

**Tribal Education Status Report
Farmington Municipal Schools
District Wide**

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Superintendent

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**Tribal Education Status Report
Farmington Municipal Schools
District Wide**

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The Farmington Municipal Schools (FMS) has implemented district wide initiatives to meet and impact the educational needs of all students. The FMS Office of Indian

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Education specifically focuses on supporting the unique educational needs and cultural identity and academic needs of Native American students. The work of the FMS Office of Indian Education is aligned to the district-wide commitments:

1. Safe, Supportive, and Collaborative Culture
2. Effective Teaching in Every Classroom
3. Guaranteed and Viable Curriculum
4. Standards Referenced System

2018 – 19 Native American Student Count

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SCHOOL	TOTAL NATIVE AMERICAN STUDENTS	NON-CERTIFIED STUDENTS	CERTIFIED STUDENTS
CATE Pre-K	65	23	42
FARM PRE-SCHOOL	68	36	32
ANIMAS	243	49	194
APACHE	360	73	287
BLUFFVIEW	163	30	133
COUNTRY CLUB	79	24	55
ESPERANZA	259	70	189
LADERA	137	43	94
McCORMICK	219	39	180
McKINLEY	189	56	133
MESA VERDE	162	33	129
NORTHEAST	258	69	189
HEIGHTS	185	32	153
HERMOSA	168	18	150
MESA VIEW	199	30	169
TIBBETTS	339	49	290
FARMINGTON HIGH	546	63	483
PIEDRA VISTA HIGH	432	44	388
SJC HIGH SCHOOL	19	13	6
ROCINANTE HIGH	83	9	74
TOTAL	4173	803	3370

1. Student Achievement

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Objective: To support the effort of the Farmington Municipal Schools to achieve and continuously improve academic excellence and prepare all students for college, career, and life success. To meet the unique educational and cultural academic needs of Native American students.

Background: The assessments evaluated to determine achievement are PARCC and the new transitional state assessment: Math grades 3-11, English Language Arts (Grades 3-11). Results over a five-year period are included in the graphs in subsequent pages. Farmington Municipal Schools data is compared to overall NM state results.

Methods: In 2014-15, 2015-16, 2016-17, and 2017-18, students were tested in grades 3-11 with PARCC ELA and Math; in 2018-19, students were tested in grades 3-11 using the new transitional state assessment.

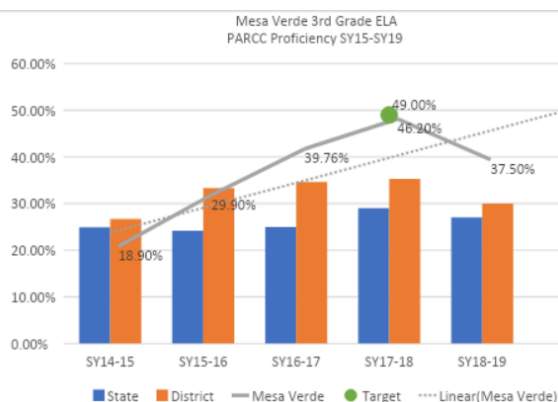
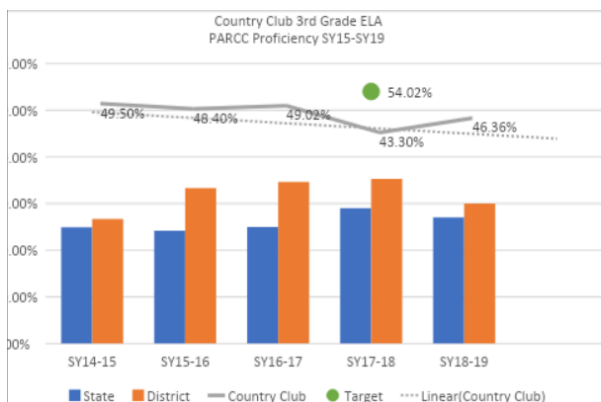
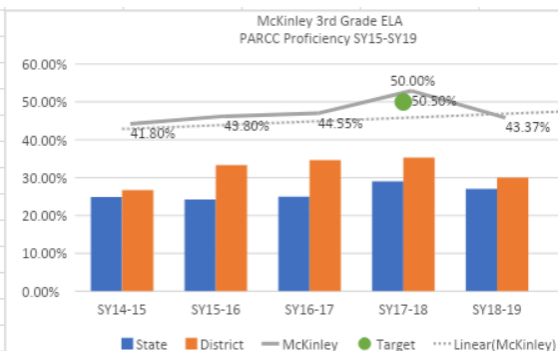
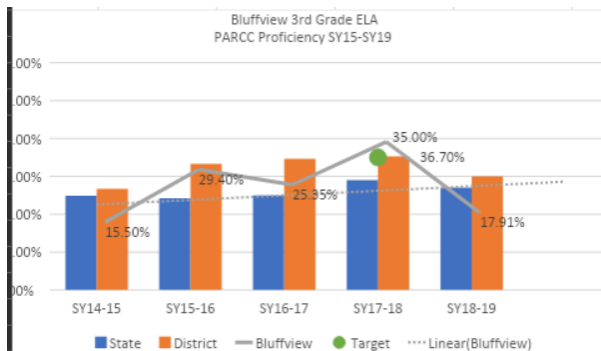
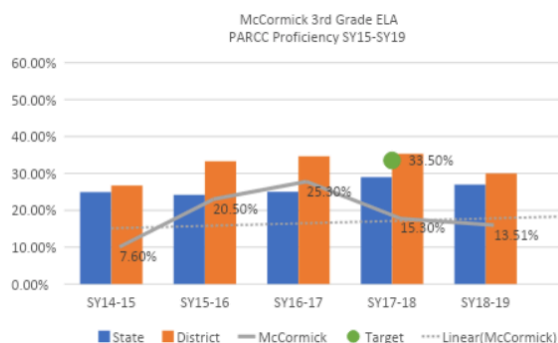
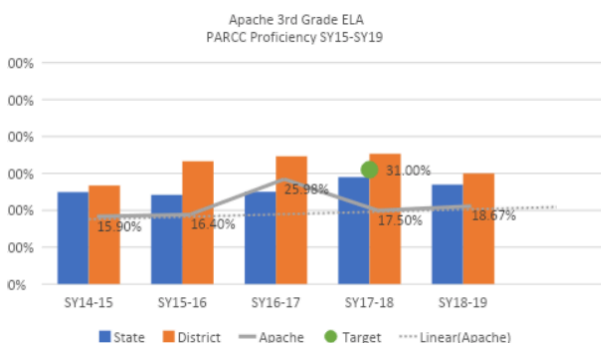
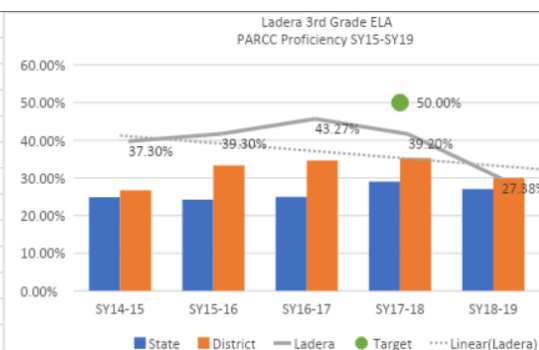
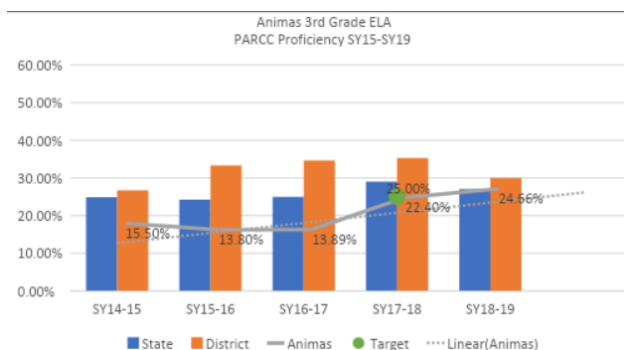
Results: The graph demonstrate growth in both ELA and Math especially with grades 3rd – 8th. District wide, FMS students are scoring above the state average in ELA. Likewise, with PARCC Math, across FMS district, we are making gains beyond schools state wide. Although, some schools are not meeting their target but the the rigor that is set by each school is evident.

Conclusion: Farmington Municipal Schools PARCC data demonstrates that our students are scoring higher than the state average. There are drops in scores in some schools over a two-year period; however, even with the scores that are lower, overall, FMS students are scoring higher than the state. Scores are available for all students but not broken down to examine specific groups such as Native Americans.

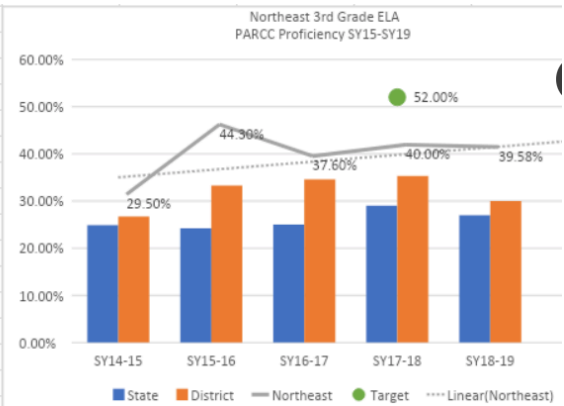
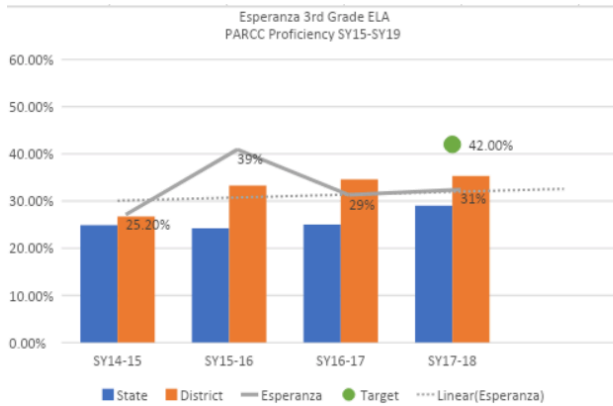
Action Plan: Continue to target Tier I instruction using the Farmington Model of Instruction (FMI), ensure all supplemental programs are supporting student achievement goals, continue to implement and monitor bilingual pacing guides, Title VI pacing guides to support Tier I instruction.

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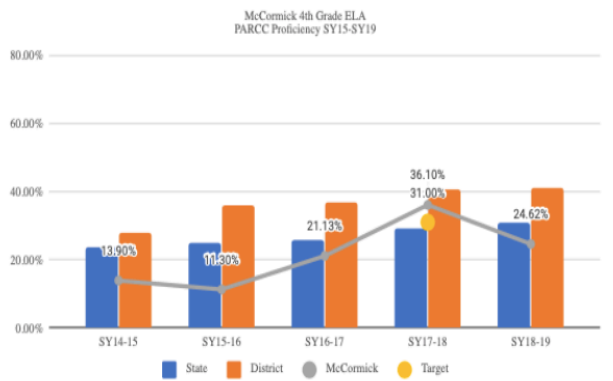
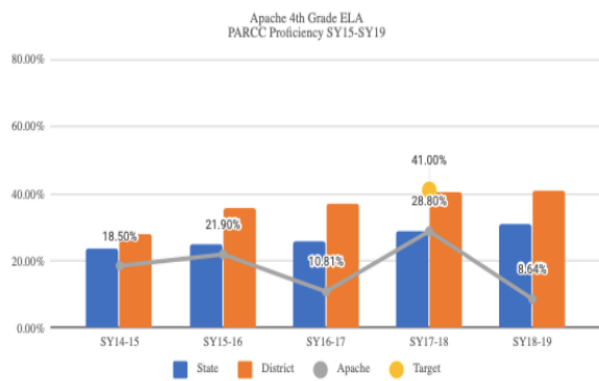
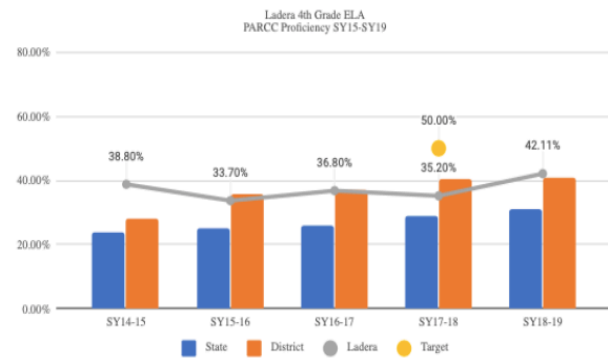
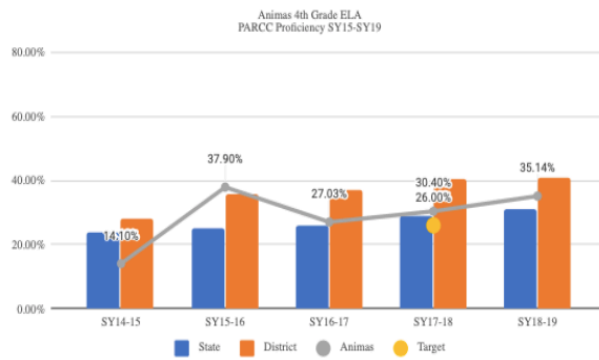
3rd Grade ELA



