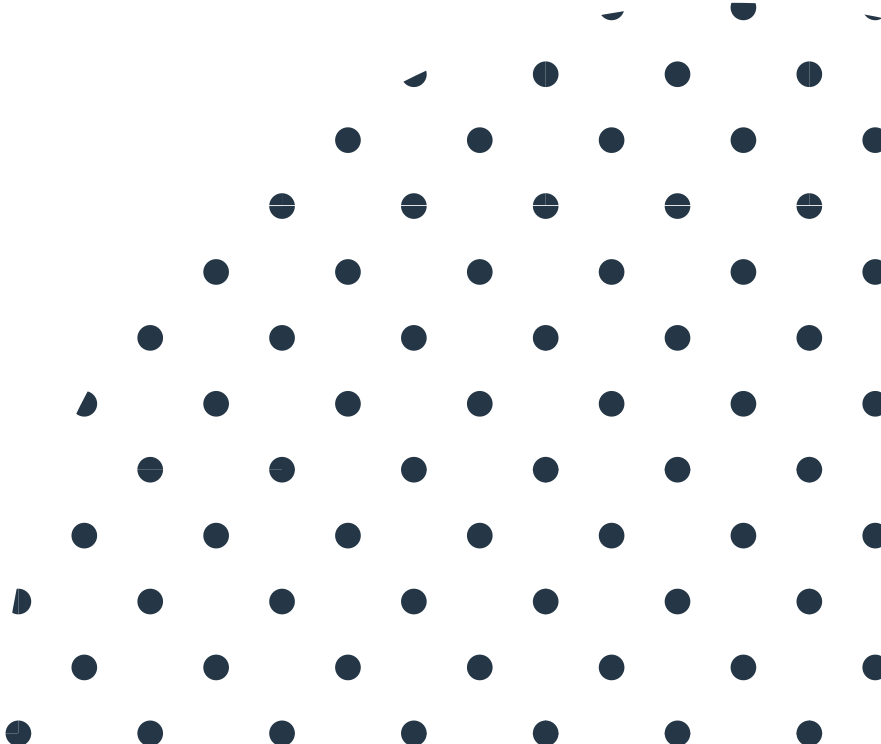


WHERE DID THE MONEY GO?

A RECAP OF HOW NEW MEXICO'S SCHOOL DISTRICTS PLAN TO SPEND \$100 MILLION TO SUPPORT AT-RISK STUDENTS

A REPORT BY:





Where Did The Money Go?

In 2019, the Legislature appropriated \$103 million to districts to support at-risk students.

Background

Earlier this year, the Legislature appropriated New Mexico's public school districts an extra \$103 million with a caveat: the money must be spent on at-risk students. The decision came in the wake of a ruling that New Mexico was failing to meet its constitutional responsibility to children by providing a "uniform and sufficient" education for all—especially the most vulnerable. How did they spend their money for at-risk students?

What does "at-risk" mean?

To determine who is an "at-risk" student, New Mexico uses three criteria:

1. Income
2. English proficiency
3. Mobility

The state then awards funding to school districts based on how many at-risk students they serve. This means that students from low socioeconomic areas, English learners and students who move often are provided additional funding through the formula.

District budget questionnaires

As part of the annual budget process, each district is required to complete a budget questionnaire for the Public Education Department, along with their proposed budget. This form is called the "FY20 Program Budget Questionnaire" and can also be referred to as the "2019-2020 Operating Budget, Documentation for Program/Budget Review." The questionnaire includes 25 questions, some that require the district to describe its plans for the at-risk student funding.

What's included in this report?

NewMexicoKidsCAN has compiled the following information for each of New Mexico's 89 school districts:

- State funding provided for 2018-2019 school year
- State funding provided for 2019-2020 school year
- Percent increase from 2018-2019 to 2019-2020
- At-risk funding awarded for the 2019-2020 school year
- District response to the following question from the district's budget questionnaire:
"Please provide narrative explaining identified services to improve academic success of at-risk students."

District	18-19 Budget	19-20 Budget	% Increase	19-20 At Risk Allocation	Using At Risk Funds For:
Alamogordo Public Schools	\$40,780,488.97	\$45,354,475.97	11.22%	\$3,831,766.87	APS is utilizing many efforts to address the needs of our at-risk student population, with the goal to assist each of these students individually to obtain physical and mental wellness to improve academically. We meet on a monthly basis with our local Juvenile Probation Chief, Children Youth and Families Investigation Supervisor, Juvenile Community Corrections supervisor using a multi-disciplinary team approach to collaboratively meet the needs of our most at-risk student population. Through the Coordinated Early Intervention Services (CEIS); we offer the several services as interventions to assist students in improving their academic success. Our truancy liaison, mental health coordinator, director of schools and school counselors' partner to explore why student is truant. We assist students in transitioning back into the school environment after discharge from a psychiatric facility. We provide school counseling to our at-risk students who report being the recipient or the initiator of bullying behavior. Many of our interventions result in a referral to community mental health services and to resources to get basic needs met. Students referred to In School Suspension (ISS) are taught resiliency skills using a trauma informed curriculum specifically for ISS. Our high school has a class that is designed specially to address the needs of our at-risk students who are on either juvenile probation or identified of needing this level of academic intervention. Our Health Services department trains staff on Adverse Childhood Experiences to assist teachers and staff in identifying at-risk students. School counselors receive referrals from staff and provide crisis intervention, coping and conflict resolution and resiliency skills, to name a few. Through the McKinney Vento Act, we are able to assist our at-risk population by providing services to our students and families who are homeless. All these efforts and many more are exhausted to assist our at-risk students to achieve social and emotional stability in hope to get them to a place where they are ready to learn.
Albuquerque Public Schools	\$633,332,414.98	\$725,541,063.86	14.56%	\$64,131,259.31	APS has many programs to serve our at-risk students. Please see the accompanying brochure OEIIS 2 nd Annual Report SY18-19 which talks about many of our programs. File Name: 17-APS 2019-2020-Program Budget Questionnaire #8-OEIIIS 2nd Annual Report SY18-19. pdf
Animas Public Schools	\$2,179,361.24	\$2,351,173.57	7.88%	\$107,396.70	We are a small school district with (generally) small class size. Each of our teachers work with individual students to identify needs of every student both formally and informally. We use WIN (What I Need) at the elementary and study hall at the secondary to provide individual assistance prior to SAT or IEP's. Meetings with parents, referral to the school counselor, etc. are used to intervene and/or encourage each student. Most of our secondary students are involved in extra/co-curricular activities throughout the school year. Our coaches/sponsors each keep track of students academic progress to ensure success in the classroom.
Artesia Public Schools	\$27,284,732.19	\$30,819,472.13	12.96%	\$1,887,573.33	(1) After School Tutoring Programs Are Provided At All School Campuses. These Programs Provide Support For Students In Need Of ELL Support, Targeted Academic Interventions, Credit Recovery, One-on-one Instruction, And Access To Internet And Digital Learning. (2) Read 180 And Math 180—these Programs Are Implemented At The Secondary Schools To Provide Targeted Support For Those Students Identified Through Assessments To Be In Need Of Academic Support. (3) Counselors And/Or Social Workers Are On Staff At Each Campus. They Provide Emotional Support Programs Including Suicide Prevention, Grief Counseling, Anxiety Coping, Drug And Alcohol Prevention, And Guidance Through Next Step Plans. (4) Attendance Monitoring And Counseling—a Part-time Elementary Counselor Is Assigned To The Elementary Schools To Assist With Improving Attendance. A Secondary Truancy Officer Is Assigned To Artesia High School But Assists With All Secondary Schools. They Work In Conjunction With School Resource Officers To Ensure Principals And Teachers Are Supported With The Deterrence Of Habitual Truancy. (5) Crisis Prevention Intervention Training—the District Has 10 Certified Trainers Who Have Trained Over 100 Additional Staff Members. Each Campus Has Multiple Staff Members Trained In The De-escalation Of Potential Crisis Situations As Well As The Proper Holds If Significant Behavior Warrants The Need For That Type Of Intervention.
Aztec Municipal Schools	\$20,718,364.03	\$22,333,598.02	7.80%	\$1,266,700.40	Intervention supports will be provided to students. These supports include, interventions through the Student Assistance Teams at the site level, development of social and emotional supports coordinating efforts with special education to complete child find provisions. Professional development may be put into place to build skills for our teachers and improve academic success for students who are identified as at risk. This professional development can include intervention and support techniques, a deeper understanding of the SAT process, a more in-depth understanding of PBIS supports and the functional behavior assessment process. Services such as our afterschool program, our SAT process, our section 504 supports, and coordination of support services through our counselors and social workers all address core needs for students that yield improved academic outcomes for our at-risk students.
Belen Consolidated Schools	\$29,658,805.39	\$34,301,066.94	15.65%	\$3,483,827.85	Belen Consolidated Schools has several services to improve the academic success of at-risk students. For students that are identified as students with a disability each school site has services available depending on the individual needs of the students including ancillary services. At each site bilingual educational services for students that are identified as English Language Learners including licensed bilingual teacher and TESOL certified teachers. Belen Consolidated Schools has licensed counselors at school sites and school nurses. McKinney-Vento program has been supporting students that are identified as homeless for many years in or district. At Belen High School the GRADS program supports our teenage parents by providing education on parenting along with a daycare facility for the students child (ren). Student Assistance Teams (SAT) is a functional part of each school site and provides supports to students
Bernalillo Public Schools	\$21,139,918.16	\$24,668,073.65	16.69%	\$2,848,099.07	At-risk students are identified through teacher observation and assessment data (i-Station, Wonders assessment, ACCESS data, etc.). Once identified, students are provided additional reading interventions through direct, small group instruction with a Reading Interventionist. The goal is for students receive 20 to 30 minutes of reading intervention daily. Teachers also provide small group instruction during their Literacy block that allows for differentiation of instruction. At-risk students also participate in i-Station intervention lessons weekly.

