

Dulce Elementary School
Turnaround Efforts
SY 2018-19 & SY 2019-2020

I. Issues, Insights Gained & Forward Movement

- ~ **Creating Cultures of Learning...** *High Expectations/Internally - Externally (Building Trust First)*
- ~ **Incorporating Relevant & Meaningful Instructional Formats...** *Project & Place-based Learning*
- ~ **Adapting & Modifying One's Instructional Pedagogy...** *It's All About Paradigm's*
- ~ **Providing Appropriate & Timely Professional Development...** *Standards, Content, Curriculum*
- ~ **Introducing Data-Informed Instruction & Assessment...** *Quantitative vs. Qualitative*
- ~ **Professional Learning Communities...** *The Good, Bad and the In Different*
- ~ **Honoring Native Culture & Traditions...** *As Individuals and As a School Community*
- ~ **Celebrating Success...** *Micro or Macro "It's All About Kids"*

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 Beyond historical references towards education, this has also been driven by DISD failing to respond to - community concerns towards the schools; establishing a connection and commitment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.