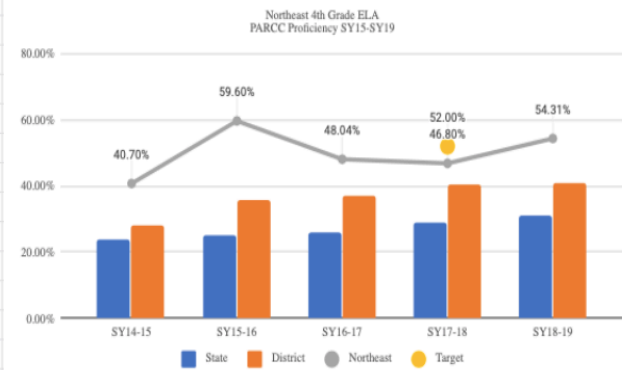
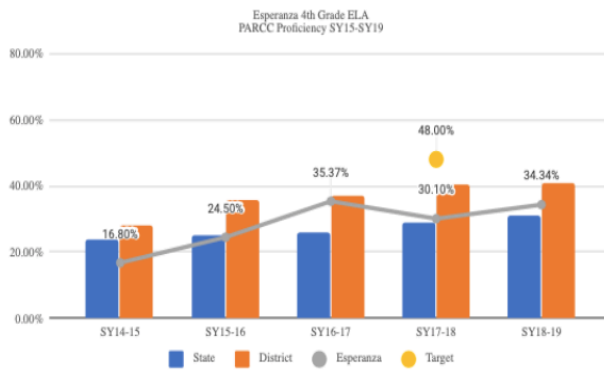
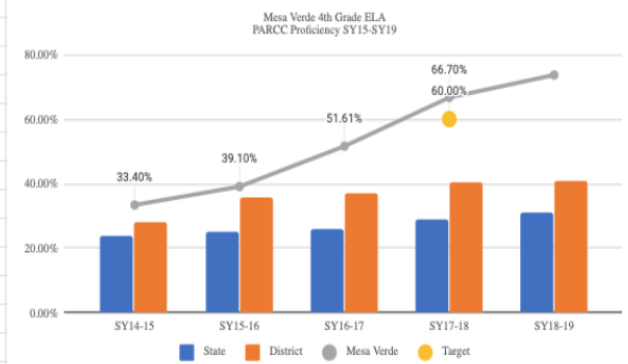
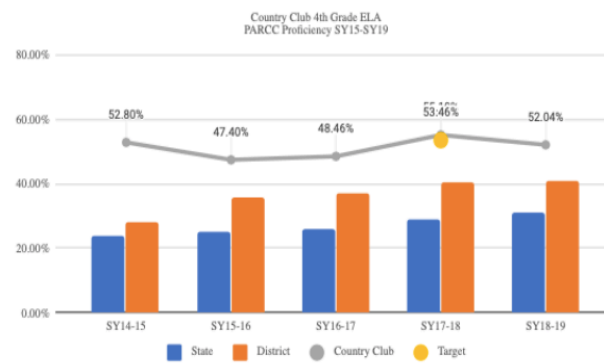
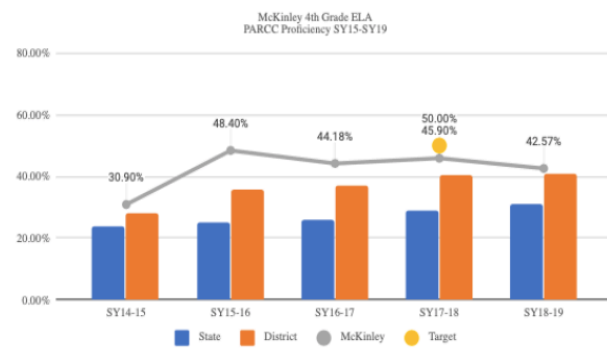
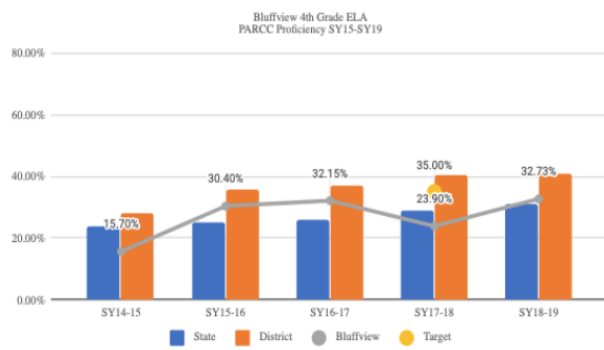
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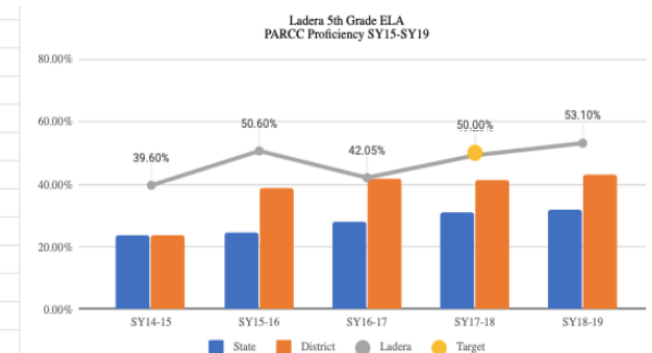
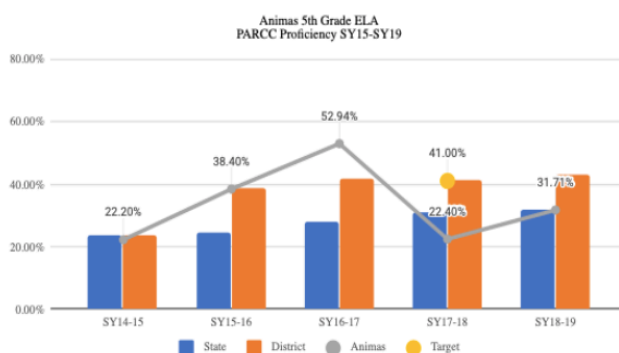
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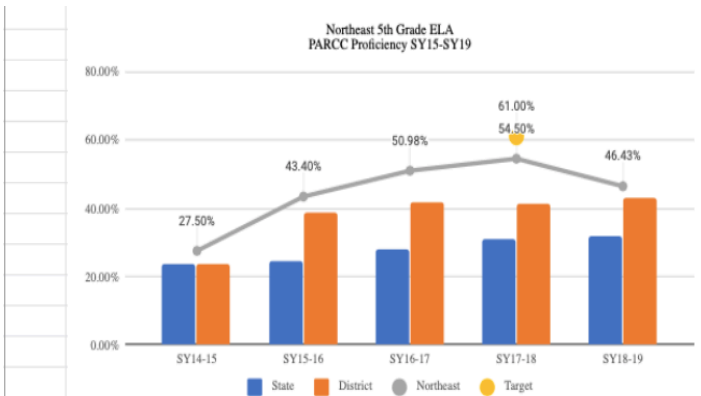
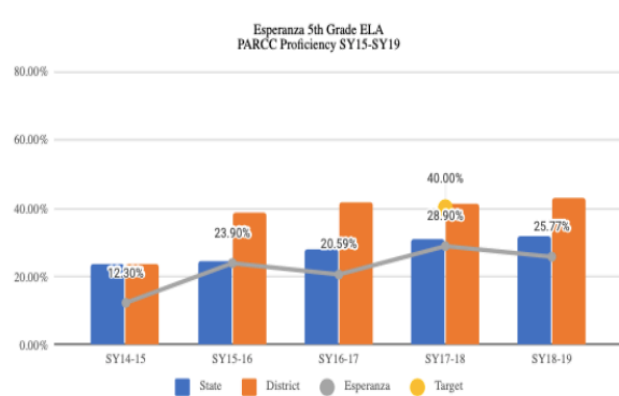
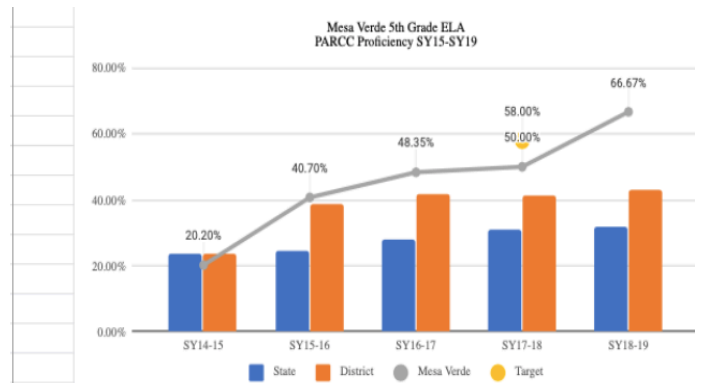
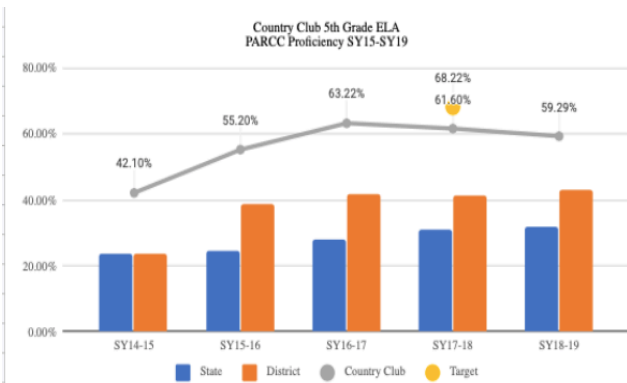
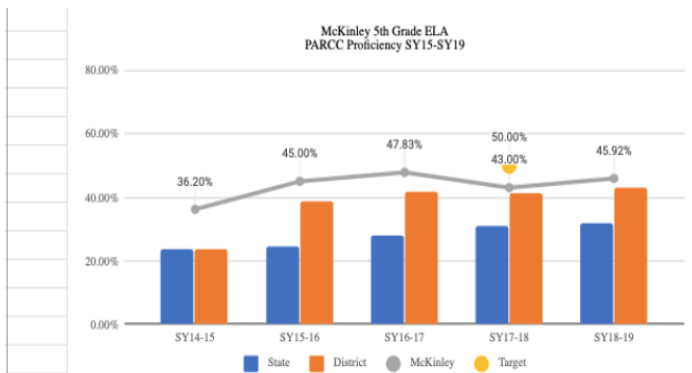
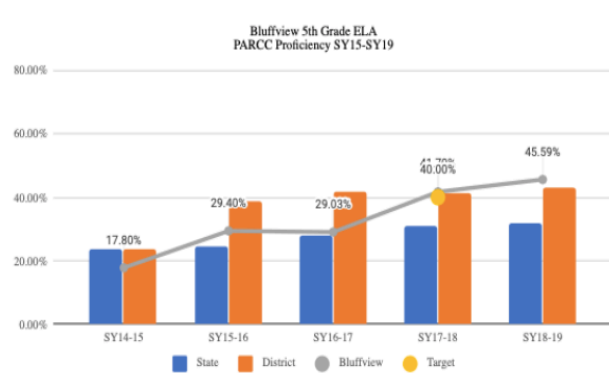
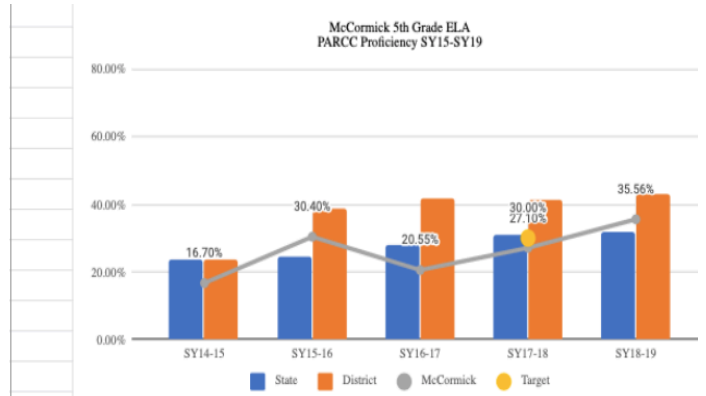
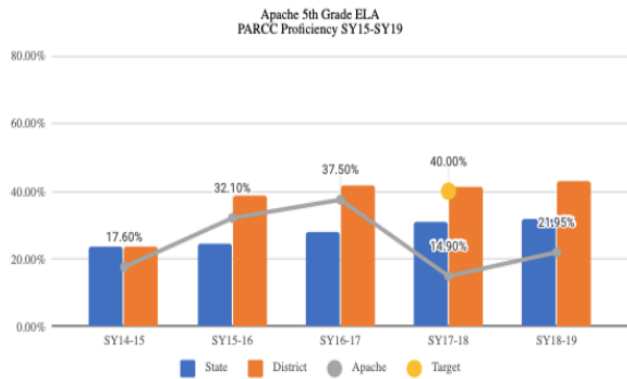
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5th Grade ELA

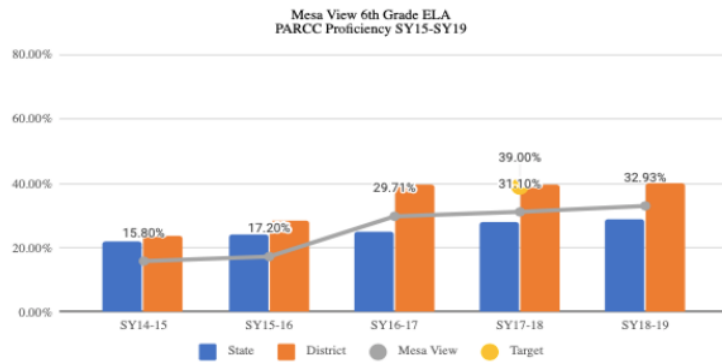
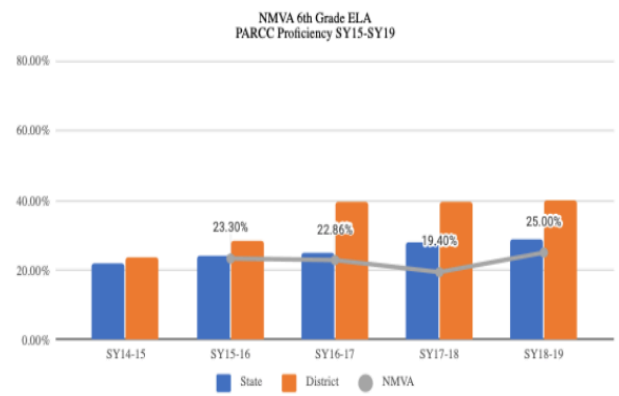
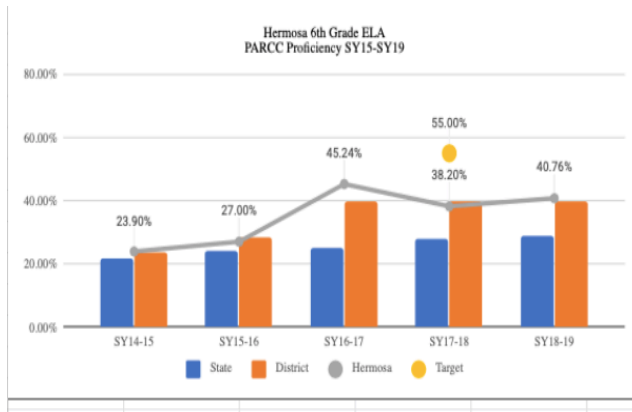
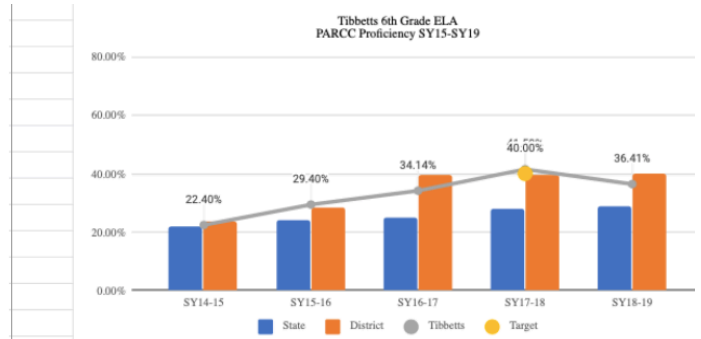
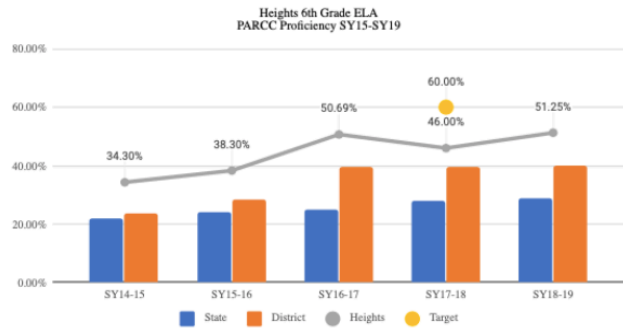


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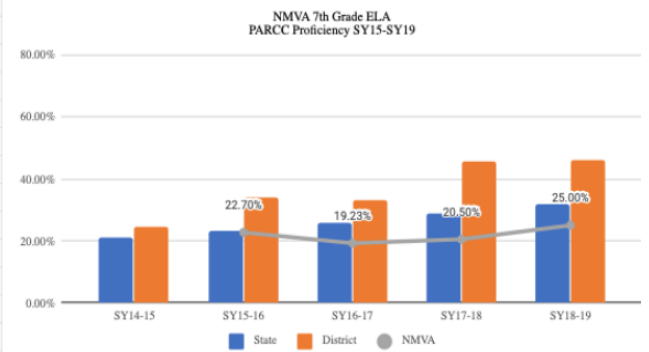
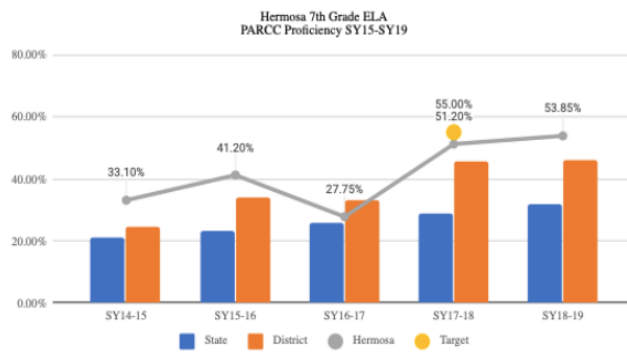
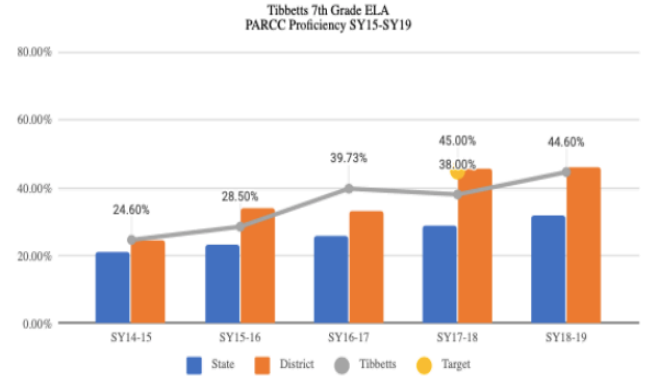
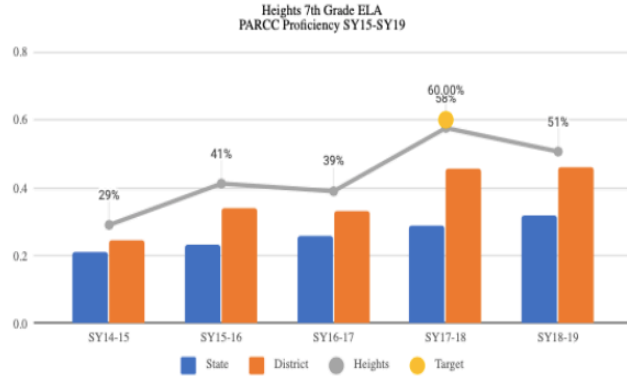
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6th Grade ELA

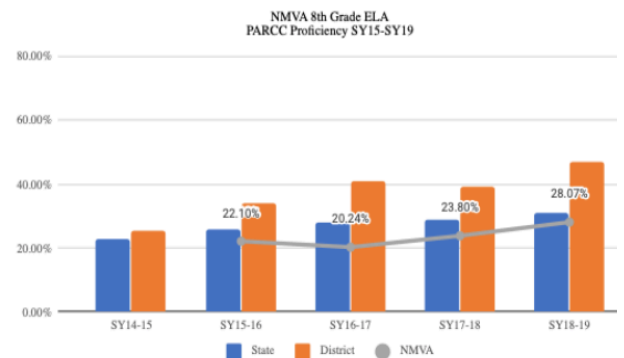
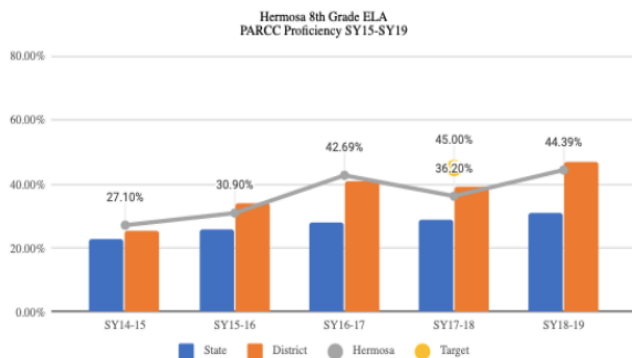
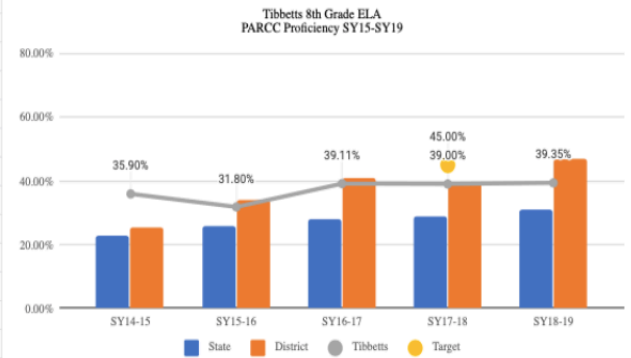
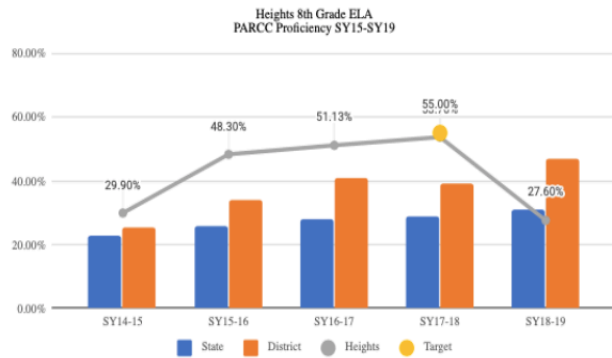