District	18-19 Budget	19-20 Budget	% Increase	19-20 At Risk Allocation	Using At Risk Funds For:
Bloomfield Schools	\$21,190,450.20	\$21,868,728.36	3.20%	\$1,769,059.85	At-risk students receive various supports to improve academic success. The district implements a Student of Concern process to identify students who may be struggling in comparison with their grade-level peers and serves as a pre-SAT intervention. The Student of Concern process (like the SAT process) takes a holistic view of the student and attempts to apply strategic interventions during Tier-I instruction. Most often the focus is on academics but there are other focuses such as social, emotional, and truancy. If the student is not responding well or making the targeted gains with the prescribed strategies, service, or programs; the student is then supported through a more formal process in SAT. Since each school site is different, intervention for students also looks different. School sites work to integrate strategies, prescriptive academic supports, and/or programs to meet student needs. Some of our school sites have also used the Early Warning System within the SIS system to seek patterns and trends in academics, discipline and attendance. School sites have also engaged in developing and implementing the use of student action plans to pinpoint student need and identify areas of concern coupled with the needed support to better assist students.
Capitan Municipal Schools	\$4,631,532.51	\$5,188,651.61	12.03%	\$397,985.05	The district has identified the following services to help improve academic success of at-risk students by working with our habitually truant students. We are instituting credit recovery programs to help our at-risk students ensure they receive full credit; we are utilizing the Edgenuty program to help in this area and continues into summer school and throughout the year, this helps with skill mastery and graduation requirements for students. The SAT teams will continue to identify and provide intervention students. We are providing mental health services with an operational funded school psychologist for our entire student body not just those on IEP's this includes the homeless population. In addition, we contract with the Region IX behavior health services as well. We are also ensure those that are medically fragile students receive the services needed to meet their social/emotional and academic needs.
Carlsbad Municipal Schools	\$54,742,998.02	\$59,552,431.29	8.79%	\$4,330,565.31	At the elementary level, we have implemented a 45 minute intervention block. This block of time is used to have targeted small-group instruction in the areas of students' needs. Teachers analyze student data, such as Istation, to identify academic areas of weakness and target those in order to improve students' proficiency. Teachers use a Plan, Do, Study, Act format to create individual lessons for their small-groups. The PDSA includes a running record that allows teachers to analyze the success of the interventions and monitor students' progress towards their instructional goal during the record that allows teachers to analyze the success of the interventions and monitor students' progress towards their instructional goal during the intervention block. We have used our Response Driven Accountability and Title I funds to provide tutoring for our at-risk students in grades first-third.
Carrizozo Municipal Schools	\$1,996,140.88	\$2,411,347.76	20.80%	\$120,335.08	Resource room – w/2 sped teachers and 2 educational aides to assist students.Added reading coach K-8
Central Consolidated Schools	\$28,915,945.84	\$35,626,167.34	23.21%	\$5,922,514.65	Our At-Risk student sub-groups needs are met with grant funding, however the District provides additional assistance for students who require social and emotional support through our district social workers. The District has an alternative high school, Career Prep High School that serves students who need an alternative setting to be successful high school graduates. Enrichment after-school programs are provided to K-12 students throughout the District. Bilingual/English Language Development teachers are hired to provide English Language Development and Interventions for our K-12 students who are identified as English Language Learners.
Chama Valley Independent Schools	\$4,026,120.58	\$5,171,499.73	28.45%	\$248,125.47	(a) The District's SAT and 504 Committees determine amended the instructional program based on student data/need (b) Federal programs such as Title I are utilized to provide additional instructional assistance at the Elementary Schools (c) 21 st CCLC after school programs target at –risk students by providing additional instructional assistance as per teacher recommendation (d) SPED services are incorporated as per student IEPs (e) Manipulatives as well as alternative instructional programs are incorporated in day to day instruction based on student learning abilities
Cimarron Municipal Schools	\$4,144,708.46	\$4,354,777.15	5.07%	\$215,099.29	Cimarron Municipal Schools has developed and implemented several strategies to best support all of our students including our neediest students. Short cycle assessment has been implemented to test students throughout the year to guide instruction. Interventions are designed to support the individual child. After school programs, summer school programs are delivered to support students. Online programming has been implemented to allow students to access curriculum at all hours.
Clayton Municipal Schools	\$4,691,346.18	\$5,364,875.19	14.36%	\$262,031.71	The district has been working to support students with small group and one-to-one intervention as indicated by data. Supports occur throughout the day. This past school year the district implemented the SIPPS phonics program at grades K-12 as data indicated. Students in grades K-4 were placed in groups to support their identified needs. Eligibility is an issue at the secondary level and district sponsors of all programs worked to build a strategic plan designed to proactively support struggling students. Sponsors will be working with students and their parents in conjunction with classroom teachers to encourage increased outcomes for students. Behavior is the greatest issue we deal with at the secondary level. The district has implemented a full time BIP (ISS) program where students will be provided the opportunity to receive instruction in a satellite setting via livestream. The district has set aside thirty minutes each day to implement CCR, Soft Skills, and Life Prep training at grades 7-12. This will occur between first and second hour and students will be eating breakfast in the classroom while they engage in activities/instruction to support their preparation for life. At grades K-6 students will participate in an afterschool program designed to support and engage them in the school setting that will focus on identified interventions, SEL, and STEM activities. In addition, the district has been funded for a full day pre-k program for four year olds. This increased support at an early age will support students in acquiring the early literacy skills needed to be successful in grades K-2.
Cloudcroft Municipal Schools	\$3,885,367.44	\$4,548,714.86	17.07%	\$260,164.45	Through our SAT and RTL programs, students are provided support and Intervention for attendance, low grades, and medical needs.

District	18-19 Budget	19-20 Budget	% Increase	19-20 At Risk Allocation	Using At Risk Funds For:
Clovis Municipal Schools	\$58,105,865.92	\$65,334,262.36	12.44%	\$6,137,321.75	<p>There are growing concerns over the mental health of all of our students. The Special Education Department is exceptional about providing services to that population of students; however, they are not able to serve non-special education students. We were able to add a couple of Mental Health Counselors utilizing Medicaid funds in FY 18-19. We have budgeted for eight Mental Health providers out of Operational Funds. This will allow us the flexibility to immediately staff two counselors while developing a program of suicide awareness and prevention, attendance issues, behavioral issues, and school safety issues. Additional staff will be hired as the program progresses.</p> <p>The student population at Clovis Schools has been decreasing over the last several years. Many of those students are seeking alternative educational experiences such as home schooling, on-line school and attending one of the six 4-day week surrounding schools. Our district is investing in future educational opportunities that will be housed at the iAcademy at Lincoln Jackson. This school will use innovative teaching strategies, technology, flexible scheduling, and a supportive classroom atmosphere to help students achieve academic success.</p> <p>The iAcademy will serve students from 2 nd through 12 th grade. The Elementary Academy consists of two multi-age classrooms; 2 nd and 3 rd graders in one classroom, 4 th and 5 th in another. Elementary students maintain a regular school schedule and attend Monday – Friday. The curriculum uses a STEAM focus in all subject areas and each classroom is limited to fifteen students.</p> <p>The Secondary Academy consists of students in grades 6 – 12. Students in grades 6-8 attend school on Monday and Wednesday; 9-12 graders attend Tuesday and Thursday. Students in both groups work on Edgenuity – online comprehensive curricula – on days they are not physically in the building. On Fridays, teachers will be available for intervention or extra work as needed. Each student will be schedule for four core classes per week (English, Math, Science, and Social Studies), which will focus on grade level power (high priority) standards. Each grade level is limited to fifteen students.</p>
Cobre Consolidated Schools	\$12,117,777.48	\$13,836,781.25	14.19%	\$800,841.40	<p>To improve academic success of at-risk students the district will utilize staff (i.e. teachers, interventionists, instructional coaches, truancy specialists, special education, PE/Art, bilingual, SAT Coordinator, etc.) throughout the 2019-2020 school year. A third tier of intervention instruction will be special education, PE/Art, bilingual, SAT Coordinator, etc.) throughout the 2019-2020 school year. A third tier of intervention instruction will be provided by the reading/math interventionist to students at the strategic level (RTI Tier 2) and students at the intensive level (RTI Tier 3) who are not yet receiving special education services for literacy and numeracy. The interventionist will provide a minimum of 30 minutes of targeted, intensive instruction at least three days a week based on a set schedule. The fourth tier of intervention instruction will be provided by the Special Education teacher to students scoring at the strategic level who are receiving Special Education services. The Special Education teacher will provide small group or individualized instruction at a specified time each day. Instruction will focus on areas identified by students' IEP. Reading and Math Coaches will continue to provide ongoing support to teachers with job-embedded coaching and Istation/Moby Max data analysis to include reports. Coaches will also assist teachers with disaggregating the data to identify student strengths and weaknesses, create interventions, and to inform their practice. Instruction is differentiated based on individual student needs and student accommodations and modifications.</p>
Corona Municipal Schools	\$1,415,020.54	\$1,527,971.34	7.98%	\$25,324.33	<p>The school district attempts to prevent multi grade level grouping in the elementary for classroom teaching and curriculum. If grade levels are grouped it is performed at higher grade levels to allow lower level students the opportunity to build foundational reading skills. At the high school level the district provides dual credit and elective offerings, in addition of what the school can provide, through on line and other distance learning platforms. The school district provides career technical classes in a project based learning methodology. After school programs are difficult to provide due to the great distance students have to travel. We do offer some week long summer unit programs for students to explore and learn.</p>
Cuba Independent Schools	\$5,595,242.95	\$6,336,571.42	13.25%	\$855,261.08	<p>The District is working to support &quot;at risk&quot; students by providing the following:</p> <ul style="list-style-type: none"> - Extended learning classes from June 24th thru August 2nd. Including, K-5 Plus reading, language, RTI math, for students 6th thru 12th grades who are 30 percent below proficiency, algebra I, geometry, and online credit recovery classes for all high school students. - Extended learning online classes for high school students who have not passed in the local feeder Dine communities Ojo Encino, Counselor, Torreon. - Extended School Year for Special Education classes - K-12 aligned programs I-Ready, Imagine, and possibly Illumination - Drivers Education for high school students so they can then get jobs or do internships - Building of a Hogan will allow students to be immersed in culture and language while also learning essential vocational skills - Continuation of district-wide after school targeted tutoring in math and reading - Integration of more cultural materials in the library and classrooms (specific Dine, Hispanic) - ELD classes aligned with WIDA standards and targeted to student ACCESS scores district-wide - Alignment of ELA unit plans for Core, SPED and ELD classes in 2 nd through 5 th grades - Student Assistance Team process (SAT) at all schools - At-risk Liaisons/Family Center at the High School - Math interventionist at the Elementary - Math remedial block school wide at the Elementary - Language Development period for all grades at the Elementary - Remedial math classes at the High School as an elective credit - High School Recovering Youth Program - Early Warning System - Learning Labs

