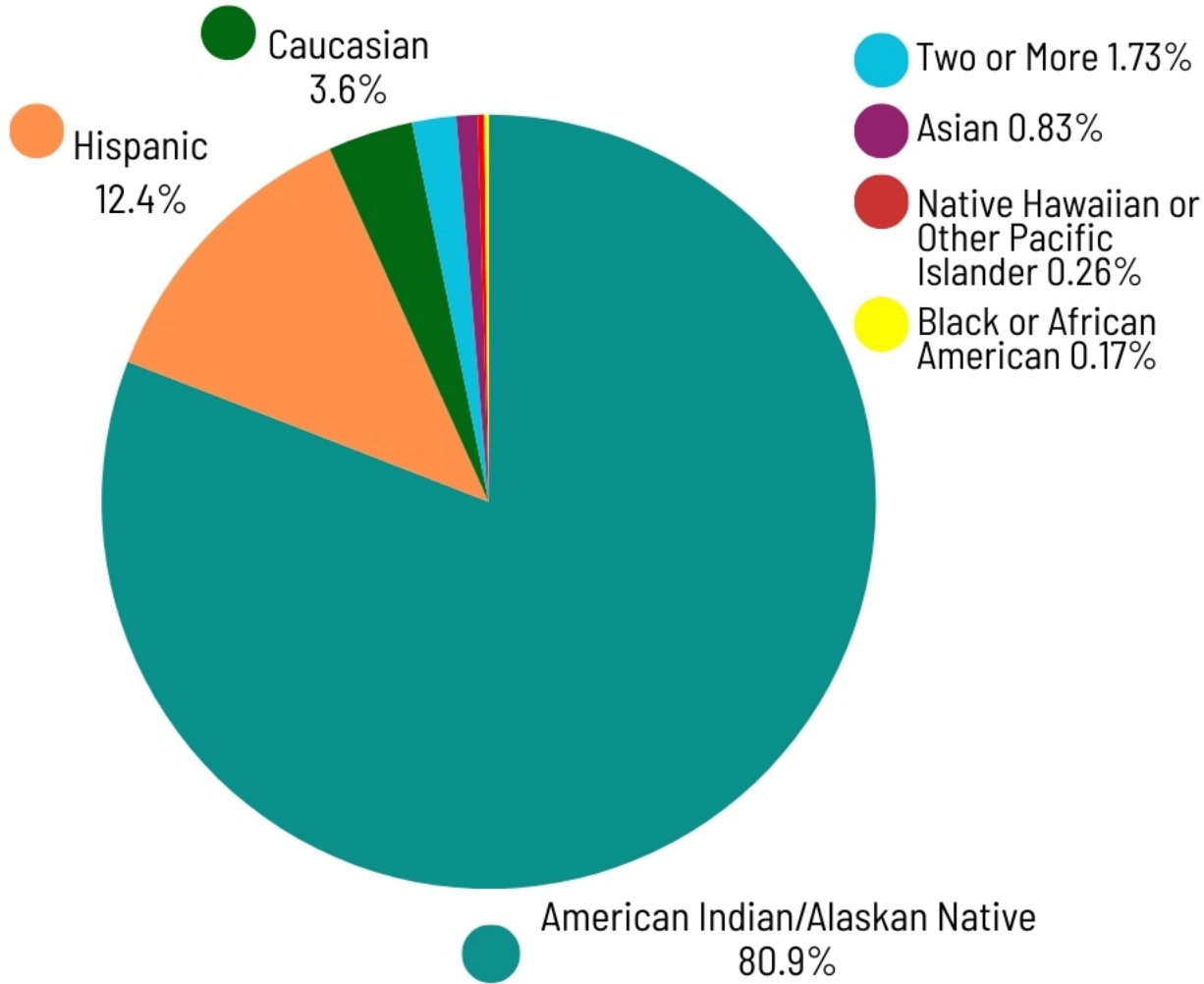
GALLUP-McKINLEY

Demographics

Statistic	New Mexico	McKinley County
Median Age	39.9 ± 0.3	35.0 ± 0.6
Language Other than English Spoken at Home	31.7% ± 0.8%	44.1% ± 3.8%
Median Household Income	\$62,268 ± \$1,281	\$40,108 ± \$5,218
Poverty	17.8% ± 0.9%	38.2% ± 4.9%
Bachelor's Degree or Higher	31.6% ± 0.7%	11.7% ± 1.9%
School Enrolled Population K-12	69.6% ± 1.1%	79.5% ± 3.5%
Local, State, Fed Gov Worker	23.3% ± 0.9%	28.8% ± 3.5%
Population	2,117,522	68,797

Retrieved from US Census Bureau 8/27/2025 https://data.census.gov/profile/McKinley_County,_New_Mexico?g=050XX00US35031#populations-and-people

SCHOOL DISTRICT DEMOGRAPHICS



Data Retrieved 8/2025

Statistic	%
ELL	27.90%
ELL Screening Pending	3.94%
Reclassified English Language Proficient 1-5+ (Exited ELLs)	5.97%
Gifted	5.58%
Special Education	17.83%
Twice Exceptional	0.11%
Free & Reduced Lunch	100.00%

Gallup-McKinley County Schools
STRATEGIC PLAN



ELEVATE
2025



GALLUP-McKINLEY
COUNTY SCHOOLS

ELEVATE
2022

Gallup-McKinley County Schools
STRATEGIC PLAN

History: How GMCS got where we are?

- **Elevate 2022**
 - Rigor, Relevance, & Relationships
 - Accountability
 - Building....
- **Elevate 2025**
 - Growth Mindset
 - Refine, Improve, Sustain

The graphic features a large white wing on the left side, set against a dark blue background. Below the wing is a landscape with a hot air balloon and a rock formation. The text 'Gallup-McKinley County Schools STRATEGIC PLAN' is at the top, 'ELEVATE 2025' is in a large font in the center, and the school logo is at the bottom left.

Gallup-McKinley County Schools
STRATEGIC PLAN

ELEVATE
2025



Strategic Goals for Excellence

The Strategic Goals represent the four most critical priorities for positive change and improvement in the district over the next 3 years. Each goal statement gives general direction and focus to our work.

Goal 1: Increase Student Success

Strengthen academic performance and student engagement.

Goal 2: Create Career Pathways

Connect student learning to their career goals.

Goal 3: Empower Our Team

Develop and support employees to grow professionally within the District.

Goal 4: Strengthen Partnerships

Expand community partnerships to support and educate our students.

DATA

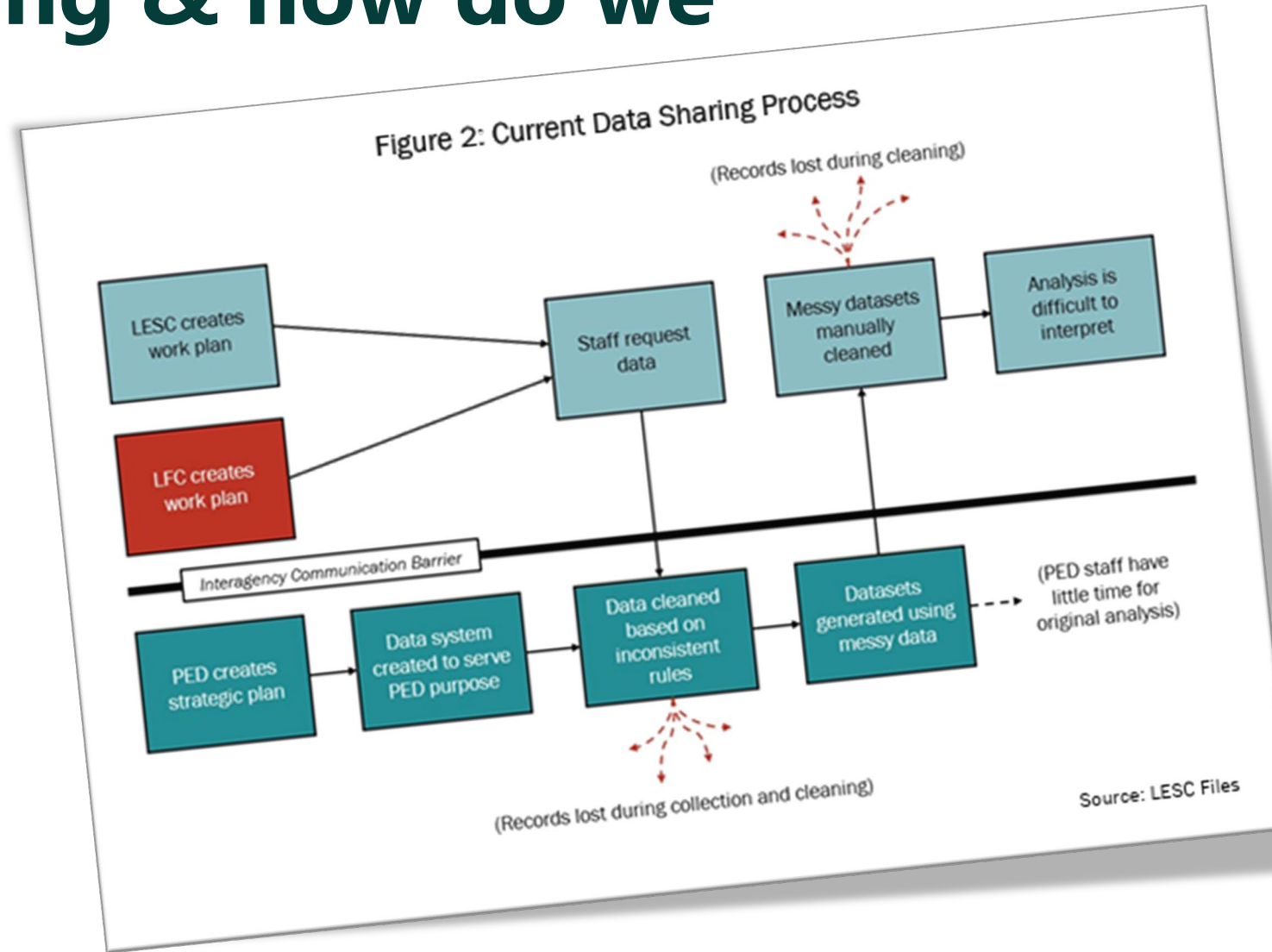


GALLUP-McKINLEY
COUNTY SCHOOLS



Data - What is working & how do we know?

- What data is available?
- What data is collected?
- When is data collected?
- Where is data stored?
- Who has access?
- How is data verified?
- How is data used?



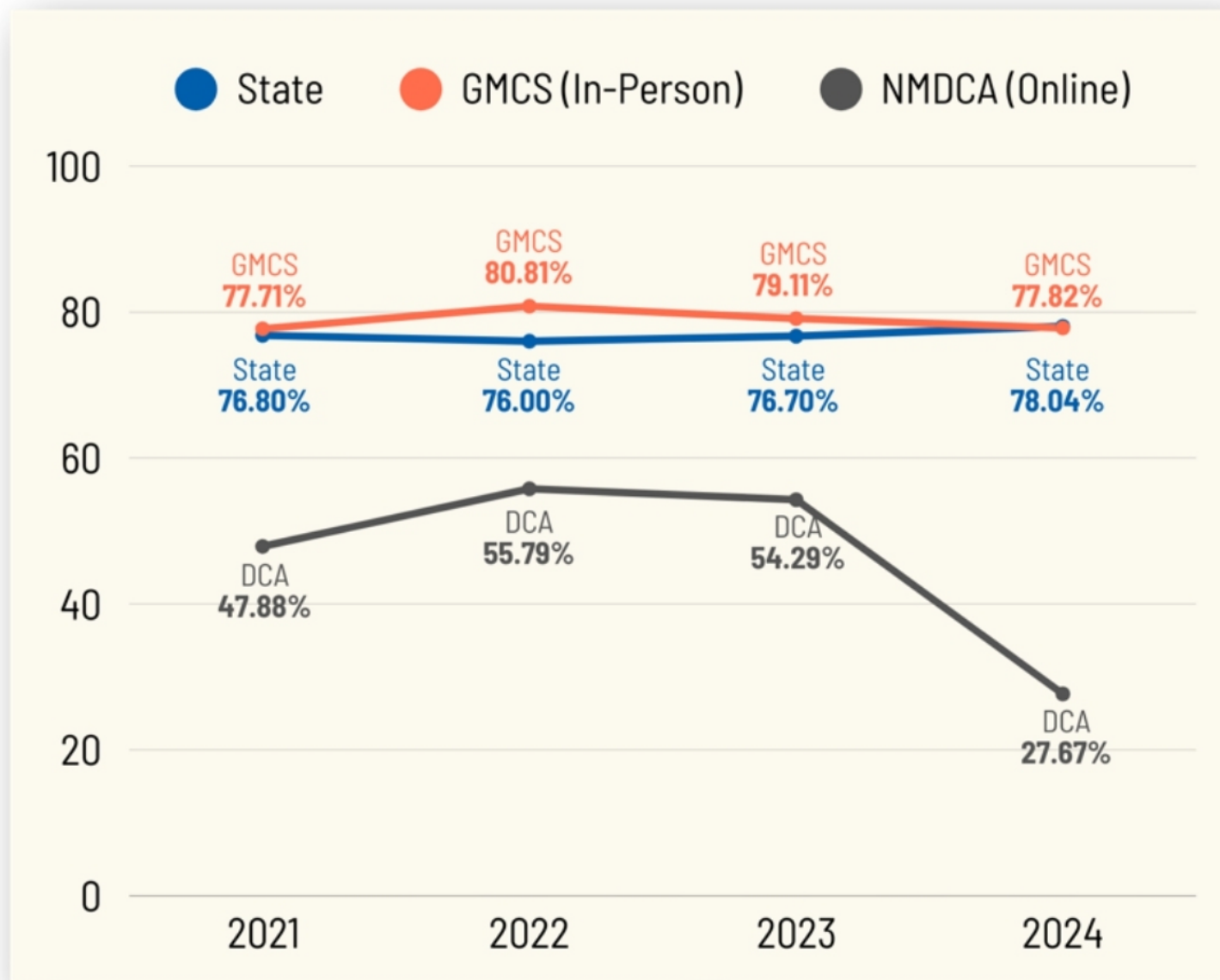
DATA:

Graduation Rate

4 Year Graduation Rate Data

The NM Shared Accountability model means:

- schools with any grade 9, 10, 11, or 12 receive a rate;
- student outcomes are distributed proportionally to all high schools they attend, and;
- all students entering New Mexico public high schools, in any grade, become members of an on-time cohort

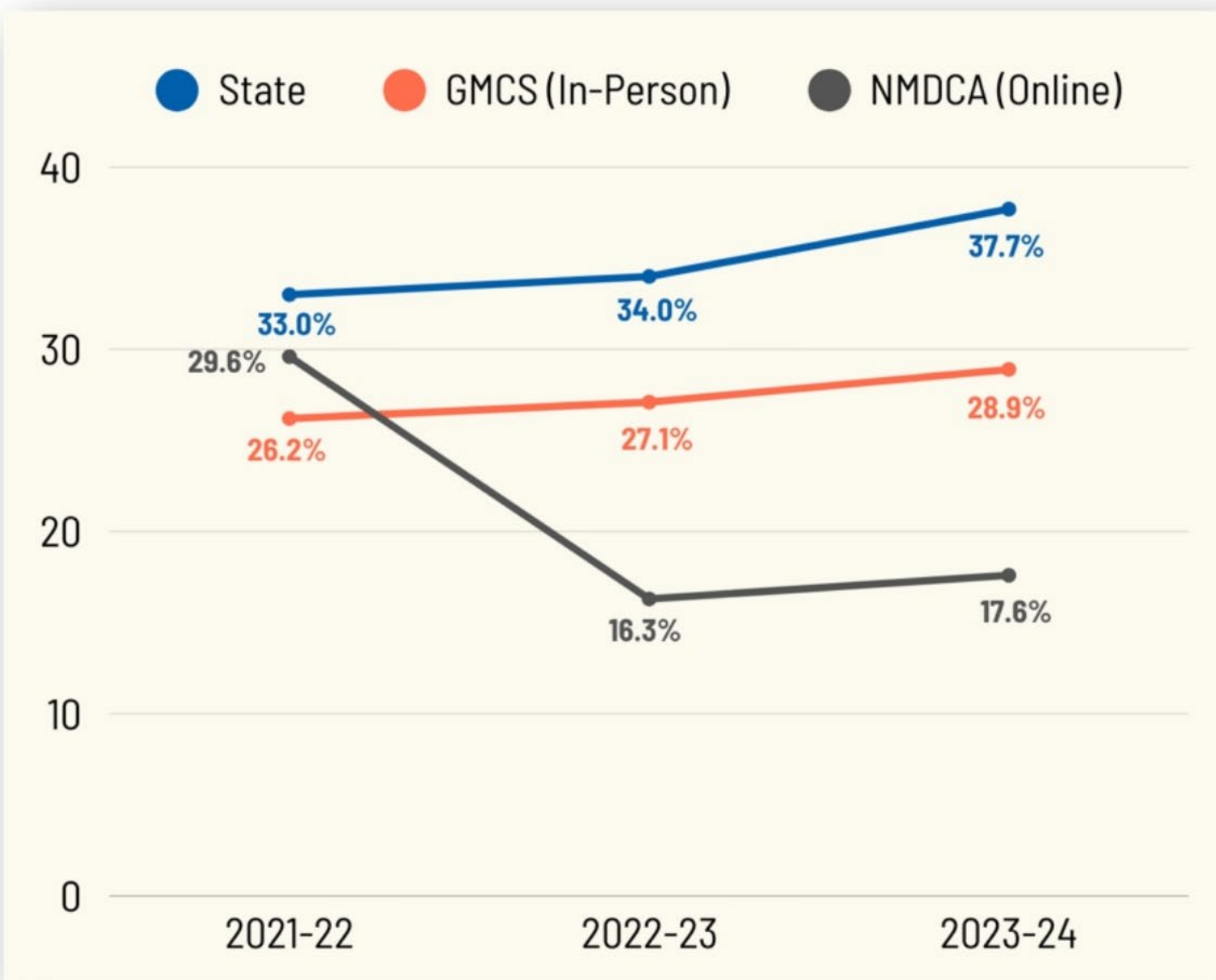


*2024 State Level Data Embargoed.

DATA: Science

NM Assessment of Science Readiness (NM-ASR)

- STEM Ready Science Standards
 - integration of science and engineering practices, disciplinary core ideas, and cross-cutting concepts to explain phenomena and solve problems
- Grades 5, 8, 11
- Evaluates Students' progress towards college or career.