7th Grade ELA

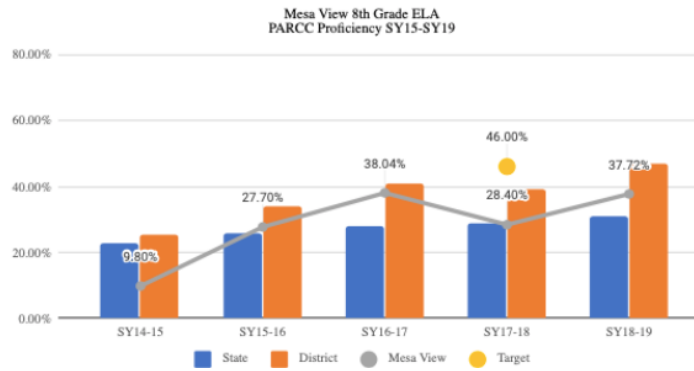
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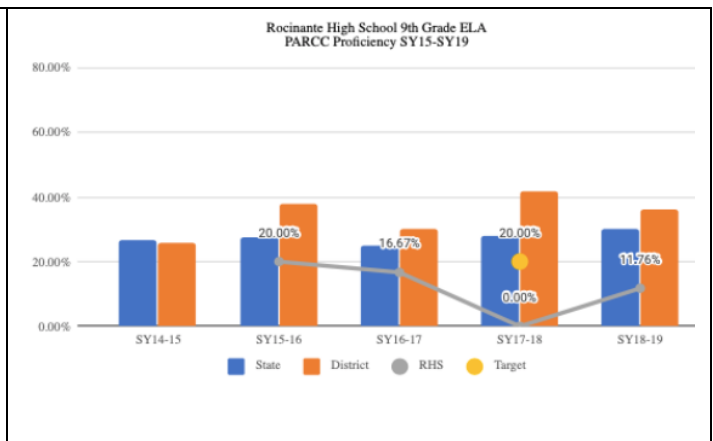
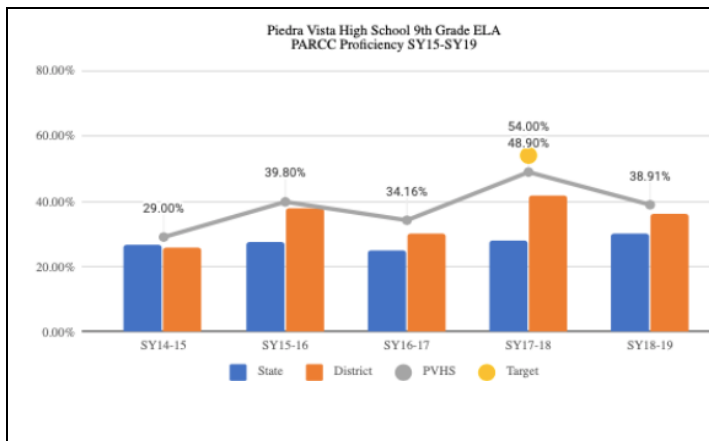
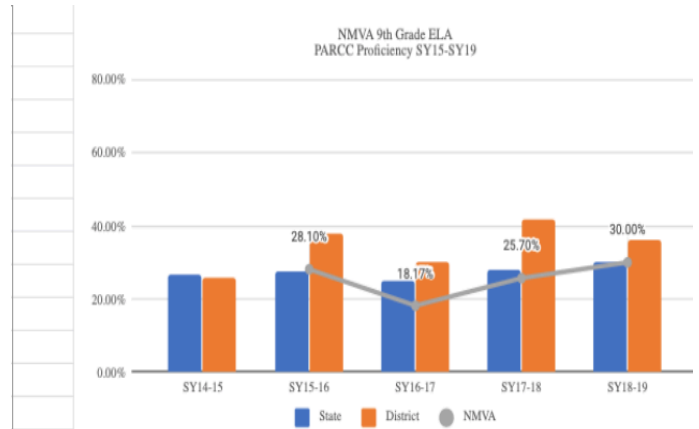
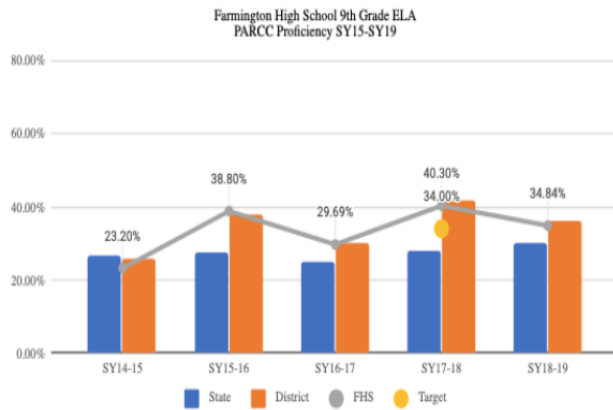
8th Grade ELA



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9th Grade ELA

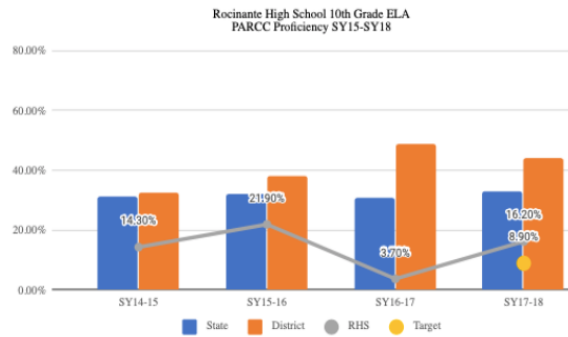
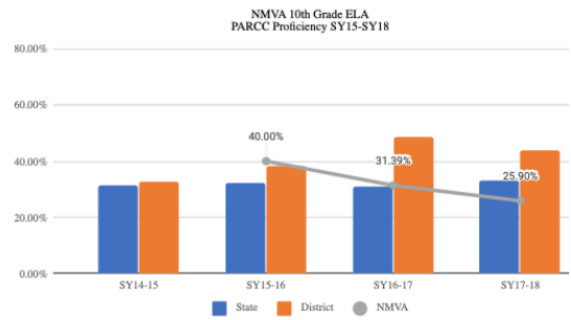
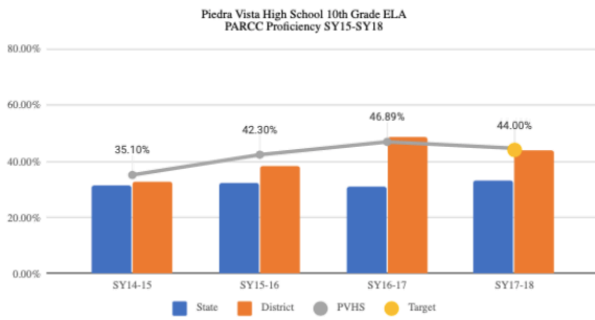
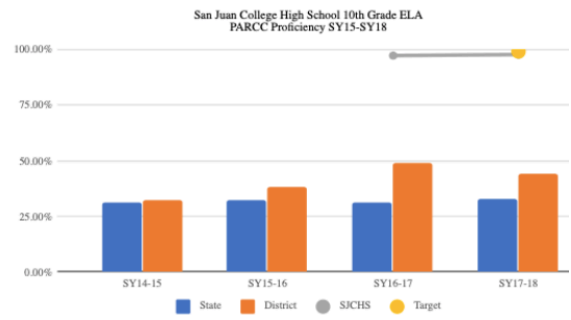
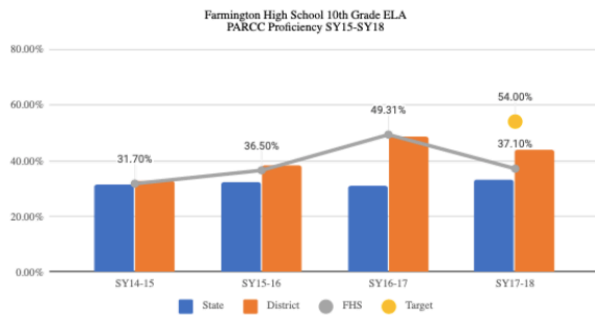


10th Grade ELA

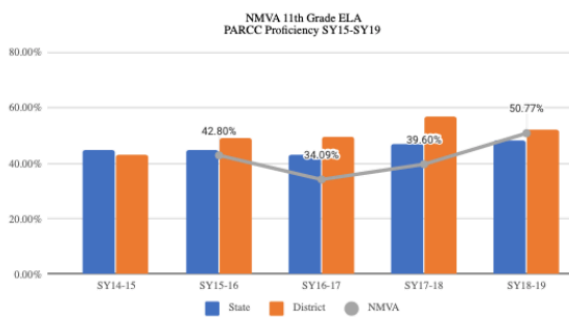
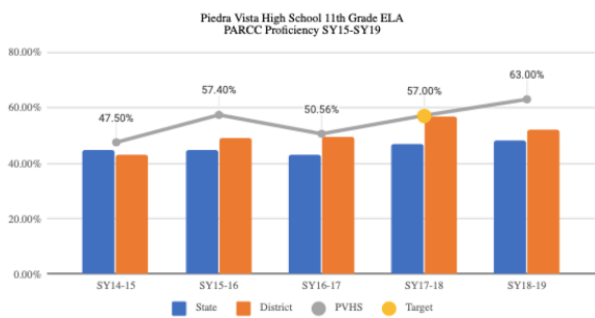
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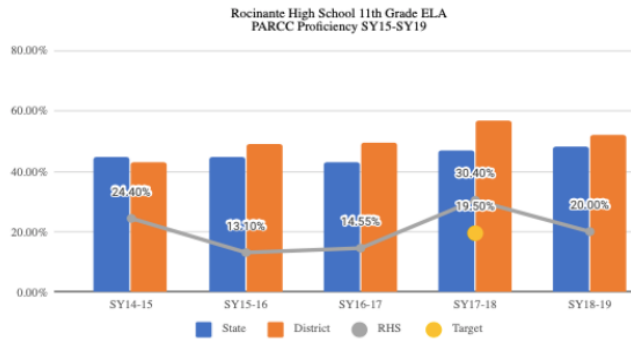
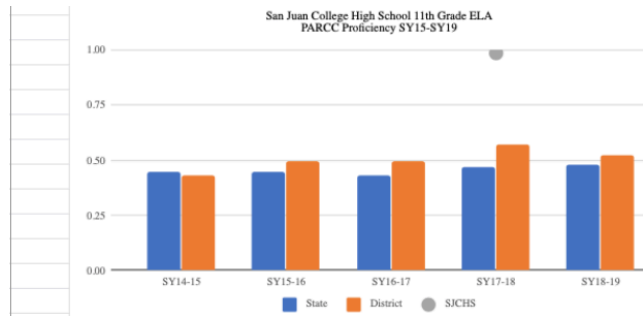
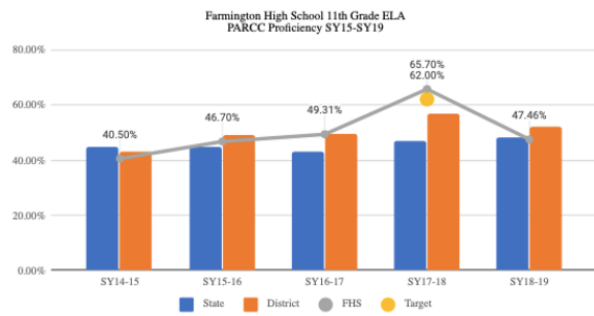
District Wide



11th Grade ELA

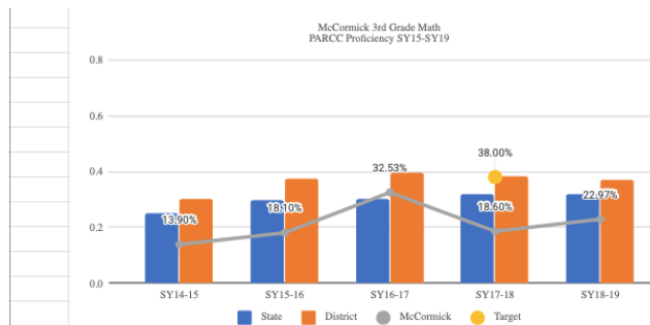
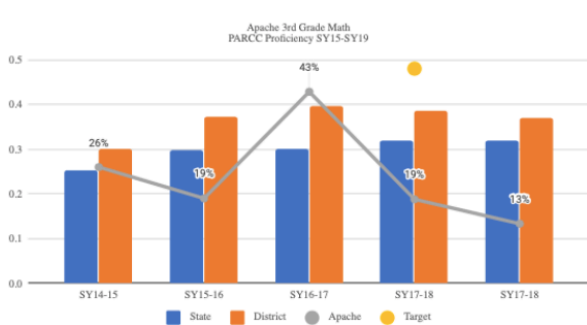
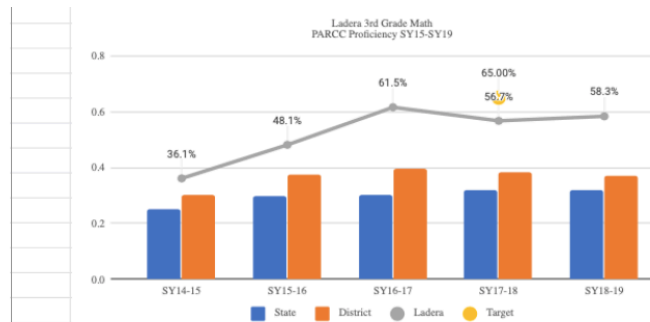
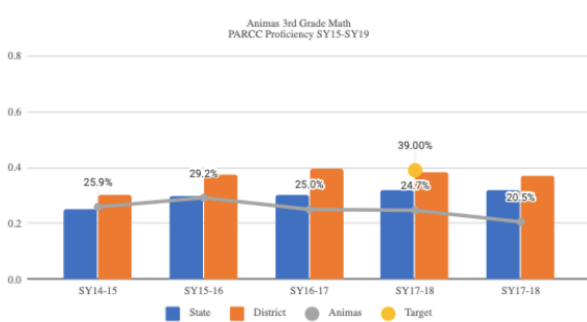


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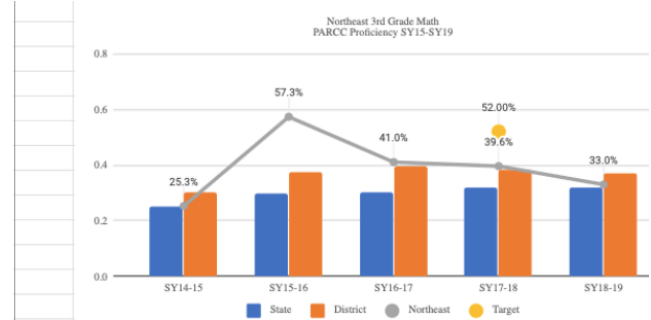
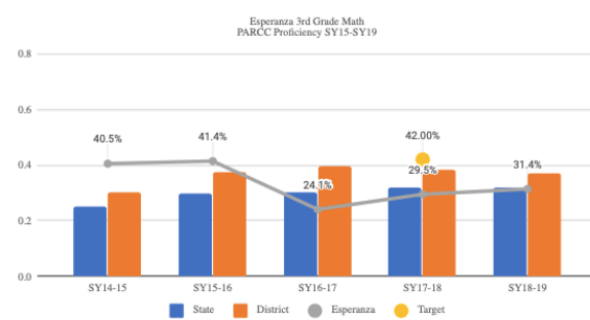
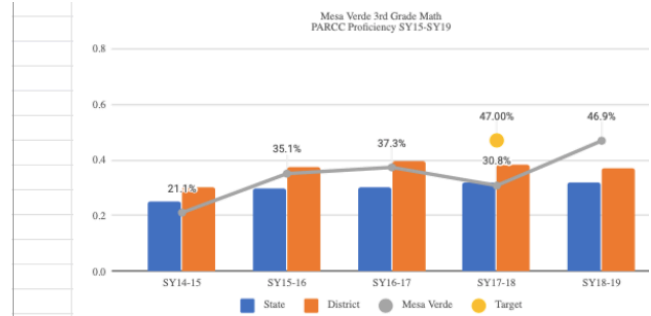
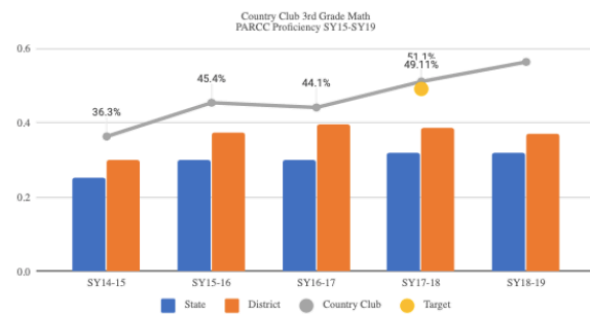
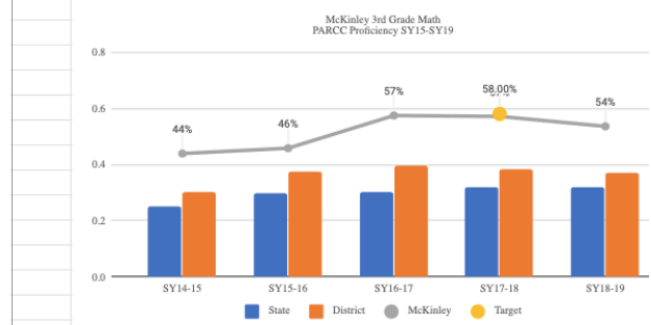
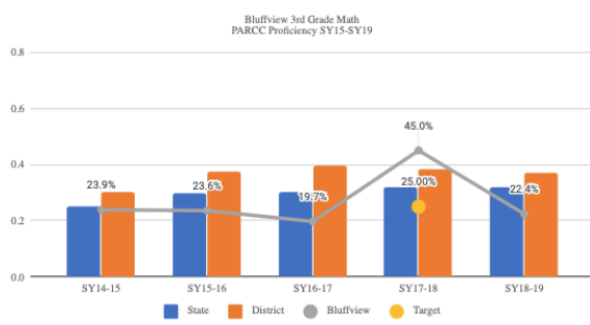


