

**U.S. Department of Education**  
**2015 National Blue Ribbon Schools Program**

---

[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [X] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Ms. Deborah Jean Belone

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Newcomb Elementary School

(As it should appear in the official records)

School Mailing Address P O Box 7917

(If address is P.O. Box, also include street address.)

City Newcomb State NM Zip Code+4 (9 digits total) 87455-7917

County San Juan State School Code Number\* 116

Telephone 505-696-3415 Fax 505-696-3419

Web site/URL http://www.centralschools.org/~nes/ E-mail belod@centralschools.org

Twitter Handle \_\_\_\_\_ Facebook Page \_\_\_\_\_ Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_ Other Social Media Link \_\_\_\_\_

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_

(Principal's Signature)

Name of Superintendent\*Mr. Don Levinski

(Specify: Ms., Miss, Mrs., Dr., Mr.,

E-mail: levid@centralschools.org

Other)

District Name Central Consolidated School District Tel. 505-368-4984

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_

(Superintendent's Signature)

Name of School Board

President/Chairperson Ms. Lupita White

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_

(School Board President's/Chairperson's Signature)

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I – ELIGIBILITY CERTIFICATION**

---

**Include this page in the school’s application as page 2.**

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

---

All data are the most recent year available.

**DISTRICT** (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 10 Elementary schools (includes K-8)
  - 3 Middle/Junior high schools
  - 4 High schools
  - 0 K-12 schools
- 17 TOTAL

**SCHOOL** (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
3. 1 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	15	16	31
K	30	21	51
1	21	16	37
2	19	22	41
3	22	21	43
4	30	25	55
5	20	26	46
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total Students</b>	157	147	304

5. Racial/ethnic composition of the school:
- 98 % American Indian or Alaska Native
  - 1 % Asian
  - 0 % Black or African American
  - 0 % Hispanic or Latino
  - 1 % Native Hawaiian or Other Pacific Islander
  - 0 % White
  - 0 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 3%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	6
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	4
(3) Total of all transferred students [sum of rows (1) and (2)]	10
(4) Total number of students in the school as of October 1	313
(5) Total transferred students in row (3) divided by total students in row (4)	0.032
(6) Amount in row (5) multiplied by 100	3

7. English Language Learners (ELL) in the school: 31 %  
94 Total number ELL  
 Number of non-English languages represented: 2  
 Specify non-English languages: Dine (Navajo) Language, Filipino
8. Students eligible for free/reduced-priced meals: 100 %  
 Total number students who qualify: 304

**Information for Public Schools Only - Data Provided by the State**

The state has reported that 76 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 14 %  
43 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- |                                |  |
|--------------------------------|--|
| <u>0</u> Autism                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>5</u> Other Health Impaired                 |
| <u>0</u> Deaf-Blindness        | <u>11</u> Specific Learning Disability         |
| <u>1</u> Emotional Disturbance | <u>20</u> Speech or Language Impairment        |
| <u>0</u> Hearing Impairment    | <u>0</u> Traumatic Brain Injury                |
| <u>2</u> Mental Retardation    | <u>1</u> Visual Impairment Including Blindness |
| <u>1</u> Multiple Disabilities | <u>14</u> Developmentally Delayed              |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	<b>Number of Staff</b>
Administrators	1
Classroom teachers	15
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	6
Paraprofessionals	8
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 22:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	96%	94%	94%	93%	93%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes  No

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: Newcomb Elementary School's Mission is to create the foundation for lifelong learning so students can be successful citizens.