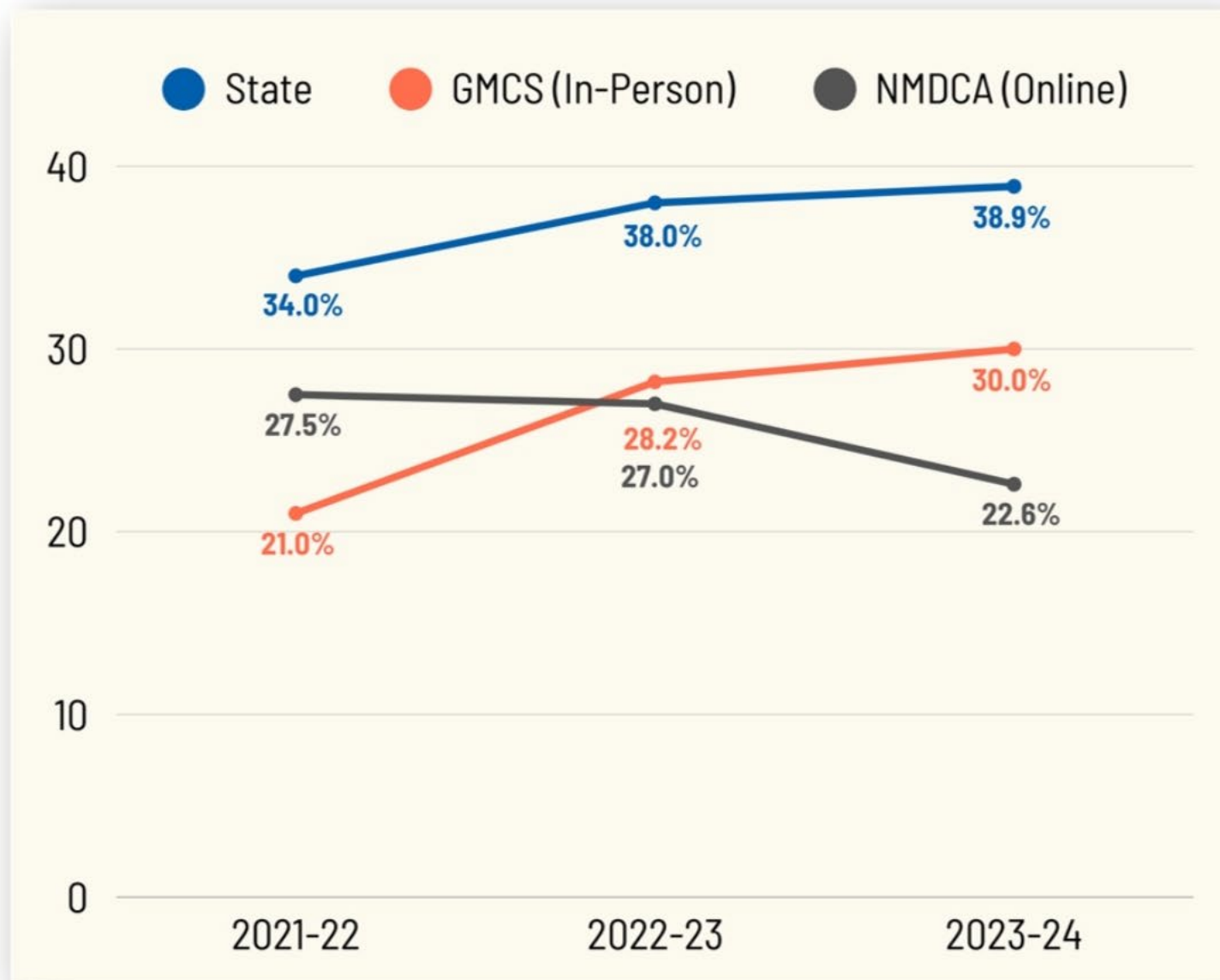
DATA: ELA

NM Measures of Student Success and Achievement (NM-MSSA)

- Demonstrate mastery of New Mexico Common Core State Standards for mathematics and language arts.
- Grades 3-8
- Evaluates Students' progress towards college or career.

Scholastic Aptitude Test (SAT)

- Demonstrate mastery of New Mexico English Language Arts and Mathematics Standards
- Grade 11



DATA:

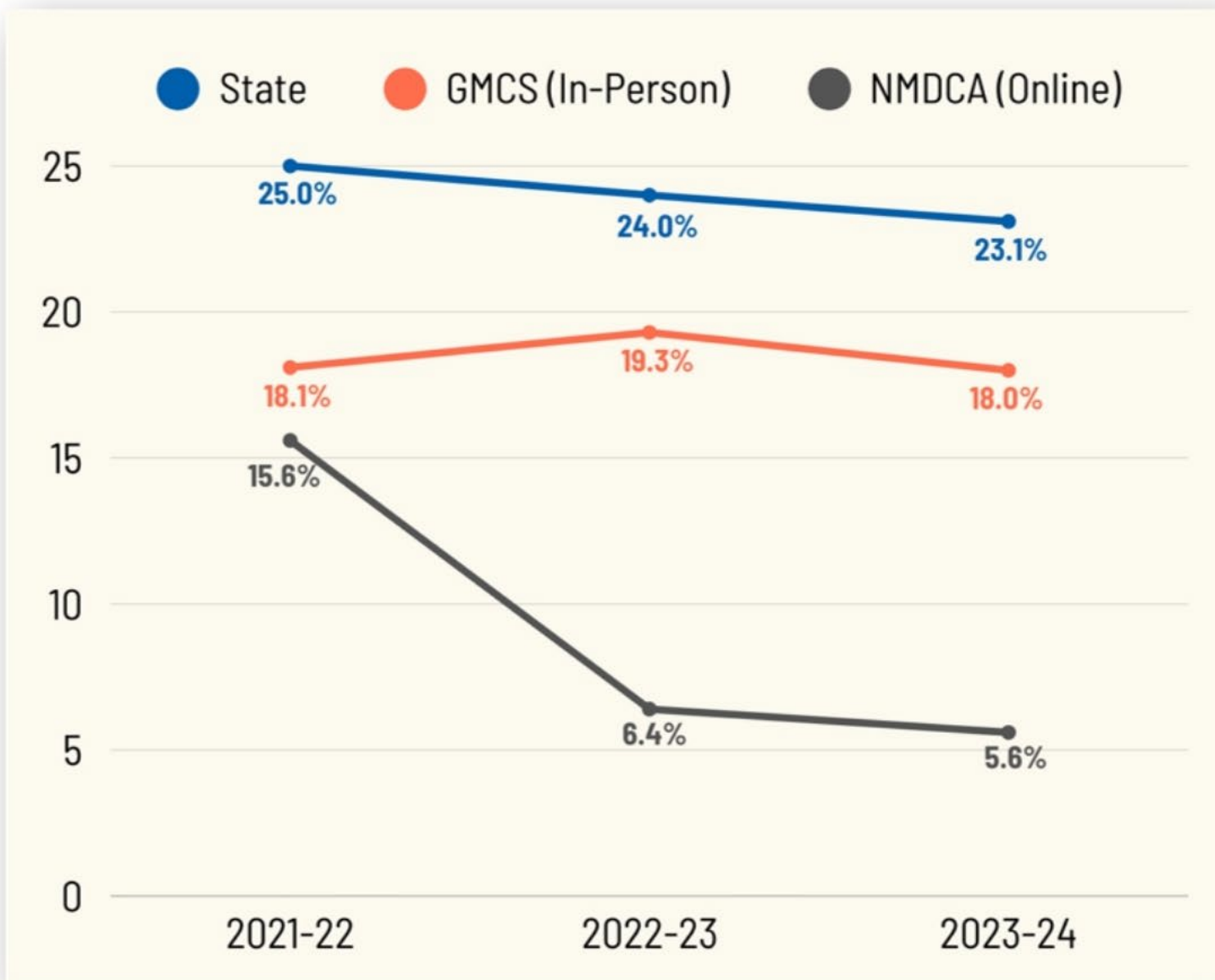
Math

NM Measures of Student Success and Achievement (NM-MSSA)

- Demonstrate mastery of New Mexico Common Core State Standards for mathematics and language arts.
- Grades 3-8
- Evaluates Students' progress towards college or career.

Scholastic Aptitude Test (SAT)

- Demonstrate mastery of New Mexico English Language Arts and Mathematics Standards
- Grade 11



Student Performance Tracker

- The District has prioritized ensuring that there is consistent and sustained focus on ensuring students are making progress
- Data tracking occurs by school site, by teacher and then aggregated at each level
- Data Driven decisions – color coding provides global progress monitoring

Student Performance Tracked	
Assessment Cut Scores	Grades
Unit Formatives	K-11
iStation	K-2
iMSSA	3-8-Grade
NM-MSSA	3-8-Grade
ASR	5, 8, 11-Grade
Horizon	9 - 11-Grade
SAT	11-Grade

Gr Level	Number of Students	Math Unit 3	Math Unit 4	Math Unit 5
K	558	73	85	87
1	584	62	75	82
2	574	67	64	58
3	566	65	66	72
4	720	68	64	57
5	734	65	65	52
6	1601	55	50	55
7	1654	42	41	49

Course Completion Tracking

Data is tracked on a per student basis, a school site basis, and by the District-wide level

Districtwide Course Completion Tracker							
Gr Level/ Cohort Year	Currently On Track for Graduation	Credit Recovery needed 0.5 to 2.0	Credit Recovery needed 2.5 - 5.0 credits	Credit Recovery needed 5+ credits	Count of Grade Level	Count of Inactive Students	Count of Active Students
9th Grade 2028	726	0	0	0	726	0	726
10th Grade 2027	562	103	4	0	669	0	669
11th Grade 2026	420	142	40	10	612	0	612
12th Grade 2025	376	130	56	34	599	3	596
12+ 2024	0	0	0	0	0	0	0
Grand Totals	2084	375	100	44			2603
Percent of Active Total	80.10%	14.40%	3.80%				

Family Engagement Tracking

Data is tracked on a per-teacher basis, a school site basis, and by the District-wide level

Total Count of Families at Family Academic Nights				
Grade	Night 1	Night 2	Night 3	Night 4
3Y	51	82	42	39
4Y	72	92	65	46
K	225	250	171	153
1	240	239	192	180
2	225	230	216	155
3	211	228	173	140
4	254	229	200	172
5	288	310	198	235
Grand Totals	1566	1660	1257	1120

C.I.A.

Curriculum, Instruction & Assessment



GALLUP-McKINLEY
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GMCS VISION FOR STUDENT EXPERIENCE

Gallup-McKinley County Schools believe in the limitless potential of every student to learn, grow, and shape a meaningful life. In a community rich with story, culture, and creativity, our students bring inherent gifts and strengths that deserve to be recognized and intentionally cultivated. We are committed to providing high-quality learning experiences through caring educators, engaging classes, and real-world opportunities that affirm each student's identity and support their journey toward a forward-thinking vision of their future.

At GMCS, every student belongs. Every student matters. And every student will graduate with a strong sense of purpose, the skills and credentials to access opportunity, and the confidence to pursue a life of personal and financial success. We are a school system that will not leave the future to chance and will never overlook the promise of any child.

CREATIVE AND CRITICAL THINKER

I show my creativity and critical thinking when I...

- SOLVE PROBLEMS
- SHARE MY WORK
- PERSEVERE

RESPONSIBLE INDIVIDUAL

I show I am a responsible individual when I...

- am ACCOUNTABLE
- am PREPARED
- MAKE PLANS

EFFECTIVE COLLABORATOR

I show I am an effective collaborator when I...

- LISTEN
- SHOW MUTUAL RESPECT
- BUILD MY TEAM

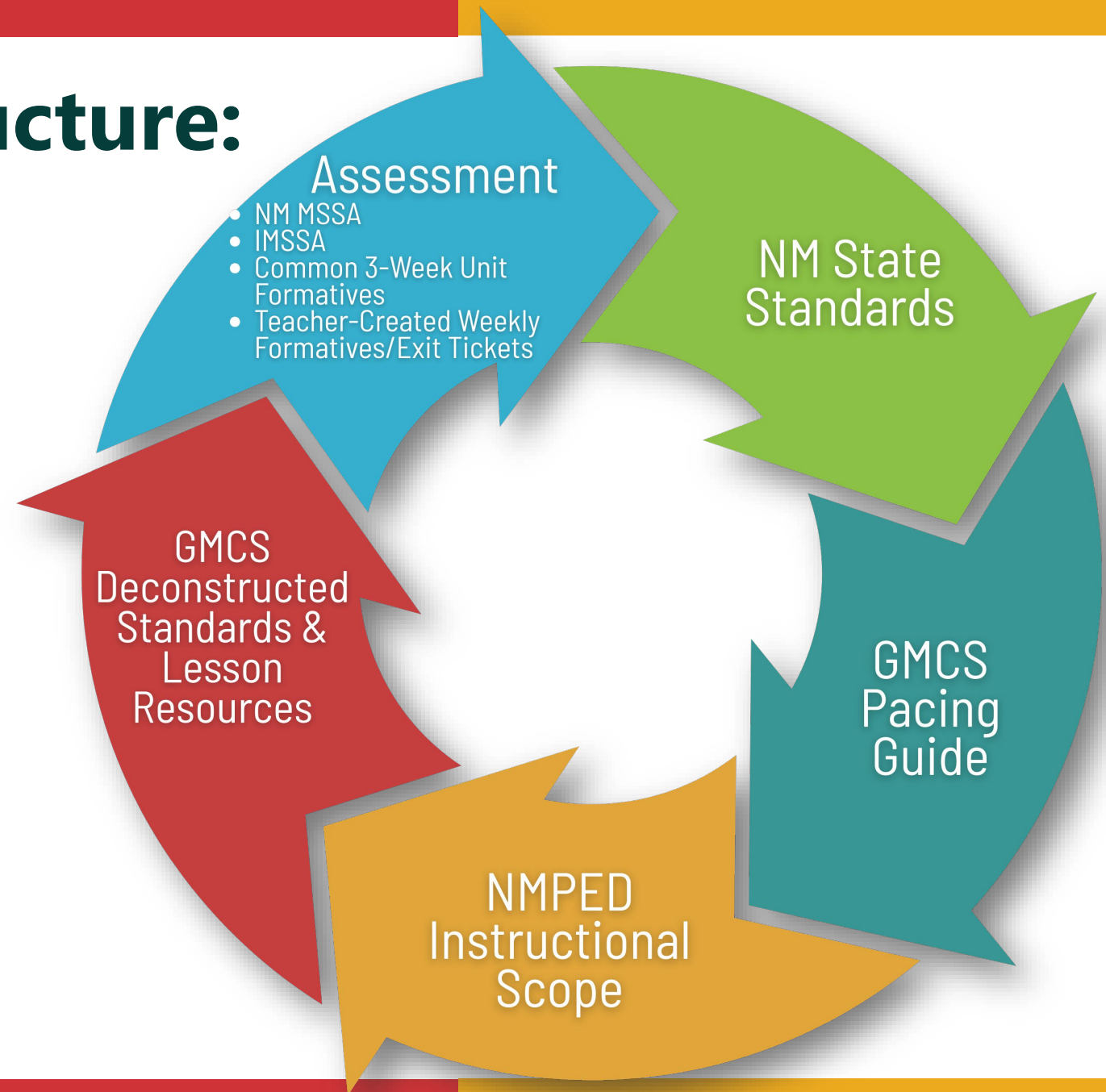
LIFELONG LEARNER

I show I am a lifelong learner when I...

- am AUTHENTIC
- am REFLECTIVE
- USE TECHNOLOGY



Instructional Infrastructure: Curriculum & Assessment



Instructional Infrastructure:

GMCS

Pacing Guides

District-Wide, PreK – 12th

All Core Subjects

Visual Arts

Music

Physical Education

Heritage Language & Culture (HLC)

Career Technical Education

GMCS Year At a Glance | ELA, Grade 5

Quarter 1			Quarter 2			Quarter 3			Quarter 4		
READING FOCUS Literature			READING FOCUS Informational Text			READING FOCUS Informational Text and Literature evaluate written arguments by analyzing how authors state and support their claims			READING FOCUS Informational Text and Literature		
WRITING FOCUS Narrative Writing			WRITING FOCUS Informative/Explanatory Writing			WRITING FOCUS Opinion/Argumentative Writing			WRITING FOCUS Research		
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
RL.5.1	RL.5.3	RL.5.5	RI.5.1	RI.5.3	RI.5.5	RI.5.7		RI.5.7		RL.5.10	Review as needed: RI.5.10
RL.5.2	RL.5.4	RL.5.6	RI.5.2	RI.5.4	RI.5.6	RI.5.9		RI.5.8		Review as needed: RL.5.1-9	Review as needed: RI.5.1 - RI.5.9
NMSS.5.a			NMSS.5.a					RI.5.9			
NMSS.5.b			NMSS.5.b								
RF.5.4.a	RF.5.3.a	RF.5.4.b		RF.5.3.a	RF.5.4.c		RF.5.4.b	RF.5.3.a			
W.5.3.a, b, c, d, e			W.5.2.a, b, c, d, e			W.5.1.a, b, c, d			W.5.5	W.5.10	Review as needed: W.5.1 - W.5.9
W.5.4			W.5.4			W.5.4			W.5.6		
W.5.5			W.5.5			W.5.5			W.5.7		
W.5.6			W.5.6			W.5.6			W.5.8		
W.5.10			W.5.7			W.5.8			W.5.9.a, b		
CCSS.W.5.a			W.5.8			W.5.9.a, b			W.5.10		
			W.5.10			CCSS.W.5.a			CCSS.W.5.a		
			CCSS.W.5.a								
			SL.5.1.c, d	SL.5.2	SL.5.3	SL.5.5	SL.5.4	SL.5.6			Review as needed: SL.5.1 - SL.5.6
SL.5.1.a, b											
L.5.1.a	L.5.5.a	L.5.4.a	L.5.1.b, c	L.5.2.b, c	L.5.3.a	L.5.1.d, e	L.5.2.d, e	L.5.4.c	L.5.4.a		Review as needed: L.5.1 - L.5.6
L.5.2.a			L.5.4.b			L.5.3.b	L.5.3.b	L.5.5.c	L.5.4.b		
			L.5.5.b					L.5.6	L.5.4.c		

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Instructional Infrastructure: GMCS Deconstructed Standards

GMCS Deconstructed Standards | ELA

Standard

RI.5.1
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Content Objective(s)

- I can summarize what informational text says, citing evidence from the text and incorporating a relevant quote.
- I can draw inferences from informational text, citing evidence from the text and incorporating a relevant quote.

WIDA Standard(s)

ELD-LA.K.Inform.Interpretive
Interpret informational texts in language arts (with prompting and support) by identifying main topic and key details.

Question Stem(s) and Prompt(s)

- How can readers use relevant quotes to support inferences from informational text?
- How do you determine which quotes are relevant?
- What quote from the text will you use to support your conclusion?
- Don't forget when you are quoting an author you need to use the same words the author used. Why do you think that is?
- Support your inference with a quote from the text. Show me where in the text the author said that.
- When you are talking with your partner, please use the frame, "On page ___ the author states...."
- What can you infer from ___? (text, text structure)

Language Objective(s)

- I can cite textual evidence to support what an author says.

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RI.5.1 | page 2 of 2

Content Objective(s), continued

- I can justify the choice of a quote and how it supports an explanation of informational text.
- I can paraphrase information from the text.

Misconceptions

Students do not feel that citing evidence helps to prove the facts from the text. This misconception leads to it being an opinion. Students sometimes do not think they can rewrite the evidence in their own words, although this may help to transfer learning for the students. Students do not feel they need to find more than one form of evidence, when, on the contrary, this helps cement the facts.

<p>myView® Resource(s)</p> <ul style="list-style-type: none"> • RI.5.1 Lessons 	<p>External Resource(s)</p> <ul style="list-style-type: none"> • https://www.engageny.org/content/all-fifth-grade-ela-videos • https://www.youtube.com/watch?v=zQUHQE1OeCw • Empower Literacy Kit, Grade 5 Classroom Library, Ask & Answer
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<p>Looking Back</p> <p>RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>Looking Ahead</p> <p>RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> • explicit, explicitly: stated clearly and directly, leaving no room for confusion or interpretation • inference: a conclusion derived from logical reasoning following an investigation of available evidence
--	--	--

2 / 2

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Instructional Infrastructure: GMCS Lesson Resources

Gallup-McKinley County Schools Lesson Resource | mathematics

LESSON TOPIC Lesson 36 Problem Solving with Division

Content Standard(s)
5.NBT.B.6
 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

WIDA Standard(s)
ELD-MA.4-5.Argue.Expressive
 Construct mathematics arguments that create conjecture using definitions, patterns, and rules.