MATH FIVE-YEAR COMPARISONS – PARCC & TAMELA DATA

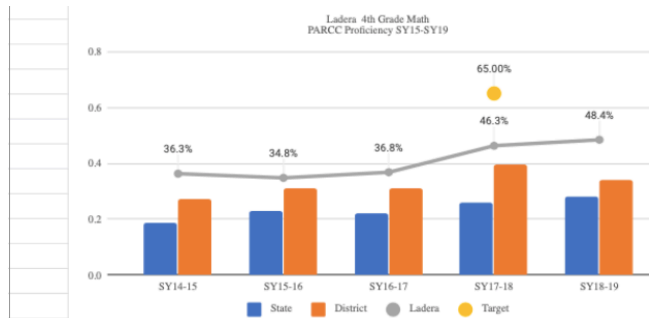
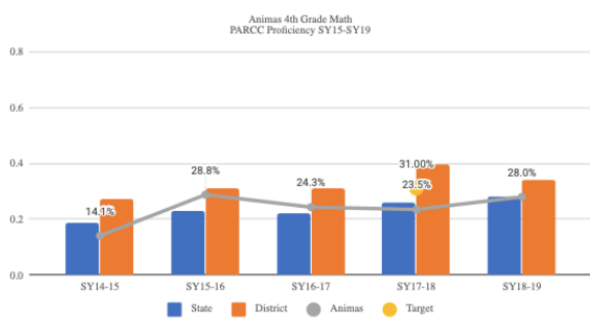
3rd Grade MATH



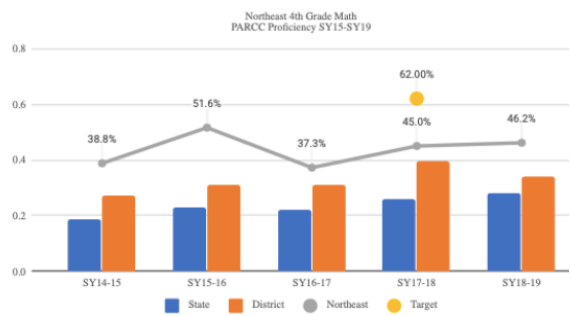
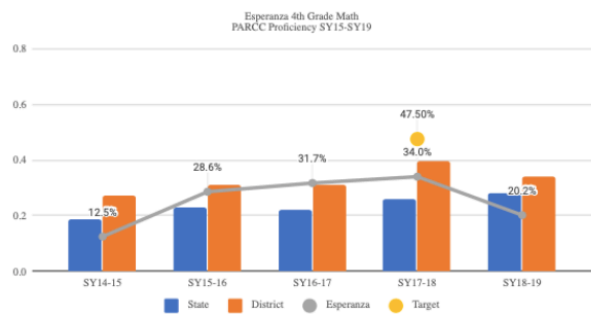
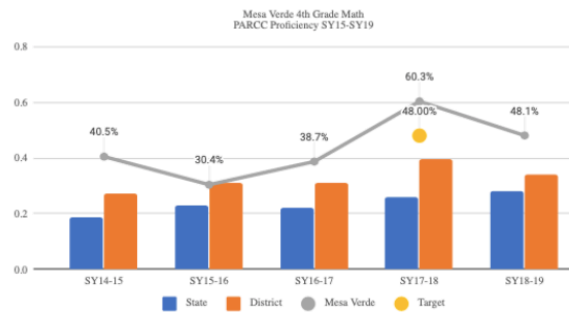
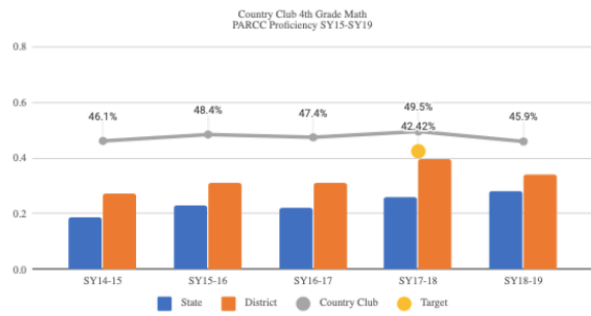
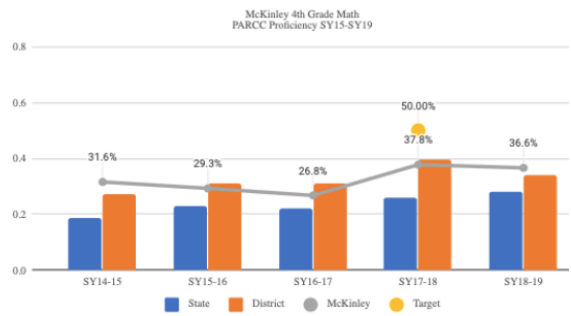
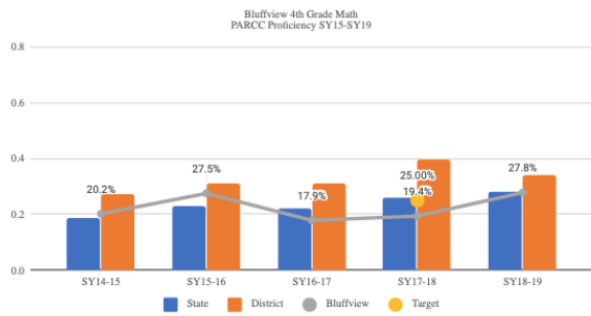
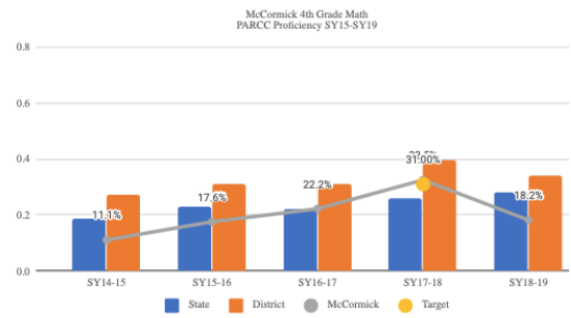
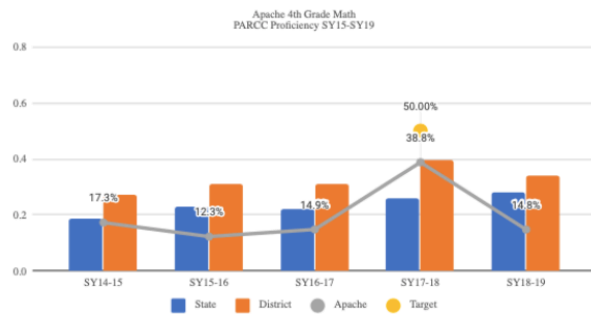
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4th Grade MATH

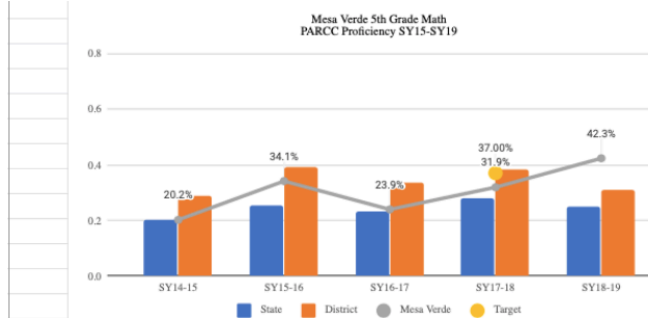
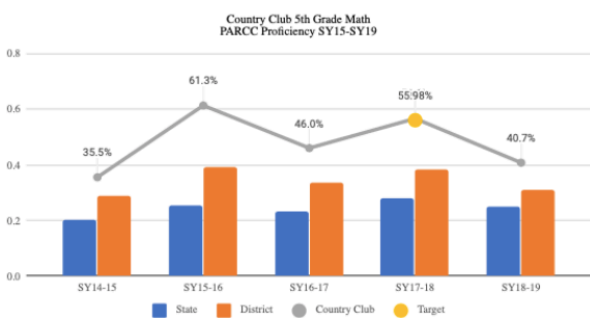
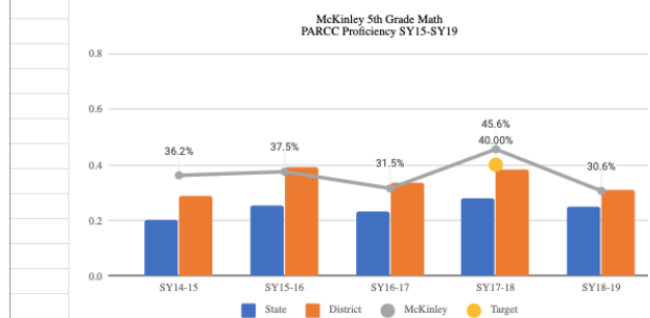
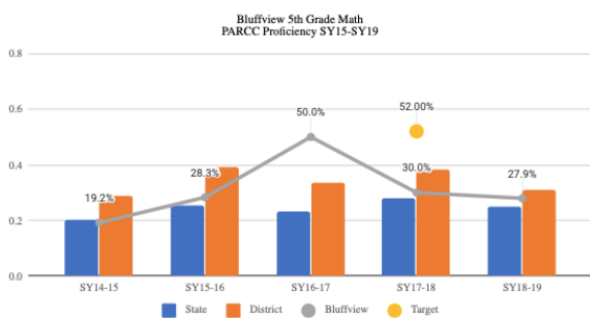
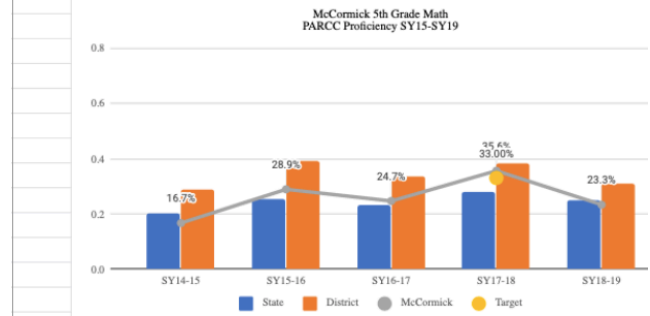
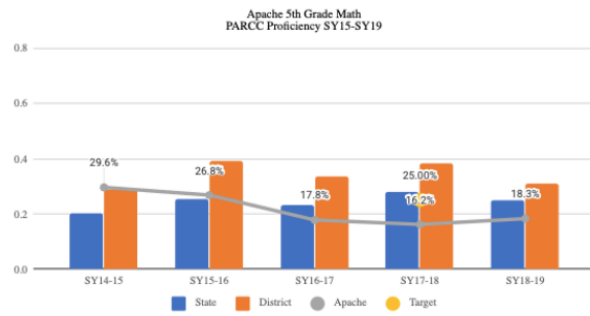
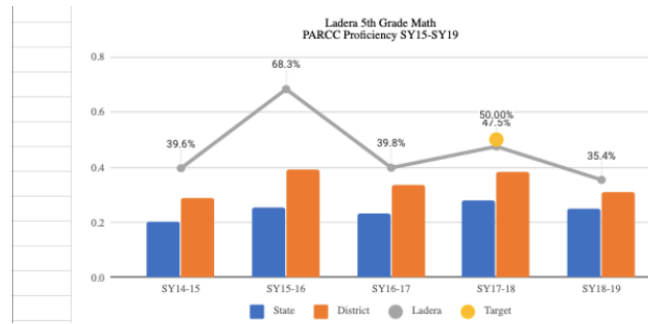
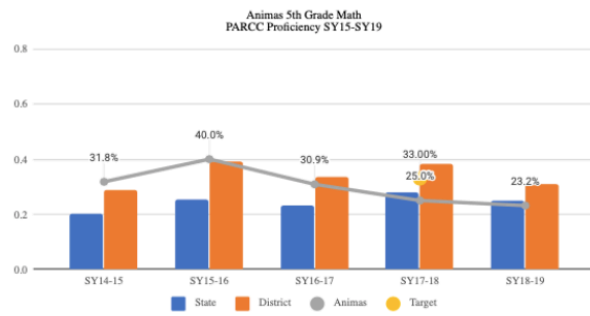


Tribal Education Status Report Farmington Municipal Schools District Wide

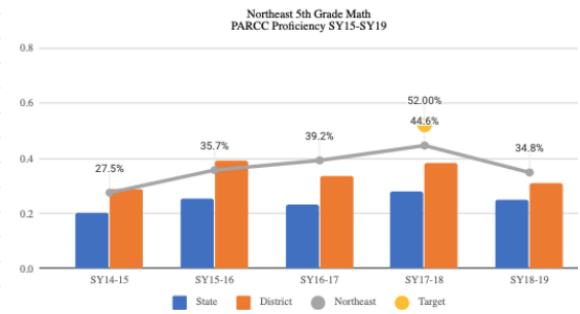
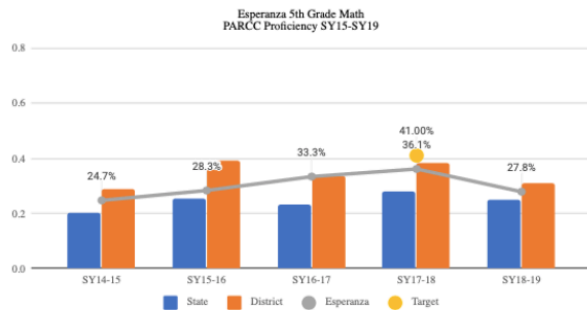


5th Grade MATH

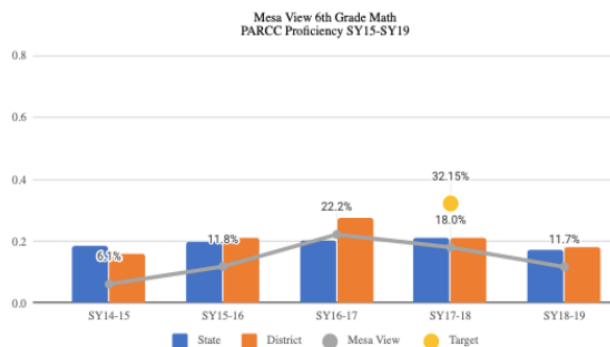
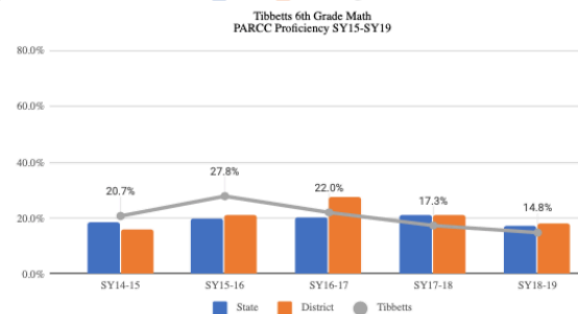
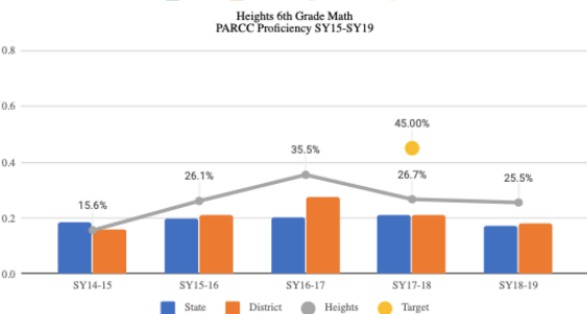
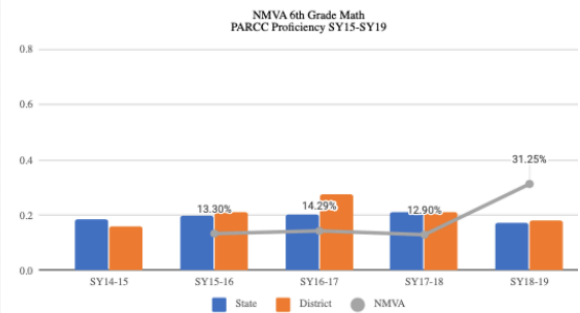
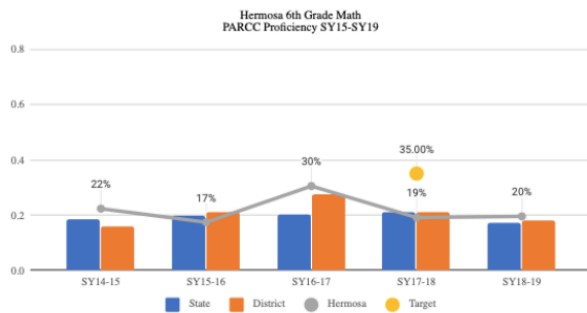
Tribal Education Status Report Farmington Municipal Schools District Wide