## **PART III – SUMMARY**

---

Newcomb Elementary is a rural school in the Four Corners area of New Mexico. It is located thirty-six miles from the nearest grocery stores. We serve several small communities in this area. Each of these areas has a Chapter house and senior center which is part of the Navajo Nation. The population of Newcomb is only 340 residents which does not include the other surrounding communities. There are feeder schools located nearby such as the local Navajo Nation Headstarts, Toadlena Community School, and Sanostee Day School. In addition, Newcomb Middle and High Schools can be found a mile south of us. We are located by a busy highway that connects two major towns in the Four Corners area. What makes this community very unique is that it is just miles away from the Chuska Mountains but part of the desert here in the Four Corners. Due to different climates and the annual precipitation that cause great difficulties with travel (muddy and washed out roads, flooded arroyos, filled ditches, running water), some students miss school for days when we have severe snow or rain storms. A majority of students live a mile or more off the roads. There are only five paved roads in our entire area and on snow or muddy days buses will only travel on those. Families must travel to the closest Inclement Weather bus stop that could be miles from their home; and for some quite a distance on foot. Some children spend hours on the bus before arriving at our school; so breakfast, lunch, and (if there is afterschool tutoring) even an afternoon snack is provided. Ninety-eight percent of our students are Native American, mostly Navajo (Dine'). A majority of our students are related to the staff so it is common to hear people ask "Who are you born for?" which is an important question when they initially arrive. The children learn to introduce themselves in Navajo so they can make connections with others including the staff and "Grandparent" volunteers. It is not just the Navajo children who learn to speak the language but staff and all of our students. It is not surprising to hear the students saying the Pledge of Allegiance or singing the National Anthem in Navajo. We truly have a community school here; we have the students for the best time of the day and are responsible for so many life and academic skills that they literally grow up right before our eyes here!

Newcomb Elementary had originally been located across the existing school in a stone building. The first building on the present location is now gone. It is part of our parking for staff and community and a duplex in which three of our staff live. We have undergone five renovations: the addition of the gym and main hall, second the cafeteria, office, and classrooms along our main hall, third our first and last hall, fourth the middle hall (which led to our school now resembling the letter "E" for say is for "Excellence!"), and finally the addition of two Pre-K classrooms at the end of the first hall. Recently a chapter member remarked that she missed working at Newcomb Elementary; she had been the first kitchen manager here back in 1952! For the past 4 years Newcomb Elementary has been a high performing school making Annual Yearly Progress. The grades we have received were first an A, next B and then a C but we moved back up to an A this school year based upon many factors such as Attendance, Proficiency, Growth, our additional points for community and parent involvement and the responses on the student survey. We recently received the National Title 1 distinguished award in New Mexico; there are only two in each state and we received the award this school year for academic excellence! Not only have our children performed well in academics but also they also do in sports and programs. It was an honor for several students to perform in Washington D.C. for the opening of the new wing of the Smithsonian; as well as, perform ceremonial dances at the Gathering of Nations. In addition students participate in local sports leagues which, at the elementary school level, mean parent and community volunteers are coaches and involved in our afterschool programs. This leads to opportunities to share information with parents about student needs and performance and well-rounded children that excel in many areas. It is a tradition that we support the efforts of our students even as they transition to higher levels of learning at our secondary schools and hopefully come back to us when they have finished college/university, vocational and career-readiness programs, the Military, and missions so they can help us develop the next generation of learners!

One of the key strategies or longevity of Newcomb Elementary School is the staff turnover. There are very few staff that leave our school and for those who do it is for retirement. The turnover rate is about 15% or less. Most teachers here have been here for more than ten years if not twenty. Dine' Language Teachers are very aware and adamant in teaching the district approved Dine' Language and Standards Curriculum using pull-out program method for forty-five minutes each school day. Every child enrolled participates in the program and are then prepared to participate in district and national Native American showcases and

competitions. It was just recently that two students at our high school who had attended Newcomb Elementary had come in second in the Forensic portion of the state Science Olympiad! We have students who make it to the national science level as we did last year...another graduate of Newcomb schools who not only graduated with honors but also in college working on her bachelors in science! Teachers have been here for years so have processes and procedures in place for their classrooms like QDPDSA which is a strategy on how to target constructive response questions/short answers in Math. Each teacher is TESOL endorsed so it is not surprising to find language strategies throughout all the subject lessons and students actively engaged and learning!



## **PART IV – CURRICULUM AND INSTRUCTION**

---

### **1. Core Curriculum:**

Common Core Standards and English Language Developmental Standards are provided on our district website. A district scope and sequence in reading, math, science, social studies and Dine language is also available. The pacing guide includes resources and lesson plans for some content areas.

There is group PLC planning time where teachers can pull resources to teach the specific areas, can meet to discuss student needs, and also plan for instruction and interventions.

K-5 thematic units and lessons that are relevant to them like politics with in the surrounding chapter's houses like Navajo Nation legislature and how that connects to State legislature. The use of ESL strategies in each content area is also being utilized. Each teacher is also TESOL endorsed; therefore, they are expected to implement ESL strategies in each CORE area.

Response to Intervention is scheduled throughout each day for at least 30 minutes which includes Tier 2 and Tier 3 interventions such as Lexia, Reflex math, Achieve3000, IXL Math. This is also done in small group instruction with support of specials and Dine' language teachers who are pushing into classroom to help with small group RtI instruction each day.