Content Objective(s)
 • I can use strategies to divide.

Language Objective(s)
 • I can explain the strategy used to solve a division problem in writing.

Mathematical Practice(s)
MP1. Make sense of problems and persevere in solving them.
MP2. Reason abstractly and quantitatively.
MP3. Construct viable arguments and critique the reasoning of others.

Resource(s)
 • enVision, Lesson 5-8, *Problem Solving: Make Sense and Persevere*
<https://reader.savvasrealize.com/book/7Y8IFSUZV59/view/spread/page/404>

DAILY NUMERACY (minimum of 1 per day)

Problem of the Day
 A marina has 16 docks. Each dock has room for the same number of boats. When 101 boats sail in, they fill all the docks with 5 boats left over. How many boats are in each dock?

Computational Fluency
 Empower Math Kit, Grade 5 *Operations, Bulls-eye!*

Math Talk
 Use the Number Talks structure for the following number string set:

3 × 60

BEGINNING

Introduction + Knowledge Building
 Have students turn to a partner and discuss the benefit of using the KFA model and what the steps are.
 Display and share the learning target: I can use strategies to divide.

Student Engagement Strategy
 Turn and Talk

Check for Understanding
 Circulate and Check

MIDDLE

Investigating + Exploring

I do
 Review the KFA model with students and model the word problem on page 210. Go through each step of the KFA using a think aloud method, and explain your reasoning for the strategy chosen to divide. Ask various questions as to next steps to solve as you model.
 Have students turn and talk about the Convince Me! question on page 210. Have students share their answers and reasoning. Discuss the correct answer as a whole group.

Student Engagement Strategy
 Class Discussion
 Turn and Talk

Check for Understanding
 Random Selection

We do
 Have students work in a small group to answer problems 1-5 on page 211.
 Have students take on various roles in their small group.
 Roles:

- KFA Director:** Guides group through the KFA process.
- Creative Director:** Writes/draws the math work for the problem and writes the answer in a complete sentence.
- Justification Director:** Writes the strategy used and why it works, if applicable.
- Checks and Balances Director:** Checks all the work.

Student Engagement Strategy
 Group Work

Check for Understanding
 Circulate and Check
 Facilitate students sharing answers. Reinforce key concepts and provide feedback as needed.

Instructional Infrastructure: GMCS Lesson Resources for High School Pathway Integration

LESSON TOPIC Lesson 42 Text Analysis and Stations

Content Standard(s)

RI.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.9-10.2

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Content Objective(s)

- I can determine the central idea of a text.
- I can recount details that are related to the theme or central idea.
- I can analyze what the text says explicitly as well as inferentially and cite several pieces of evidence to support the analysis.
- I can assess the quality of several pieces of evidence.

Language Objective(s)

- I can determine the central idea of a text, through writing and a discussion.
- I can recount details that are related to the theme or central idea, through writing and a discussion.
- I can analyze what the text says explicitly as well as inferentially and cite several pieces of evidence to support the analysis, through writing and a discussion.
- I can assess the quality of several pieces of evidence, through writing and a discussion.

INDUSTRY PATHWAYS INTEGRATIONS

Industry-Aligned Curriculum Texts and Resources



School of Business
[The Man Who Thinks He Can Live Forever](#), Charlotte Alter (2023)



Schools of Digital Media and Technology
[Getting Older in Silicon Valley \(and the world\): Digital Ageism in the Heart of the Tech Revolution](#), Juan F. Samaniego (2023)



School of Engineering
[Engineering Under Age: Tackling Ageism in the Industry](#), Barry Bassnett (2024)

Curriculum Variation

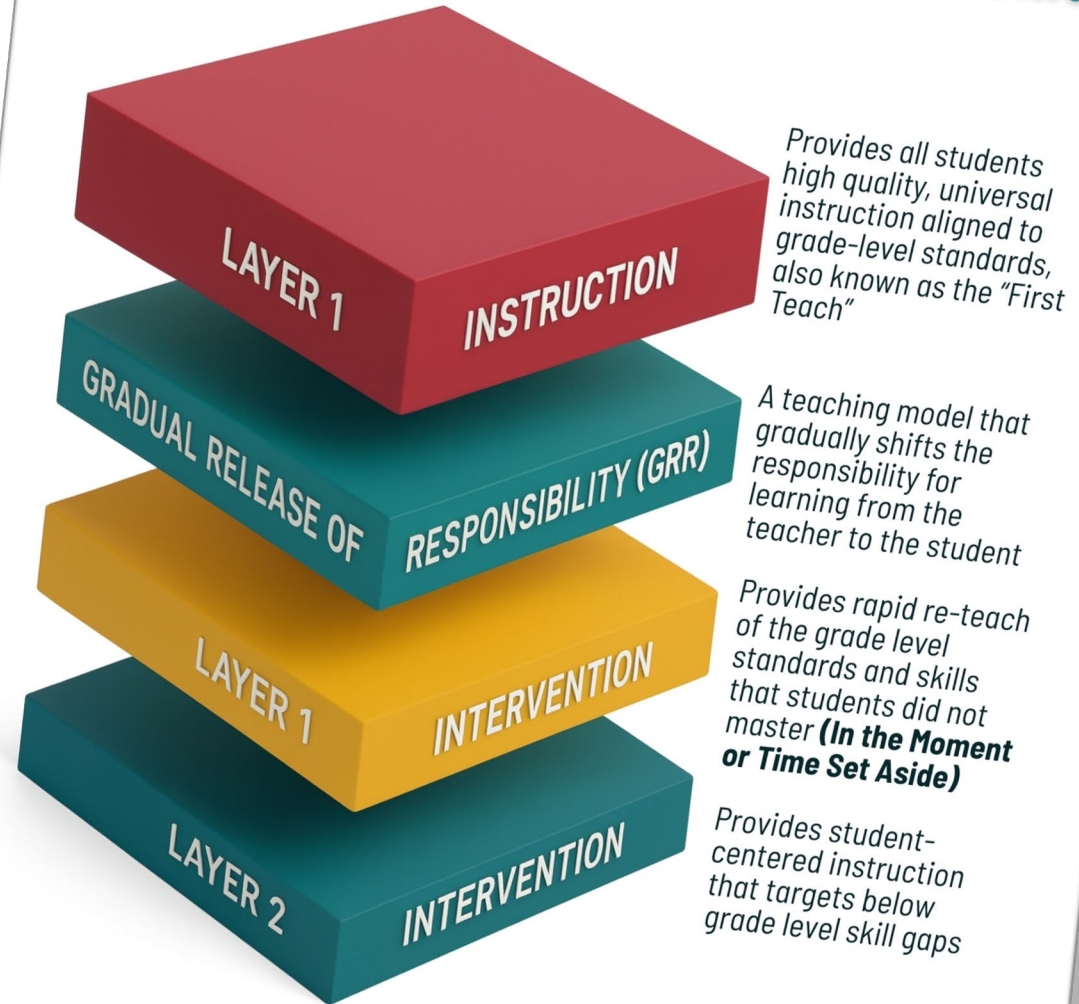
(You Do) Additional Station: Industry Connections

Set up a station focused on age in the workplace. Ask students to draw connections between the idea of "true age" (including biological, psychological, and social age) and age-related challenges or expectations in fields such as business, digital media, engineering, healthcare, or technology.

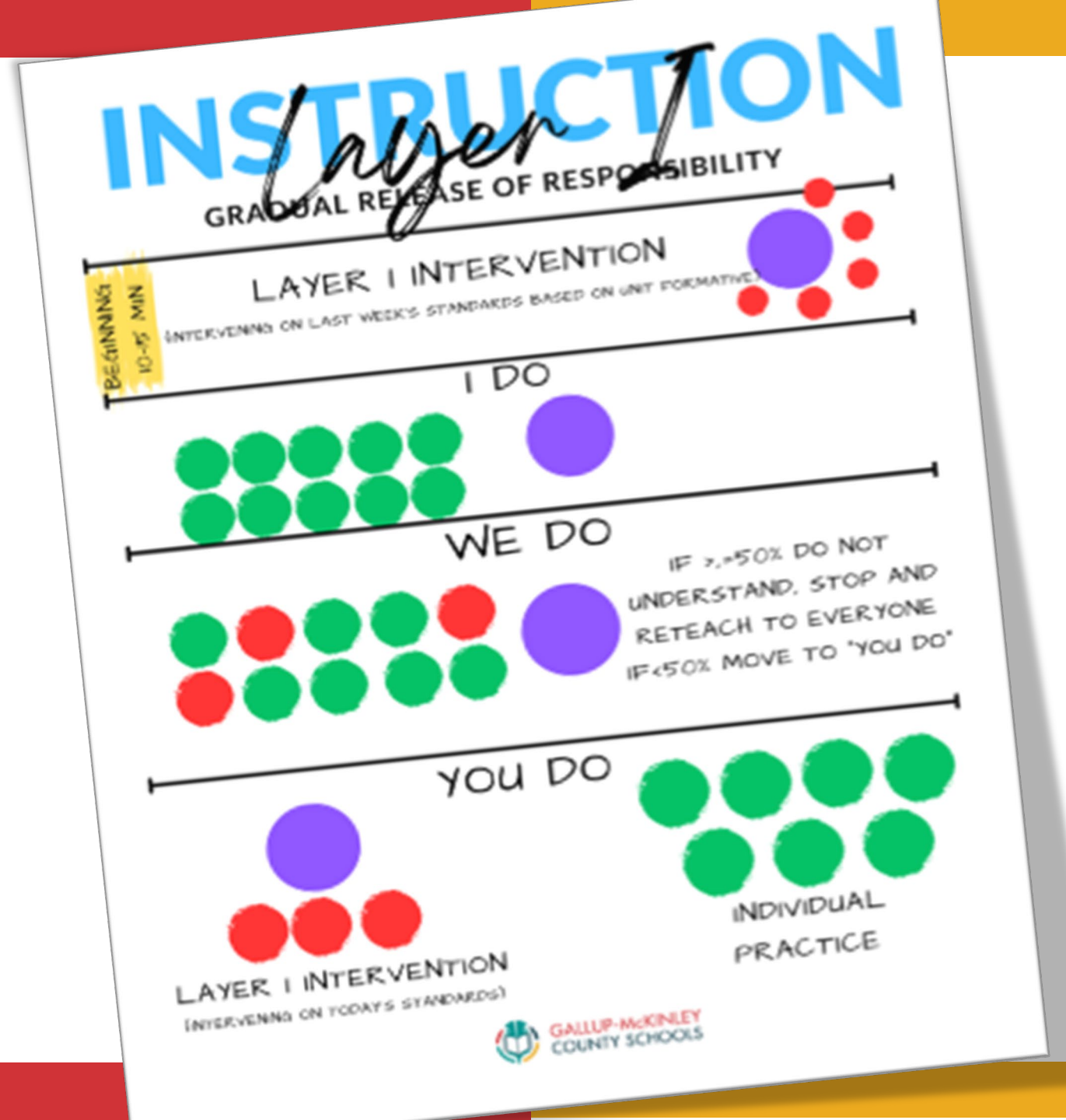
Prompt students to refer to ideas or examples from the alternate industry-aligned texts. On chart paper at the station, have them list as many relevant connections as possible. Encourage subsequent groups to build on, add to, or highlight key insights from previous groups.

Instruction: GMCS Common Language

GMCS COMMON LANGUAGE & UNDERSTANDING



Instruction: K-12 Gradual Release of Responsibility



Instruction:

GMCS K-12 Lesson Plans

Lesson Plan minimum requirements are aligned to NM Teacher Evaluation to ensure students receive rich, engaging lessons that meet the needs of all students (i.e., visual, auditory, tactile)



Lesson Plan Minimum Requirements

Frame the Lesson

- Standard(s)
 - Include Standard code and language
- Content Objective(s)
 - Include Content Objective aligned to the standard
- Essential Question (ELA, Science, Social Studies)/Daily Numeracy (Math)
 - Include a question or activity that guides student inquiry and deepens understanding of the Standard
- Background Knowledge (Include an activity related but not exclusive to one or more of the following):
 - Question(s) focused on previous day's learning
 - A review of previous day's anchor chart
 - A picture or link to video for new context
 - A review of students' notes or note catcher from previous day
- Vocabulary (Include an activity related but not exclusive to the following):
 - New words listed with definition and visual
 - Previous words listed with definition and visual

I Do

- Visuals: (Include an activity related but not exclusive to one or more of the following):
 - Graphic Organizer and/or note catcher
 - Link to a video
 - Anchor Chart

When appropriate, teachers may display visuals on classroom wall(s) or provide directly to students.
- Step-by-Step Processes (Include an activity related but not exclusive to one or more of the following):
 - Problems or questions demonstrated by teacher
 - Instructional strategy(s) to be taught
- Check for Understanding
 - Include standard-aligned DOK question(s) or activity provided to individual or group of students

We Do

- Opportunities for Student Practice/Check for Understanding
 - Include one or more activity for students to practice problems, skills, and instructional strategies aligned to the rigor of the Standard and Content Objective
- DOK Questions
 - Include questions that are aligned to the rigor of the standard (majority are DOK 2)
 - Include various levels of DOK, as appropriate, to differentiate for various levels of student ability
- Student Engagement
 - Include one or more student engagement strategy

You Do

- Independent practice
 - Include one or more activity students will complete independently

INSTRUCTION: Structured Literacy

Amira Istation: Dyslexia Screener

- Early identification of students at risk for reading difficulties
- Provides critical data for instructional planning and differentiated instruction
- Allows for prompt intervention

Amira Istation ISIP Benchmark Assessments & Weekly Tutoring/Intervention

- Monitors student progress against grade-level standards
- Early identification of learning gaps and monitoring progress over time
- Phonological awareness, phonics and decoding, high frequency word recognition, fluency, comprehension
- Provides personalized reading plans and student groupings to tailor weekly intervention

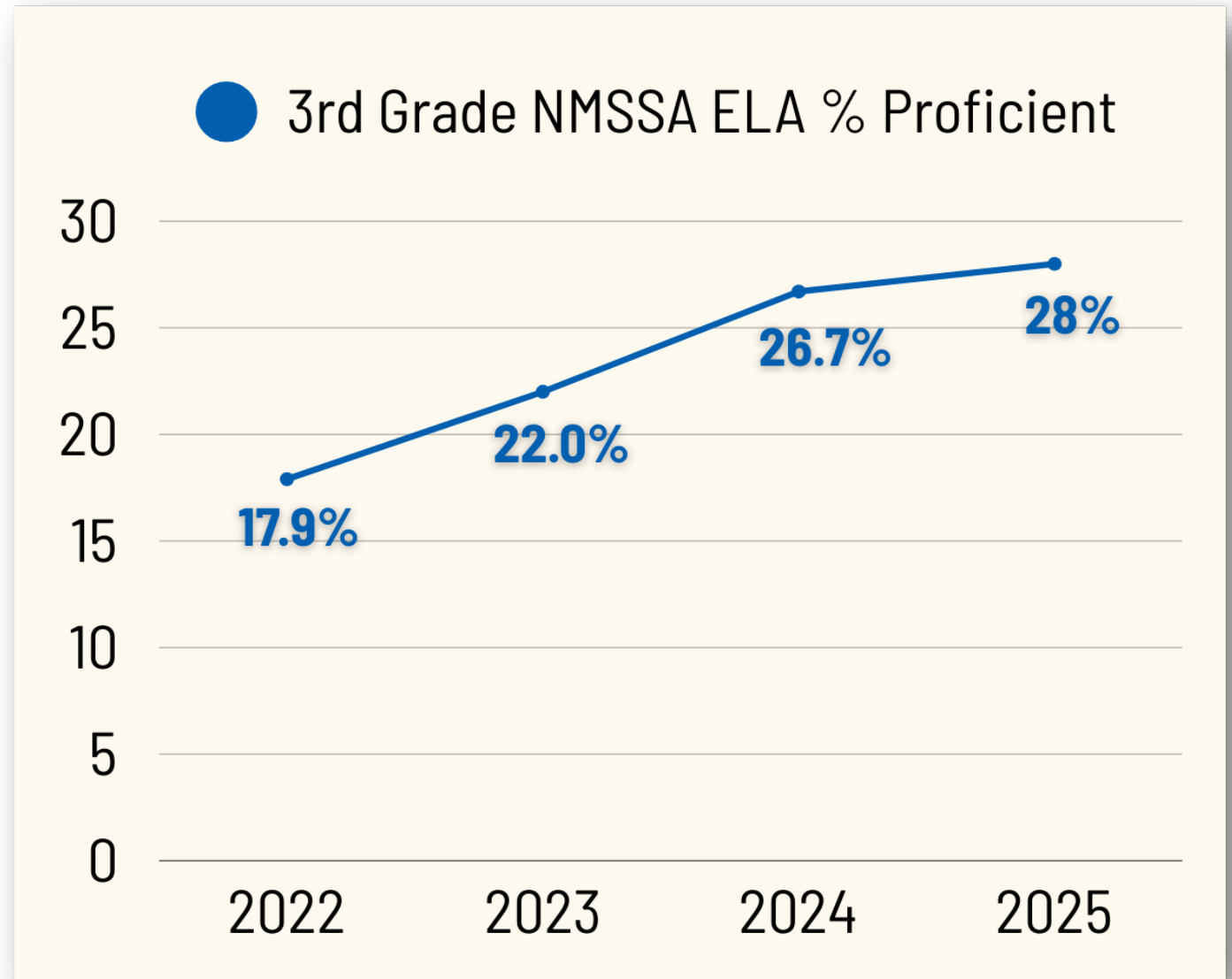
LETRS (Language Essentials for Teachers of Reading and Spelling)

- Professional learning course of study providing teachers and administrators with a deeper understanding of the science of reading and evidence-based instructional reading strategies
- All K-5th-grade teachers and administrators

Instruction:

Logic of English

- District-Wide K-2nd Phonics & Reading curriculum
- Pacing Guide, series of lessons, formative and benchmark assessments
- Based on the Science of Reading and aligned to LETRS approach to teaching reading
- Rules-based, systematic phonics instruction



Heritage Language & Culture: Standards & Pacing Guides

All Standards listed are 4-6

Quarter 1			Quarter 2			Quarter 3			Quarter 4		
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
Topic: Character Building-Family & Relationships	Topic: Character Building-Self-Identify	Topic: Character Building-Value Family	Topic: Dine Culture-Value Self-Worth	Topic: Dine Culture-Cultural Teachings	Topic: Dine Culture-Dine Lifestyle	Topic: Dine History-Community	Topic: Dine History-Connections	Topic: Dine History-Different Cultures	Topic: Dine Government-Structure	Topic: Dine Government-Follow Teachings	Topic: Dine Government-Being Trust-worthy
OL-C1-P01 OL-C1-P02 CB-C1-P01 CB-C1-P02 CB-C1-P03 CB-C1-P04	CB-C2-P01 CB-C2-P02 CB-C2-P03 CB-C2-P04 CB-C3-P01 CB-C3-P02 CB-C3-P03 CB-C3-P04	OL-C1-P03 OL-C1-P04 CB-C4-P01 CB-C4-P02 CB-C4-P03 CB-C4-P04	OL-C2-P01 OL-C2-P02 DC-C1-P01 DC-C1-P02 DC-C1-P03 DC-C1-P04	OL-C2-P03 OL-C2-P04 DC-C2-P01 DC-C2-P02 DC-C2-P03 DC-C2-P04	DC-C3-P01 DC-C3-P02 DC-C3-P03 DC-C3-P04 DC-C4-P01 DC-C4-P02 DC-C4-P03 DC-C4-P04	OL-C3-P01 OL-C3-P02 DH-C1-P01 DH-C1-P02 DH-C1-P03 DH-C1-P04	OL-C3-P03 OL-C3-P04 DH-C2-P01 DH-C2-P02 DH-C2-P03 DH-C2-P04	DH-C3-P01 DH-C3-P02 DH-C3-P03 DH-C3-P04 DH-C4-P01 DH-C4-P02 DH-C4-P03 DH-C4-P04	GS-C1-P01 Executive Branch P01 P02 P03 P04 Legislative Branch P01 P02 P03 P04 Judicial Branch P01 P02 P03 P04	OL-C4-P01 OL-C4-P02 Security Branch P01 P02 P03 P04 GS-C2-P01 GS-C2-P02 GS-C2-P03 GS-C2-P04	OL-C4-P03 OL-C4-P04 GS-C3-P01 GS-C3-P02 GS-C3-P03 GS-C3-P04 GS-C4-P01 GS-C4-P02 GS-C4-P03 GS-C4-P04

4th-6th Dine Character Building Standards

STANDARD: K'é hwiindzin dóó ádáhozdíłzin bee hadínisht'ée dooleelígíí bóhwiideesh'áál.
I will develop and apply critical thinking to establish relationships with the environment.