Tribal Education Status Report Farmington Municipal Schools District Wide

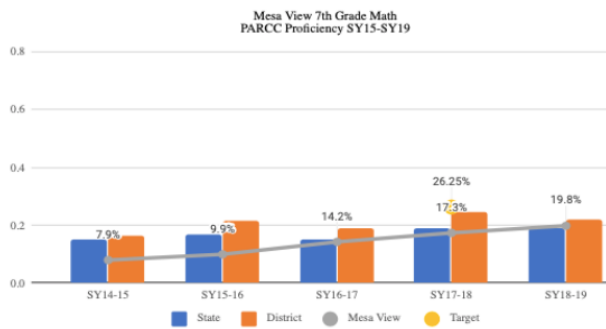
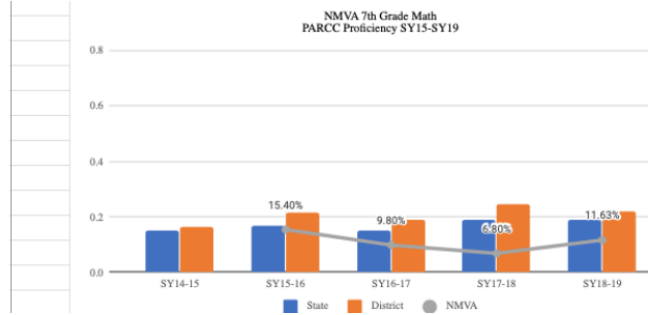
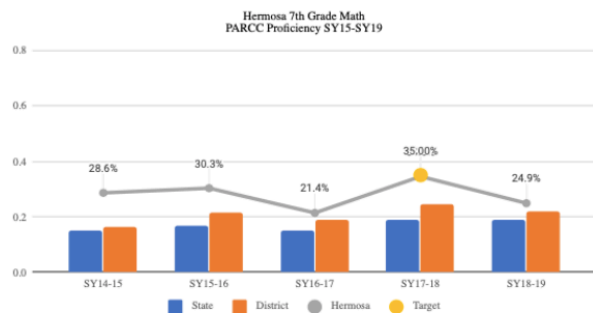
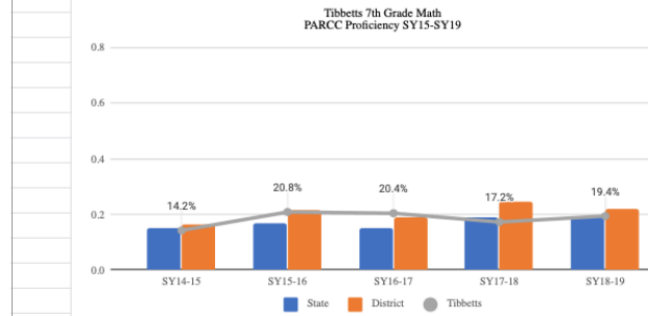
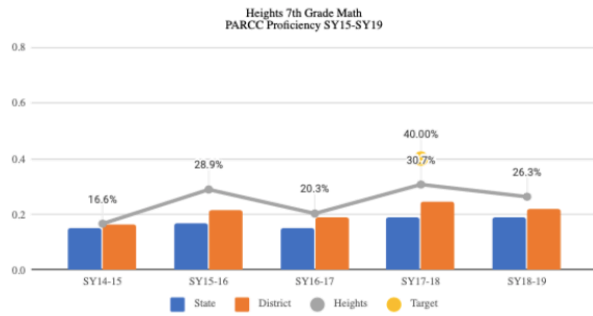


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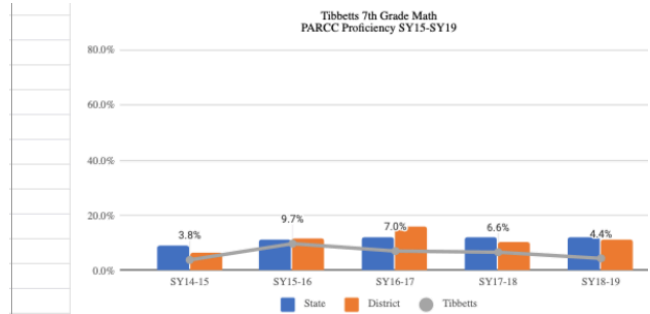
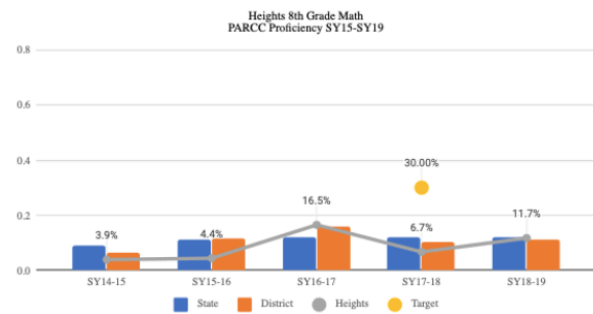


Tribal Education Status Report Farmington Municipal Schools District Wide

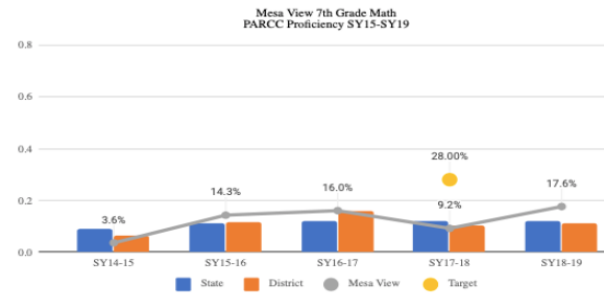
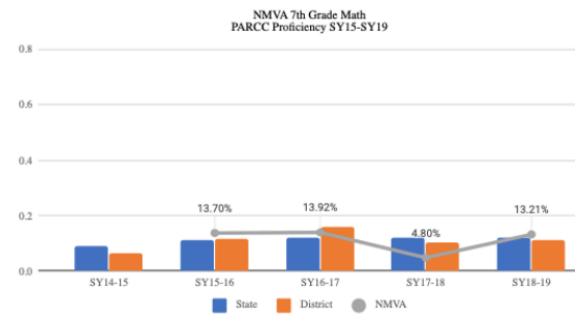
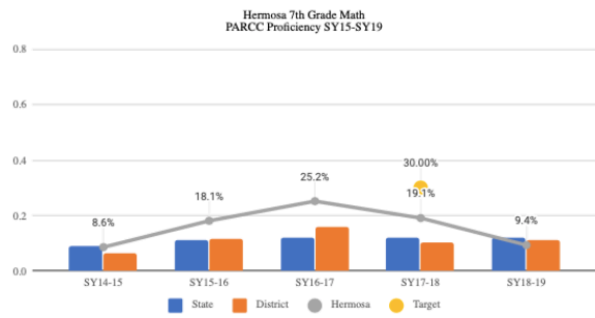
7th Grade MATH



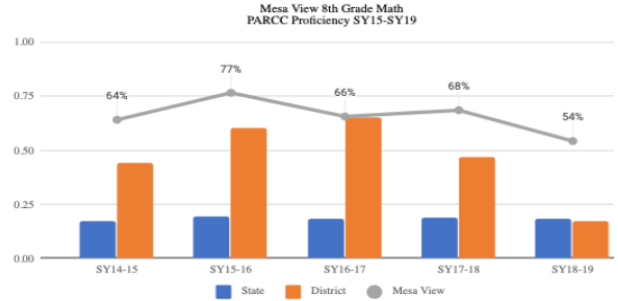
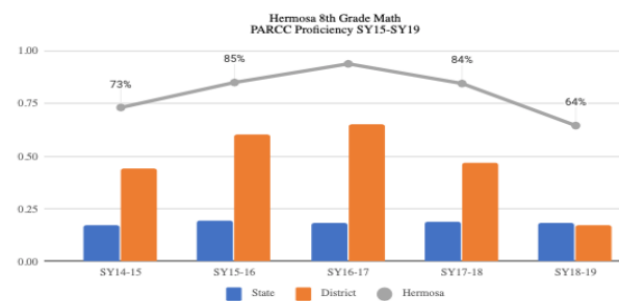
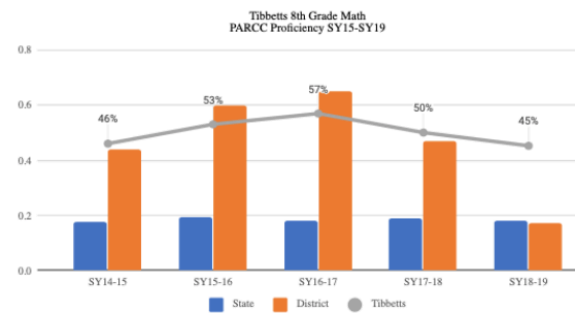
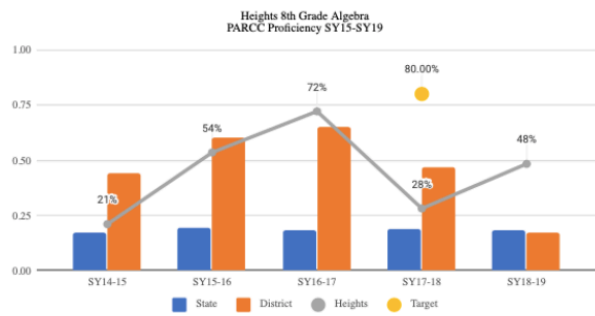
8th Grade MATH



Tribal Education Status Report Farmington Municipal Schools District Wide

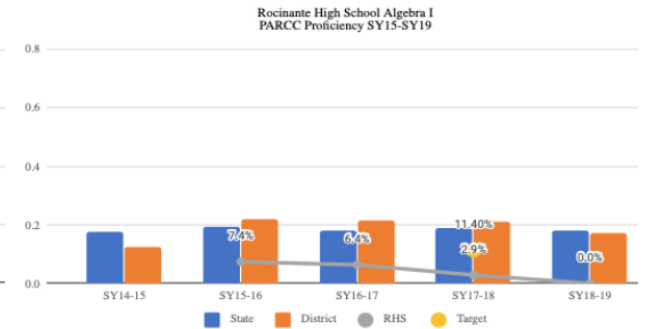
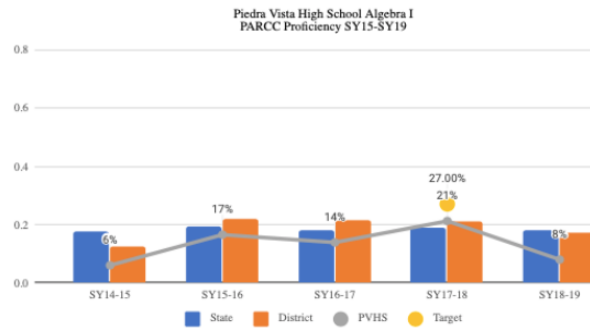
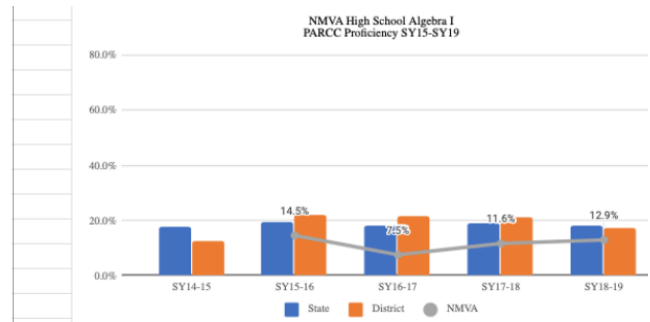
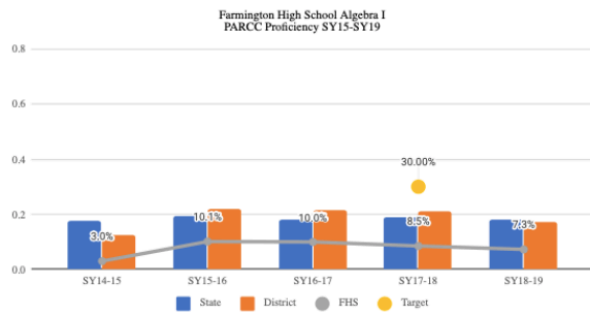


8th Grade ALG

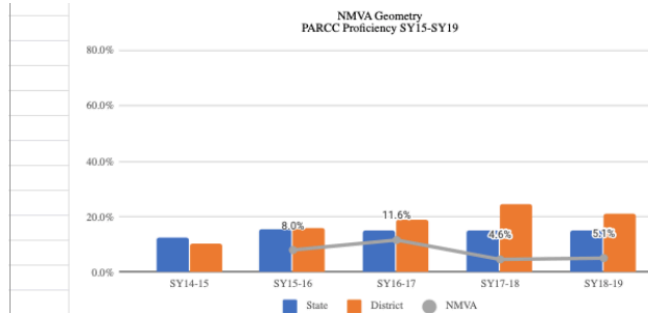
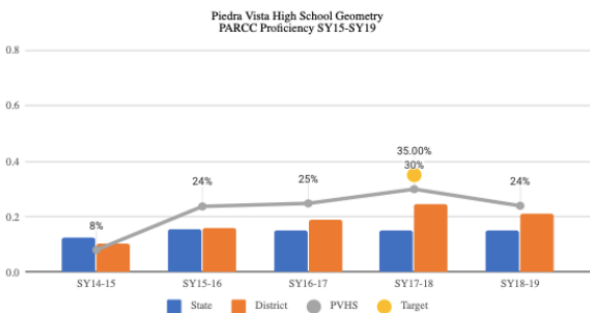
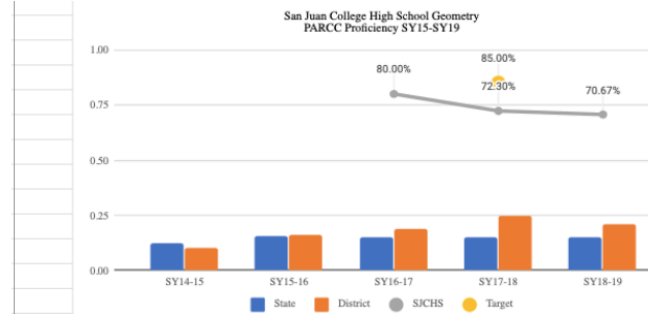
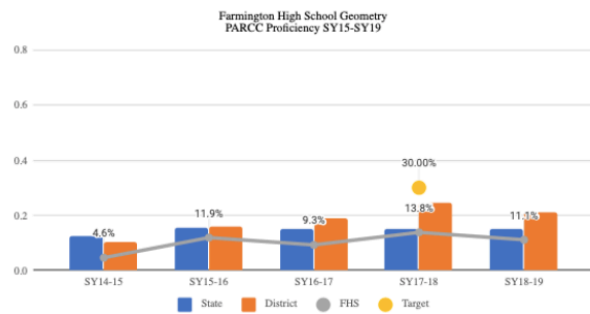


ALGEBRA I

Tribal Education Status Report Farmington Municipal Schools District Wide



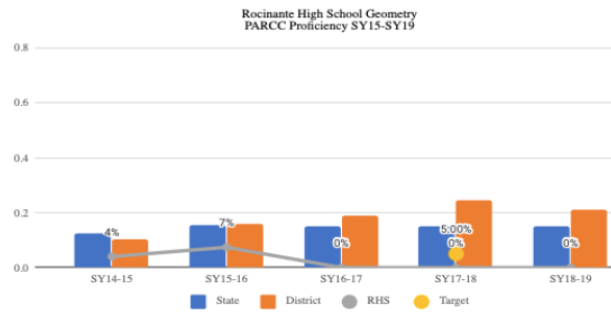
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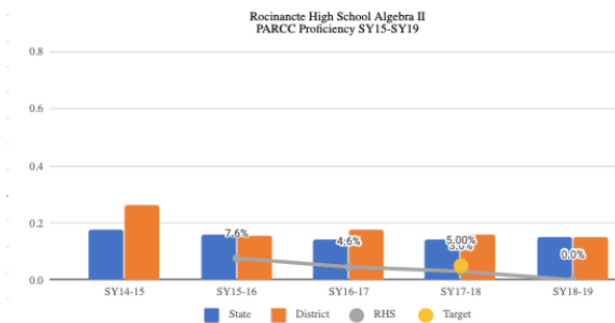
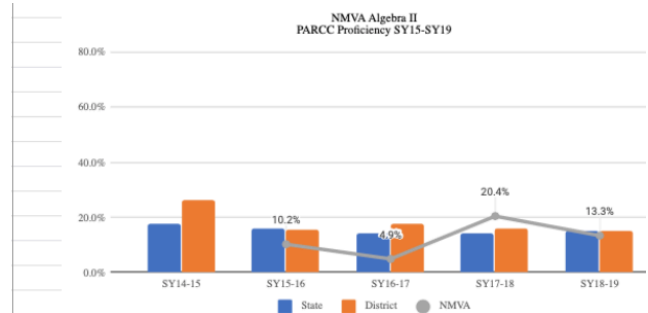
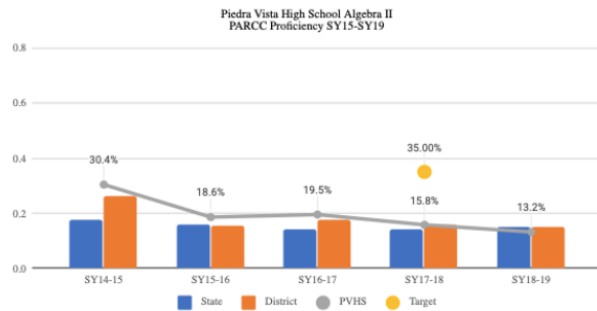
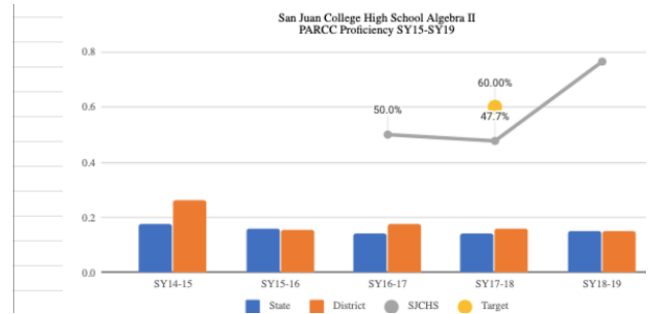
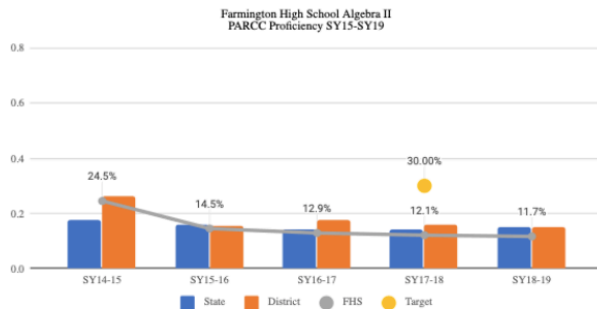
Tribal Education Status Report

Farmington Municipal Schools

District Wide



ALGEBRA II



**Tribal Education Status Report
Farmington Municipal Schools
District Wide**

2. School Safety To provide a safe environment for all stakeholders in all campuses and district offices.

Objective: To provide a safe environment for all stakeholders to promote a culture based on respect, integrity, a commitment to excellence and the recognition of success throughout the district.