District	18-19 Budget	19-20 Budget	% Increase	19-20 At Risk Allocation	Using At Risk Funds For:
Deming Public Schools	\$39,688,076.91	\$50,989,340.23	28.48%	\$5,109,584.04	Each school in the Deming Public School District will develop a 90 Day Plan. A root cause analysis will identify focus areas and a strategic plan will be instituted to address learning gaps, in particular, the needs of our at risk and subgroup student populations. Funds will be allocated to support 90-day action steps which will provide opportunities for students to meet academic standards, strengthen programs and increase the amount and quality of learning time. steps which will provide opportunities for students to meet academic standards, strengthen programs and increase the amount and quality of learning time. Each school will develop an additional Title 1 plan to address the needs of disadvantaged, migrant, foster, disabled, ELL and homeless students. The LEA will support the development of the plan and follow up at minimal quarterly to determine progress. An intentional focus for the district will be to ensure that funds and actions are accounted for by site and program to ensure equity, effectiveness and appropriateness. Focus areas may include but not limited to: extended learning opportunities, professional development in the areas of cultural and linguistic responsiveness, emotional and social support, behavior support protocols and settings for students with special needs, and basic needs of our identified student population i.e. clothing and/or school supplies.
Des Moines Municipal Schools	\$1,537,888.17	\$1,702,863.76	10.73%	\$30,880.43	We have a low student to teacher ratio at all grade levels which allows educators to build rapport with all students and truly individualize instruction. We build relationships with families and intervene when students exhibit at risk behaviors or are below proficient in any one class. Our SAT process works like a well-oiled machine intervening with research based interventions early. We have high eligibility standards for 6-12 students to compete in extra- curricular activities which creates additional motivation for students to do well. We also have scheduled more time with our contracted social worker to help intercede with students struggling academically and social/ emotionally utilizing Title IV money. Additional money for this service would be utilized if available.
Dexter Consolidated Schools	\$8,190,738.87	\$8,590,651.66	4.88%	\$560,253.42	Job embedded professional development is provided for Elementary, Middle, and High School staff in classroom management, instructional strategies, and data analysis. Staff are also encouraged to attend specific trainings that focus on at risk students such as Glad@, Aims, TAPS, La Coscheca, and autism trainings. At risk student have the opportunity to participate in tutoring and after school enrichment programs. During the summer months, Dexter provides K-5 summer school as well as summer school for credit recovery at the high school level. In addition, Dexter provides a Migrant summer academy for eligible students. Migrant students are also eligible to receive school supplies at the beginning of the year when needed. Dexter provides ELL classes by certified staff for students who are learning the English language. Although limited due to lack of staffing, Dexter makes every effort to also provide a bilingual program at each school to serve the needs of our multicultural students. All Dexter students receive free breakfast and lunch to ensure that they are getting two good meals a day in order to stay healthy and physically able to learn. Our Special Education program is full-inclusion. Special Education students are included in regular classrooms with SPED teacher support. Special Education and ELL students have equal access to all offered classes.
Dora Municipal Schools	\$2,628,541.62	\$2,903,884.90	10.48%	\$110,747.72	Dora Consolidated Schools fully implements the SAT process to improve academic success of at-risk students. We have many built in intervention systems that can be utilized by the SAT teams in creating the most appropriate plans for each student. Students are referred to SAT by teachers or qualify based on "at-risk" indicators. The SAT team meets as often as necessary to assess and adjust each students plan. Parents are an integral part of the SAT process. In our elementary we have built tutoring opportunities into the scheduled day for both reading and math. During our reading intervention time, students are separated into small groups based upon their reading level and provided additional support or enrichment. Students can also receive intensive reading help twice a week for 30 minutes during their normally scheduled art period. Students are able to receive math intervention from their classroom teacher during their daily 45 minute computer time. In high school, a daily 30-minute intervention period called "Success" has been built into the schedule. During this time, students work on adaptive computer programs that target their needs in math and reading. Math and ELA teachers have the ability to pull any student or group of students during this time to work on specific classroom skills. Students who are behind in their classroom work are also assigned to a 45 minute afterschool program with certified teachers to help them get caught up.
Dulce Independent Schools	\$4,572,069.89	\$4,139,018.95	-9.47%	\$715,628.02	Dulce Independent School District will implement an Alternative School for SY 2019-2020, serving students in grades 7 - 12 who have not found success in the larger school setting. The instructional program will address socio-emotional issues that impact student learning, through a process of individual goal- setting & making positive decisions, while charting a course for academic improvement through culturally relevant place-based and project oriented instruction. In addition, DISD will be introducing a comprehensive Career Cluster/Pathway framework design K-12, focused on Business, Construction, Health & Natural Resources. Linked with the Jicarilla Apache Nation via the Jicarilla Apache Department of Education (JADE), opportunities will exist for JAN guest speakers in the school, job shadowing, activities, job-site work opportunities consistent with student career interests and career-based "Fieldwork" trips to various JAN departments and resource areas (Oil/Gas, Timber, Game & Fish). The program will include a student decision-making, goal-setting, and career planning mechanism K-7 via individual student portfolio and interface with the Next Step Plan (NQ process utilized in grades 8 -12)
Elida Municipal Schools	\$1,772,044.92	\$2,326,134.72	31.27%	\$73,201.78	EMS provides the following services to improve academic success for at-risk students: A mental health counselor is provided for students in addition to school guidance counselor, attendance and truancy follow-up meetings, 4 day week PreK program provided for all eligible students within the district, SAT program, career guidance, dual credit opportunities, and free tutoring.
Espanola Public Schools	\$30,065,321.17	\$31,531,938.21	4.88%	\$3,063,289.67	Espanola Public Schools utilizes the Student Assistance Team (SAT) process to identify student needs in the areas of academic performance, as well as behavior, which often impacts academic success. Interventions are identified and implemented, and students' progress is monitored. The SAT process is implemented with fidelity. With the exception of our comprehensive high school, all of our schools have dedicated RtI time built into their master schedules for ELA and math. The high school has a math interventionist on staff to provide support to students who struggle. Interventions are implemented in the math classrooms of the students he serves. Most of our schools have interventionists funded by Title 1, who provide additional support to students. We are currently interviewing candidates for instructional coach positions, who will work closely with teachers to review their student data and model highly effective teaching strategies.
Estancia Municipal Schools	\$6,589,979.71	\$7,243,301.11	9.91%	\$486,202.47	1. Addition of 1.0 FTE in 11000.1000.1711. This is to maintain a reading assistant who has received extensive training through Reads to Lead to continue intervention for K-2 students. 2. Maintain smaller class size in grade K-3 where data shows great increases in learning (istation data). Addition of a special education teacher to address specialized learning needs in a ED/Cross categorical self-contained classroom (this will be funded through IDEA).

District	18-19 Budget	19-20 Budget	% Increase	19-20 At Risk Allocation	Using At Risk Funds For:
Eunice Municipal Schools	\$6,488,136.01	\$7,828,402.68	20.66%	\$522,575.09	
Farmington Municipal Schools	\$78,402,132.41	\$88,807,788.80	13.27%	\$8,058,697.38	<ol style="list-style-type: none"> 1. After school programs 2. Community partnerships for extended learning 3. Research based interventions 4. Behavior plans and social emotional support on each site 5. Social emotional programs such as second step and PBIS 6. Instructional teacher support 7. Mentoring of students 8. Attendance liaisons and interviews 9. Academic advisory sections and tutorials
Floyd Municipal Schools	\$2,445,674.56	\$2,879,142.30	17.72%	\$136,925.78	The Floyd School District is continuing the Reads to Lead framework in the Elementary (K-4 th) for the 2019-2020 school year. This continuation involves hiring a dedicated Reading Coach and providing the IStation Assessment platform for BOY/MOY/EOY and PM. In the Middle and High School the schedules are being modified to increase the opportunities for intervention classes and HQT to facilitate student learning. During the 2018-2019 school year we had 60 students who enrolled in our school that where not previously in attendance the prior year. This influx of students benefited from our intervention groups and our dedicated HQT staff.
Fort Sumner Municipal Schools	\$2,978,048.30	\$3,586,664.35	20.44%	\$192,473.12	Short cyle assessments such as I-Station and Illuminate are utilized district-wide to identify areas of academic concern. Teachers participate in PLC meetings twice a month to disaggregate and analyze data and make individual plans for success for each child. There are licensed counelors and behavioral specialists available to all students. The district participates in the CEP nutritional program in order to ensure all students are recieving adequate nutrition opportunities at breakfast and lunchtime.
Gadsden Independent Schools	\$103,602,861.93	\$127,148,336.88	22.73%	\$15,493,714.09	Gadsden ISD takes a multi-pronged approach to providing services to at-risk students in the district. The goal is to address the student and the family. To begin, Gadsden provides Instructional Coaches at every campus. The ICs provide Best Practices training to all teachers regardless of student demographics. All of the Instructional Coaches hold, at a minimum, a TESOL License Endorsement in order to best serve teachers of EL students. In addition, each campus has an Intervention Teacher who provides a more targeted instructional strategy approach for any student below proficiency. Researched based Intervention materials or software is provided to the Intervention classrooms along with associated instructional technology. After-school tutoring is also provided to students in math, reading and ESL, by teacher recommendation, for students with failing or near failing grades. The district also takes into consideration student and family well-being by providing a cohort of certified social workers who take campus referrals concerning students who have behavior issues or frequent absences as well as students who may be living in stressful home situations with substance or physical abuse, The Social Workers can provide school supplies, clothing or referrals to social service agencies or to counseling services when needed. In order to help parents grow and provide positive role models to their students, the district addresses parent and family needs through multiple programs at two Family Literacy Centers. Programming at the Family Literacy Centers is designed to engage parents in the positive atmosphere of education and includes a variety of activities such as: effective parenting, social emotional well-being workshops, English as a Second Language, parent book clubs, Financial Literacy and nutrition classes. Parent Engagement is a priority in Gadsden because it is widely held that engaged families provide a strong positive foundation for students and may intervene or even prevent potential at-risk factors. Gadsden has a comprehensive Parent Engagement Plan from the social workers, to the Family Literacy Centers, to Mentors/Liaisons for Migrant Families, Parent Outreach Ambassadors and an SRCL Family Engagement Liaison. Another very successful service provided to Gadsden is a fully Inclusive Pre-Kindergarten program with 1/2 day and full-day programming for 4 year old children and 3 1/2 day fully Inclusive programs for 3 year old children. Finally, every effort is made to keep Foster-care students and students experiencing the upheaval of homelessness in their original school so that their school atmosphere is stable and they remain with their friends, classmates and familiar teachers. To accomplish the goal of keeping these students in familiar surroundings, home-to-school transportation is provided in district suburbs driven by district certified drivers.