Concept 1- K'édinisdzin dooleel.

I will express critical thinking to establish relationships with the environment.

PO 1. K'édinisdzin biniiyé shinahat'a' ádeeshlíl.

I will develop personal goals to express relationships.

PO 2. Shizhé'é dóó shimá dóó bil háíjéé' shil niljigo baa ahééh nisin dooleel.

I will demonstrate respect and value of my immediate family.

PO 3. Á'áhwiinít'í saad bee yáshti' dooleel.

I will demonstrate appropriate generosity.

PO 4. Shik'ée bil dlohdishchígo shil bééhózin dooleel.

I will practice appropriate teasing with my relatives.

Heritage Language & Culture: GMCS Deconstructed Standards



GALLUP-McKINLEY COUNTY SCHOOLS

Navajo Language & Culture

4-6: One Becomes Aware of Self
 Character Building Standards: *I will develop and apply critical thinking to establish relationships with the environment.*
 K'ée hwiinidzin dóó ádáhozdilzin bee hadinisht'ée dooleelígíí bóhwildeesh'aál.

4-6-CB-C1 I will express critical thinking to establish relationships with the environment.
 Concept 1 — K'édinisdzin dooleel

- CB-C1-P01 I will develop personal goals to express relationships.
 K'édinisdzin binilyé shinahat'a' ádeeshíííí.
- CB-C1-P02 I will demonstrate respect and value of my immediate family.
 Shizhé'é dóó shimá dóó bil háíjéé' shil niljigo baa ahééh nisin dooleel.
- CB-C1-P03 I will demonstrate appropriate generosity.
 Á'áhwiinit'j saad bee yáshti' dooleel.
- CB-C1-P04 I will practice appropriate teasing with my relatives.
 ... bil dlohdishchúgo shil bééhózin dooleel.

Questions
 Stems and
 Prompts (if
 needed)

*How do you set
 personal goals?*

*How do you
 value family?*

*Give an example
 of an
 appropriate way
 to tease a
 relative.*

*How do you
 show respect for
 an adult in your
 family?*

measured on the summative assessment:
 ways to show respect for family and relatives.

It is important to create ways to interact respectfully with family and community.
ESSENTIAL QUESTION
 How do you work together with your family and community?

OBJECTIVES	
4th Grade	P01: I CAN set a goal to express a relationship to all things. P02: I CAN identify and state ways that I respect my family. P03: I CAN express kindness through words. P04: I CAN express positive teasing.
5th Grade	P01: I CAN explain ways to express relationships in the environment. P02: I CAN explain ways to show you value your family. P03: I CAN identify ways to show kindness with others. P04: I CAN explain when teasing is appropriate and when it is not appropriate.
6th Grade	P01: I CAN develop personal goals to express relationships. P02: I CAN demonstrate respect and value for my immediate family. P03: I CAN demonstrate appropriate generosity through words and actions. P04: I CAN practice and state appropriate teasing with others.

Formative Assessment Strategies:

- Checklists
- Cloze Procedure
- Concept Maps
- Conferences
- Surveys
- Discussions
- Journals
- Examples/Non-Examples
- Exit Cards
- Graphic Organizers
- Learning Logs
- List Ten Things
- Matching Activities
- Observations
- One Minute Essays
- One Sentence Summaries
- Open-Ended Questions
- Questionnaires
- Questioning
- Reflection Journals
- Response Cards
- Sentence Prompts
- Student Composed Questions
- Think-Pair-Share
- Three Things
- Turn and Talk

ary
 goal, appropriate
 value, teasing
 y, relationships

ples, technology

s Kids, & Teens (Incl. Worksheets & Templates) (positivepsychology.com)
 /goal-setting-for-students/
 ities - The Responsive Counselor
 dy.com
 /a_lesson/lesson/lesson329.shtml
 rch?q=student+lessons+on+appropriate+teasing&qpv=student+lessons+
 ORM=VDRE

Heritage Language & Culture: 3-Week Unit Formative Assessments

- One-to-One
- Student Oral Response
- Assessment and Data in Mastery Connect

Performance Objectives (PO)		Language Objectives (LO)		Proficiency Rating
CB-C1-PO1: I will develop personal goals to express relationship.	CB-C1-PO2: I will demonstrate respect and value of my immediate family.	LO-PO1: I can set a goal to express a relationship to all things.	LO-PO2: I can identify and state ways that I respect my family.	Emerging: 0 – 7 points
CB-C1-PO3: I will demonstrate appropriate generosity.		LO-PO3: I can express kindness through words.		Developing: 8 – 14 points
CB-C1-PO4: I will practice appropriate teasing with my relatives.	OL-C1-PO1: I will listen to a speaker and restate the main points.	LO-PO4: I can express positive teasing.	LO-PO1: I can connect words and phrases to the main ideas of the story.	Proficient: 15 – 17 points
OL-C1-PO2: I will listen and seek for specific information.		LO-PO2: I can state supporting details of a story.		

Questions	Performance Objectives (PO)	Directions	Language Objective (LO)	Situational Speech	Score
Session 1: Eelkidígíí binahjí' na'idíkid: Pictures and Questions					
(Q1)	4-CB-C1-PO1: Develop personal goals to express relationship.	Pictures & Questions: Dii eelk'idígíí binanidishkid dooleel	LO-PO1: Set a goal to express a relationship to all things.	T: Ólta'di háish nizhónigo k'é bidini? At school, who do you express relationship to? S: May say "shik'is" my friend, bá'ólta'í" teachers or a similar answer.	(ONE POINT EACH)
(Q2)	4-CB-C1-PO2: Demonstrate respect and value of my immediate family.	Pictures & Questions: Dii eelk'idígíí binanidishkid dooleel	LO-PO2: Identify and state ways that I respect my family.	T: Yá'át'ééh shik'is dínigo, nik'is ha'át'iish niih? When you say hello to your friend, what does your friend say? S: May say "yá'át'ééh" hello, "yá'át'ééh shik'is" hello my friend, or a similar answer.	

Scheduling for Student Success

- SEL & Career-based Learning
- Intervention Blocks
- Separate Reading & Writing blocks
- Heritage Language & Culture (HLC)
- Specials: PE, Music, Art
- Electives: 6th Grade

TIME	PERIOD	PERIOD	PERIOD	PERIOD	PERIOD	PERIOD	PERIOD	PERIOD
7:45-8:15	Supporting Success	Supporting Success	Supporting Success	Supporting Success	7:45-8:15 Supporting Success	Supporting Success	Supporting Success	Employability Skills
8:15-8:30	Interventions	LOE	LOE	Reading	8:15-8:30 Reading	Writing	Specials	Specials
8:30-8:45					8:30-8:45 Reading	Specials	Reading Group 1	Math Group 2
8:45-9:00			Science		8:45-9:00 Reading			
9:00-9:15	HLC	Interventions		Math	9:00-9:15 Math Fluency	Interventions	Restroom Break	Restroom Break
9:15-9:30			Reading		9:15-9:30 Math			
9:30-9:45		HLC		Specials	9:30-9:45 Math	HLC	Math Group 1	Reading Group 2
9:45-10:00	LOE		Math		9:45-10:00 Math			
10:00-10:15				Specials	10:00-10:15 Math		HLC/Elective	HLC/Elective
10:15-10:30	Science	Science	Math	Math Fluency	10:15-10:30 Math	Reading		
10:30-10:45					10:30-10:45 Math			
10:45-11:00	Lunch	Lunch	Lunch	Lunch	11:00-11:15 Lunch	Lunch	Lunch	Lunch
11:00-11:15					11:15-11:30 Lunch			
11:15-11:30	Reading	Reading	Lunch	Science	11:30-11:45 Lunch	Lunch	Lunch	Lunch
11:30-11:45			Writing	Science	11:45-12:00 Science	Lunch		
11:45-12:00				Interventions	12:00-12:15 Science	Reading	Writing Group 1 (A/B)	Science Group 2 (A/B)
12:00-12:15	Math	Math	Specials	Interventions	12:15-12:30 HLC			
12:15-12:30					12:30-12:45 HLC	Math	Restroom Break	Restroom Break
12:30-12:45			Interventions	HLC	12:45-1:00 HLC			
1:00-1:15	Math	Math	Specials	Interventions	1:00-1:15 HLC			
1:15-1:30					1:15-1:30 Interventions	Math		
1:30-1:45			Interventions	HLC	1:30-1:45 Interventions		Advanced Math Intervention	ELA/Math Intervention
1:45-2:00	Writing	Specials	Interventions		1:45-2:00 HLC	Science		
2:00-2:15				Writing	2:00-2:15 HLC		Wrap Up	Wrap Up
2:15-2:30		Math Fluency		Writing	2:15-2:30 Writing		Dismissal	Dismissal
2:30-2:45	Specials		HLC		2:30-2:45 Writing			
2:45-2:50				Wrap Up	2:45-2:50 Writing			
2:50-3:00	Wrap Up	Wrap Up	Wrap Up	Dismissal	2:50-3:00 Writing			
3:00-3:15	Dismissal	Dismissal	Dismissal		3:00-3:15 Dismissal			

GMCS Ideal State of Instructional Leadership

GMCS
Administrators



Presenting clear messaging through GMCS shared understanding of Layer I Instruction and interventions, including the Gradual Release of Responsibility (GRR) model



Providing clear expectations, ongoing support, and training for teachers on the effective implementation of Layer I instruction and interventions using GRR



Monitoring and informing instructional practices to ensure they align to the rigor and pacing of GMCS curriculum



Facilitating effective PLCs and data analysis opportunities to inform instructional practices and interventions



Holding teachers accountable for instructional performance related to student outcomes

District Instructional Expectations

- 90 Day Plans
- PLC Structures
- Assessment
- Data Analysis
- Layer I Instruction & Interventions
- MLSS Systems
- Observation & Feedback
- Professional Learning & Development
- High Schools "School of" Framework

Gallup McKinley County Schools
District Instructional Expectations
2025-2026



Layer I Instruction & Intervention

Emerging	Proficient	Exemplary
<p>Leadership ensures:</p> <ul style="list-style-type: none"> Teachers develop and implement student work and performance tasks (activities, group work, projects, formal and informal assessments) that are standards-aligned and on grade-level The Gradual Release of Responsibility model of instruction is utilized by the <u>instructional</u> staff to include use of questioning throughout the lesson The GMCS YAGS are <u>being followed</u> by teachers with fidelity Standards and content objectives are written in student friendly language and posted visibly for students to reference and review during instruction Classroom configurations allow for student engagement and cooperative learning Teachers implement special considerations for ELLs and students with 504s, IEPs, and SAT plans Graduate Profile Skills are informally referenced in instruction, with teacher-led collaboration and shared language to build awareness and familiarity with the skills 	<p>Leadership ensures:</p> <ul style="list-style-type: none"> Teachers develop student work and performance tasks with a level of cognitive demand that goes beyond recall, repetition, and DOK Level 1 Teachers effectively implement Layer I instruction that <u>includes</u> checks for understanding at every level of Gradual Release GMCS Lesson Resources are strategically and thoughtfully used to support student learning Pre-planned questions with intentional focus on Depth-of-Knowledge are used to ensure deeper levels of student thinking around content and aligned to grade-level mastery Engagement and cooperative learning strategies are utilized to allow all students access to high quality instruction and learning experiences Teachers provide intentional Layer I interventions to identified students Teachers implement differentiated instruction based on student needs to include special considerations for ELLs and students with 504s, IEPs, and SAT plans Graduate Profile Skills are explicitly taught and integrated across subjects. Students demonstrate understanding through guided practice, regular reflection, and consistent 	<p>Leadership ensures:</p> <ul style="list-style-type: none"> Teachers provide access to challenging student work and performance tasks that require analysis and application Teachers provide opportunities for students to lead instructional activities and discussions and take ownership of their own and others' learning in the classroom Teachers implement differentiated instruction based on students' needs to include enrichment activities Teachers consistently assess and make instructional changes to instruction based on <u>in-the-moment</u> data collection Instructional staff are encouraged to seize opportunities to enhance learning by building on a spontaneous event or student interest while keeping alignment to the standard Graduate Profile Skills are purposefully embedded across all grade levels and subjects. Students consistently apply these skills in age-appropriate, real-world tasks, lead collaborative work, and reflect on their growth through projects, presentations, or portfolios

Accountability Systems



GMCS DIRECTORS OF INSTRUCTION

Experts by
Zone

Direct
Coaching
and
Support

Weekly
Site Visits

Site Visit
Tracker

Professional
Development

District
Instructional
Expectations

Student
Achievement
Data

Collaborate
with Other
Departments

Oversight
of GMCS
Instructional
Initiatives and
Programs

GMCS Classroom Observation & Feedback

Observation & Feedback Coaching

Emerging

- Leadership develops and follows a schedule that identifies times for classroom walk-through (CWT) visits and feedback-coaching sessions
- Leadership engages in quality observation, feedback, and coaching cycles that include: CWTs, feedback sessions and follow-ups; expectation to be determined yearly
- Leadership utilizes the online Google CWT platform to capture data and all information is entered into the platform within 24-hours of sessions
- All building-level instructional leaders calibrate CWT visits using the Google CWT platform so instructional staff receive the same language and expectations during coaching sessions

Proficient

- Leadership identifies and tiers instructional staff for support and implements CWT visits and feedback sessions based on individual need
- Leadership gathers classroom walk-through trend data on instructional gaps to purposely plan professional development that benefits student growth and best instructional practices
- CWTs and feedback sessions are proceeded by subsequent follow-up classroom walk-throughs to extend coaching and monitor implementation of next steps, as necessary

Exemplary

- Coaching sessions are aligned with data evidence collected during CWTs and are designed to improve the instructional performance of individual teachers
- Leadership uses CWT data to determine differentiated professional learning experiences with next steps for individual teachers
- CWTs and feedback sessions are utilized to reinforce the implementation of professional learning related to instructional practices