Background: Each school within Farmington Municipal Schools has a school safety plan and the district provides a school safety report to PED Coordinated School Health and Wellness Bureau. FMS, through San Juan County Emergency Management, partners with the Navajo Nation and other agencies in Four Corners, county, and state. The district leadership team conducts surveys around each school's climate and culture in relation to safety and support for students, faculty/staff, and parents. Every school has a secure entry system. The main entrance of each school have been reconfigured to funnel all visitors to the main office for check in using a valid identification card. A secondary door then provides access into the school once a visitor is deemed safe.

Methods: All FMS safety plans are reviewed and updated yearly with each school site's safety team; the data is submitted to PED.

Results: Each school site maintains a safety committee to carry out and enforce the safety plan. The site committees review the safety plan on a yearly basis or as needed after a drill. Each site conducts the following: emergency drill once a week during the first four weeks of the school year, once each month thereafter until the end of the school year. Two of the drills throughout the year have to be shelter-in-place drills and one drill in the school year has to be an evacuation drill.

Conclusion: Because Farmington Schools conduct drills as outlined in the State of New Mexico Public Schools Code under Fire Drill Law, FMS does meet the criteria established by NMPED.

**Tribal Education Status Report
Farmington Municipal Schools
District Wide**

Action Plan: The Office of Indian Education will continue to work with the district and school sites to ensure the Safety plans meet all of PED's criteria for safe schools and to encourage on-going planning review of plans.

3. Graduation Rate

Objective: Achieve and continuously improve academic excellence and prepare all students for college, career, and life success.

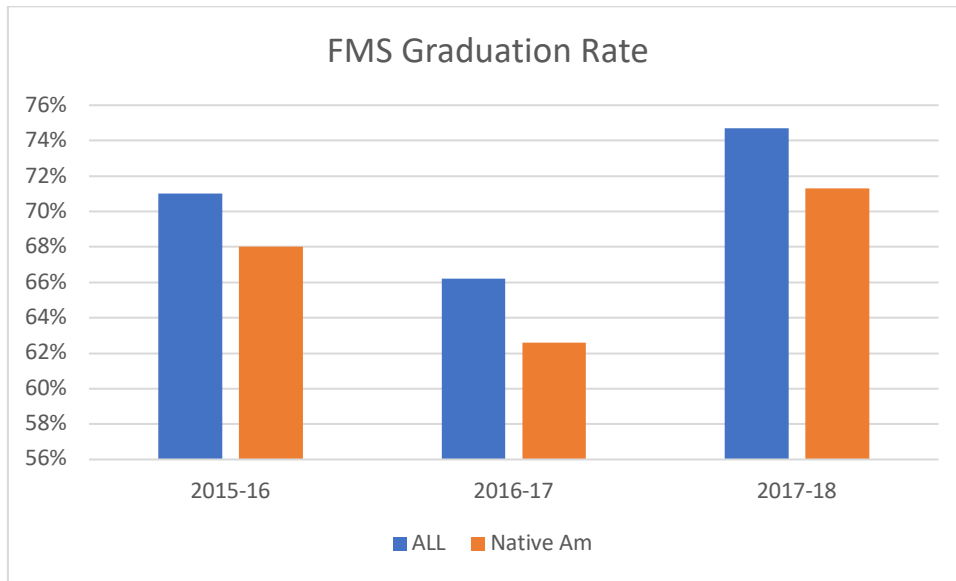
Background: In 2018-19 School Year, we had 846 potential Farmington Municipal Schools graduates in our three high schools, Farmington High School, Piedra Vista High School, and Rocinante High School. Of the 846 seniors, 727 received their diploma demonstrating that they've met all graduation requirements for the state of New Mexico. Of the 727 graduates, 268 are Native American.

Methods: Data on seniors is maintained in the student information system, Power School. Credits are reviewed with each senior by counselors at each site. Credit recovery classes/night classes and summer school are made available to all students lacking credits. The FMS Office of Indian Education provides reimbursement for fees associated credit recovery and summer school to encourage students to stay on track for graduation (see graph below).

Conclusion: The 2015-16 FMS data indicated a graduation rate of 71% for all students and 68% for Native American students; SY 2016-17 provided a graduation rate of 66.2% for all and 62.6% for Native American students; SY 2017-18 indicated a graduation rate of 74.7% for all and 71.3% for Native American students. Graduation rates for the 2018-19 school year will not be provided until January 2020. However, see chart and graph below for 2018-19 data on seniors.

Action Plan: FMS Office of Indian Education will continue to support Farmington Municipal school's goal of meeting or exceeding the National graduation rate.

Tribal Education Status Report Farmington Municipal Schools District Wide



2018-19 Seniors

Sum of # Row Labels	Column Labels						Grand Total
	A	B	C	H	I	P	
Demoted to 10th Grader					1		1
Demoted to 11th Grader				1			1
Graduated Farmington High School 2017 Returned with SPED Continuing				1			1
Graduated Farmington High School 2018 Returned with SPED Continuing				1			1
Graduated SPED Continuing			2	1	2		5
Retained			9	9	26		44
SPED Continuing					1		1
W1 Withdrew to another PED District or State			2	2	5		9
W10 Moved out of state			3		1	1	5

**Tribal Education Status Report
Farmington Municipal Schools
District Wide**

W2 Absent 10 days			3	12	14		29
W4 GED		1	4	1	3		9
W5 Detained					1		1
W6 Left the U.S.	1		3				4
W7 Preganacy			1				1
W81 Home School			1				1
W9 Immunization				1			1
WDO Drop-out					5		5
WG Graduated Farmington High School	4	5	107	80	140		336
WG Graduated Piedra Vista High School	4	2	135	93	106		340
WG Graduated Rocinante High School			13	16	22		51
Grand Total	9	8	283	218	327	1	846

**Tribal Education Status Report
Farmington Municipal Schools
District Wide**

4. Discipline

Objective: To promote a culture based on respect, integrity, a commitment to excellence and the recognition of success throughout the district.

Background: In terms of discipline issues in Farmington Municipal Schools, there are incidences that occur in all schools on a daily basis. On 40th day in the Fall of 2018, there were a total of 11,297 students enrolled in Farmington Municipal School (including Juvenile Services and NM Virtual Academy: 11,827). The break down by Ethnicity is as such: Asian – 102 or .009%, African American – 108 or .010%, Caucasian – 3,482 or 31%, Hispanic – 2,978 or 26%, Native American – 4,620 or 41%, and Pacific Islander – 7 or .0006%.

Methods: FMS derives data from the New Mexico Student Teacher Accountability Reporting System (STARS).

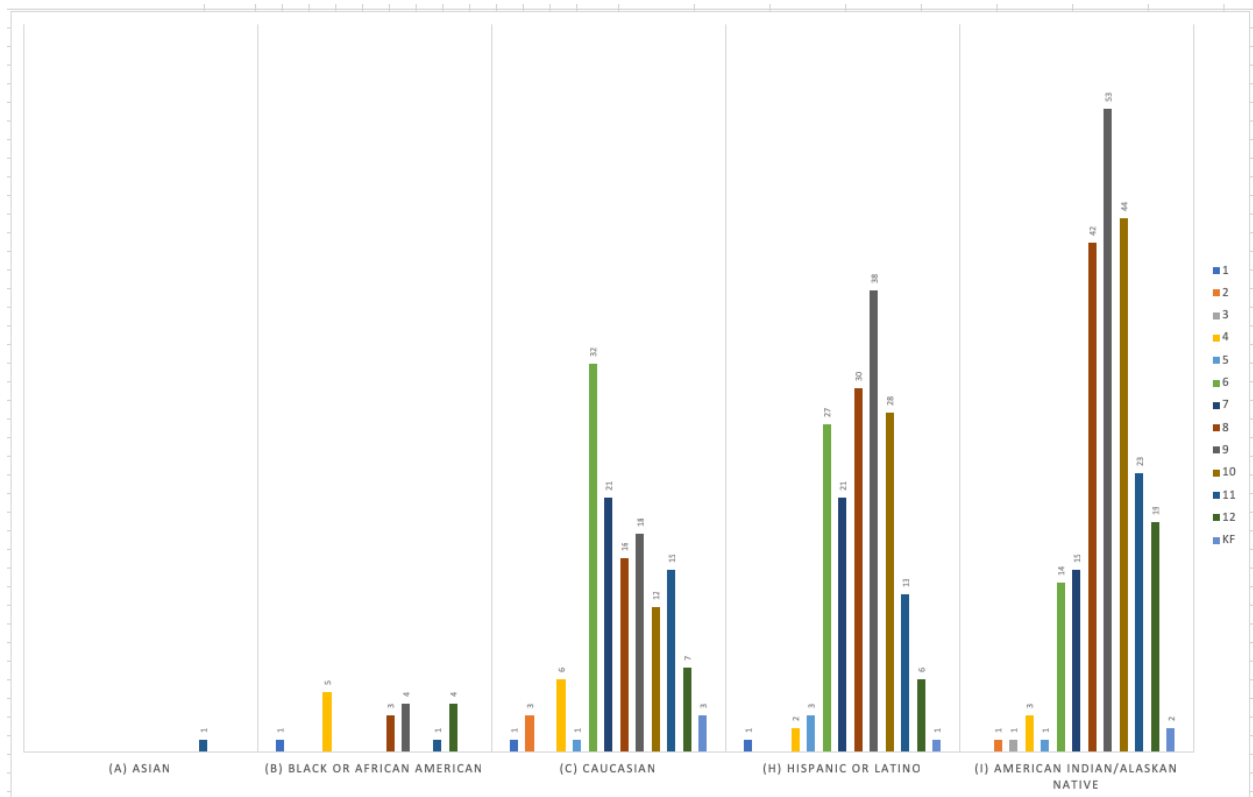
Results: Native American students rank the highest in number of discipline issues. Native American males are of greatest concern particularly in grades 8 and 9. The most common infraction with Native Americans are: Assault/battery aggravated with hands/feet/fist, Assault/battery simple, Drug Violation, and Other Weapons/Substance Abuse/Gang Activity.

Conclusion: The data demonstrates a discipline gap between Native American students and Caucasian and Hispanic students. Our Native American students are involved in fights more often, use or carry drugs and/or other substance abuse, and are affiliated with gangs and gang activity.

Action Plan: Provide training for the Native American Youth Advisors to strengthen cultural mentoring to better impact behavior so our students recognize the choices they make. Develop a tool to gather data on why students are engaging in behaviors that result in infractions.

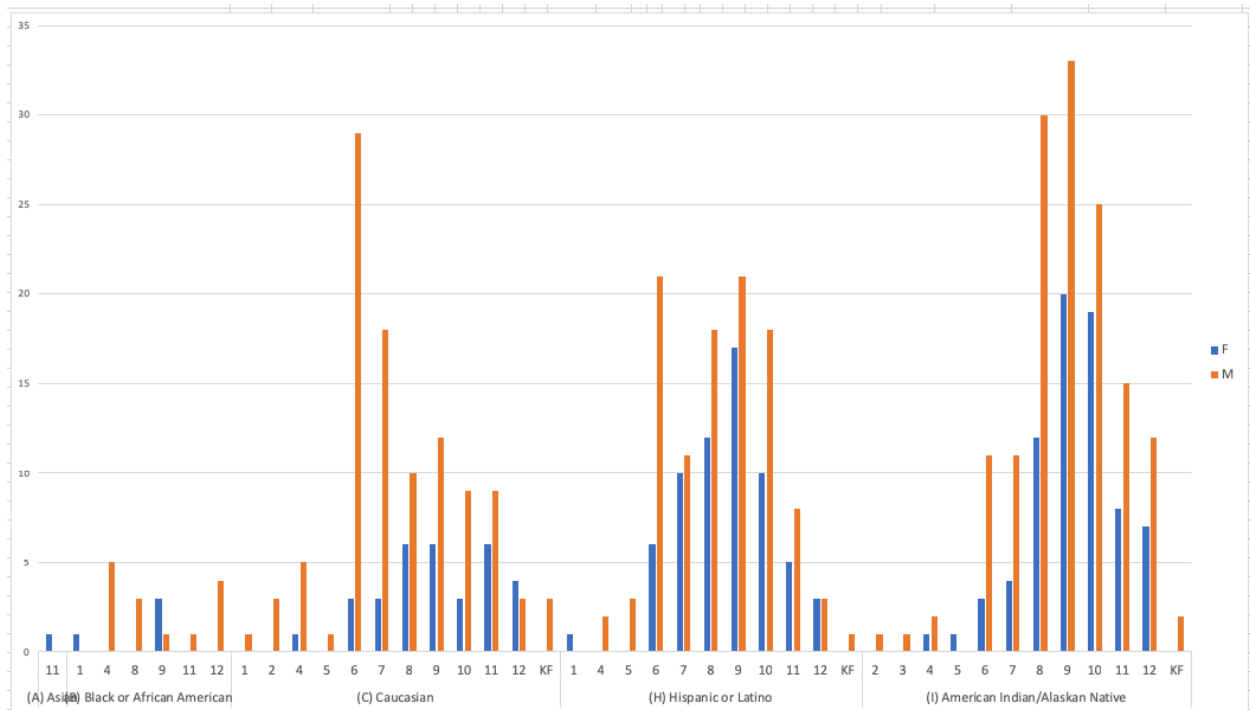
Tribal Education Status Report Farmington Municipal Schools District Wide