District	18-19 Budget	19-20 Budget	% Increase	19-20 At Risk Allocation	Using At Risk Funds For:
Gallup McKinley County Schools	\$70,921,820.62	\$84,717,361.75	19.45%	\$14,294,262.19	<p>Gallup-McKinley's yearly summative assessment scores, (IStations and the SchoolNet Interim Assessment) for grades 3-11, provide data on all at-risk students. Additionally, students are progress monitored, on a regular basis, using Istations and standards-based classroom-level formative assessments. To start, teachers differentiate for all students in Tier I instruction based on the most recent data. Daily interventions are provided to any at-risk student based on what the most recent interim and formative data says to teachers about their student population. Students that need more intensive intervention are provided additional time outside of core instruction for small group/individual instruction. At-risk students are also scheduled into intervention classes for additional support. The student assistance team (SAT), within all Gallup-McKinley schools, identify the most at-risk students, meets regularly with the teacher and family to identify and implement differentiated instructional strategies, and records this progress/lack of progress of the various interventions.</p> <p>Some schools have research-based computer programs/platforms that provide portions of a student's prescribed intervention. At-risk students are also given priority and placed into after school tutoring programs to receive more instruction and practice on identified deficit skills. All schools have received training on instructional strategies that are research-based in helping English Learners (ELs) with sheltered instruction. The district's multicultural department assists schools in monitoring EL growth and assists in finding methodology to reach more and more of the district's diverse population. A variety of alternative school settings are offered to at-risk students. Services can range from attendance at Gallup-McKinley's alternative high school to homebound services, if that is what a student needs to succeed academically. In school suspension is often used to keep students in school while serving disciplinary consequences. Mentoring is provided to at-risk students in terms of one-on-one check ins with an assigned adult. Other mentoring options include meeting weekly with a mentor teacher or being scheduled into formal mentorship classes.</p> <p>ELL: All teachers of EL students will receive training on sheltered instruction strategies with follow-up in the classroom level. Principals and teachers are trained on how to use the ACCESS data to, not only to identify students, but also to improve their academic success. The ACCESS data are analyzed to identify students and their educational needs to achieve academic success. Poverty: Since the majority of students within GMCS qualify for free and/or reduced lunches, the district qualified for Provision 1 status allowing all students to eat free breakfasts and lunches. With the designation, Title I and other programs are school-wide programs. After-school tutoring and credit recovery programs are available for all students. In addition, additional support within the schools are available for students who are in danger of falling behind or are struggling through intervention programs. Mobility: Students who transfer within the school year between schools and out-of-district have access to all programs. Homeless: Through the McKinney Vento grant, students are provided clothing, shoes, food vouchers and additional school supplies to help students gain an education. They are monitored through the SAT process to ensure that they are on track academically.</p> <p>SPED: GMCS Services for Exceptional Students has committed to providing all district schools with a variety of Tier III Intervention Programs to support special education teachers and providers with the opportunity to target specific skill deficits in reading, math, pre-vocational/vocational content, and Low Incidence Disabilities. The intervention programs and supports include Lexia Reading, Symphony Math, MyOn Reading, Unique Learning Systems, and STARS curriculum kits. Additionally, SES has provided schools with Project Discovery for Low Incidence Disabilities students for pre-vocational/vocational supplements for learning. Schools are provided expectations and a schedule for yearly assessment data collection in relation to creating Present Levels of Performance for students prior to their annual Individual Education Plan meetings. Progress Monitoring assessment tools, such as AIMsWeb, have been provided to teaching staff to supplement general education assessments and the Tier III Intervention Program assessments to complete this task and provide students/families with regular progress monitoring throughout the school year. Services for Exceptional Students also provides School Social Worker services to support social/emotional/behavioral needs of students and families. The services include supports for school attendance, as well as mental health needs of students we serve. GMCS makes a concerted effort to address the needs of the whole child, especially those deemed at-risk.</p>

District	18-19 Budget	19-20 Budget	% Increase	19-20 At Risk Allocation	Using At Risk Funds For:
Grady Municipal Schools	\$1,785,978.73	\$2,124,800.70	18.97%		<p>All students in the district have ample opportunity to become successful graduates; however, potentially at-risk students are identified primarily through academic performance. Skyward, the district Student Information System, is utilized to record classroom grades and testing results. In addition, if students have specific SAT, IEP or health concerns, that information is available online for designated staff members.</p> <p>The Grady Pre-School offers 4-year old students a full-day program four days a week. The identified 3-year olds attend two full days. Both age groups are exposed to 5-Star Pre-School Curriculum and students receive ancillary services as needed (Speech, Occupational Therapy and Physical Therapy). Struggling readers in the elementary grades receive support through a reading coach twice weekly. There is, also, supplemental curriculum for at-risk students for centers.</p> <p>At Grady, the small class sizes allow regular one-on-one instruction but, if students require academic support, all teachers volunteer their time for tutoring before and after school. Short-cycle assessments i.e. iStation and Illuminate provide specific areas of discrepancy that allow teachers to target individual instruction.</p> <p>The school counselor takes every opportunity to provide struggling students with a safe place to discuss personal issues and the school nurse assists with overall and individual health concerns. In addition, the counselor assists all students with course planning and college and career guidance. The courses offered include core subjects that focus on preparation for college bound programs, as well as, vocational and work-related programs. Honors classes, ITV and online college classes are available and the FFA program offers leadership training, critical thinking and vocational skill-building. All students, including at-risk students, are encouraged to participate in challenging academic programming.</p> <p>The district uses a discipline matrix to encourage appropriate behavior; however, if necessary, consequences are enforced, including in-school suspension. It is sometimes necessary to remove students from the classroom and from their peers. The campus is closed during the school day. There are no local businesses in the area so in order to ensure student safety, they remain on campus.</p> <p>Professional Development is focused towards instructional strategies, classroom management and targeted teacher training. The district believes that learning is life-long and teachers need to be exposed to current information in order to provide the best opportunities for the students. In addition, the district takes a proactive approach on parent involvement. Studies show that student success improves if parents are actively involved in the education process.</p>
Grants Cibola County Schools	\$26,663,372.32		-100.00%		<p>We are a Title I district so we are able to help all students. At-risk students receive school supplies through 24101 and 24160. At the elementary level they receive ELA intervention services using Lexia (24101). They receive math intervention services through Zearn- a free program associated with Eureka math. At mid and high school levels at risk students receive ELA intervention using face to face intervention based on standards missed and skills needed. For K-12 all at risk students participate in Illuminate screeners (1000) to check for skills and standards that need extra instruction. ELL students are in classrooms that are facilitated by TESOL teachers at the elementary level. All ELL students are housed in the database Ellevation, and teachers use the resources in Ellevation to work with these students on an individual basis. Mid and high school at risk students receive face to face math intervention based on standards and skills needed to be successful. Instructional coaches at all schools are funded through 24101 and 24154 so that they can help the teachers become more successful at helping at risk students succeed.</p>
Hagerman Municipal Schools	\$4,519,458.65	\$5,458,070.03	20.77%	\$361,343.07	<p>Hagerman's conceptual framework establishes the shared vision for student and institutional success within Hagerman Municipal Schools. As such it provides direction for program, courses, instruction and accountability.</p>
Hatch Valley Public Schools	\$9,718,705.59	\$11,633,465.48	19.70%	\$1,474,641.13	<p>We participate in the bilingual program using a transitional model to insure access to curriculum for our English Language Learners. Each school has a Student Assistance Team (SAT) and a Language Team to determine if students need additional interventions or are struggling with language acquisition. We use an inclusion model for our students with special needs to insure they are exposed to grade level content. We have social workers at 3 of our 5 schools to help students who may be struggling with social/emotional help. We have a referral process to the local Ben Archer Clinic for more severe cases. We also have Truancy liaisons at High School and Rio Grande Elementary our 2 TSI schools. These liaisons work with students and parents to insure students are in school and assist those that need help overcoming any barriers they struggle with in getting students to school on time daily. We have a transparent monitoring system on Canvas at the high school for all students who are not on track to graduate for any reason. We use various positive behavior support system at each of the schools.</p>
Hobbs Municipal Schools	\$70,312,447.60	\$83,950,816.54	19.40%	\$7,289,316.22	<ol style="list-style-type: none"> 1. 21 st Century after school Program 2. Summer school program 3. K-5 program 3. K-5 program 4. Credit recovery (year round) 5. District instructional coaches 6. Alternative learning program 7. Sumner reading program (K-12) 8. Added positions for Special Education 9. Additional positions added to accommodate class size reduction
Hondo Valley Public Schools	\$2,011,550.59	\$2,345,072.15	16.58%	\$127,831.48	BLANK

District	18-19 Budget	19-20 Budget	% Increase	19-20 At Risk Allocation	Using At Risk Funds For:
House Municipal Schools	\$1,521,943.70	\$1,547,460.94	1.68%	\$33,560.33	At House Municipal Schools, we have identified numerous strategies we are able to provide to any at-risk student to promote and improve academic success. Those strategies include <ul style="list-style-type: none"> • Small class sizes, very small teacher: student ratio, differentiation of student instruction • Instructional Coach provided to each class/subject matter • Data-driven instruction • 1:1 intervention provided to student based upon need • Engaging students with technology • Team-teaching approach across disciplines in elementary, junior high, and high school • Fully-aligned math and ELA curricular • Small class sizes, very small teacher: student ratio, differentiation of student instruction • Instructional Coach provided to each class/subject matter • Data-driven instruction • 1:1 intervention provided to student based upon need • Engaging students with technology • Team-teaching approach across disciplines in elementary, junior high, and high school • Fully-aligned math and ELA curriculum K-12 to promote continuity across grade levels
Jal Public Schools	\$3,866,625.74	\$4,338,203.10	12.20%	\$244,628.36	BLANK
Jemez Mountain Public Schools	\$2,199,790.26	\$2,705,469.89	22.99%	\$198,321.41	JMPS provides for a full Special Education Program that identifies all at-risk students needing services. The district also provides for 504's and SAT Programs. Students in Special Education receive both Inclusion and Pull Outs based on individual needs. Least restricted environment that will provide the best educational setting for academic achievement is main focus.
Jemez Valley Public Schools	\$2,388,318.00	\$2,540,341.77	6.37%	\$246,363.22	Low income students: CEP (free lunch, breakfast, snack); mobile food pantry once/month; mobile dental clinic; field trips; college/career readiness activities; college visits; FAFSA nights for parents; after-school tutoring English learners: K-5 iReady 45 minutes/day; sheltered language instruction; testing in Spanish when appropriate; professional development in WIDA English Language Standards/Benchmarks; WIDA screener; ACCESS testing once/year; Educational Assistants in K and 1st who help transition Towa speakers from a Towa-only academic environment (Head Start) to English-only environment (JVES) Students with Disabilities: 504 Plans for eligible students; Individualized Education Plans for eligible students; annual meetings with parents/teachers; tri-annual evaluations and eligibility determination; ancillary services for eligible students; work study and transition activities for high school students Native American students: tribal consultation; tribal collaboration meetings monthly; calendar built around traditional activities; tribal liaison; translators if needed Struggling learners: Early Warning System team meetings (academics, attendance, behavior); Student Assistance team meetings; intervention classes during the school day; after-school tutoring; collaboration with tribal education departments and Jemez Spring Library to provide access to computers after-school
Lake Arthur Municipal Schools	\$1,758,297.33	\$1,847,964.81	5.10%	\$91,271.68	At-Risk students may require temporary interventions to succeed academically and/or behaviorally. Many of these students do not have the skills to respond appropriately to the expectations of classroom teachers, so both interventions, academic and behavioral, are implanted at Lake Arthur Municipal Schools. Our students in need of academic support receive assistance during the tow thirty minutes intervention classes scheduled during the school day. These classes are taught by highly qualified teachers and cover standards that students have not mastered in the core class. Intervention classes are provided for both, reading and taught by highly qualified teachers and cover standards that students have not mastered in the core class. Intervention classes are provided for both, reading and math. Our students in need of behavioral support receive assistance through our PBIS team and the REC psychology. Goals are set and monitored frequently and success is celebrated and shared with students, staff and parents.
Las Cruces Public Schools	\$183,610,470.41	\$207,730,921.80	13.14%	\$17,034,672.37	For the 2019-2020 academic school year Las Cruces Public Schools (LCPS) has identified various services to improve the academic success of at-risk students. These services and or programs include the following: <ol style="list-style-type: none"> 1. A total of six truancy coaches will work with students who are habitually truant and work directly with their families to ensure they attend school on a regular basis. 2. Improve the services of our English Learner population by expanding our International Welcome Center (IWC) into all of eight middle schools. A total of eight advisors have been hired to work directly with our EL, immigrant, and international student population to assure they receive a high quality education and achieve academic success. 3. Invest in providing support to all LCPS school mental health specialist and that work directly with at-risk students with the goal of promoting and enhancing student academic achievement, positive behavior, resiliency and college and career readiness. Improve communication with parents of English Learners by creating a department dedicated to offering translation/interpretation services to all schools. A total of five translators/interpreters will be assisting schools in ensuring that communication is achieved with parents of students who are identified as at-risk.
Las Vegas City Public Schools	\$13,366,003.23	\$14,489,222.00	8.40%	\$1,169,032.58	Identified services to improve academic success for at-risk-students is to add 2 more elementary counselors who will push into classrooms and focus on team building and current social emotional issues. We have also added truancy training coupled with parent interaction. At the high school we also added rehabilitation counselor.