Kindergarten: Utilizes the Common Core Standards. These learning standards are the educational requirements our State has adopted and are the basis for the SIOP lesson each week. We use thematic unit and actual materials found in the environment to teach the content.

First Grade -

Reading/LA: Treasures Reading – Treasure offers students a lot of vocabulary and gives excellent examples through technology (pictures are colorful, illustrations are easy to understand); the layout of introducing letter and sounds are done on a weekly basis; big colorful books and story cards are available; the Grammar clarifies all necessary guidelines needed; and the writing sections offers lots of writing practice. Treasures also incorporate lots of Science and Social Studies each week.

Math: 2005 Harcourt Math – (we pick and choose which chapters are necessary for our students- according to the pacing guide) These math books and workbooks have been available, so we continued to utilize them; some math activities/pages are taken from the My Math curriculum and from other sources (On Core) as well.

2nd grade is using Treasures and all the components it offers. We are using this for the simple reason it encompasses the big 5; fluency, comprehension, vocabulary, phonemic awareness & phonics. This curriculum is researched based, and was the one our school chose to adopt at the most recent adoption. It offers a good balance between literature and informational texts. Of course this isn't the only curriculum used. We supplement with various other resources: Scholastic News, Readworks.org, enchanted learning, Reading A- Z, PBS Learning Media, etc. Science and social studies/history are also embedded into the curriculum, especially thru the use of the Leveled Readers that are a part of Treasures.

3rd and 4th: Uses all the curriculum mentioned however they share students during RtI so they can teach to a smaller gap as per the data. For instance if they have two small groups who need intense instruction on blending and the other on fluency they will share their students by placing them in the skill area they need. They also do a lot of cooperative learning groups on projects that are relevant to students. For instance one of the teachers travels a lot during summer break therefore she turns her picture into a lesson, they study the places she has gone and do group projects centered on that town/city. Math vocabulary is also hit very hard by this grade level. They have math notebooks with definitions and words to take home to study.

5th Grade: Question, Data, Plan/Solve, Answer (QDP/SA) is utilized for math as a word problem graphic organizer. Students use the QDPS/A graphic organizer daily to solve a word problem with an extended

response setting. The word problems are aligned to the Common Core Standards and a quiz is given at the end of the week for a grade. The daily word problems are done as soon as students arrive from breakfast.

Students take out their QDPSA notebook to draw a rectangle and divide the rectangle into four parts. Students write (Q) which is the question of the problem, the key words are found in the question and circled. Then write down (D) for data, students write down all the data needed to help solve the problem. The next box is (P/S) for plan and solve, in which, students solve the problem using the data; they will write what operations they will be utilizing to solve the problem, showing all work/steps involved in solving the word problem. The last box is (A) for answer where students write down their answer in a sentence form. I believe the graphic organizer helps students organize their thought in problem solving, and students tend to enjoy doing QDP/SA.

Curriculum in our preschool program is an organized framework that outlines the content children are to learn, the processes through children achieve their goals and what teachers do to help them learn. The preschool at Newcomb Elementary is flexible to facilitate adaption to all children, including those with special needs.

The key components of the Pre-K curriculum is the heart of day to day implementations of children learning in a rich classroom environment with positive, engaging and fun activities with the children's interest in mind. The Frog Street Press is a comprehensive curriculum with differentiated instructions and to make learning joyful. It is child centered with a focus on social-emotional development featuring Conscious Discipline to develop more independence and be knowledgeable of age-appropriate behavior and skills. It is a developmental-interaction approach where the child and adult engage in the learning process together.

The Crosswalks of New Mexico Early Learning Guidelines aligns to the New Mexico Kindergarten Common Core National Standards. It presents the developmental continuum of learning in the areas of Literacy, Numeracy, Physical Development, Conceptual Science Understanding, Family & Community, Approaches to Learning,, Aesthetic Creativity, and Social-Emotional.

Our preschool offers high-quality early learning experiences and the young children enter kindergarten with the knowledge and skills need to be ready for school. The early foundation of preschool learning helps the children with interactions, instructions and environment to promote continuous learning.