2018-19 infractions by Grade and Ethnicity

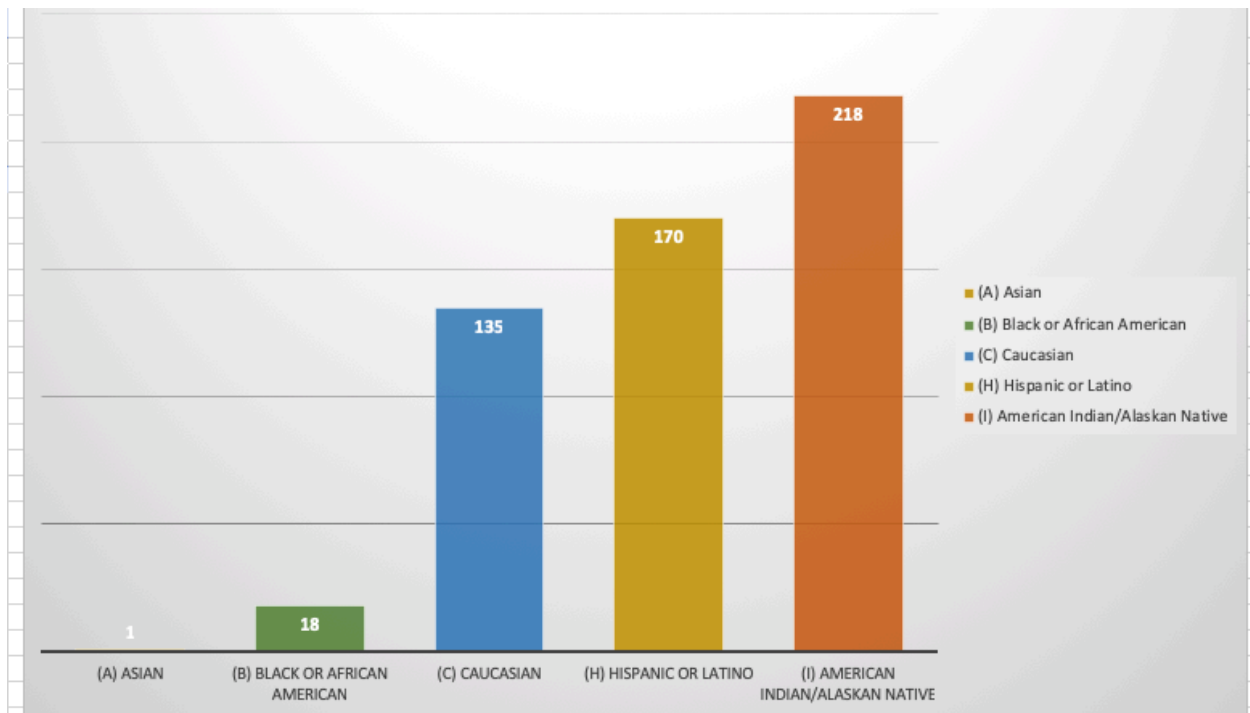


Tribal Education Status Report Farmington Municipal Schools District Wide

2018-19 Infractions by gender



2018-19 Infractions by Ethnicity



**Tribal Education Status Report
Farmington Municipal Schools
District Wide**

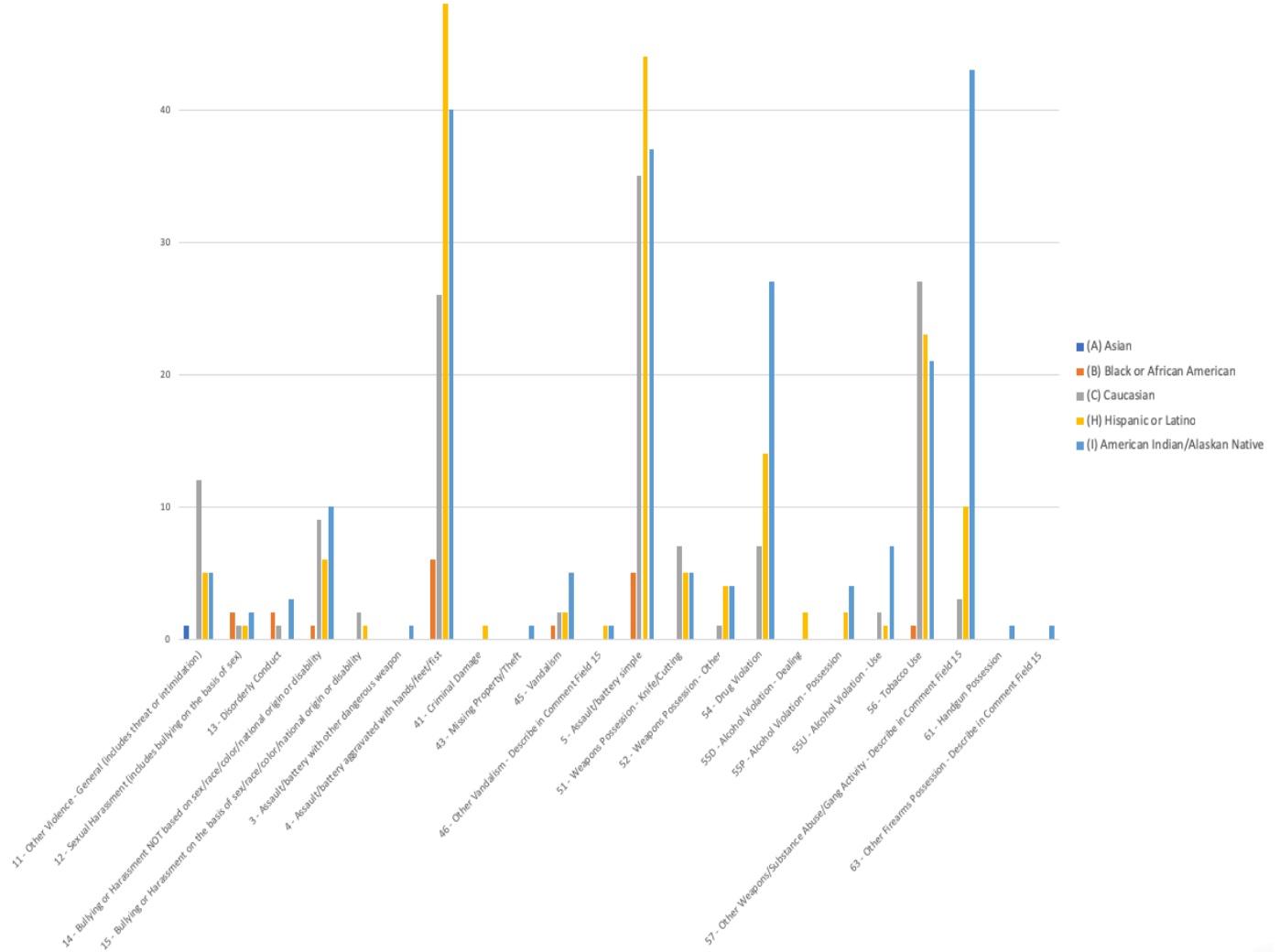
2018-19 Infraction Code and Ethnicity

Row Labels	(A) Asian	(B) Black or African American	(C) Caucasian	(H) Hispanic or Latino	(I) American Indian/Alaskan Native	Grand Total
11 - Other Violence - General (includes threat or intimidation)	1		12	5	5	23
12 - Sexual Harassment (includes bullying on the basis of sex)		2	1	1	2	6
13 - Disorderly Conduct		2	1		3	6
14 - Bullying or Harassment NOT based on sex/race/color/national origin or disability		1	9	6	10	26
15 - Bullying or Harassment on the basis of sex/race/color/national origin or disability			2	1		3
3 - Assault/battery with other dangerous weapon					1	1
4 - Assault/battery aggravated with hands/feet/fist		6	26	48	40	120
41 - Criminal Damage				1		1
43 - Missing Property/Theft					1	1
45 - Vandalism		1	2	2	5	10
46 - Other Vandalism - Describe in Comment Field 15				1	1	2
5 - Assault/battery simple		5	35	44	37	121
51 - Weapons Possession - Knife/Cutting			7	5	5	17

**Tribal Education Status Report
Farmington Municipal Schools
District Wide**

52 - Weapons Possession - Other			1	4	4	9
54 - Drug Violation			7	14	27	48
55D - Alcohol Violation - Dealing				2		2
55P - Alcohol Violation - Possession				2	4	6
55U - Alcohol Violation - Use			2	1	7	10
56 - Tobacco Use		1	27	23	21	72
57 - Other Weapons/Substance Abuse/Gang Activity - Describe in Comment Field 15			3	10	43	56
61 - Handgun Possession					1	1
63 - Other Firearms Possession - Describe in Comment Field 15					1	1
Grand Total	1	18	135	170	218	542

Tribal Education Status Report Farmington Municipal Schools District Wide



**Tribal Education Status Report
Farmington Municipal Schools
District Wide**

5. Parent and Community Involvement

Objective: To work toward higher student achievement as a result of strong partnerships with highly engaged parents, families, and community

Background: Each FMS school site has a Parent/Teacher Advisory (PTA) that includes parents and teachers. Title I provides schools with a parent liaison who works with families. FMS OIE has a district Indian Education Committee (IEC) and Parent Advisory Committee (PAC) comprised of parents of FMS students. IEC has four parent members; IEC members also serve as PAC. OIE hosts public hearings for all Native American community members and chapter houses within our boundaries. FMS has implemented a parent involvement initiative that was implemented in 2016-17 was the Academic Parent Teacher Team (APTT). All eight (8) Title I elementary schools and one Title I Middle School are participating in APTT. APTT is an enhanced method of conducting the traditional Parent/Teacher Conferences. The concept of APTT is to bring all parents/guardians of students in the classroom for the purpose of learning a specific skill to practice at home. In this manner, the teacher and parent become partners in the academic success of each child. Additionally, the district has developed a District Parent Partnership which is held after work hours so parents can attend and learn about the various departments and programs offered. FMS also has community partnerships with ENLACE house at San Juan College, Farmington Public Library, and the Boys and Girls Club.

Methods: The school site PTA meet as needed. The district IEC and PAC meet monthly throughout the year. OIE holds two public hearings per year: one in the Fall and another in the Spring. The APTT model involves three meetings during the year – Fall, Winter, and Spring. Each meeting is 75 minutes in length. The Parent Partnership may be offered twice a year.

Results: Eleven IEC and PAC meetings and two public hearings are held during the school year. The meetings are advertised through the district Facebook page, Twitter, and Websites. Flyers are sent to all school sites for students to take home to their parents. Flyers are sent home with students and posted on the FMS social media outlets. In 2016-17 school, two cohorts of parents graduated from the FLI program. The APPT model was successfully implemented in two elementary schools and one middle school in 2016-17.

Conclusion: FMS OIE will continue to identify community needs and provide parental support through IEC, PAC, and Public Hearings. FMS has outlined processes to grow the parent engagement. Recruitment will primarily be conducted through the schools and word of mouth of parents who've completed the program. APTT will continue in the two elementary schools and one middle school with plans to add schools in 2017-18.

Action Plan: FMS OIE will work the community to seek additional Native American parents to become involved with IEC, PAC, and APTT.

**Tribal Education Status Report
Farmington Municipal Schools
District Wide**

6. Educational Programs Targeting Tribal Students

Objective: FMS OIE will support the identified unique and specialized needs for Native American students in our district.

Background: FMS OIE provides seven Native American Youth Advisors, one in each secondary school, who specialize in providing culturally responsive mentoring, ten Navajo bilingual teachers, a district Navajo Language Coach, and a district Assistant Director of Multicultural Services.

Methods: The Native American Youth Advisors (NAYA) provide daily supplemental transitional services at their respective schools for eligible Native American students in grades 6th – 12th. The advisors provide culturally responsive mentoring to support students to continue and maintain adequate school attendance, increase a letter grade in math and English, and decrease the number of disciplinary incidents. The Navajo bilingual teachers provide instruction in Navajo utilizing the district performance measures and topic scales. The Navajo Language Coach provides curriculum support for all Navajo bilingual teachers. The Assistant Director of Indian Education oversees all programs provided by Title VII, Johnson O'Malley, and School District Initiative grants that provide programs for Native American students enrolled in FMS.

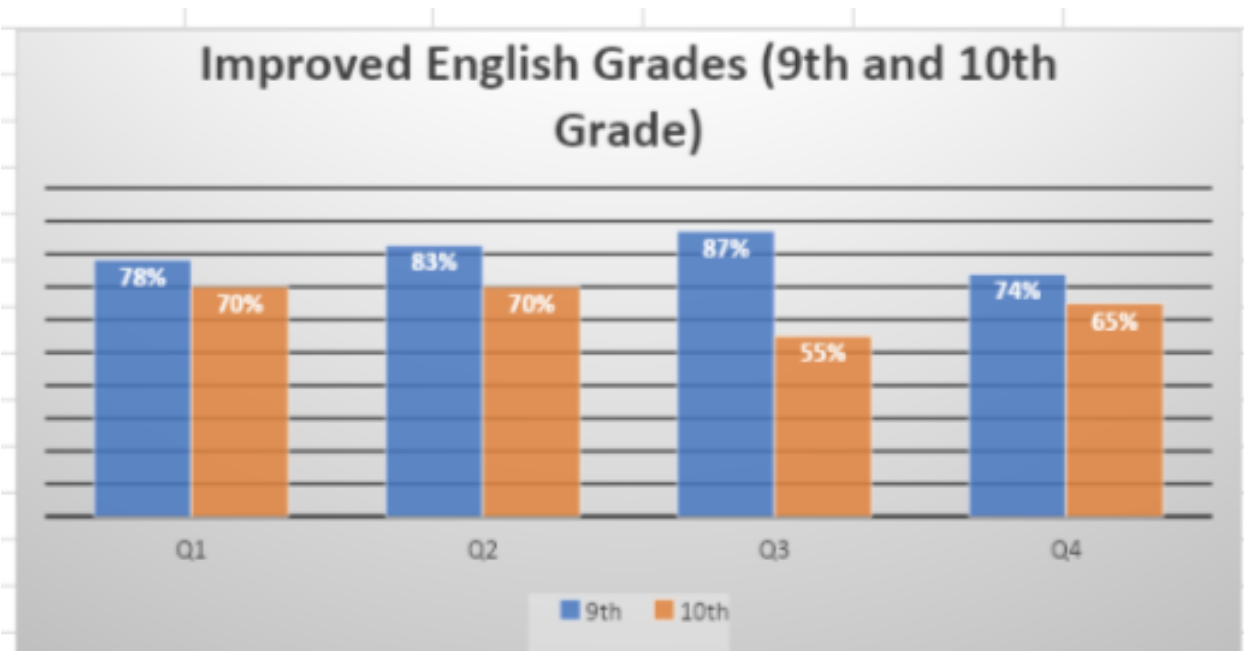
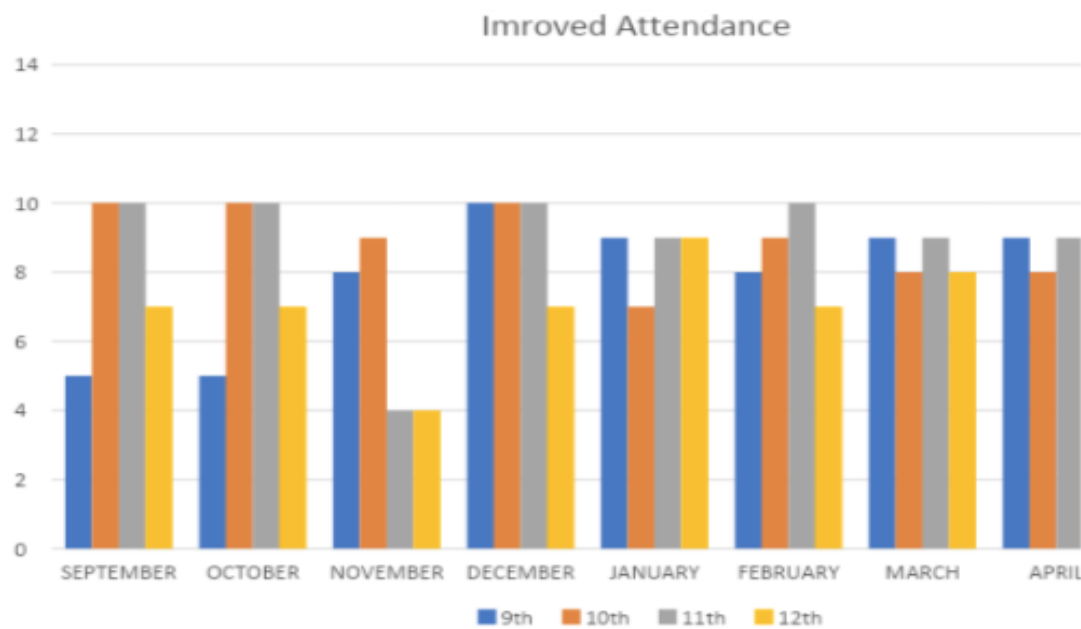
Results: There is improvement in attendance and grades of our Native American students.

Conclusion: FMS OIE grants is providing many programs for Native American students; however, the data gathered does not reliably inform the programs of their successes or failures.

Action Plan: FMS OIE will continue to create a more cohesive data set to be gathered for each program offered throughout the district.

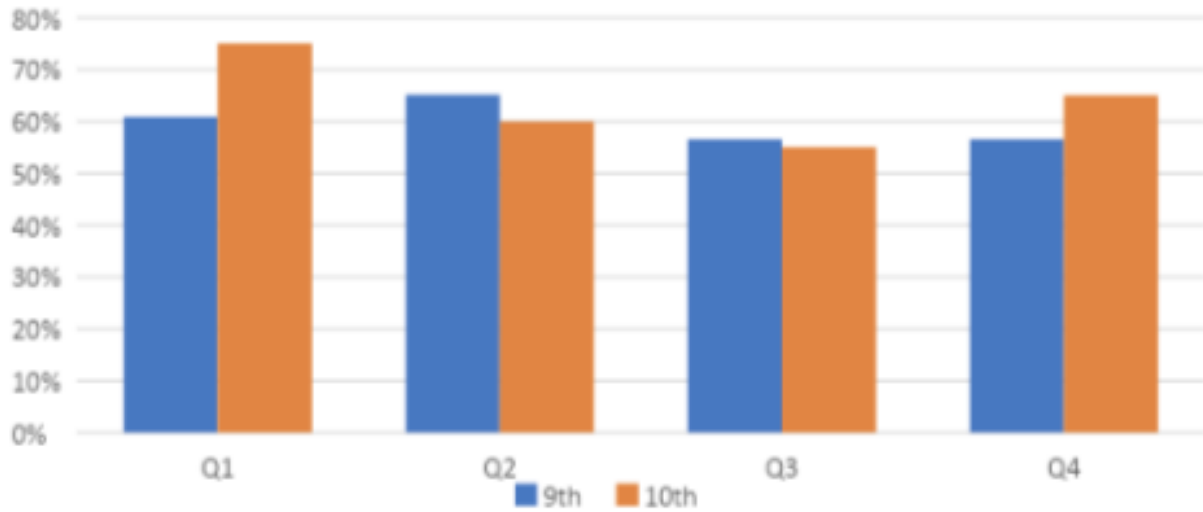
Tribal Education Status Report Farmington Municipal Schools District Wide

Farmington High School

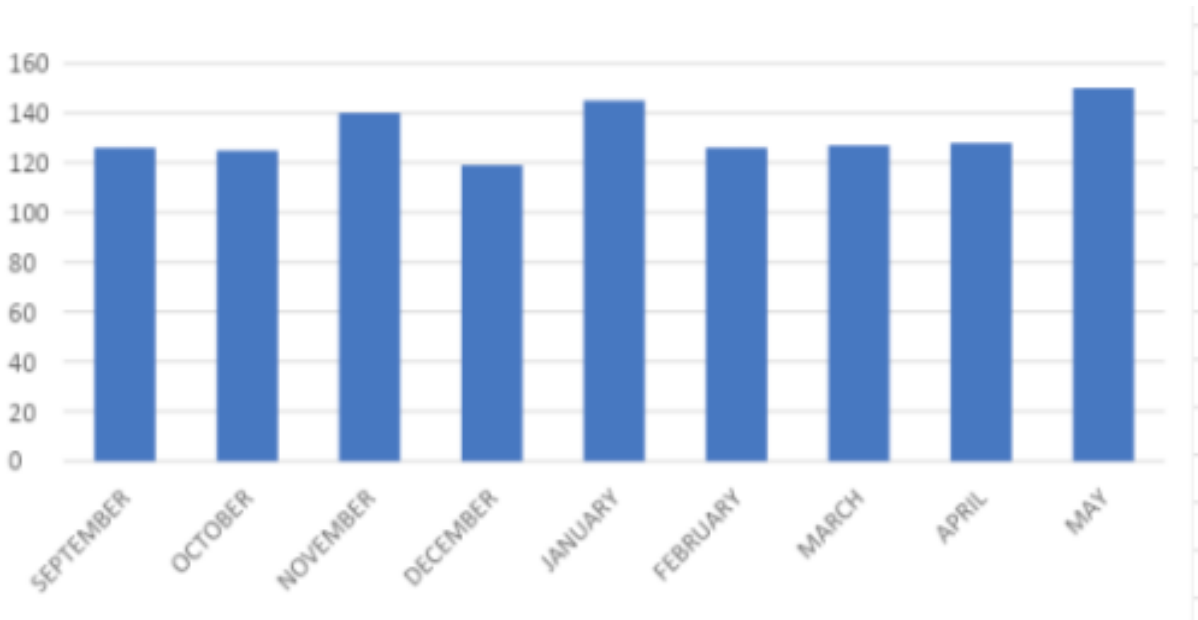


**Tribal Education Status Report
Farmington Municipal Schools
District Wide**

Improved Math Grades (9th and 10th)