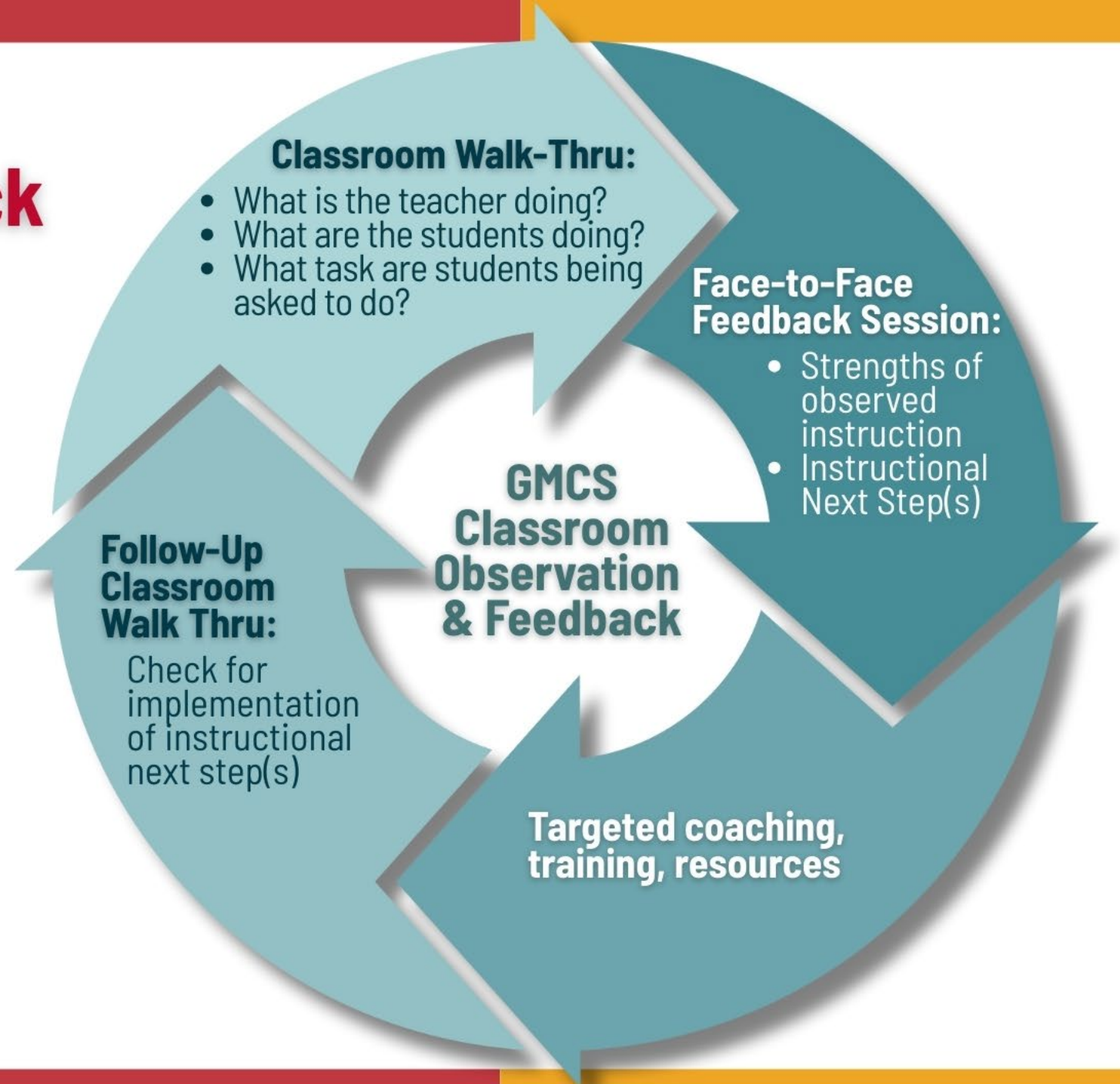
GMCS Classroom Observation & Feedback

**Classroom Walk-Through and Feedback Goals
2025-2026**

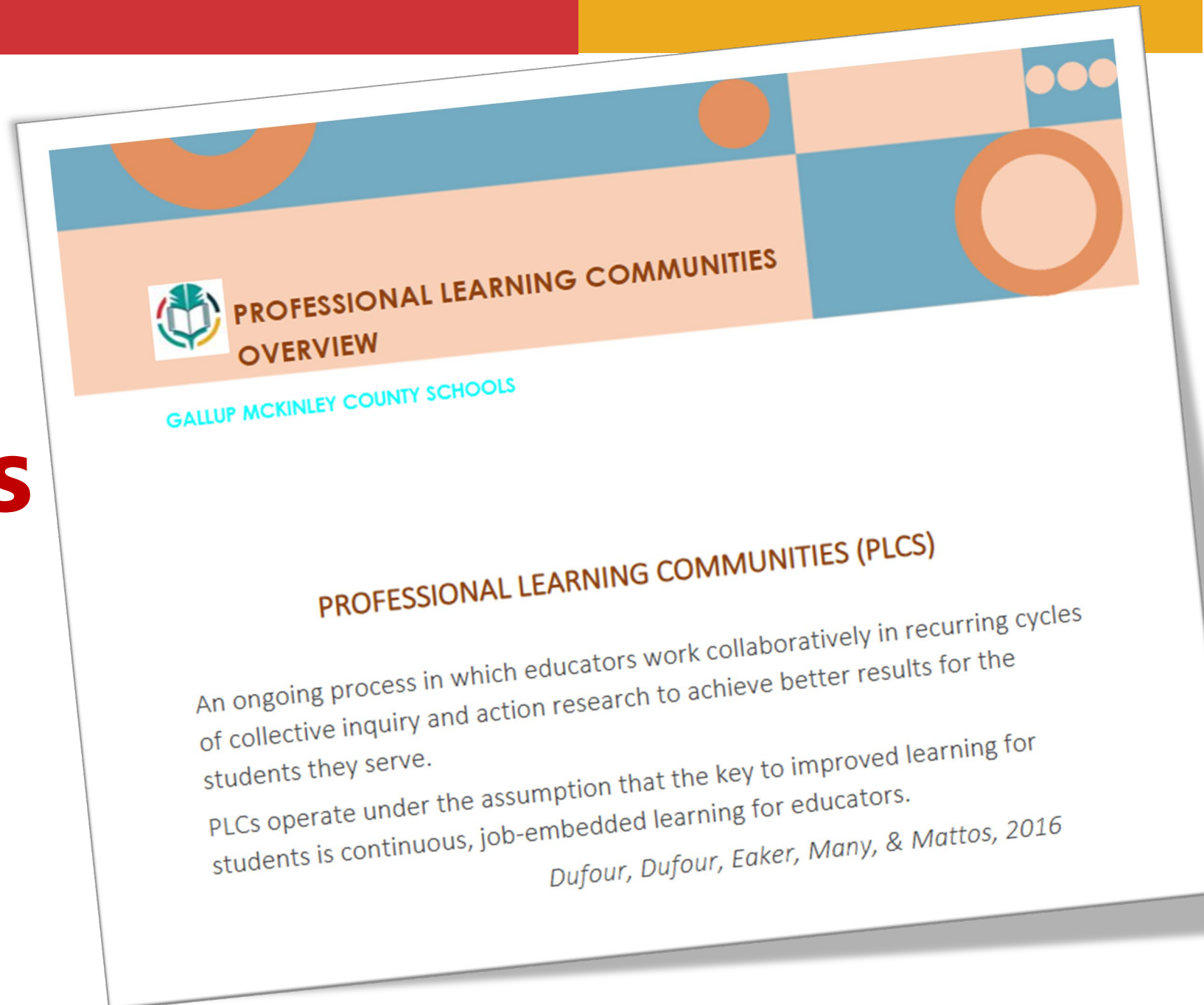
	Quarter 1 8 Weeks/10			Quarter 2 6 Weeks/9			Semester 1			Quarter 3 8 Weeks/10			Quarter 4 8 Weeks/12			Semester 2			Year End Total		
	CWTs	Follow Up CWTs	FBs	CWTs	Follow Up CWTs	FBs	CWTs	Follow Up CWTs	FBs	CWTs	Follow Up CWTs	FBs	CWTs	Follow Up CWTs	FBs	CWTs	Follow Up CWTs	FBs	CWTs	Follow Up CWTs	FBs
All Principals 4/3/3	32	24	24	24	18	18	56	42	42	32	24	24	32	24	24	64	48	48	120	90	90

GMCS Classroom Observation & Feedback

- Intentional system for instructional support
- Aligned to district instructional priorities
- Drives continuous improvement
- Identifies targeted support and instructional patterns
- Informs professional development
- Ensures quality learning experiences
- Better academic outcomes



Professional Learning Communities (PLCs)



PLC Protocols

PLC Protocol	
Step 1	<p style="text-align: center;">Prepare</p> <p>Teachers will bring:</p> <ul style="list-style-type: none"> • students' ELA, Writing, Math and/or Science weekly formative assessments • ELA NM-MSSA Writing rubrics • Math constructed response rubric (teacher-created) • Grade-Level/Subject specific Pacing Guides • GMCS Year-at-a-Glance • Data Analysis Worksheets
Step 2	<p style="text-align: center;">Analyze</p> <p>Teachers will:</p> <ul style="list-style-type: none"> • score weekly formative assessments using designated rubric • score "re-teach" assessments (previous formative) • identify students in need of "re-teach" for this formative and record their names in Section 3 • complete Data Analysis Worksheet (Section 1-5 only)
Step 3	<p style="text-align: center;">Collaborate</p> <p>Teachers will:</p> <ul style="list-style-type: none"> • discuss guiding questions based on Data Analysis Worksheets (Section 6) (<i>Principals will model this discussion process to establish expectations</i>) • complete Section 7, "NEW Activities and Strategies," on the Data Analysis Worksheet (<i>Note: These strategies should differ from those used during initial instruction</i>)
Step 4	<p style="text-align: center;">Set Instructional Outcomes</p> <p>Using the Backwards Design Instructional Plan, teachers will:</p> <ol style="list-style-type: none"> 1. determine the next standard for mastery according to the Grade-Level Pacing Guide 2. complete lesson plans 3. create the next weekly formative assessment using guidelines on assessment template (<i>provided by principal</i>) 4. determine scoring guide/rubric for assessment 5. determine rubric and student checklist for Constructed Response question on assessment <p>Layer 1 "Re-Teach:"</p> <ol style="list-style-type: none"> 1. allocate time during the Layer 1 instructional period to re-teach the previous week's standard to the students identified on the Data Analysis Worksheet in Section 3 (10-15 minute re-teach) 2. backwards plan the Layer 1 re-teach utilizing the new strategies outlined in Section 7 3. reassess the identified students to determine if they have achieved mastery
Step 5	<p style="text-align: center;">Plan</p> <p>Teachers will:</p> <ul style="list-style-type: none"> • finish completing individual lesson plans • prepare instructional activities and strategies
Step 6	<p style="text-align: center;">Other Topics</p> <p>After assessments and lesson plans are completed, teachers will reconvene to discuss other grade-level topics as necessary.</p>

PLC Calendars

Elementary PLC Calendar

Friday PLC	Assessment Data to be Analyzed	Tasks to be Completed
August 8		<ul style="list-style-type: none"> (K-2) Backwards Planning Unit Formative #1: Step 1 of CTAP (5th) Backwards Planning Unit Formative #1 Science: Step 1 of CTAP (3-6) Review Unit #1 standards – no ELA/Math Formative Complete Weekly Pacing Guide for Unit #1 (all subjects) Create Math & ELA Exit tickets IXL Data from interventions
August 15	<ul style="list-style-type: none"> Weekly Formative Weekly Science Formative (3rd and 4th) 	<ul style="list-style-type: none"> LOE Data (Kinder-2nd, 3rd Cursive, 3rd Essentials) IXL Data
August 22	<ul style="list-style-type: none"> K-2 Unit Formative #1: Step 2 of CTAP 5th Unit Formative #1 Science: Step 2 of CTAP 	<ul style="list-style-type: none"> Backwards Planning Unit Formative #2: Step 1 of CTAP (5th) Backwards Planning Unit Formative #2 Science: Step 1 of CTAP All other teachers: create 3-Week Formative Complete Pacing Guide for Unit #2 (all subjects) Create Math & ELA Exit tickets IXL Data from interventions
August 29	<ul style="list-style-type: none"> Weekly Formative iMSSA BOY LOE BOY 	<ul style="list-style-type: none"> Develop Weekly Formative for following week Istation Monthly Usage Data Create Math & ELA Exit tickets IXL Data from interventions
September 5	<ul style="list-style-type: none"> Weekly Formative Weekly Science Formative (3rd and 4th) 	<ul style="list-style-type: none"> LOE Data (Kinder-2nd, 3rd Cursive, 3rd Essentials) Create Math & ELA Exit tickets IXL Data from interventions
September 12	<ul style="list-style-type: none"> Unit Formative #2: Step 2 of CTAP 5th Unit Formative #2 Science: Step 2 of CTAP 	<ul style="list-style-type: none"> Backwards Planning Unit Formative #3 + Q1 Writing Task: Step 1 of CTAP (5th) Backwards Planning Unit Formative #3 Science: Step 1 of CTAP Complete Pacing Guide for Unit #3 (all subjects) Create Math & ELA Exit tickets IXL Data from interventions
September 19	<ul style="list-style-type: none"> Weekly Formative Weekly Science Formative (3rd and 4th) 	<ul style="list-style-type: none"> Develop Weekly Formative for following week Create Math & ELA Exit tickets IXL Data from interventions

PLC Cycles

Backwards Planning

Review 3-Week Unit Formative:

- Standards
- Skills
- Vocabulary
- Instructional Strategies

Develop Weekly Formative Checks for Understanding:

- 2-3 Questions aligned to Standards and Objectives

Instructional Planning & Preparation

Create a 3-Week Pacing Guide that lists the standards to be taught each week

Develop Weekly Lesson Plans:

- Standards
- Skills
- Vocabulary
- Instructional Strategies

Data Analysis

Weekly Formative Data Analysis to inform instructional adjustments and interventions the following week

Unit Formative Data Analysis to inform instructional adjustments and interventions during the next 3 weeks

3-Week Unit Formative Assessments

Answer Key						
Item	Correct Answer	Standard ID	Point Value	Type	Source	DOK
1	A	N.RN.B.3	1	MC	Mastery Connect 592355	2
2	B	N.RN.A.1	1	MC	Mastery Connect 628334	2
3	B	N.RN.A.2	1	MC	Mastery Connect 641052	2
4	D	N.RN.A.2	1	MC	Mastery Connect 596794	2
5	C	A.SSE.B.3.c	1	MC	Mastery Connect 657061	3
6	C	F.IF.C.8	1	MC	Mastery Connect 592875	2
7	B	F.LE.A.2	1	MC	Mastery Connect 592880	2
8	A	F.LE.A.2	1	MC	Mastery Connect 592274	3

Geometry, Quarter 1, Formative Unit 1

N.RN.B.3, N.RN.A.1, N.RN.A.2, A.SSE.B.3.c, F.IF.C.8, F.LE.A.2, F.LE.B.5, A.APR.A.1

1. For all non-zero integers, A , B , C , and D , $\frac{A}{B} + \frac{C}{D} = \frac{AD+BC}{BD}$. Therefore,

$$\frac{A}{B} + \frac{C}{D} = \frac{AD+BC}{BD}$$

Which sentence best describes this statement and conclusion?

- A. The sum of two rational numbers is rational.
- B. The sum of two irrational numbers is rational.
- C. The sum of two rational numbers is irrational.
- D. The sum of two irrational numbers is irrational.

2. The length of one side of a square, l , may be found by using $l = A^{1/2}$, where A is the area of the square. What is the length of one side of a square that has an area of 484 square kilometers?

- A. 11 kilometers
- B. 22 kilometers
- C. 44 kilometers
- D. 242 kilometers

3. Elizabeth was given the formula $A = 6s^2$ to find the surface area of a cube. She substituted $\sqrt{3}$ for s to get $6(\sqrt{3})^2$. Which value is equivalent to $6(\sqrt{3})^2$?

- A. $\frac{18}{2}$
- B. 18
- C. $36\sqrt{3}$
- D. 108

4. If $x > 0$ for what value of n does $(\sqrt[3]{x})^n = x$?

- A. -3
- B. $-\frac{1}{3}$
- C. $\frac{1}{3}$
- D. 3

Backwards Planning

Corrective Teacher Action Plan (CTAP) Step 1: Backwards Planning

Teacher: _____
Subject: _____

Unit Formative # _____
Date: _____

Subject: _____

Backwards Planning
Based on the rigor of the standards and questions in this assessment, which of the following should be included during instruction in order for students to score proficient?

Question #	Standard Include the standard code and wording	Backwards Planning		
		Skills	Vocabulary	Test Taking and/or Instructional Strategies
			Academic: Content:	
			Academic: Content:	
			Academic: Content:	
			Academic: Content:	

Data Analysis



Corrective Teacher Action Plan (CTAP) Step 2: Data Analysis



Subject or Class Period: _____ Total % Students Proficient: _____

Data Analysis
Choose 3-5 questions to conduct a deep dive data analysis.

Question #	Standard Include the standard code and wording	% Students Proficient	What were students' misconceptions or common mistakes on the assessment? (Refer to the Item Detail Distribution in Mastery Connect)	How will you address student misconceptions? What specific new instructional strategies or adjustments will you implement during Layer I Interventions (re-teach)?	Re-Teach Type: 1. Whole group = % Proficient is 59% or less 2. Small Group or Individual = % Proficient is 60% or more	For Small Group, identify students who will receive Layer I Interventions	When will you re-assess this standard? Provide a specific date

GMCS Leadership Core

Graduate Profile Skills	Leadership Core Competencies	Leadership Core Skills	Why This Matters for Students...
 <p>Creative & Critical Thinker</p>	Analytical Thinking & Conceptual Thinking	<ul style="list-style-type: none"> Analyzes issues and opportunities in a logical way Recognizes cause and effect Employs root cause analysis to assist in decision-making processes Analyzes data to inform decisions Discerns patterns, risks, and implications for decisions Considers multiple perspectives Makes decisions grounded in integrity and values Communicates decisions clearly and persuasively Navigates complex challenges with a structured approach 	Students benefit from leaders who use data to remove learning barriers, respond quickly to challenges, and foster a culture of thoughtful, strategic improvement.
 <p>Responsible Individual</p>	Impact and Influence & Holding People Accountable	<ul style="list-style-type: none"> Takes actions to affect the perceptions, thinking, and actions of others Takes ownership of both successes and failures Holds others accountable to high standards Engages in difficult conversations to promote growth and awareness Models "accountability" for all staff and students Develops actionable steps and monitors progress toward outcomes Communicates expectations with transparency and clear rationale Reflects on leadership practices Makes deliberate decisions in the best interest of students 	Students thrive in safe, stable, and purposeful learning environments where expectations are clear and leaders model responsibility.

 <p>Effective Collaborator</p>	Engages the Team	<ul style="list-style-type: none"> Works with other adults to leverage their input, develop goals, and to implement change Builds strong, positive relationships to foster collaboration and trust with others Understands own emotions and how they affect interactions with others Recognizes and considers emotions and perspectives of others Students experience a strong sense of belonging and connection when school leaders prioritize relationships, inclusivity, and positive culture Actively listens to staff, students, and families Asks clarifying questions to deepen understanding Promotes dialogue and communicates effectively Navigates difficult conversations with fairness and diplomacy Follows through on commitments Respects confidentiality and demonstrates integrity Is present in classrooms, hallways, and school events 	Students experience a strong sense of belonging and connection when school leaders prioritize relationships, inclusivity, and positive culture. A thriving school culture helps students feel safe, supported, and ready to learn.
 <p>Commitment to Student Learning & Focus on Sustainable Results</p>		<ul style="list-style-type: none"> Sets long-term goals and communicates goals effectively Consistently aligns the school vision to actionable plans and sets measurable goals Guides others through change by aligning actions to the overarching vision Takes deliberate action to improve school outcomes and implements initiatives to accomplish sustainable results Perseveres in the face of challenges Considers non-traditional courses of action to accomplish goals Relentlessly pursues what is right for students, even in the face of opposition Supports difficult decisions and policies that are for the benefit of students Understands personal strengths and limitations and how these affect one's own leadership style Makes decisions by reflecting on values, consequences, and responsibilities 	Students grow when their leaders model continuous learning, adapt to changing needs, and ensure that school goals remain aligned with

CCCR

College, Career, & Civic Readiness



GALLUP-McKINLEY
COUNTY SCHOOLS



GALLUP-McKINLEY
COUNTY SCHOOLS



SUCCESSFUL

**creative & critical
thinking**

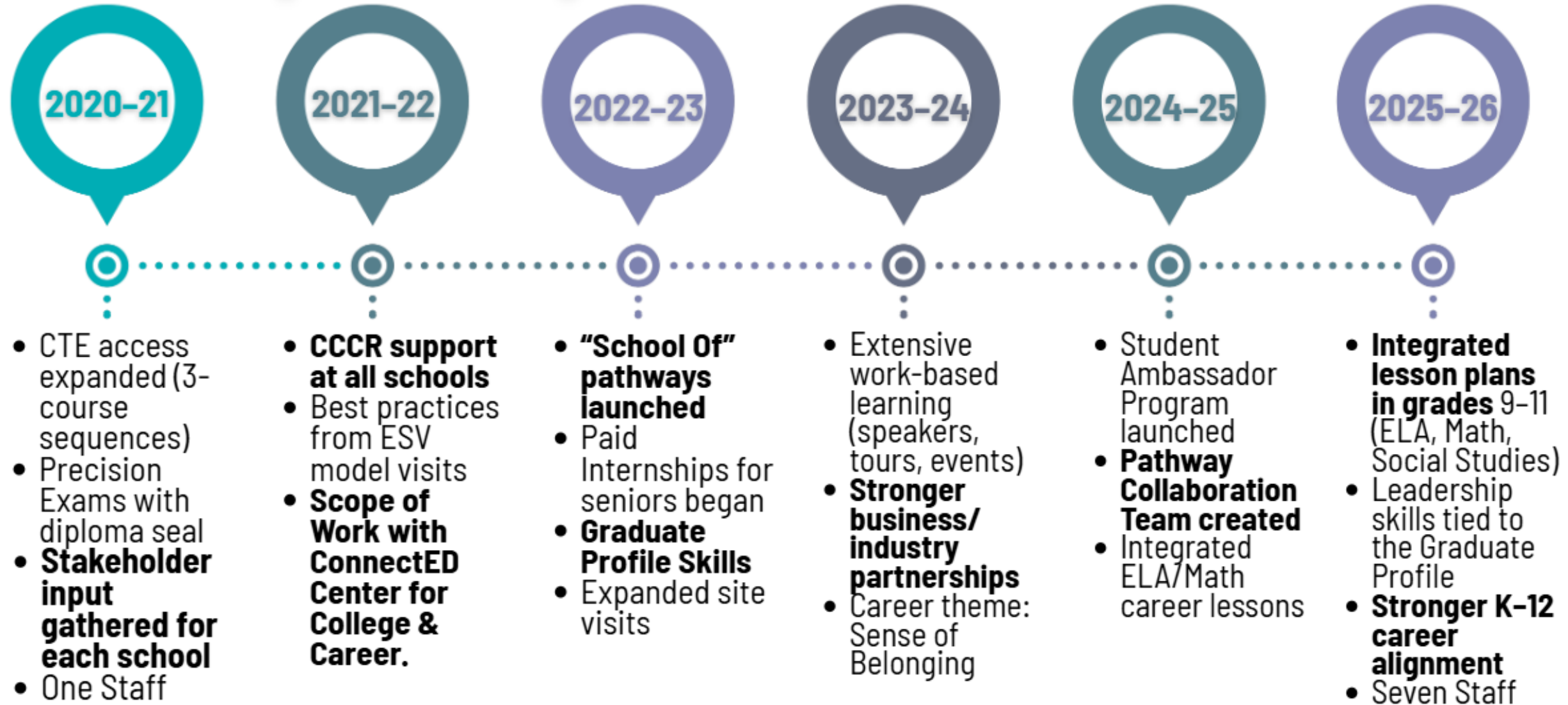
responsible individual

effective collaborator

lifelong learner



COLLEGE, CAREER, & CIVIC READINESS TIMELINE



THE GMCS COLLEGE, CAREER & CIVIC READINESS

THE CCCR INITIATIVES



**“SCHOOLS OF”
(PATHWAYS)**



**WORK-BASED
LEARNING**



**POST-
SECONDARY**



**BUSINESS
PARTNERS**

THE “SCHOOLS OF” & OTHER CTE PROGRAMS



LINKED LEARNING THROUGH "SCHOOLS OF"