District	18-19 Budget	19-20 Budget	% Increase	19-20 At Risk Allocation	Using At Risk Funds For:
Logan Municipal Schools	\$3,374,733.73	\$3,618,235.58	7.22%	\$104,693.98	Logan Schools is pleased to provide an online school for students in grades 6-12. Many of our online enrollees are at-risk and choose this program so that they may work, attend to family needs, or complete courses via a self-directed & self-paced program. The district budgets significant resources toward this program to cover faculty salaries, the cost of online software & curriculum, and expenses related to traveling to test and support these students where they live. Our on-campus at-risk students benefit from Friday school (scheduled as needed) to address the needs of those plagued by poor attendance. In addition, the district offers credit recovery options designed to remediate those students who are no longer on track to graduate on time. For those on track, we continually explore ways to expand school-to-career options, including credit for work experience and many dual credit opportunities in academic and trades courses. Furthermore, the district provides a free breakfast to all on-campus students (regardless of family income), and we employ a full time school nurse and contract with a part-time mental health counselor who offer services to students not typically available at a school our size.
Lordsburg Municipal Schools	\$4,539,281.32	\$5,356,602.27	18.01%	\$331,448.77	Implementing data analysis tools such as Illuminate Software which would enable the District to monitor all students including at-risk students.
Los Alamos Public Schools	\$28,526,363.67	\$30,587,428.70	7.23%	\$538,974.04	LAPS provides support for at-risk students at every school site. At-risk programs and interventions are designed to meet diverse needs by providing both academic and social-emotional supports. Programs included response to intervention strategies, tutoring, academic support time, student clubs, counseling services, full time nurses at every site, student resources for both enrichment and remediation, and staff professional development. A list of programs developed to address the needs of at-risk students at each school site is attached.
Los Lunas Public Schools	\$60,255,863.58	\$72,531,493.89	20.37%	\$5,309,959.89	Los Lunas Schools provides quality Tier I first instruction. This is accomplished with a guaranteed and viable curriculum and an effective teacher in every classroom. A guaranteed and viable curriculum is more than a document. It is the commitment by all to guarantee that every student will receive the same essential standards at a rigorous level regardless of the classroom the student is in. Effective teachers in every classroom is accomplished through ongoing, job- embedded professional development. PD is focused on high leverage instructional strategies, assessment and response to intervention. Students who continue to struggle have their needs met in Tier II, this also includes the SAT process. If students are unsuccessful in Tier II they can be referred to Tier III or special education services. We have an outstanding truancy department that works closely with each school site proactively to assist families remove barriers concerning student attendance. If a high school student is in need of credit recovery or alternative placement they can enroll at Century High School, our opportunity high school. When students enter tier 3 with an IEP, they are provided supports in reading, math, and written language. They are also provided supports in related services, if needed, in APE, AUD, MSW, O7M/TVI, OT, Psych, PT, RT and SLP. Annual IEP meetings are held to review present levels and to update student goals based on need.
Loving Municipal Schools	\$5,092,282.50	\$6,157,650.46	20.92%	\$359,411.90	We utilize our professional development time to gather, analyze and adjust our instructional intent to meet the diverse needs of our students. We provide quarterly assessments and triangulate our assessment data to drive our instruction and support our intervention and enrichment delivery. We continue to monitor student performance and we consistently provide quality staff development monthly. Our staff regularly meets every week and our collaboration time has exceeded 100 hours for the past three (3) years.
Lovington Municipal Schools	\$31,432,860.53	\$34,614,132.87	10.12%	\$2,476,095.77	(1) After School Tutoring Programs Are Provided At All School Campuses. These Programs Provide Support For Students In Need Of ELL Support, Targeted Academic Interventions, Credit Recovery, One-on-one Instruction, And Access To Internet And Digital Learning. (2) Read 180 And Math 180—these Programs Are Implemented At The Secondary Schools To Provide Targeted Support For Those Students Identified Through Assessments To Be In Need Of Academic Support. (3) Counselors And/Or Social Workers Are On Staff At Each Campus. They Provide Emotional Support Programs Including Suicide Prevention, Grief Counseling, Anxiety Coping, Drug And Alcohol Prevention, And Guidance Through Next Step Plans. (4) Attendance Monitoring And Counseling—a Part-time Elementary Counselor Is Assigned To The Elementary Schools To Assist With Improving Attendance. A Secondary Truancy Officer Is Assigned To Artesia High School But Assists With All Secondary Schools. They Work In Conjunction With School Resource Officers To Ensure Principals And Teachers Are Supported With The Deterrence Of Habitual Truancy. (5) Crisis Prevention Intervention Training—the District Has 10 Certified Trainers Who Have Trained Over 100 Additional Staff Members. Each Campus Has Multiple Staff Members Trained In The De-escalation Of Potential Crisis Situations As Well As The Proper Holds If Significant Behavior Warrants The Need For That Type Of Intervention.
Magdalena Municipal Schools	\$3,363,800.55	\$3,871,790.42	15.10%	\$325,116.54	The District provides numerous services, interventions, linguistically and culturally relevant strategies, and programs and supports to improve the academic success of our at-risk student population. All students who are not on grade level in reading and math, who are identified using Istation ISIP reading assessment K-8, Istation math assessment K-5, and Accelerated Math and STAR Math, 6-8 through monthly progress monitoring, are required to complete the minimum intervention time in one or both areas weekly. This intervention time is monitored through numerous reports in both Istation and STAR Math through progress monitoring and benchmark assessments. At the high school, 9-12, PARCC, EOC, and NMSBA Science scores, along with weekly grades monitored in PowerTeacher, are utilized by teachers and administrators to refer at-risk students to after school tutoring programs, every Monday and Wednesday, Credit Recovery Programs offered daily, and in Summer School held each June. The District has also implemented Navajo Bilingual Programs since 2003-2004 and will expand the program in 2019-2020 to include a Spanish bilingual program. ESL courses are offered daily K-12 to all identified EL students in the district coupled with the bilingual programs to build biliteracy and bilingualism in both the home language and in English. The District has identified our homeless student

District	18-19 Budget	19-20 Budget	% Increase	19-20 At Risk Allocation	Using At Risk Funds For:
Maxwell Municipal Schools	\$1,674,907.16	\$2,050,039.34	22.40%	\$63,952.26	Maxwell Municipal Schools is a small rural school and because of our class sizes we are better able to provide Tier I support in the classroom to students "just in time". Since our school has adopted the Early Warning System (EWS) we will explain the elements of Attendance, Behavior and Coursework. Attendance: Because of our location and the needs of our students we provide a full-time counselor to work with students on Attendance, College and Career Plans. Due to the closing of our Community Health Center three years ago, our location, and individual student health needs we provide a full-time nurse to support student's health and wellness needs as well as make referrals for behavioral, mental and physical health needs. Behavior: We have utilized the Title IV grant to provide a social worker for half a day a week for our most at-risk students. We also utilize monies to provide a social worker one day a week to our students who are identified as Special Needs. Our counselor and nurse work together to identify students who are at risk of suicide and to refer them for evaluation and services.
Melrose Public Schools	\$2,283,922.15	\$2,847,515.12	24.68%	\$126,187.93	During the course of school at Melrose, we use a variety of methods to improve academic performance of at-risk students. These methods include a reading intervention program, pullout interventions for at-risk students, math and science tutoring during off-school hours, before and after school tutoring for students, and our reading interventionist offers a summer reading program for all students.
Mesa Vista Consolidated Schools	\$2,916,115.48	\$3,518,163.11	20.65%	\$256,429.95	Mesa Vista Consolidated Schools will be focusing on professional development for teachers. They will implement progress monitoring of students and early intervention programs. The teachers will collaborate on program ideas to ensure core courses are aligned to curriculum offered.
Mora Independent Schools	\$4,368,492.01	\$5,014,780.67	14.79%	\$244,518.79	BLANK
Moriarty Municipal Schools	\$17,769,534.84	\$19,937,295.88	12.20%	\$1,558,083.12	For the 2019-2020 school year the district will be adding a Multi-Cultural Bilingual Educational Program that will impact students in grades Kindergarten thru twelfth grade. We will also be moving administrative salaries out of federal program budgets, increasing the amount of available federal funds for at-risk student support. The high school provides opportunities for students to recover credit through on-line programming during the school day, facilitated by an educational assistant. The middle schools and high school provides intervention sections in both ELA and Math for students identified as needing additional support.
Mosquero Municipal Schools	\$1,143,385.77	\$1,311,236.01	14.68%	\$7,998.60	The Mosquero School district provides a reading interventionist to provide services to at-risk students based on short cycle assessment data. In addition, Mosquero Schools provides serves asneeded throughconsultations and informal screenings through the SAT process. We further provide tutorial classes in reading as a support service for at-risk students in the high school.
Mountainair Public Schools	\$2,797,259.01	\$3,222,454.05	15.20%	\$152,411.65	Students will have qualified teachers. Teachers will use culturally sensitive curriculum to meet to needs of diverse learners in diverse populations.
Pecos Independent Schools	\$5,671,754.36	\$6,190,151.70	9.14%	\$394,109.02	Data analysis of student achievement is practiced to determine needs of all student's including at-risk students. Interventions are put in place to meet the needs of the students based on data analysis. Examples include tutoring, intervention classes, credit recovery, on-line class capabilities
Penasco Independent Schools	\$3,798,927.31	\$4,113,143.98	8.27%	\$252,430.65	At the secondary level, we are utilizing scheduling to allow for intervention periods built in to the school day in order to provide additional support for students. In addition we are also utilizing federal funding under Title IV to provide social work services for all students , above what can be provided through IDEA B. As a way to open up additional learning opportunities, we have in place an Early College High School, which allows students who may not otherwise have access to post secondary learning, the opportunity to attend college at no cost. We provide transportation, textbooks, etc. to allow access to these programs. At the elementary level we are utilizing Intervention blocks as well as decreasing classroom size to provide additional support for students. Within the elementary school Los Cumbres provides services to at risk students in terms of behavior management, parenting classes, and program information for families that need additional support. Elementary students also have access to social work services through Title IV as well. District wide, students have access to the school based clinic to access medical care and mental health services as well.
Pojoaque Valley Public Schools	\$13,839,521.55	\$15,255,599.25	10.23%	\$983,804.77	Services that we provide are SAT, Diane Garber's program, ELL and Bilingual services, counseling at all grade levels, school based health clinic, special education services, after school tutoring, math & science academy, night school, summer bridge academy, adult HSE and adult English Acquisition.