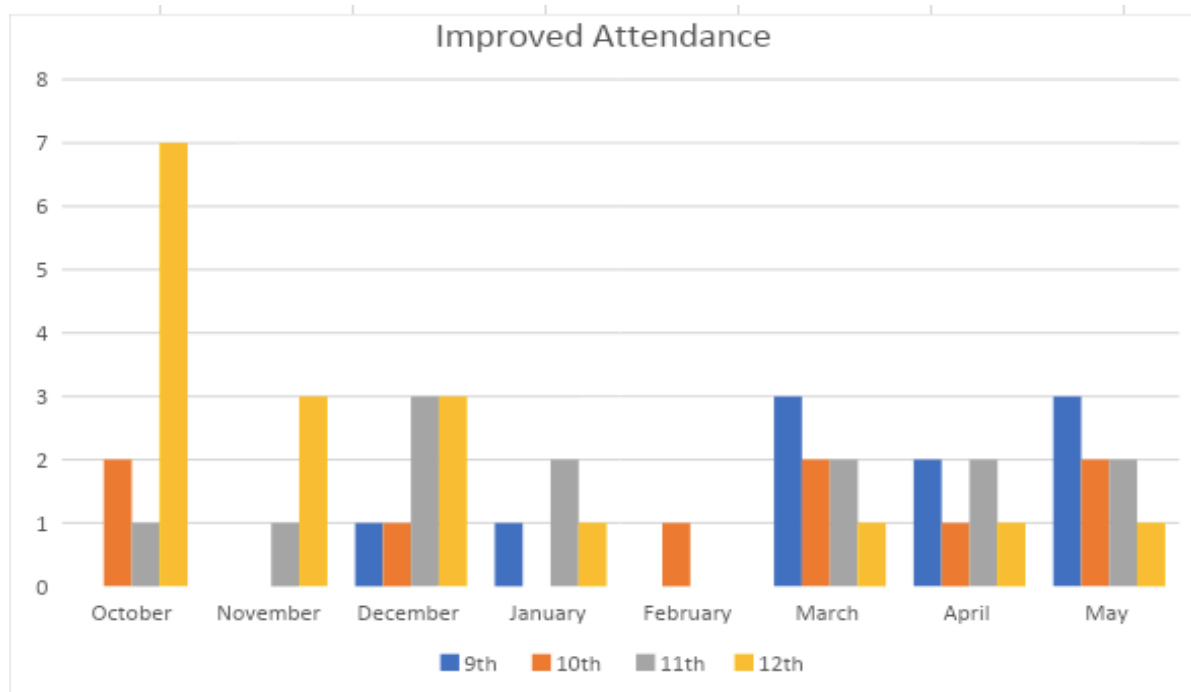
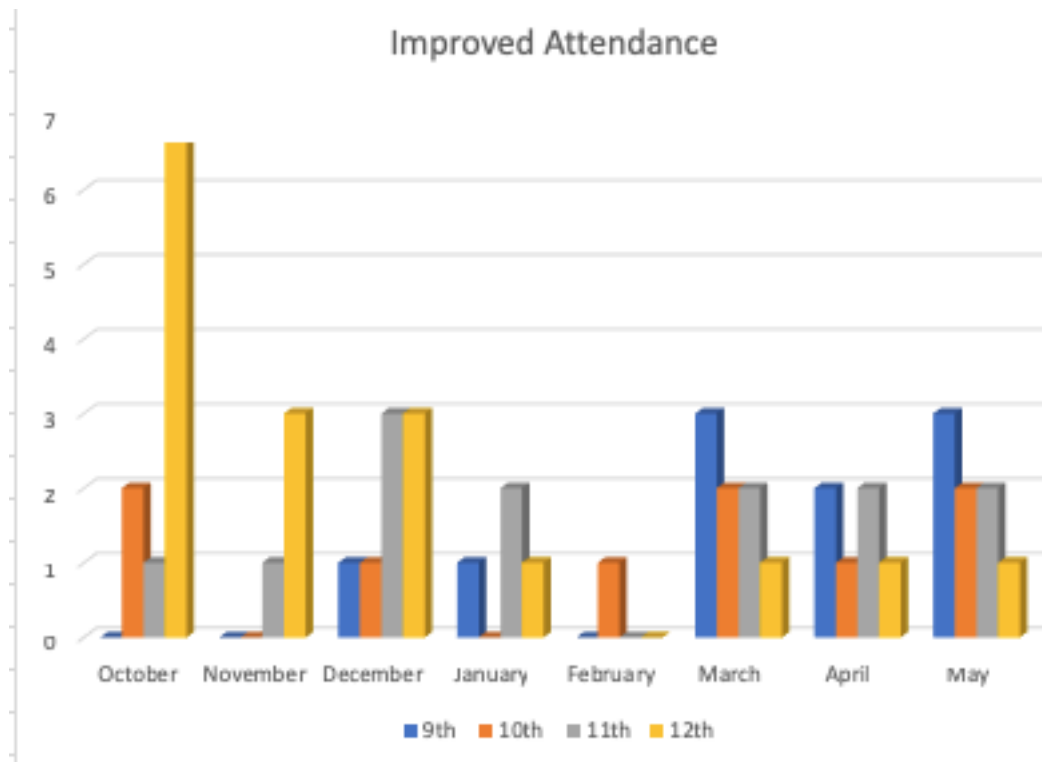


Phone Contacts with Parents

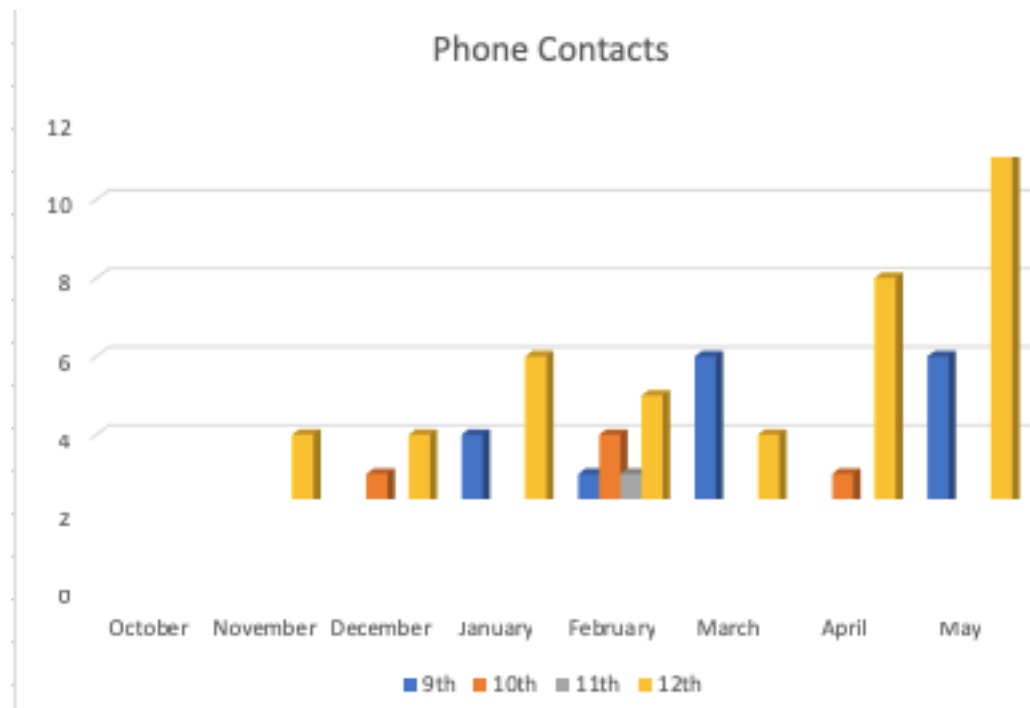
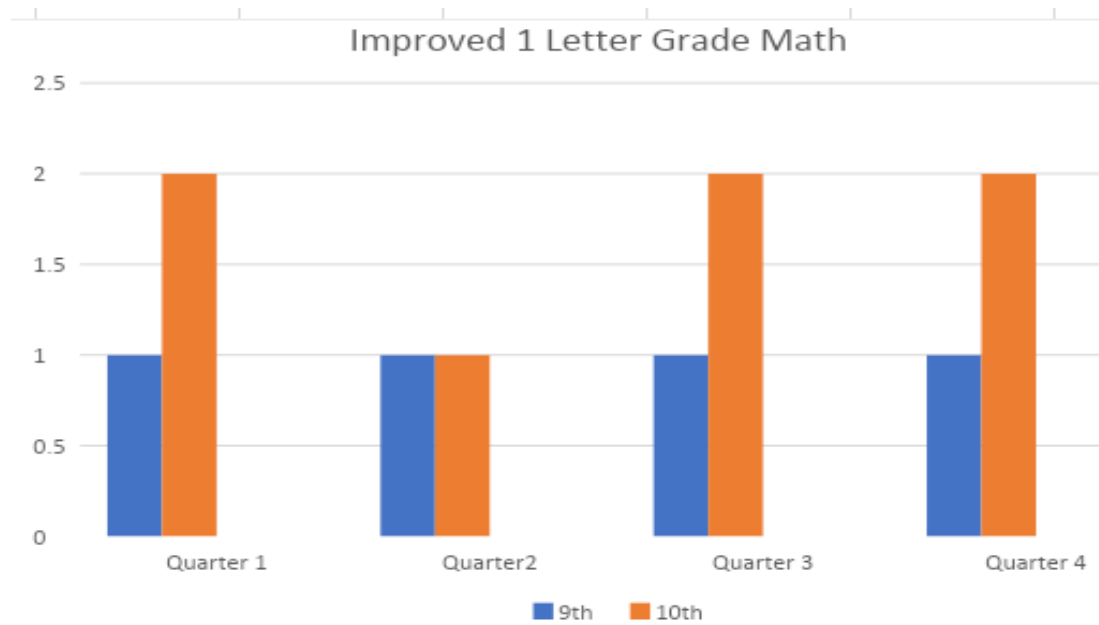


Tribal Education Status Report Farmington Municipal Schools District Wide

Piedra Vista High School



Tribal Education Status Report Farmington Municipal Schools District Wide



Tribal Education Status Report Farmington Municipal Schools District Wide

7. Financial Reports

Objective: All funds received belonging to FMS will be utilized effectively and equitably to support and provide FMS Native American students opportunities for academic success by meeting their unique and specialized educational needs.

Background: FMS receives the Johnson O'Malley Grant, Title VI Grant, and the School District Initiative Grant. FMS also qualifies for Title VIII Impact Aid funding for SY 2019-20.

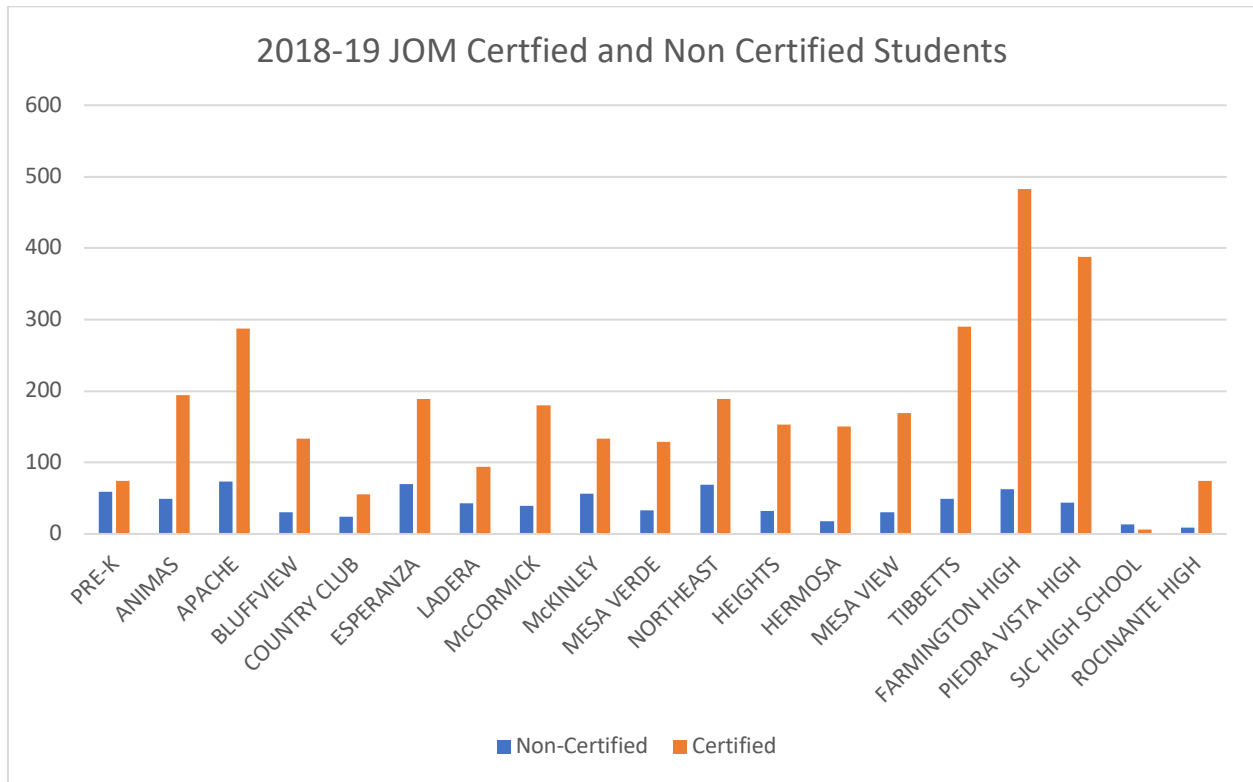
Methods: Funds are determined by our student count per year. For the Johnson O'Malley Grant, the total number of students eligible is determined by the number of valid Certificate of Indian Blood (CIB) we collect per student. Title VI funds are determined by the total number of correctly completed 506 forms we collect per student. The School District Initiative Grant is a flat amount received from the state of New Mexico. Impact Aid is based on meeting the threshold for eligibility for students living on Native American lands.

Results: The graph below indicates the number of CIBs we collected from each FMS school site in 2018-19 school year. We collected a total of 3,370 or 81% of CIBs. Our total Native American enrollment was 4,173. We were not able to collect 803 or 19% of CIBs. For the Title VI Grant, we collected 3,839 or 92% of 506 forms.

Conclusion: Although, we collected 3,370 or 81% of Certificates of Indian Blood, we fell there are still 803 not on file. There are a variety of challenges we face when we seek CIBs. We have many parents who withdraw their students before, on or after the 40th day, as well as throughout the year. Many parents have PO boxes and do not provide us physical addresses, some parents opt not to provide their child's CIB, some students are not enrolled due to birth certificate errors for child or parent, some parents have not attempted to seek a CIB for their child, some students are not eligible for a CIB due to blood quantum required by their tribe, etc. In relation to the Title VI 506 forms, many of the same challenges outlined above hinder us from collecting from all potential students. Furthermore, the 506 form requires parents to fill out the form which can be a deterrent for some parents even though we ask them to seek our help.

Action Plan: FMS Office of Indian Education has been working on revising processes and schedules to better accommodate a more streamlined approach to collecting forms. We will continue to schedule parent cost distribution week. This a week during which the Office Indian Education solely focuses on distributing parental cost items. OIE assists parents with items such as student laptop fees, school supplies, test fees, etc. While we are interacting with parents in person, we collect as many forms as possible.

Tribal Education Status Report Farmington Municipal Schools District Wide



**Tribal Education Status Report
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8. Current Status of Federal Indian Education Policies & Procedures

Objective: The district consultations act as a safeguard to ensure New Mexico schools provide a means of developing a shared understanding of educational programs and collaborate with Tribal entities to identify ways to improve opportunities for Native American students to be successful academically.

Background: Districts that claim federally recognized American Indian 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. 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 American Indian students.

Methods: FMS has not qualified for the Title VIII Impact Aid funding from school year 2013-14 through 2018-19. FMS does qualified for payments beginning October 2019 for school year 2019-20. The number of Native American students living on reservation lands enrolled in FMS met the eligibility threshold. Monthly Indian Parent Committee meetings are conducted. The meetings are announced on the district website and other venues as well. Public Hearings are also held in the Fall and Spring to inform the community of Indian Education programs.

Results: As of 2019-20, FMS has met the threshold of qualifying for the Title VIII Impact Aid funds.

Conclusion: Consultations with the Navajo Tribe were conducted in the school year 2018-19 year to review the federal grants providing services to Native American students.

Action Plan: We will continue to conduct consultations with tribal leaders and improving our communication process to keep all stakeholders informed as well as to strengthen Native education by supporting Navajo Bilingual classrooms and Youth Advisors while maintaining the integrity of what is outlined in 25CFR (Indian Education Act) that surrounds Indian Education (273 JOM) - relating to current styles and philosophies.

**Tribal Education Status Report
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9. Indigenous Research and Evaluation Measures/Results for Effective Curricula for Tribal Students

Objective: To align the Navajo Bilingual Language curriculum to the FMS district proficiency scales and topic measures and begin to implement aligned curriculum throughout the district.

Background: Each elementary, middle, and high school within FMS has a Navajo Bilingual class. In the past, Navajo Bilingual classes were autonomously conducted. They were instructed to utilize the Diné Language Standards.

Methods: The summer of 2015-16, K-12 Navajo Language teachers volunteered to align the Navajo curriculum using the already established proficiency scales and topic measures taught in Tier I instruction district wide. Navajo Language teachers initially developed themes for each quarter. They then sequenced proficiency scales and topic measures into meaningful chunks into a pacing guide. The revised curriculum was then released to all elementary, middle, and high school. It was implemented in classrooms the beginning of school year 2016-17. The proficiency scales and topic measures are continually revisited and revised. Additional topic measures were created for high school Navajo Language I, II, and III as well as for the Navajo Government classes.

Results: Secondary schools still have work to do to in fully implementing the curriculum and is currently work in progress. Although all elementary Navajo Bilingual classrooms have the revised curriculum, there remains to challenges with lesson planning, utilizing differentiated instructional strategies, classroom management, and following the pacing guide. Some classrooms observations were conducted by the Assistant Director of Indian Education but the process needs improvement.

Conclusion: Professional Development opportunities are needed to support teachers requiring assistance with effective instruction, lesson planning, etc. Professional Learning Communities need to be refined and targeted to improve and strengthen the revised curriculum to impact achievement.

Action Plan: Visit Navajo Language and Navajo Dual Language classrooms more frequently for observations. Train teachers on how to use the topics and how to effectively follow pacing guides. Strengthen the PLC process to teachers can have solid conversations around the 4 PLC questions and celebrate successes and help troubleshoot barriers. Provide training on culturally relevant and language acquisition instruction, identify characteristics of high quality DL teachers and how to best support admin in choosing DL teachers, attend parent meetings and community meetings to best support the growth and goals of the DL program, and visit DL classrooms more frequently and provide feedback and support to Apache admin around program goals and areas of growth.