## **2. Other Curriculum Areas:**

Art: opportunities to address the primary learning style of our students. It allows for the children to express themselves and their ideas through the performing and visual arts. Music is one of the arts that is so important and should be implemented in every school. There are many essential skills that are needed to help children in Math and Reading. The teacher serves 397 students, grades Pre-K through 5th, at two elementary schools. Instruction for each class is provided once a week for 45 minutes. The teacher would really like to see the students more. The students perform 3 programs in the school year. We show our talents for Veterans Day, a Winter Program and a Spring Program. Music is essentially patterns and so is Math. It is very much a cross-curricular necessity. New Mexico has 8 content Standards for the Arts. We learn and develop the essential skills and technical demands unique to music. We use music to express ideas. Integrate understanding of music by seeking connections and parallels among arts disciplines as well as all other content areas. Demonstrate an understanding of the dynamics of the creative process. We also, observe, discuss, analyze, and make critical judgments about music works. Show increased awareness of diverse peoples and cultures through music.

Demonstrate knowledge about how technology and invention have historically influenced musicians and offered new possibilities for expression. Finally we contribute to communities by sharing expertise in music and by participating in the activities of cultural institutions.

Music soothes the soul and relaxes the tension in our bodies and the world would be a very dull place without MUSIC!!

Physical Education/Health/Nutrition: Our P.E. teacher instructs students weekly on healthy eating habits and exercise since Diabetes is a growing concern on the Navajo Reservation. The program is in conjunction with the Navajo Nation Diabetes Project which helps provide prevention education to reduce Diabetes cases among the Navajo people and provide diabetes management to reduce complications and disabilities through programs such as Just Move It, local walks, and the Shiprock Marathon. The program helps promote healthy lifestyle choices, improvement in nutrition and diet, and daily exercise. Some classes are currently walking a mile a day with the expectation of walking their final mile at the Shiprock Marathon this coming May. Integrate math grade level concepts and skills within the PE environment. For example, skip counting is introduced while they do their group exercises. Key words such as perimeter, area, coordinates, clockwise, counter clockwise, etc., are utilized during PE instruction to reinforce classroom instructions. Healthy lifestyle is encouraged to foster positive learning environment in the classroom. Group goals setting is encouraged to foster classroom morale and positive classroom behavior. Graphic organizers are utilized within the PE classroom environment to reinforce classroom learning standards.

Technology: Classes are scheduled in a computer lab each school day for 45 minutes. During that time, students are learning to use the computers and online programs to further their academic knowledge and prepare for state testing which has been online this school year.

Dine' Language: Since the beginning of the school year, bilingual teachers have provided the required forty-five minutes allotted time for each class (five classes in all) for each grouping (K-1, 2-3, and 4-5). Oral language instruction is requested by our district and the Navajo Tribal Office of Dine' Language (DODE). 70% of my teaching is oral communication and 30% is hands-on learning. We do a lot of verb modes that contains physical movements and classroom participation. This practice helps the students in many ways. The repetition of verb mode helps them retain what they are learning and they help one another when the going gets tough.

The use of technology has helped in many ways too. Using the overhead projector (Interwrite board) has made teaching easier in many ways. It makes describing what you are teaching clearer and the students understand what is being taught. The use of CDs is a major plus in the classroom because there are a lot of songs out there that we as teachers do not know and that where this machine comes in handy. Some songs they sing along with and some songs that is taught. What songs are appropriate for certain time of the season, what songs can be sung any time of the year without taboo are considered during the school year.

The cultural center has made it clear through DODE that most of our teaching has to be oral because the theory is that the more they (students) hear the language the more they will retain and understand. It is a theory that is believed to be worth doing because the students do not hear Navajo at home as much as we did when the bilingual teachers were their age and grade. Again teaching this way is another form of repetition. Tell your story, stop and ask questions, repeat if necessary. This will help retain a great deal that has been taught.

The use of handling verbs activities is another good way to teach these young students how to retain what is being taught. Again repetition goes into play here, to teach the students different ways to ask for thing, ordinary objects like a rope, stick, a doll, etc.

Verbal commands like stand up, sit down, raise your hand, touch your nose, etc... these are things that our students do not hear at home except maybe at grandmothers place occasionally. So we try with everything at our disposal to teach the children what we can with what we have.

### **3. Instructional Methods and Interventions:**

Teachers provide small group Tier II Interventions based upon student data and needs within their classrooms. Students at Newcomb Elementary also have access to Reflex Math, IXL Math, Achieve3000 (2nd-5th), AR Reading, and Lexia (students receiving specialized instruction and those referred to the Student Assistance Team) for online Tier II Interventions. Versa Tiles, Leveled Readers, Spalding, and LETRs materials are used with students who have been identified as needing specific skills development. Teachers also use learning centers and skill stations to further strengthen skills recently taught.