District	18-19 Budget	19-20 Budget	% Increase	19-20 At Risk Allocation	Using At Risk Funds For:
Portales Municipal Schools	\$21,500,053.53	\$24,479,422.17	13.86%	\$2,479,560.91	At Portales Municipal Schools we provide several services to improve academic success for at-risk students. The District leverages operational funding with multiple sources for at-risk students to include Title I, Title II, Migrant Funds, and Rural Education funding as well as two local grant based non-profits, namely Three Rivers Foundation and ENLACE. The District will be in the second year of a three year grant from PED entitled Striving Readers Comprehensive Literacy Grant (SRCL). Because of reduced funding through many of the Federal Programs, more operational funds will be dedicated to many of the programs originally funded through the Federal Programs. Due to taking some administrative salary costs out of Federal Programs budgets and placing them in operational line items, the 2020 fiscal year will allow the District to continue our Jump Start summer program. Jump Start is based upon the K3+ program. Since the elementary schools in this district do not qualify for K3+ funding, the District has financed the program for the past four years. This program targets at-risk students who will become 1 st , 2 nd , and 3 rd grade students. The program begins three weeks before the beginning of the 2020 school year. Students placed in this program are students who are struggling readers and/or need assistance with mathematics. Traditionally about 70 students are recommended for the program and should be the same or more for 2020. Attempts are made to ensure that these students remain with the same teacher when the new school year begins. The District employs a district-wide Reading Coach. This person works with reading coaches and interventionists in grades Pre-K through 6. This person also works with the two reading coaches paid through the SRCL Grant at the junior high school and high school. SRCL grant coaches work with teachers of all disciplines in grades 7-12 to assist them with reading strategies for all students. One coach deals mostly with teachers of English readers while the other works mostly with strategies for EL students and their teachers. Beginning in FY 2020 the District Reading Coach will be paid 100% from operational funding.
Quemado Independent Schools	\$2,104,609.81	\$2,453,693.53	16.59%	\$192,148.98	We provide a safe and secure school culture, small class sizes, and lots of individual support for struggling students. The systematic implementation of Beyond Textbooks provides a rigorous and systematic implementation of a well defined curriculum with formative assessments that allow us to quickly address student struggles at the individual level. It also allows us to systematically provide enrichment to students who grasp the skills and concepts the first time through so we are better able to systematically address the needs of all of our students.
Questa Independent Schools	\$4,292,429.10	\$4,555,402.16	6.13%	\$245,167.08	Avid and iReady will provide these services for...
Raton Public Schools	\$7,408,745.17	\$8,242,605.37	11.26%	\$562,773.53	Raton Schools added another teacher to reduce class size. PBIS has been implemented to give students more positive reinforcement throughout the school day. Schools have intervention blocks to increase student learning. Professional development for teachers in reading and math to improve instruction and learning in the classroom. The schools use research based curriculum and strategies. Weekly PLC to look at student data that will guide instruction.
Reserve Public Schools	\$1,987,725.41	\$2,308,848.99	16.16%	\$85,007.93	The District utilizes a Reading Coach to provide at risk students Response to Intervention (RTI) who are performing below proficiency in Reading and Math. Students receive small group instruction and/or one on one direct instruction based on short cycle assessments and state mandated test.

District	18-19 Budget	19-20 Budget	% Increase	19-20 At Risk Allocation	Using At Risk Funds For:
Rio Rancho Public Schools	\$130,192,062.79	\$151,436,771.25	16.32%	\$7,512,751.95	<p>RRPS has worked hard to ensure a Guaranteed and Viable Curriculum for each of our students through core instruction, with additional layers of support as appropriate. Our schools have structures in place to offer differentiated layers of support, following the Response to Intervention framework. We ensure equity for all students by including differentiated instruction at all levels, supporting students with disabilities to demonstrate outcomes according to their IEP or other appropriate documentation, intentional English Language development support and scaffolds for our English Learners, additional supports and benefits for our minority students, students in foster care, and students experiencing homelessness. A variety of supports ensure access to the a high quality learning experience for all students. We currently do not have any students that qualify for a migrant program. In secondary schools we offer math and reading intervention classes that use research based instructional programs (Curriculum Associates - I- Ready and Intensified Algebra from Agile Mind) to provide the additional support needed to help students be successful. We also double block some math classes in middle school and high school to provide that additional time and support for at-risk students. In addition, we have a summer rebooting program for exiting 8th graders who are potentially at-risk as they enter high school. The Academic Youth Development program is a summer program developed around themes of adolescent psychology to help prepare students for high school. The program addresses growth mindset, failure as an opportunity, collaboration skills, and perseverance structured around typically difficult Algebra I concepts.</p> <p>Multiple measures afford us the ability to look at multiple layers to identify program and individual strengths, as well as opportunities for improvement. Individual and class based data drives instruction for the classroom teacher, grade level/content specific data is reviewed by Professional Learning Community teams at the school and district levels, school wide data is reviewed by school leadership teams, including the NM DASH teams, with participation and support from District based individuals, and district-wide data is used by district level program managers to analyze and evaluate program effectiveness, systems alignment, and which/what supports should be directed to/provided for particular schools/teachers. Federal funding is leveraged to maximize supports to positively impact the unique and diverse learning needs for our students. Title I dollars are used to provide additional supports through school-wide programs at our 8 elementary, 2 middle school, and 1 alternative high school Title I designated schools. These funds provide for additional staffing including Instructional coaches, interventionists, EAs and counselors so that increased supports can be offered through creative, though research based methods to meet the diverse needs of all of our students, as well as additional dollars to support the implementation of the action steps identified in the school NMDASH plans. Additionally, students in foster care, or are experiencing homelessness are supported through additional programs to alleviate challenges related to these environments including transportation to the most appropriate school even when they live out of boundaries (including another city), access to additional counselors or mental health experts, additional programs for academic remediation and enrichment, scholarship opportunities, and access to basic necessities. Title II funds are used to support professional development/learning opportunities for our staff in all areas, including core instruction, Culturally and Linguistically Responsive Instruction, serving English Learners, serving Students with Disabilities, Cultural Competency, Tier II instruction, Tier III instruction, Trauma Informed Practice, Social Emotional Learning, integration of Technology to enhance the learning experience for all students, etc. Additionally, we offer a tuition reimbursement program to offset costs for individuals seeking additional licenses and/or endorsements in highly needed areas including: TESOL and Bilingual endorsements, Educational Leadership, and core content areas. We also use Title II dollars to support onboarding and retention of new teachers to the district to ensure that these individuals are prepared and equipped to be successful educators through designated professional learning days prior to the beginning of their contract, and are continuously supported throughout the year through a formal mentor/mentee partnership and district facilitated meetings every other month. Title III dollars are used to supplement and enhance the learning environment for our English learners. All ELs are supported daily, with intentionality by the classroom teacher(s) and/or the campus ELD Coordinator. ELD Coordinators work collaboratively with the team of Teachers of English Learners at every campus to ensure that our students are getting the language supports needed. Teachers of English Learners specialize in supporting core instruction through targeted English Language Development supports. McKinney-Vento Education Act funding supports students with supplies and materials, scholarships for SAFE Program (Before and After School Program), transportation, free and reduced lunch, ease of enrollment in general and concerning immunizations, and tutoring. A fund called, the Dignity Fund, was created to support homeless youth and this is supported by a faith based church group. AES (Alternative Education Setting) program serves secondary schools in the entire Rio Rancho public school district where students have either been short or long-term suspended. The AES teacher and EA are licensed and certified and provides coordination and instructional support. The goal of AES is to insure students are current in core subjects so they can return successfully to their classrooms at the end of their suspension period and eventually graduate from high school. The goal: to provide a sheltered learning environment for at-risk students who have been suspended from RRPS middle and high schools in order to determine their service needs and to meet their academic goals until they can return to their schools and classrooms. The ReFrame Program is a program that has been established as a temporary placement for students who demonstrate an excessive history of discipline referrals or who may need to be removed from their home campus due to a specific situation. The goal is to provide a safe alternative placement where students can continue to work on some or all of their coursework while receiving tutorial support. Students will also work with a school counselor and support staff who will attempt to help them recognize those things that have kept them from being successful at school. Prior to placement, most students will have been subjected to a sequence of intervention strategies at their home school and administrators will have met with parents on more than one occasion. This program is a step prior to implementation of multiple suspensions, long term suspensions, and hearings. In short, this is a last chance for some students before the most severe consequences the district can instill will be considered. That being said, this program is not a revolving door, students may attend one block of time per semester. There are forms to be completed and data to be submitted when considering sending a student for placement. Impact Youth Mentoring Program provides a continuum of mentoring services available to students in a safe, effective manner. Our mentors are committed individuals, positive role models, working one-on-one with students for at least a year on a consistent basis, whose goal is to maximize a student's potential. The presence of a variety of positive influences in a child's environment is crucial. Mentoring relationships help children to develop confidence to seek guidance from caring, supportive adults. It's a skill that will help them in school, college and the workforce. The mentoring relationship does not replace the role of a parent or teacher. Two Connection Groups at pilot elementary schools through our truancy and chronic absenteeism initiative. Mental Health Referral for students that are a harm to self or others. This initiative provides a one time free visit to an outside counseling agency. Added .50 counselors to MVMS and LMS from 1.5 to 2 counselors at each school.</p>