A "School Of" is a career-themed learning community inside each GMCS high school. Students take English, math, science, and history while also choosing a path to explore and build real-world skills



**Building
Pioneers,
Crafting
Innovations**



**Empowering
Visionaries,
Igniting
Ventures**



**Crafting
Tomorrow's
Storytellers,
Shaping Creative
Narratives**



**Unveiling
Scientific
Breakthroughs,
Inspiring Care &
Wellness**



**Forging Future
Trailblazers,
Wiring Digital
Frontiers**



Miyamura High School

SCHOOL OF ENGINEERING



8th-Grade

EXPLORATORY COURSE

PLTW Science of Technology

9th-Grade

EXPLORATORY COURSE

PLTW Engineering Essentials



ALGEBRA I

ELA I

10th-Grade

INTRO COURSE

PLTW Intro to Engineering



GEOMETRY

CHEMISTRY

11th-Grade

CONCENTRATOR COURSE

PLTW Principles of Engineering



US HISTORY

ELA III

12th-Grade

CAPSTONE COURSE

PLTW Engineering Design & Development

1606 Work Experience Internship

STEM Dual Credit

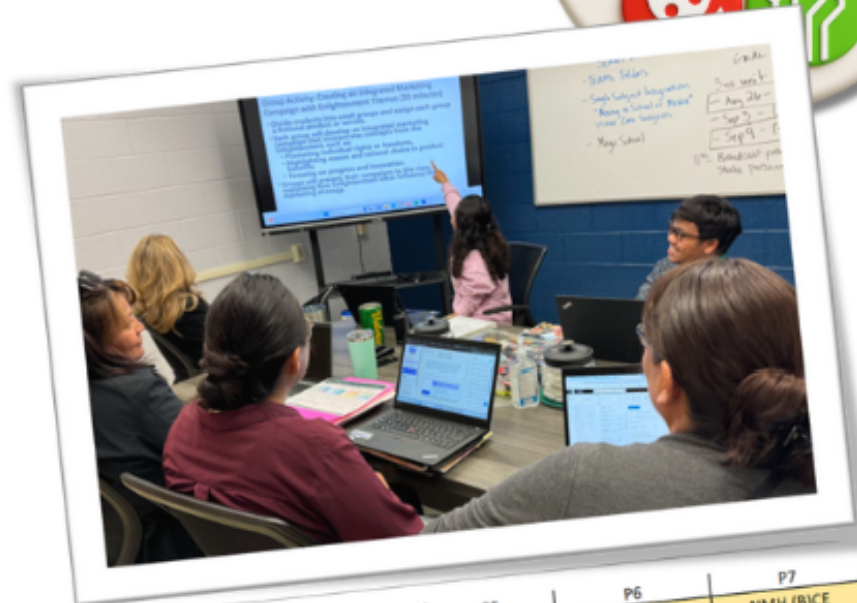
- Linked career course and content courses
- Teachers have common planning
- Students are in cohorts

LINKED LEARNING THROUGH "SCHOOLS OF"



"Schools Of" Collaborative Meetings in the Common Planning Period

- School Administrator and/or a Lead Teacher facilitate bi-weekly "School Of" meetings
- Agendas are pre-planned & recorded
- Focus is on planning for weekly career integration, projects, WBL, and Graduate Profile Skills
- Shared approach for student support for attendance, behavior, & grades

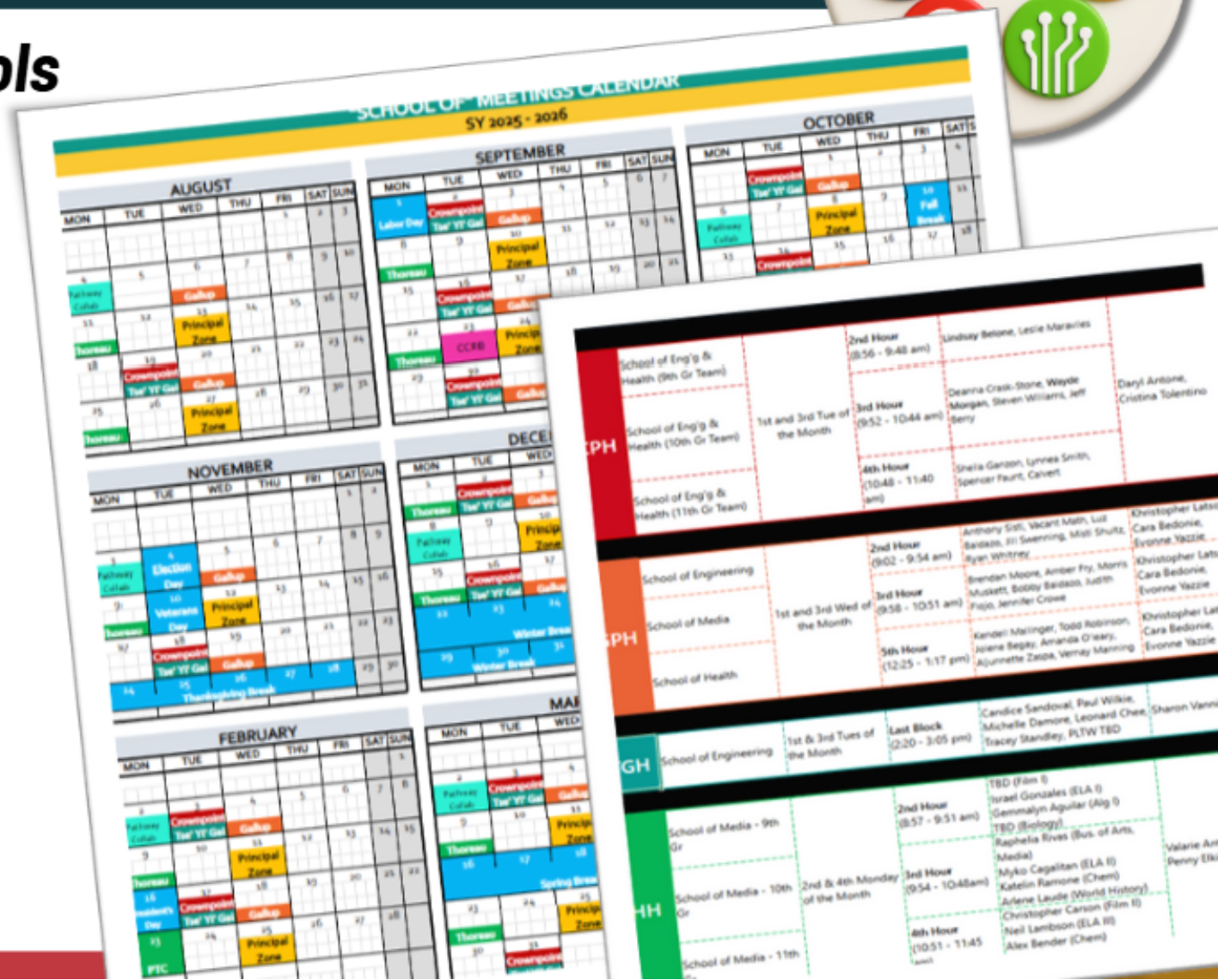


P1	P2	P3	P4	P5	P6	P7	
ELA 10 (A)	ELA 10 (B)	NMH (A)/ CR	PREP	ELA 9 (A)	ELA 9 (B)	NMH (BJCE)	ES 10
Algebra 1 (B)	CR	Geometry (A)	PREP	Geometry (B)	Algebra 1 (A)	FinLit	ES 12
Chem (A)	Biology (A)	PLTW CSE (B)	PREP	Chem (B)	Biology (B)	PLTW CSE (A)	ES 11
Phys Sci (A)	C	PREP	Algebra 2 (B)	Algebra 2 (A)	Cyber & Society (A)	Cyber & Society (B)	ES 09
Cybersecurity (B)	DUAL CREDIT Cybersecurity	PREP	S1 - Alg Lab (A) S2 - Alg Lab (B)	Elec - Computer Graphics	Cybersecurity (A)	Elec - Computer Graphics	ES 11
Wrld Hist (B)	ELA 11 (A/B)	PREP	Wrld Hist (A)	ELA 12	Gov/Econ	US Hist (A/B)	ES 10
CR	PREP	Navajo 1 (B)	Navajo 2/Gov (A)	DC Navajo II	Navajo 2/Gov (B)	Navajo 1 (A)	ES 09
Welding 3/Capstone	PREP	Welding 1 (A/B) Welding 2 (A/B)	Welding 1 (B)	CR	CR	Welding 3/Capstone	ES 11
PREP	PE 9 (A)	Yearbook	S1 - Health (B) S2 - Health (A)	PE 9 (B)	Weights	CR	ES 09

LINKED LEARNING THROUGH "SCHOOLS OF"

CCCR Direct Support for the "Schools Of" Collaborative Meetings

- CCCR staff meet with and support each high school twice a month
- Provide lesson integration support
- Share resources and tools (e.g., Canva, Magic School)
- Contribute to school accountability and student success



LINKED LEARNING THROUGH "SCHOOLS OF"



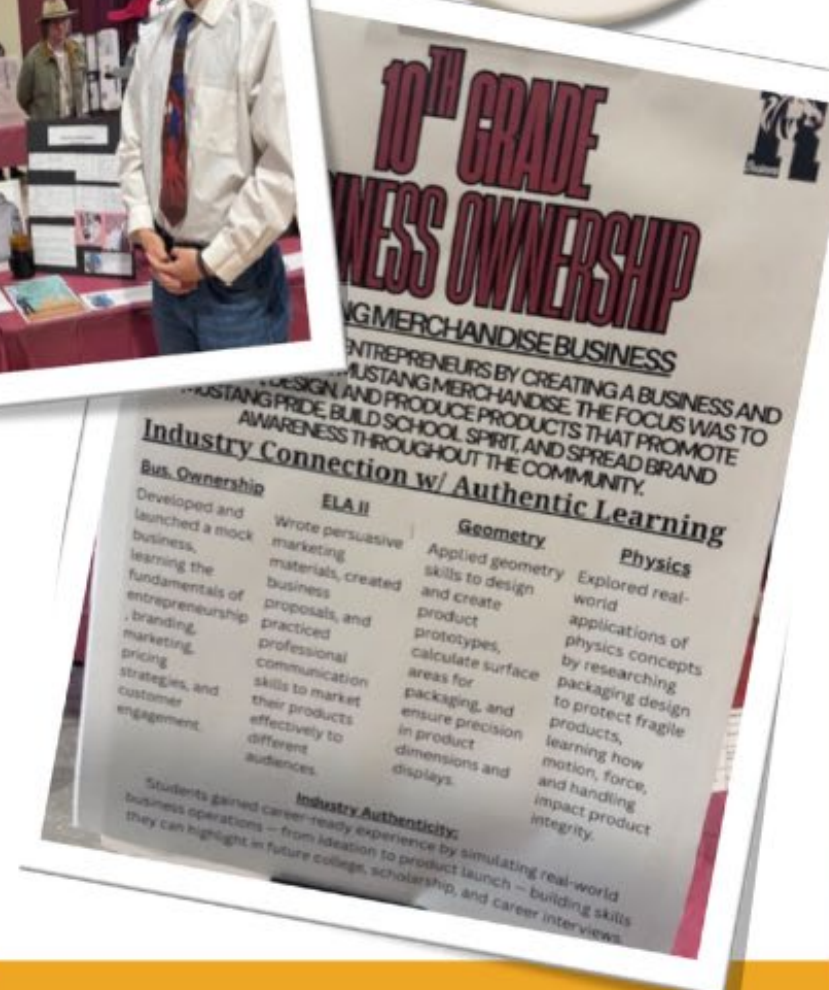
At GMCS, **Single Subject Integration** means that **core academic subjects (like ELA, Math, Science, or Social Studies)** are deliberately connected to **career pathway** content so students can see the relevance of what they are learning in the classroom to real-world industries and jobs.

	Career Connection	Variation	Enhancement
What are Kids Doing and Feeling?	Becoming career aware in the "school of" industry sector	Becoming better at the content standard by having a chance to try it out in an industry-aligned text, problem, or idea	Becoming better at the career or industry , by having a chance to try industry-specific skills, protocols, tools, formats, etc. in their academic classes
	"I know a little more about jobs in engineering and design – we talked about it in my history class"	"I'm a better student of history, because history is full of engineering and design projects to learn about"	"I'm a better future professional, because I just used the engineering design process in my history class"

LINKED LEARNING THROUGH "SCHOOLS OF"

Cross-Curricular Projects & Showcase of Learning

- 9th–11th grade students complete a "School Of" cross-curricular project
- Connects core academic standards with career themes
- Planning and assessment tools shared across content teams
- Each "School Of" hosts an end-of-year showcase
- All schools participate in the district-wide showcase
- Students present projects evaluated with a common rubric aligned to Graduate Profile Skills



Career Exploration K-12



Elementary (K-6) Career Awareness

- Elementary STEM Centers
- 5th grade
 - Xello Career Readiness
 - PLTW Science Modules
 - 2-3x weekly
- 6th grade
 - PLTW STEM Elective
 - Infection Detection
 - VEX Robotics

Middle School (7-8) Career Exploration

- PLTW STEM Electives:
 - Science of Technology
 - Medical Detectives
 - Automation & Robotics
 - Design & Modeling
 - Flight & Space
 - Magic of Electrons
 - Energy & Environment
 - Computer Science for Innovators

High School (9-12) Career Preparation

- Prepares for career pathways and postsecondary options
- Builds employability and workplace skills
- Guides students in creating an education and career plan
- Student Ambassadors Leadership Class

Weekly Career Exploration Class (6-12): Builds soft skills, real world connections, & career skills

GMCS Graduate Profile Skills



CREATIVE AND CRITICAL THINKER

I show my creativity and critical thinking when I...

- SOLVE PROBLEMS
- SHARE MY WORK
- PERSEVERE

RESPONSIBLE INDIVIDUAL

I show I am a responsible individual when I...

- am ACCOUNTABLE
- am PREPARED
- MAKE PLANS

EFFECTIVE COLLABORATOR

I show I am an effective collaborator when I...

- LISTEN
- SHOW MUTUAL RESPECT
- BUILD MY TEAM

LIFELONG LEARNER

I show I am a lifelong learner when I...

- am AUTHENTIC
- am REFLECTIVE
- USE TECHNOLOGY



The Graduate Profile ensures **Equity, Access, and Common Outcomes** across all schools and Programs of Study

GMCS Graduate Profile Skills K-12th grade



GMCS GRADUATE PROFILE SKILLS ES

Competencies

Descriptors



Creative and Critical Thinker

I show my creativity and critical thinking when I...

- **FIX PROBLEMS** (find and solve important issues for me and my community)
- **TELL OTHERS ABOUT MY WORK** (explain my ideas and make them better with help)
- **NEVER GIVE UP** (learn from my mistakes and keep trying)



Responsible Individual

I show I am a responsible individual when I...

- **RESPONSIBLE** (keep my promises to others, make good choices, and live by my beliefs)
- **GET READY** (read, write, and practice for talks, shows, and things I'll do later)
- **MAKE PLANS** (set new goals, try new things, and see who I can be in the future)



Effective Collaborator

I show I am an effective collaborator when I...

- **LISTEN** (pay attention to what others say and share)
- **TREAT OTHERS WITH RESPECT** (add to what others think and believe with kindness and care)
- **HELP MY GROUP** (get others involved in a way that creates trust and a feeling of being part of something)



Lifelong Learner

I show I am a lifelong learner when I...

- am **REAL** (follow what I like, discover who I am, and support my community)
- **THINK ABOUT THINGS** (ask questions, make sure I get it, and keep checking how I'm growing)
- **USE TECHNOLOGY** (make things, talk to experts, and show my work using digital tools and websites)



Lifelong Learner

GRADUATE PROFILE SKILLS MS

Descriptors

I express my creativity and critical thinking when I...

- **FIGURE THINGS OUT** (discover and solve problems that matter to me and my community)
- **TELL OTHERS MY IDEAS** (make my thoughts easy to understand and improve my own ideas by feedback)
- **KEEP TRYING** (have bravery to learn from my errors and keep trying, even when things get tough)

I demonstrate responsibility when I...

- **KEEP MY WORD** (do what I say I'll do, make good choices, and stick to my beliefs)
- **PREPARE** (read, write, and practice before discussions, presentations, and events)
- **MAKE PLANS** (set goals, try new things, and think about who I want to be in the future)

I prove I can work well with others when I...

- **PAY ATTENTION** (focus on what others are saying and contributing)
- **RESPECT EVERYONE** (add to other people's ideas, beliefs, and experiences with kindness and consideration)
- **WORK TOGETHER WITH OTHERS** (motivate others to join in, create trust, and build togetherness)

I show I am a lifelong learner when I...

- **BE MYSELF** (pursue what I enjoy, learn about who I am, and support my community)
- **THINK ABOUT THINGS** (ask questions, make sure I understand, and check my understanding)
- **WORK WITH TECHNOLOGY** (create things, talk to experts, and use digital tools and platforms)



Lifelong Learner

GRADUATE PROFILE SKILLS HS

Descriptors

I show my creativity and critical thinking when I...

- **FIX PROBLEMS** (find, understand, and solve problems that are important to me and my community)
- **TELL OTHERS MY IDEAS** (make my ideas clear to others, and clarify my own ideas using feedback from others)
- **NEVER GIVE UP** (have the courage to learn from my mistakes, and try again)

I am a responsible individual when I am...

- **RESPONSIBLE** (keep my commitments to others, make sound decisions, and live my values)
- **GET READY** (read, write, and practice for discussions, presentations, and experiences ahead of time)
- **MAKE PLANS** (set new goals, take on new roles, and explore who I might become in the future)

I am an effective collaborator when I...

- **LISTEN** (direct my attention to the ideas and contributions of others)
- **TREAT OTHERS WITH MUTUAL RESPECT** (acknowledge and build onto other people's ideas, beliefs, and experiences with kindness and care)
- **BUILD MY TEAM** (encourage others to participate, in ways that generate trust and a sense of belonging)

I show I am a lifelong learner when I am...