District	18-19 Budget	19-20 Budget	% Increase	19-20 At Risk Allocation	Using At Risk Funds For:
Roswell Independent Schools	\$72,138,967.67	\$87,312,604.79	21.03%	\$7,774,569.09	<p>Roswell ISD will enhance identified, and add new, programs in the following areas:</p> <p>Drop-Out Prevention: On Campus Intervention (new) Roswell ISD will implement on-campus intervention teams at two comprehensive high schools and serving as an extension at the four middle schools. The school-based OCI teams will be new programs in Roswell, but will enhance an already existing district level team, designed to support schools and students in reducing the overall number of in school, out of school, and long-term suspended students. The implementation of OCI teams will require new staff and reassigned placement of existing staff. OCI includes a series of intervention measures to prevent second offenses, with an emphasis on substance abuse prevention – the leading infraction for out of school suspension.</p> <p>Redesigned Programs of Study (existing): Roswell ISD redesign teams reviewed high wage, high demand career data, and worked with industry partners, economic development, and workforce solutions to strategically align and implement programs of study, designed to meet the needs of regional industry, as well Roswell ISD graduates, with a vision of successbeyond high school, through college and career. The redesigned Programs of Study allow students opportunities to participate in work-based learning experiences, project-based and service-based learning, dual credit enrollment, early credit acquisition, and flex scheduling.</p> <p>Credit Recovery(existing) Roswell ISD will offer multiple mechanisms by which students can recover credit: flex scheduling, scheduling within the school day, extended year scheduling, and alternative placement scheduling. Roswell ISD will use a combination of direct instruction with highly qualified staff and Apex Learning Systems.</p> <p>Alternative Site (existing) Roswell ISD will continue to refine and enhance the alternative placement opportunities through implementation of an alternative location for credit recovery for both middle and high school students.</p> <p>Additional Support Services: Middle School Counselors (new) Roswell ISD will implement middle school counselor/ academic advisors at all four middle schools. These counselors will work with and support on-campus intervention teams and will also work with students, families, and teachers in college and career academic advisement.</p> <p>Contract Services (existing) Roswell ISD will continue to pursue and utilize community partnerships to support typically underserved populations through evidence-based programming and student and family support services.</p> <p>Support Staff Specialists (existing) Roswell ISD will continue to utilize specialized staff in crisis prevention, substance abuse prevention, attendance coaching and support, and equity and access liaison, to prevent absenteeism, drop-out, exclusionary discipline and to improve access to academic and socio-emotional support services.</p> <p>Tutoring (existing) Roswell ISD allocates Title I funding to schools. Schools use Title I resources to support school 90 Day NMDash Plans. School teams conduct root cause analysis and tutoring is often used to support instruction, but exists on a school by school basis, and is solely driven by the results of root cause analysis.</p>
Roy Municipal Schools	\$1,218,751.85	\$1,345,635.95	10.41%	\$18,599.48	<p>Make Available Before/After School Tutoring For Students In Need Of Extra Support. Students Are Allowed To Make Additional Appointments For More Instruction Should The Student Require The Time. Most Teachers Are Available To Assist The Student On Fridays If The Need Is There. We Encourage The Parents And Students To Attend The Parent/Teacher Conferences That Are Scheduled Each Semester As Well As Schedule Additional Conferences As Required When The Teacher And/Or The Parent Or Student Sees A Need For More Time. The SAT Team Is Diligent Weekly In Monitoring Students Grades To Ensure That No Student Is Allowed To Start Falling Behind. Due To Our Size, We See Each Student Almost On A One On One Basis And Educate Them The Same.</p>

District	18-19 Budget	19-20 Budget	% Increase	19-20 At Risk Allocation	Using At Risk Funds For:
Ruidoso Municipal Schools	\$14,610,164.85	\$16,228,575.71	11.08%	\$1,407,730.48	From the social-emotional perspective, all four Ruidoso Schools [Sierra Vista Primary (SVP), White Mountain Elementary (WME), Ruidoso Middle School (RMS), and Ruidoso High School (RHS)] have on-site counselors and nurses/health assistants. RHS also has an additional school social worker on staff and this individual also serves as the District's Homeless Student Liaison. All schools also have professional staff trained in student assistant team (SAT) and crisis-prevention and intervention (CPI) processes and procedures. All students and schools have access to the Region IX sponsored School Based Health Clinic (housed at RHS). Additionally, SVP and WME share a school social worker. Native American students are supported by site-based Native American Liaisons and the District has memoranda of understanding (MOUs) with Mescalero Systems of Care and Four Winds Treatment. Students in the juvenile justice system are supported both behaviorally and academically by their Juvenile Probation Officer. The District partners with the local Backpack for Kids food distribution program. SVP has also initiated a leftover food sharing program. Other "at-risk" students have their academic and behavioral needs met on an individualized basis. Students with disabilities are afforded protections, services, and support through either Individualized Education Plans (IEPs) or 504 Plans. Bilingual students and students classified as English Learners (EL) are supported through our bilingual and dual language programs. SVP and WME offer tutoring and enrichment programs in their after school program and both schools offer the K-5 Plus summer program for at-risk students. After school and in-school tutoring is also offered at both RMS and RHS. Special transportation is offered for our Native American students from these two schools. For at-risk students with other behavioral issues, the District provides an Interim Alternative Education Setting (IAES classroom) which reduces the number of long term suspensions in the District. Finally, the District offers numerous credit recovery classes during the school day/year and in summer school to RHS students. RHS' graduation rate has been at least 10 points higher than the state average for each of the past five years!
San Jon Municipal Schools	\$1,923,254.07	\$2,113,488.57	9.89%	\$65,121.01	The district employs support personnel that provides instructional support to students at-risk. The district employs testing to assess students on a monthly basis in the areas of reading and math. Classroom teachers modify instruction as needed to provide support for students at-risk of failing. The district maintains small class sizes for grades K – 12, thus providing more one-on-one time for all students.

District	18-19 Budget	19-20 Budget	% Increase	19-20 At Risk Allocation	Using At Risk Funds For:
Santa Fe Public Schools	\$98,326,276.77	\$111,239,248.47	13.13%	\$8,879,453.09	<p>Academic success for at-risk students is patterned around meeting the social-emotional, and instructional needs of the student. Efforts to meet these needs include but are not limited to the follow methods and efforts:</p> <ul style="list-style-type: none"> ● Multi-Tier System of Support-(MTSS)-Evidence-based model that uses data based problem-solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need. ● "Need-driven" decision-making seeks to ensure that school/district resources reach the appropriate students at the appropriate levels to accelerate the performance of all students to achieve and/or exceed proficiency. ● Behavioral Health Services in all Santa Fe Public Schools (Inclusive of two Teen Health Centers at SFHS & CHS). ● Title I funds provide comprehensive supports to at-risk students, with particular focus on the 21 Title I schools out of 30 SFPS schools. Activities include but are not limited to: interventionists, a district SAT coordinator, MTSS professional development, credit recovery, summer school, after-school tutoring, and support for Santa Fe Youth Shelters, Adelante funding, the Parent Academy, and college prep activities. ● Title IV funds the district Restorative Justice Coordinator, the GRADS Coordinator, College-and-Career Connections Coordinator (transitions at-risk students for successful post-secondary steps). ● Adelante Program-direct support to children, youth and families experiencing housing instability. ● Teen Parent Program-Intensive case management for pregnant and parenting teens through 2nd year of post-secondary education. Support includes GRADS elective class to build strong parenting and advocacy skills. Funded in part by Title IV federal funds. ● Board Policies 330 ("Discrimination and Harassment - Students") & 331 ("Prohibition and Prevention of Bullying, Harassment, and Hazing") provide support of trans and non-conforming youth. ● Safe Zones- District-wide program. Trained adults at school sites provide safe space for struggling students regardless of their identity. ● LGBTQ+ /Transgender/Non-conforming Youth- District-wide guidance and support to staff, students and families on awareness of LGBTQ+issues and appropriate resources. Including the facilitation of gender support plans. ● Wellness Ambassadors to Voice and Empower (WAVE) program (formerly known as SWAT: Student Wellness Action Team) uses an approach of positive youth development, youth-driven leadership, and positive peer support to promote resilience and protective factors while preventing substance use, bullying, suicide, and gun violence among Santa Fe County youth. ● Nursing Services ● Comprehensive School Counseling Program ● Second Step-Universal, evidence-based Social Emotional Learning Curriculum designed to build protective factors in youth grades K-8. ● PAX- A universal, evidence-based prevention strategy that teaches children self-regulation, focus, cooperation skills. ● Restorative Justice Program-Alternative approach to discipline that focuses on repairing harm through inclusive processes for middle and high schools. ● Teen Court Referral- Serve SFPS students ages 12-17 as a community-based restorative justice and intervention/diversion program designed to provide an alternative response to a violation in the District's Code of Conduct. ● Social Work services for students with special needs ● Partnerships with many community services & civic partners included but not limited to United Way of Santa Fe, Santa Fe County, Santa Fe Communities in Schools, Santa Fe Girls Inc., and Santa Fe Boys and Girls Club.
Santa Rosa Consolidated Schools	\$6,011,196.98	\$6,896,747.63	14.73%	\$380,412.79	<p>District is improving at-risk success with the following initiatives and strategies: (1) Three week Summer School program {K-8 reading and math intervention with targeted goals for students who are non-proficient} (2) Summer School Credit Recovery and academic intervention for High School students (9-12). (3) Striving Reading Comprehensive Literacy Program that addresses Birth to 12 grade literacy intervention/prevention through reading interventionist and reading coaches. (4) After school tutoring for at-risk students (non-proficient in math and reading K-8). District is providing an hourly wage for the tutoring. (5) District employs a general education and special education social worker to address at-risk student issues (psycho-social, bullying prevention, student wellness and absenteeism. (6) District is employing a school resource officer to address at-risk concerns/issues (absenteeism, bullying prevention and school safety). (7) District maintains a School Base Health Clinic to address student health issues and wellness education. (8) District employs a truancy clerk at SRES and SRHS to monitor absenteeism in the District.</p>
Silver Consolidated Schools	\$21,151,121.87	\$22,550,809.85	6.62%	\$1,530,973.72	<p>Our first line of defense for these students is strengthening our Tier 1 instruction with implementing best practices that are standard for most districts. We are currently addressing Tier 2 instruction with PD on effective small group instruction and centers; data-driven instruction that addresses students' needs weekly or more often if necessary in addition to data-driven PLCs; and providing PD on how young children learn to read to our K-5 teachers so they can identify struggling readers sooner. We are also putting a plan into place to address SB398 on Dyslexia and how to identify and service these students as early as possible. This in turn, will be addressed through follow up PD on differentiated instruction, and how to document and address RtI more effectively.</p>

District	18-19 Budget	19-20 Budget	% Increase	19-20 At Risk Allocation	Using At Risk Funds For:
Socorro Consolidated Schools	\$11,797,633.83	\$13,131,093.24	11.30%	\$1,162,682.10	We provide various afterschool tutoring programs and clubs such as LEGO League, Robotics, MESA and Science Olympiad. We are in the process of trying to hire both a SpEd and GenEd Social Worker. We host a school- based health center at our HS which is available to students free of cost. The state GRADs_ office is located in Socorro and we have a strong program including a daycare on-site at the HS, a father mentoring program and parenting classes which led to a decrease in teen pregnancy rates in the District. We offer credit recovery courses at our HS and are piloting an alternative setting for kids that are not succeeding in the regular pathway offered. We are also in the process of starting a Big Brothers Big Sisters program to provide students with mentors. All of our elementary schools have interventionists on staff to work with students who are not performing at grade level.
Springer Municipal Schools	\$1,992,976.50	\$2,154,335.08	8.10%	\$100,895.56	The 2019-2020 budget was developed with three priorities in mind as stated in Question 1. The SEG allocation does not full fund the priorities the budget was built around. Springer Municipal Schools will lose three certified staff positions due to attrition this year and will be unable to fill these positions due to budget constraints. At the Elementary School this will mean combining two more grade levels making two sets of combo classes. Two vacancies at the Jr High/High School will require the remaining teachers to pick-up the courses if they are endorsed, or it will mean fewer options with required and elective courses. Springer Jr. High/High School has been without a math teacher this year, but continue to duget for it in the event we are able to hire one. In lieu of a math teacher we have purchased on-line math programs to meet the course requirements and we also use the program for credit recovery in the event a student needs to make up a class. The on-line also satisfies any AP course needs or elective courses we are not able to provide. Springer Jr. High/High School does not have a principal on staff. A Dean of Students serves in that capacity, unfortunately this staff member is also our school counselor so services are limited. Springer Municipal Schools contracts with a Social Worker two days a week which helps serve our at-risk students at both the Elementary and Jr. High/High School. There is no funding to provide extra services such as after school programs or tutoring. The SEG does not provide sufficient funding to adequately staff and meet the instructional needs our students deserve. The staff at Springer Municipal Schools do more with less and still achieve PED Grades of A's and B's. The possibilities could be endless with sufficient funding.
T or C Municipal Schools	\$10,625,342.26	\$13,068,557.82	22.99%	\$1,054,239.91	T or C Schools have identified a wide range of issues affecting the success of the at-risk students in our District. To address these issues, the T or C Municipal Schools will work with community leaders, including Sierra Vista Hospital, and Apple Tree Private School to increase research and awareness of mental health needs in the schools, while increasing capacity of local careers and workforce in related fields. Use funding to support the increased number of Social Workers in the district who will provide innovative, interdisciplinary, and research-based practice to support student learning and support for families and homeless. Social Workers will provide services and therapy to improve all students, including EL, Migrant, and Homeless, coping and self-regulation skills and to increase the quality of students' instructional time by ensuring mental health and emotional support. Social workers will also take over the responsibilities of the Truancy Grant to ensure student attendance. With the goal of increased academic achievement (10% gain in proficiency) and inclusion and accessibility for all students, we plan to increase the quality of students' instructional time by ensuring emotional support, and expanding mental health and resiliency district-wide. Additionally, Professional development from the REC or CES/TAP in Language Acquisition Education NM for GLAD strategies and sheltered instruction strategies in the classroom to assist EL's in obtaining English proficiency and improve overall achievement outcomes. Professional Development from REC#10 in Language Acquisition Strategies (LAS) training and application practice, differentiated in separate schools within the district that will include calibrations, classroom walkthroughs, and feedback conversations specific to the implementation of LAS. Our HR staff will attend job fairs, renew current postings on NMREAP.net and communicate with universities for new teacher graduates looking for the most highly qualified teachers to fill open positions. Data Driven Instruction will be utilized throughout the District and data analysis and evaluation in PLCs will be ongoing during the year. Review of teacher assessment for Rigor and Alignment; ongoing review of student work for Rigor/High DOK are a focus with all building Principals. To further improve Tier I Core Instruction, all schools will ensure that instruction purposefully supports Math and ELA CCSS at each grade level, small group instruction during core instruction, and learning interventions and/or SAT is put in place for students not meeting their goals.
Taos Municipal Schools	\$17,672,094.77	\$19,627,810.78	11.07%	\$1,592,168.48	BLANK
Tatum Municipal Schools	\$3,604,076.55	\$3,911,170.43	8.52%	\$193,135.10	Tatum Municipal Schools will be adding a Reading/ELL Coordinator at the Elementary School to work with poor readers and ELL students. Tatum Municipal Schools will be advertising for a ¼ time Counselor to work with students who are suffering from any of the stress – mental issues we are seeing in some of our struggling students. We will be providing a summer program that will incorporate swimming and gym workouts to keep students involved with the school throughout the summer months. All tiers will continue to be maintained with our SAT coordinator and Special Education Teachers as well as administrators. We also offer credit recovery and virtual school at the high school for students in need of those services.
Texico Municipal Schools	\$5,112,392.58	\$5,660,200.94	10.72%	\$326,417.68	Elementary: The teachers will provide daily small group interventions based on multiple assessments. The small groups will identify struggles in ELA and math each day to decrease the learning gaps created in previous school years. All SAT paperwork will document the progress monitoring data as standards are mastered throughout the school year. We will also begin in the 2019-2020 school year, having after-school remediation/tutorials for those students across all grade levels in order to assist those students who are not mastering the standards at their individual grade level. HS/MS – At risk students are referred through our SAT process. We have a team of staff members from various contents and grade levels that serve on the SAT committee. This committee provides performance data, instructional strategies, and parental support. In addition, we provide after school remediation for the SAT committee. This committee provides performance data, instructional strategies, and parental support. In addition, we provide after school remediation for students that have failing grades and/or excessive attendance concerns. Students have the opportunity to work with the after-school teacher in a small group environment.

District	18-19 Budget	19-20 Budget	% Increase	19-20 At Risk Allocation	Using At Risk Funds For:
Tucumcari Public Schools	\$8,553,348.23	\$9,200,333.59	7.56%	\$711,765.68	Upon enrollment students are screened for homelessness, language deficiencies, and any other situation that might be a problem to learning. Through the SAT process and parental conferences, parents are made aware of potential learning problems. Students are referred for after school tutoring if they are struggling. Students that qualify with language deficiencies are placed in ELL classes to improve listening, reading, speaking, and writing skills. Special Education services are offered to qualifying students.
Tularosa Municipal Schools	\$7,703,125.03	\$8,895,809.57	15.48%	\$846,682.68	All four schools have both opportunity and achievement gaps for subgroups of the student population as well as for all students. The consolidation of all funds will better allow the schools to address these needs on an individual and group bases. We will begin by identifying those students who are the lowest performing by using the data from assessments as well as accountability reports. Additional professional development will be provided on using data analysis to drive instruction to provide teachers with the information needed to truly target the instructional gaps in both reading and math of these students. Additional instructional time will be provided during the school day, and tutoring will be provided in Mescalero to address the needs of our Native American students. Tutoring outside the school day will also be offered to allow students to have additional one on one help. Different instructional strategies and will be used to ensure mastery of skills and improve learning.
Vaughn Municipal Schools	\$1,501,326.55	\$1,711,737.52	14.02%	\$70,165.79	Title I, Program, Student in Schools Intervention, After Schools Program Tutoring
Wagon Mound Public Schools	\$1,463,453.54	\$1,546,021.36	5.64%	\$102,365.62	During the 2019-20 school year, Wagon Mound Public Schools will receive professional development on creating classroom environments of respect and rapport. We have identified that before expecting our students to succeed academically, we need to foster an environment that shows our students that Teachers and all school staff, recognize that they are people too. Creating positive relationships within the classroom and throughout the district will result in better behavior and greater academic achievement. The district could implement strategies in line with "Capturing Kids Hearts" through professional development at the beginning of the school year and follow up trainings throughout the remainder of the academic year. Wagon Mound Public Schools will also explore implementing A YID strategies for use in the classroom to assist our at-risk students. Future planning will include implementing a full AVID program at Wagon Mound High School to better support our diverse student population. The district has identified that students continue to struggle in Math and Reading, to this end, we will implement Math and Reading Intervention for students who are not achieving proficiency on the New Mexico Standards Based Transition Assessment and/or the NWEA short cycle assessment. Teachers will continue to use the SAT process to identify students who need academic support. Wagon Mound Public Schools will continue to provide small class sizes as part of their one on one approach to instruction.
West Las Vegas Public Schools	\$12,306,681.26	\$15,056,112.92	22.34%	\$1,163,704.75	Students are identified through short cycle predictive assessments at school sites and/or through teacher evaluation. Tier 1-3 students receive instruction by HQT based on their academic need. Interventions for at risk students include a Title I reading and/or math interventionist instruction which adds to their English and math instruction, School Wide Title I resources, credit recovery, SAT team support, special education support with inclusion and/or pull out support, differentiated instruction and teacher PLC's.
Zuni Public Schools	\$6,856,439.44	\$7,142,094.42	4.17%	\$1,588,388.32	The district was designated at two sites to be CSI schools. The other two schools sites will see increase Title I support. These supports include, social emotional learning and training for staff and students as well as targeted Math and ELA interventions via Math Solutions (Math) and Six traits writing (ELA). The district has implemented a new attendance policy where the the home school liaisons at each site will track and do follow up with all of our students to ensure that all students are attending and succeeding at each school site. Furthermore, the district has invested in district wide instructional coaches for Math and ELA as well as contracted with Illuminate (contracted instructional coaches) to ensure that the district's instruction is aligned. This instructional alignment will also include a realigned K-12 Curriculum for the district