- **AUTHENTIC** (follow my interests, explore my identity, and help my community)
- **REFLECTIVE** (ask questions, clarify my understanding, and continually evaluate my own growth over time)
- **USING TECHNOLOGY** (produce artifacts, connect with experts, and share work using digital tools and platforms)

The Graduate Profile ensures **Equity, Access, and Common Outcomes** across all schools and Programs of Study

THE GMCS COLLEGE, CAREER & CIVIC READINESS

THE CCCR INITIATIVES



**“SCHOOLS OF”
(PATHWAYS)**



**WORK-BASED
LEARNING**



**POST-
SECONDARY**



**BUSINESS
PARTNERS**

WORK-BASED LEARNING OPPORTUNITIES



What is Work-based Learning?

- Builds real-world skills and connects classroom learning to industry experiences
- Extends learning beyond the classroom—workplace, community, or school
- **Continuum: *Learning ABOUT work* → *Learning THROUGH work* → *Learning FOR work***

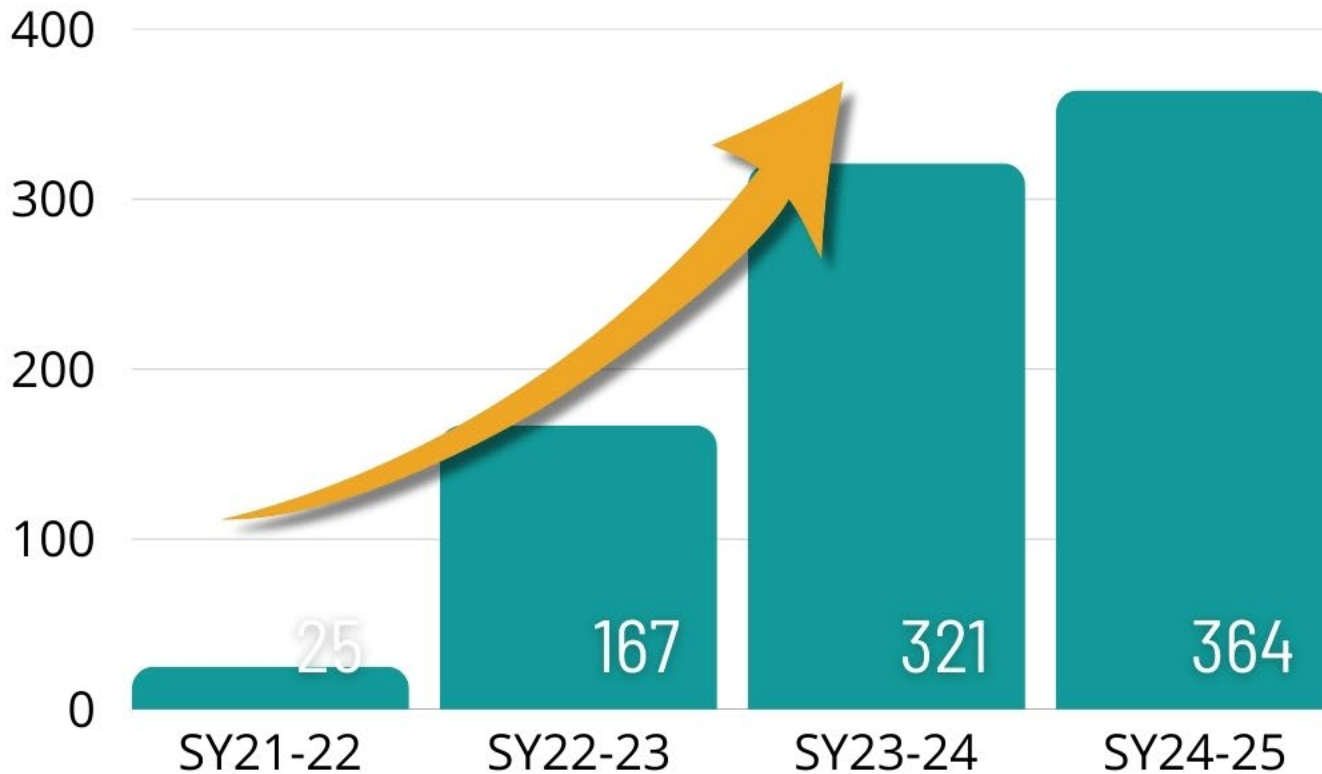
Work-Based Learning in GMCS

- **Career Awareness & Exploration:** Guest speakers, career fairs, industry tours, CTSOs, student ambassador program
- **Career Preparation:** Mock Interviews, Resume-building, industry certifications
- **Career Training: The student Internship program includes minimum wage, up to 3 hours per day & GMCS Transportation to/from work if needed.**

WORK-BASED LEARNING OPPORTUNITIES



The Internship Growth Over Time



In four years, GMCS paid internships surged from 25 to 364 total placements showcasing rapid expansion and sustained student engagement.

WORK-BASED LEARNING OPPORTUNITIES



Internship Partners

City of Gallup

- Aquatic Center
- Fire Department
- Fox Run Golf Course
- Humane Society
- IT/GIS Department
- Larry Brian Mitchell Recreation Center
- Manager's Office
- Marketing & Tourism Department
- McKinley County Sheriff's Department
- McKinley County Teen Court
- Octavia Fellin Public Library
- Planning & Development
- Police Department
- Vehicle Department

GMCS Departments

- Bright Future Childcare
- Business Office
- Construction & Remodeling
- Cultural Ed
- GMCS Schools: Counseling, Educational Assistants, & Teacher Job Shadow
- Maintenance & Operations
- Motor Pool
- OCC – Carpentry
- OCC – Culinary
- Occupational Therapy
- Print Shop
- Procurement
- Public Relations
- SFE
- SIS-STARS

WORK-BASED LEARNING OPPORTUNITIES



Internship Partners

GMCS Departments

- Technology Department
- Transportation Department
- Warehouse (R&D)

Local Businesses / Industries / Organizations

- AJ Tires
- Angela's Cafe
- APEX Network Physical Therapy
- Big Brothers, Big Sisters
- Blitz Nutrition
- Butler's Office Equipment & Supplies, Inc.
- Cedar & Ivy Real Estate

Local Businesses / Industries / Organizations

- Cowtown Feed & Livestock
- Chamber of Commerce: Leadership McKinley
- Clay Fultz Insurance
- Community Outreach & Patient Empowerment (COPE)
- Delta Tires
- DePauli Engineering & Surveying
- Dr. Andrade Family Medicine
- Gallup Catholic Charities
- Gallup Community Health
- Gallup Eye Group
- Gallup Solar
- Gallup Sun
- GIMC Dental
- Happy Paw's
- Hilton Garden Inn
- I Knead Sugar
- KGLP Radio
- Native Professional Advancement Center
- Navajo Nation Zoo
- Northwest New Mexico Council of Governments
- One Care Infusion Pharmacy
- Point S Tires
- RMCHCS
- Rosebrough, Fowles, & Foutz
- Southwest Indian Foundation
- St. Bonaventure Mission Thrift Store
- The Snack Stop
- Tropical Espresso

WORK-BASED LEARNING OPPORTUNITIES



Career-Technical Student Organizations (CTSOs)

- Each "School Of" includes at least one aligned CTSO chapter (e.g., BPA, HOSA)
- Students engage in CTSO activities and compete at regional, state, and national levels
- Additional CTSOs may support secondary Programs of Study (e.g., SkillsUSA)
- GMCS covers registration, travel, and accommodations for Advisor Academy, Student Leadership Conference, and competitions



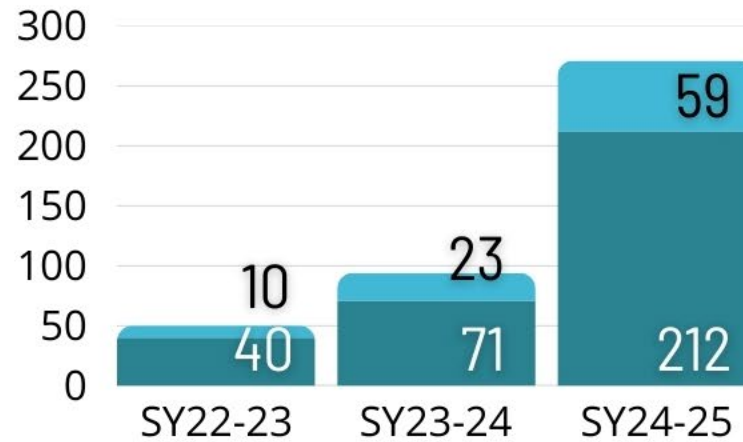
WORK-BASED LEARNING OPPORTUNITIES



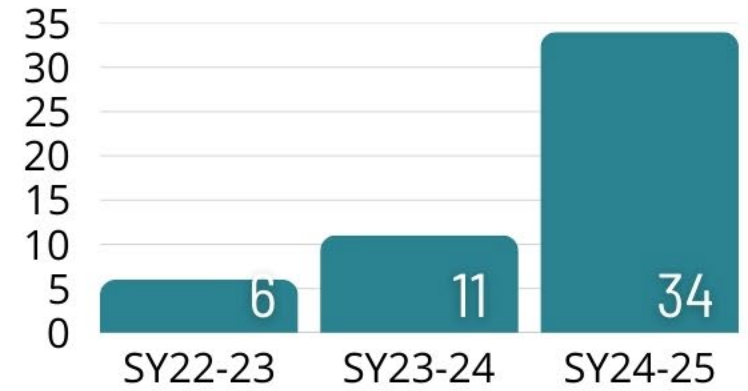
Career-Technical Student Organizations (CTSOs)



3-Year CTSO Total Students Membership



3-Year CTSO State Level Participation and Recognition



3-Year CTSO National Level Participation

Over the past three years, CTSO membership has grown from 283 to 425 students. State-level participation increased from 40 to 212 students, with state recognition rising from 10 to 59. At the national level, participation expanded from 6 to 34 students, with 2 students earning national recognition in SY24-25.

THE GMCS COLLEGE, CAREER & CIVIC READINESS

THE CCCR INITIATIVES



“SCHOOLS OF”
(PATHWAYS)



WORK-BASED
LEARNING



POST-
SECONDARY



BUSINESS
PARTNERS

POST-SECONDARY SUCCESS

- Seniors on track to graduate enroll in capstone courses aligned to their Program of Study.
- Options include Aligned Dual Credit, Paid Internships, Vocational Tech, or UNM-G CCTE programs
- Planned program placement coordinated by counselors/advisors
- Ensures alignment with postsecondary and career goals
- Avoids "RANDOM" acts of Dual Credit or extra electives.

PRIORITY TASKS: UNM-G DUAL CREDIT, INTERNSHIPS, CCTE AND OCC

NM
GALLUP



1. Dual Credit: UNM-Gallup

All eligible seniors in Media & Health Program of Study are expected to register for a Dual Credit course. UNM-G Final due date is **Aug. 15th**.

- Application Submitted to Ashton, CCCR: **August 13th**
- FYEX 1110, HLED 2110, FDMA 2110
- First Day of Classes: **August 19th**

For additional information, contact:
• Ashton Tso, CCCR Specialist
• Email: atso@gmcs.org

2. Internship Program

The Internship Program will operate on a **first come, first serve basis**. Please ensure student applications are submitted on time.

- Priority Deadline: **August 8th**
- Final Deadline: **August 20th**
- Interview Window: **August 11th-22nd**
- Onboarding Orientation: **August 26th**
- Internship Start Date: **September 8th**

For additional information, contact:
• Ashton Tso, CCCR Specialist
• Email: atso@gmcs.org

3. UNM-G CCTE Program

UNM-G's CCTE Program is accepting student applications for Fall 2025. Spaces are limited and assigned on a **first come, first serve basis**. UNM-G Final due date is **Aug. 15th**.

- Application Submitted to Ashton, CCCR: **August 13th**

For more information, please contact:
• Karla Baidonado, UNM-G CCTE
• Email: kvbaidona@unm.edu

4. Opportunity Career Center (OCC)

Students may also complete their Senior Capstone through the Carpentry or Culinary programs at OCC. These hands-on programs offer students the opportunity to gain real-world skills while fulfilling graduation requirements.

For details or to refer a student, please contact:
• Meagan Madrid-Olvera, OCC
• Email: mmadrid@gmcs.org

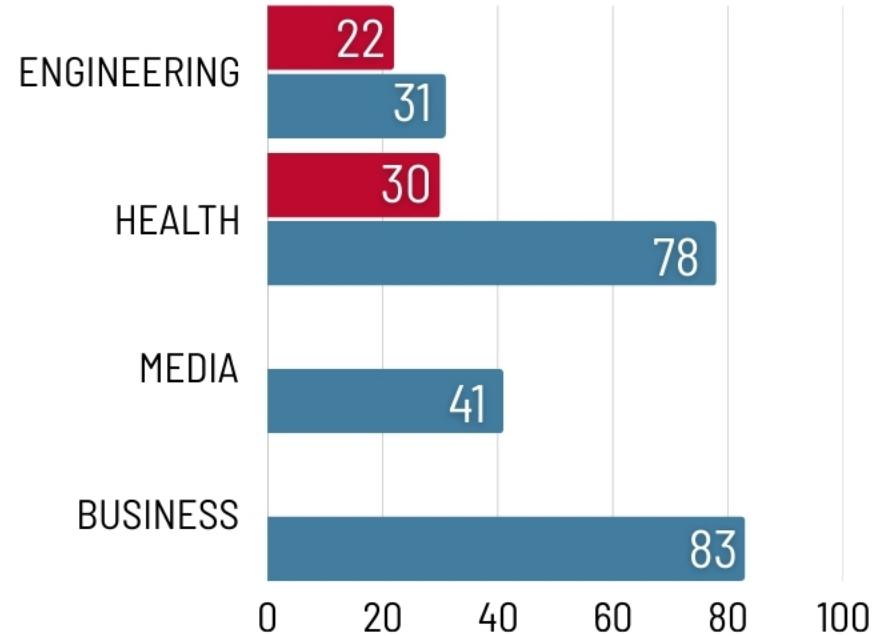


POST-SECONDARY SUCCESS



- Connects schoolwork to career paths (“School Of”: **Engineering, Health, Media, Business, Technology**)
- Guided by counselors and teachers with a clear 4-year plan
- Earn college credits toward degrees/certificates
- Gain job-ready skills through hands-on projects
- Graduate prepared for college, training, or work

Enrollment in Aligned Dual Credit Program



**Enrollment comparison in aligned dual credit programs, 2022 & 2024. Data reflect partnerships such as STEM Core for the School of Engineering and UNM-Gallup Health for the School of Health.*

THE GMCS COLLEGE, CAREER & CIVIC READINESS

THE CCCR INITIATIVES



“SCHOOLS OF”
(PATHWAYS)



WORK-BASED
LEARNING



POST-
SECONDARY



BUSINESS
PARTNERS

COMMUNITY & BUSINESS PARTNERSHIPS

- Connect classroom learning with real-world applications
- Provide students with insights, skills, and industry exposure
- Partnerships expanded: 8 (2022) to over 63 (2025) including businesses, non-profits, government agencies, and higher education
- Support through student internships, guest speakers, industry tours, career fairs, and workshops
- *Many local businesses are hiring their interns who are JOB READY!*



McKinley Academy

Early College Program



GALLUP-McKINLEY
COUNTY SCHOOLS



McKinley Academy

Accelerating Futures

McKinley Academy Goals

All Students will:

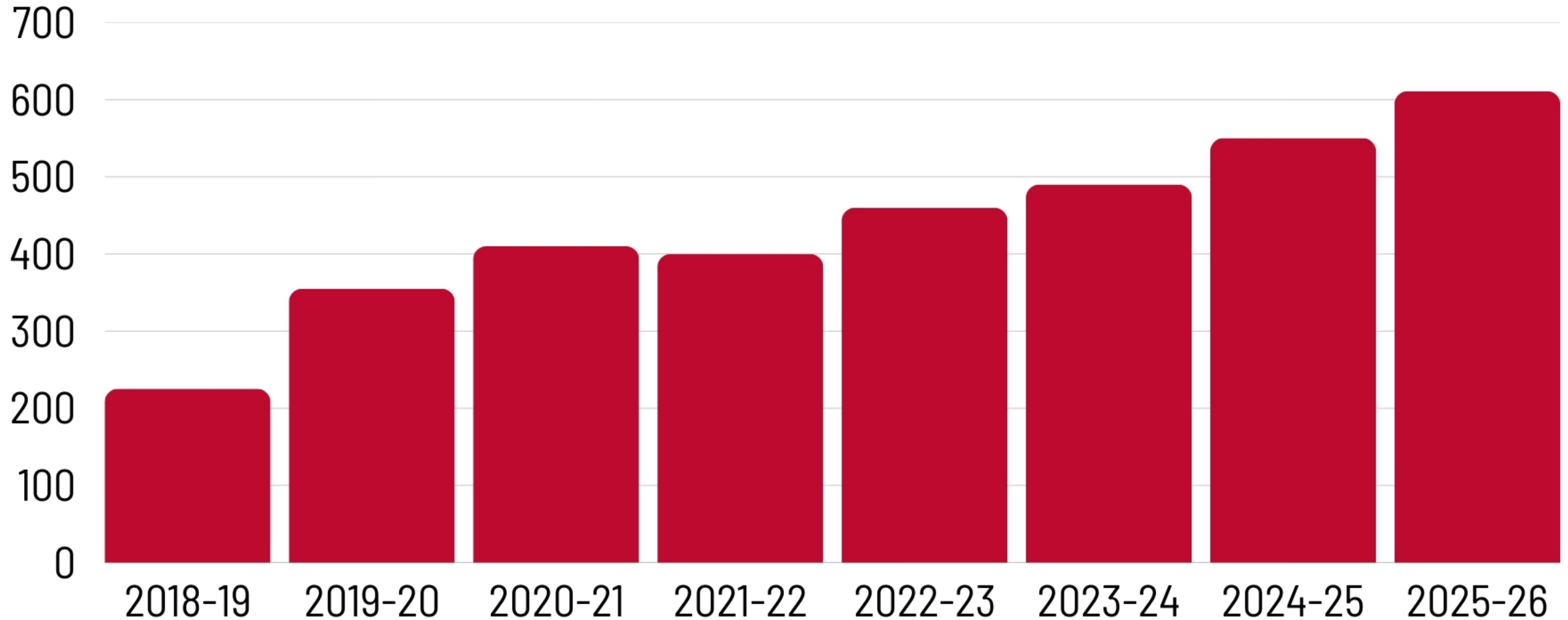
- Graduate from their home school with a high school diploma.
- Receive an associate degree upon graduation or accumulate as many credits as possible.
- Become independent learners and successfully navigate the college environment.



Enrollment Numbers



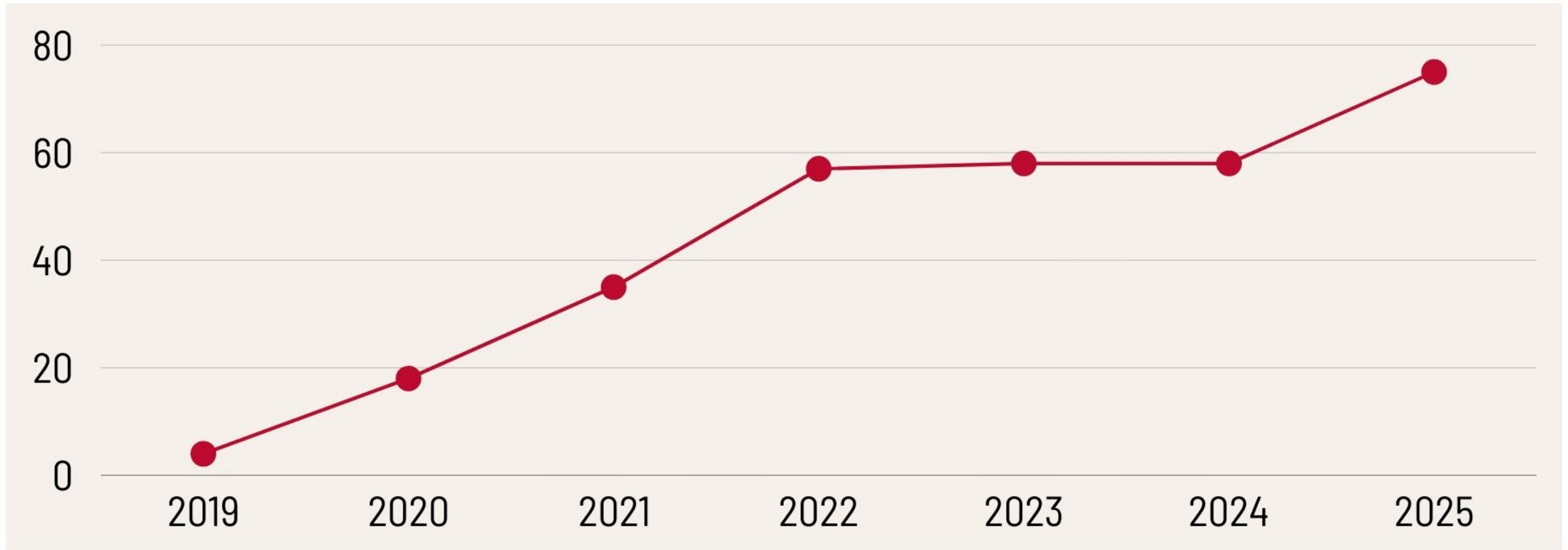
MCKINLEY ACADEMY
ACCELERATING FUTURES



Associate Degree Trend Data



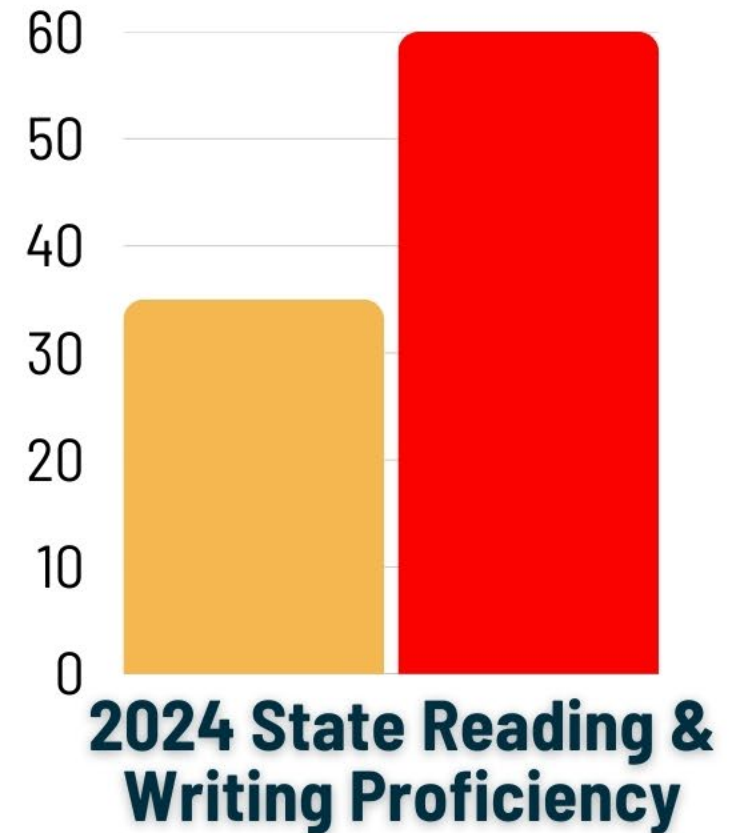
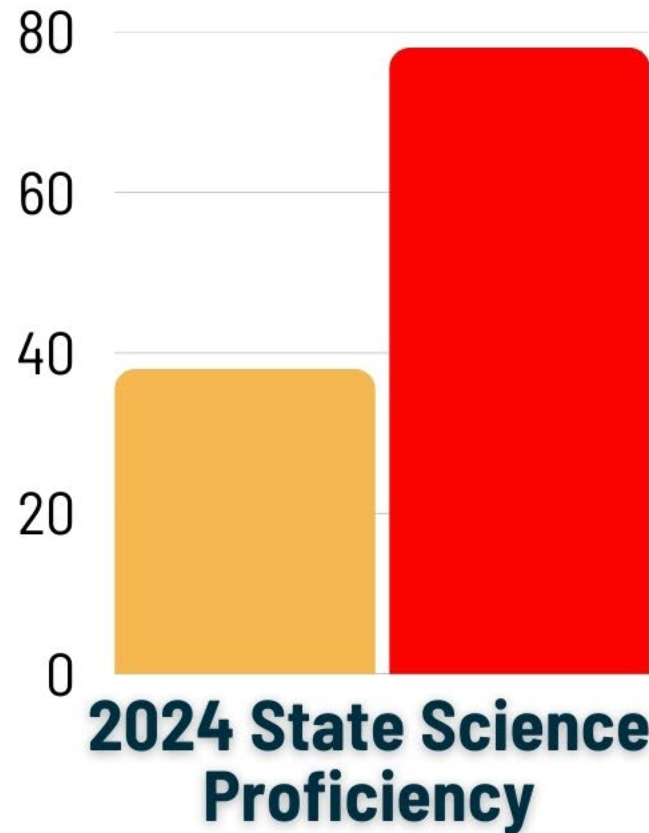
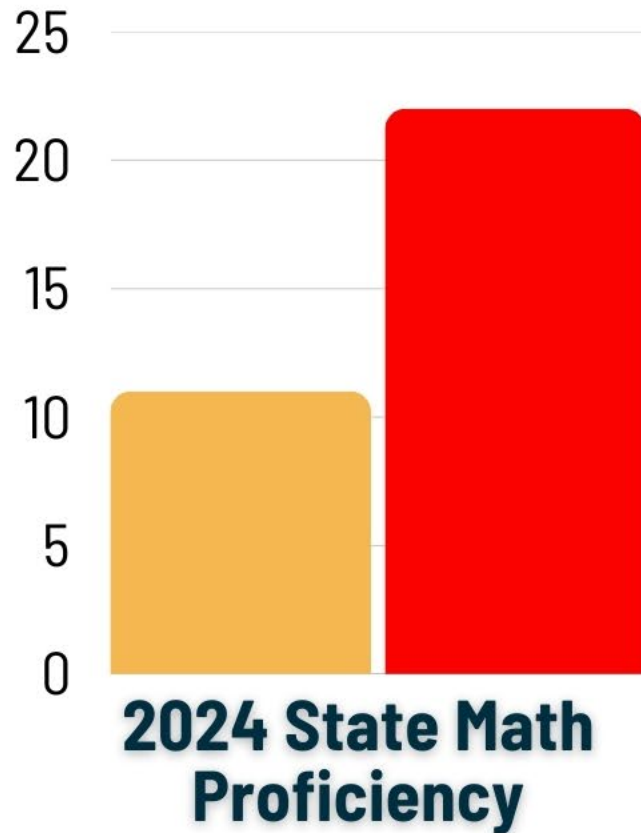
MCKINLEY ACADEMY
ACCELERATING FUTURES



SAT & NM-ASR 11th Grade



MCKINLEY ACADEMY
ACCELERATING FUTURES



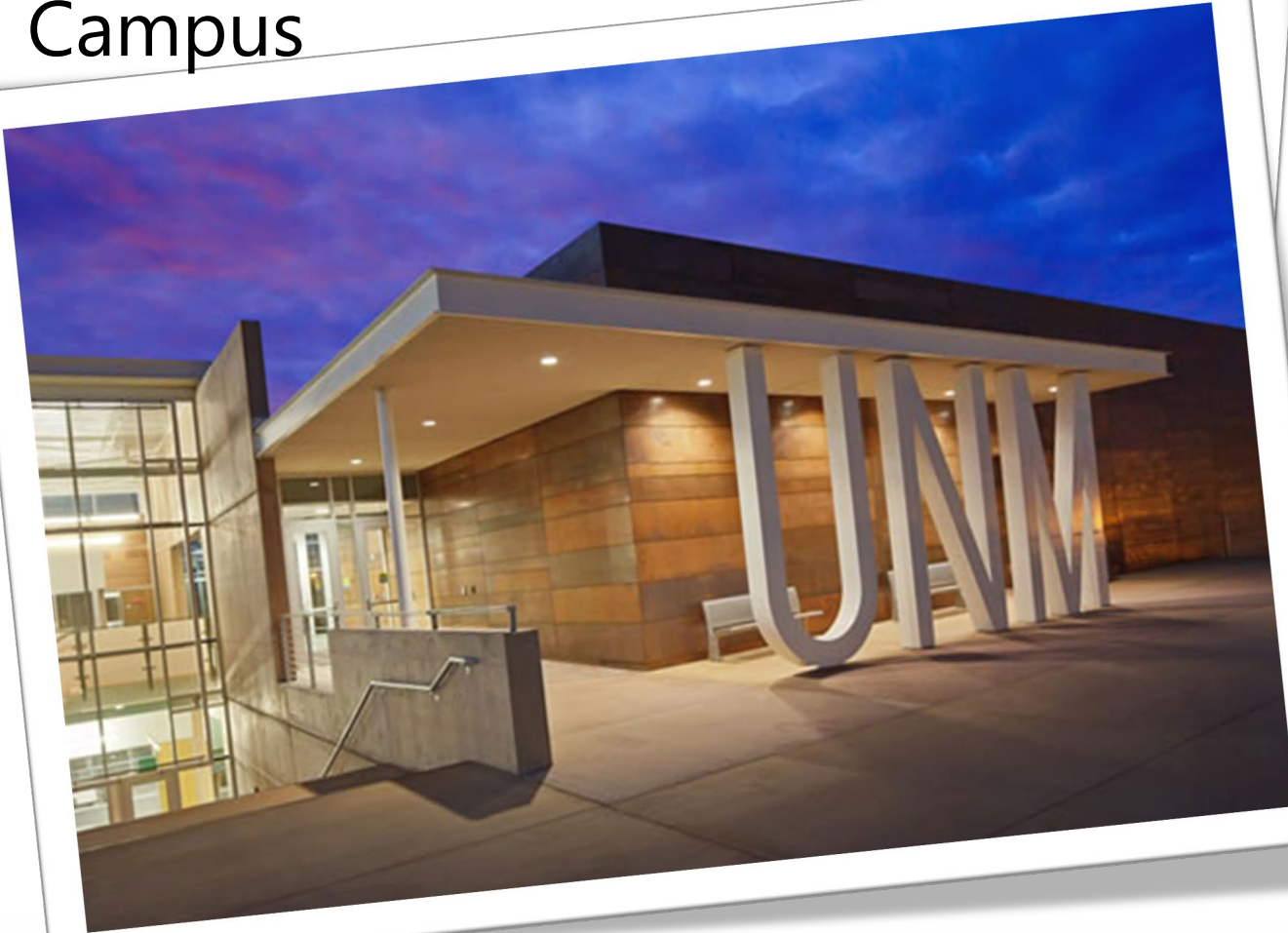
*SAT is Evidence-Based Reading and Writing (EBRW)

PARTNERS



MCKINLEY ACADEMY
ACCELERATING FUTURES

University of New Mexico-Gallup
Campus



Navajo Technical University

CONNECTION TO HOMESCHOOL

Students can remain active in their homeschools, participating in:

- Class ranking
- Graduation ceremony
- Senior of the Month/Year w/Rotary Club
- Sports
- Clubs
- Class activities
- Dances
- Standardized testing





CONNECTION TO HOMESCHOOL

- Attend school Monday - Friday
- Follow GMCS calendar
- Be on a Block schedule - 4 core classes and two electives
- Partake in an Accelerated curriculum
 - Year Long Courses:
 - English 9
 - Algebra I or algebra ii
- Fall Semester - New Mexico History & Biology
- Spring Semester - Health & Chemistry
- Possibly earn 8 high school credits as a freshmen

SOPHOMORE, JUNIOR & SENIOR STUDENTS

- Follow the college calendar
- Sophomores
 - 6-12 College credits, counselors set students' schedule
- Junior & Senior
 - 6 to 18 college credits per semester
 - Students help create their own schedule
- High school courses available for Math, ELA, Social Studies, and Science
- Online and/or live courses
- May take summer school course before junior and senior year, with permission from admin or counselor

Fall 2009	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 AM	CHEM 101 LAB N1 (30576)		BIOL 107 LAB D19 (30399) BS CW 102		
9:00 AM		CHEM 101 LEC H1 (30544) C E1 60		CHEM 101 LEC H1 (30544) C E1 60	BIOL 107 SEM E12 (39657) BS G 116
10:00 AM					MATH 113 LAB K7 (31328) CAB 229
11:00 AM	BIOL 107 LEC A01 (32934) ETL E1 001	MATH 113 LEC K1 (31287) TL B 2	BIOL 107 LEC A01 (32934) ETL E1 001	MATH 113 LEC K1 (31287) TL B 2	BIOL 107 LEC A01 (32934) ETL E1 001
12:00 PM		ENGL 122		ENGL 122	
1:00 PM	SOC 100 LEC A2 (31818) TL 12	LEC A21 (38981) HC L 4	SOC 100 LEC A2 (31818) TL 12	LEC A21 (38981) HC L 4	SOC 100 LEC A2 (31818) TL 12
2:00 PM		CHEM 101 SEM L10 (30555)			

What does McKinley Academy have to offer?

- Dual credit courses
- Flexible & individualized schedules
- Accelerated courses
- Transportation to and from home school
- Breakfast and lunch
- Independent learning environment
- Highly rigorous courses
- IEP & GATE services
- Tutoring services
- Free tuition, books & supplies
- Use of Laptops, hot spots, printers & calculators



WHAT THIS MEANS FOR FAMILIES

- Students are prepared for the rigors of college
- Reduce amount of time in college to earn higher degrees
- Students are more comfortable in a college environment
- Less college debt due to transferable credits



Sustainability



GALLUP-McKINLEY
COUNTY SCHOOLS

FUNDING

COLLEGE, CAREER & CIVIC READINESS - CONSIDERATIONS

- Staff
- Aligned Curricular Structures
- Sustainability
- Family Involvement
- Project-Based Learning
- Professional Development
- Equipment
- Facilities
- Consumables
- No-Fees in GMCS
- Paid Associations like: CTSOs (SkillsUSA, BPA, HOSA, TSA), Young Marines
- Paid Certifications
- Paid Precision Exams
- Paid Internships
- Student Travel
- Dual Credit
- Concurrent Enrollment
- Community Partners
- Employability Skills

COLLEGE, CAREER & CIVIC READINESS - COST

\$59 Million Items built into unit value FY26 Prorated Units 0.0424 \$2,499,014.17

- To meet teacher mentorship requirements (22-10A-9 NMSA 1978), create an educational plan (22-8-6 NMSA1978), provide scientifically based literacy programs (22-13-29 NMSA 1978 and 22-13-32 NMSA 1978), provide career-technical education programs (22-1-12 NMSA 1978), implement the community school framework(Section 22-32-6 NMSA 1978).

Fiscal Year	Operational	Federal	State Below the Line	Total
FY18	\$326,106.30	\$192,943.88	\$50,901.66	\$569,951.84
FY19	\$3,197,675.32	\$296,568.36	\$32,080.14	\$3,526,323.82
FY20	\$3,669,377.69	\$357,171.40	\$43,064.30	\$4,069,613.39
FY21	\$2,350,343.59	\$267,388.36	\$152,630.31	\$2,770,362.26
FY22	\$5,156,206.65	\$7,058,475.94	\$55,248.35	\$12,269,930.94
FY23	\$10,916,422.63	\$2,391,141.36	\$252,740.62	\$13,560,304.61
FY24	\$8,558,230.54	\$259,075.19	\$719,430.42	\$9,536,736.15
FY25	\$8,808,885.80	\$230,429.97	\$762,479.51	\$9,801,795.28
FY26 (EST)	\$9,092,225.14	\$261,336.00	\$329,484.00	\$9,683,045.14

MIDDLE OF THE LINE

Forward Funded (Middle of the Line)

- SEG - Teacher Mentorship, Ed Plan, Scientifically Based Literacy Programs, Career Tech Programs, Community School Framework
- SEG - Menstrual products in public schools
- SEG - Instructional Materials
- SEG - Fine Arts
- SEG - PE
- SEG - Bilingual (TESOL Endorsement Requirements)
- SEG - National Board Certification
- SEG - At-Risk
 - FY25 .309 Index 23,816,812.40
 - FY26 .217 Index 18,533,155.05
 - Data Tracking (4020 Code)
 - case management, tutoring, reading interventions and after-school programs that are delivered by social workers, counselors, teachers or other professional staff; culturally relevant professional and curriculum development, including those necessary to support language acquisition, bilingual and multicultural education; additional compensation strategies for high-need schools; whole school interventions, including school-based health centers and community schools; educational programming intended to improve career and college readiness of at-risk students, including dual or concurrent enrollment, career and technical education, guidance counseling services and coordination with post-secondary institutions; and services to engage and support parents and families in the education of students.
- Transportation
 - Lack of Transparency in Funding Changes
 - GMCS will pay over \$1 Million this year out of SEG to support Transportation

BELOW OF THE LINE

Reimbursement (Below the Line)

Over \$200 Million in Below the Line Funding HB2 (2025)

- Competitive - Applications; Reporting
- Inconsistent Guidance, Timelines, Requirements
- Narrow Focus, LEA alignment
- Burdensome Reporting
- Timelines of Awards
- Reimbursement vs. Forward Funding
- Indian Education Act Formula or Integration into SEG

PSCOC

- Inconsistent Guidance
- Funding Delays – Meetings every Month (Safety Funding Delay)
- Copious and Duplicative Paperwork
- Lack of Educational Focus (Adequacy is not Educational Specifications)
- System deters more vendors due to burdensome paperwork
- Recommend PSFA & Districts collaborate to: Develop client-centric, streamlined processes, Update standards through research-based educational needs (including Physical, Academic, Emotional)
 - Choose to build great schools for all New Mexico students

GRANTS

- Lack of comprehensive guidance – last update of NMPED Guidance (PSAB) 2011
- Timely Awards (Initial, Final, Carryover)
- State-Level alignment between Program and Fiscal
- Turnover at the State Level - Sustainability
- Full Transparency
 - How allocated
 - Total allocated
 - Timeline for Expenditure
 - Example: Special Education
- Written Expectations
 - Grant Monitoring – Fiscal
 - Grant Monitoring – Programmatic
 - Data Collection & Retention Policies
- Global Communication
 - Individual Emails to Principals or Program Staff
 - Timeline Calendars (alignment between programs/fiscal)

FINANCIAL OPPORTUNITIES & CONSTRAINTS

- **Consistent and Flexible Funding**
 - One-time Funding vs. Stable Funding
 - Narrowly Focused Programs
- **Desired Outcomes must Drive Priorities**
 - Clearly Articulated Goals & Expectations
- **Strategic Planning – Specific Targets and Data Review**
 - Lack of Specific Targets
 - Changing Assessment Platforms, Initiatives and Data Tracking cause inconsistent data.
 - Lack of Data Sharing
- **PED Turnover**
 - Systemic Systems & Written Guidance
 - All Departments Aligned
- **Consistent Global Communication**
 - Educational, Fiscal, and Facilities Working Together
 - Silos
 - Need educational input for adequacy measures for CTE

Thank you!



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