Special Education staff use the Common Core Standards and Expanded Grade Band Expectations for specialized instruction. Sounds in Syllables is an intense multi-sensory program that our special education teacher uses to teach English Language Acquisition skills.

WIDA and ESL strategies-best practices are sought out for our ELL students. Through use of these strategies we can provide culturally responsive teaching. Some basics of intervention are Universal Screening like DIBELS, ESGI, Quarterly district made assessment for strengths and weaknesses in the Core areas. Based on these results we can group students who need enrichment, on level material or interventions with in the RtI component of the day with push-in help by elective and Dine' Language staff. During the intervention student receive at least 30 minutes of extra instruction in areas of deficiencies through small group or one-on-one on skills they are lacking. This is also considered the RtI time frame they receive the extensive and varied instruction at their level so they can get better at that skill. Most teachers during whole group also provide peer-assisted learning opportunities also known as cooperative learning groups. Differentiated instruction is also incorporated throughout the day. Other instruction methods include teaching a lot of background knowledge for students to make connection to new learning. Vocabulary and oral language are huge areas we also have to concentrate on from Pre-K on to 5th grade where students are working on oral language through cooperative learning teams and activities, presentations, explaining to whole class how to solve problems, and entering school and district competitions like science fair and spelling bee. Most teachers at NES also have high expectations of students. It is very rare to hear to "students are too low they can't do it." What we hear or say is "Let's teach this hard and help students understand it! We need to spend more time on this area!"

WIDA and ESL strategies-best practices are sought out for our ELL students. Through use of these strategies we can provide culturally responsive teaching. Some basics of intervention are Universal Screening like DIBELS, ESGI, Quarterly district made assessment for strengths and weaknesses in the Core areas. Based on these results we can group students who need enrichment, on level material or interventions with in the RtI component of the day with push-in help by elective and Dine' Language staff. During the intervention student receive at least 30 minutes of extra instruction in areas of deficiencies through small group or one-on-one on skills they are lacking. This is also considered the RtI time frame they receive the extensive and varied instruction at their level so they can get better at that skill. Most teachers during whole group also provide peer-assisted learning opportunities also known as cooperative learning groups. Differentiated instruction is also incorporated throughout the day. Other instruction methods include teaching a lot of background knowledge for students to make connection to new learning. Vocabulary and oral language are huge areas we also have to concentrate on from Pre-K on to 5th grade where students are working on oral language through cooperative learning teams and activities, presentations, explaining to whole class how to solve problems, and entering school and district competitions like science fair and spelling bee. Most teachers at NES also have high expectations of students. It is very rare to hear to "students are too low they can't do it." What we hear or say is "Let's teach this hard and help students understand it! We need to spend more time on this area!"

Some of the strategies used by teachers at our school:

- Reciprocal Teaching which includes prediction, summarization (main ideas), question generation, clarifying
- Activating prior knowledge
- Mental Imagery: Improving text recall
- Skimming and scanning for Keywords
- Group Response techniques
- Paired Reading
- Listening Passage Preview
- Error Correction and Word Drill Techniques
- Text Lookback
- Picture This
- Vocabulary Quilts

Our previous Interventionist shared this report (she is currently one of our 4th grade teachers): The Read Naturally program covers comprehension strategies, fluency and practice for extended response answers. Each week we also write a summary which includes the main idea and supporting detail for that particular passage. The students graph their weekly fluency score. Each group brings their SBA Weekly Assessment book with them each day. I go over each extended response after their classroom teacher grades it. They read their response and we use it as an anchor paper to discuss why they received the score they did how they should change it to receive all their points on the rubric. I also use the leveled reader for that week to help re-teach their vocabulary and comprehension strategies that are taught in their regular classroom. With each story used in my group I help the students to make connections to their culture and diversity. I also use this to help build any background knowledge needed to help them better understand and connect to the story for that week. I often use a read aloud book to help teach the comprehension strategy for that week. I continually look at their current data and meet with their teacher to make any changes necessary with these Tier II groups.

- Lots of one-on-one support and small group
- Specials Teacher help (Push-ins) (small group) Interventions for Math and Reading
- Accelerated Reading: Students take a Star Reading Test; this test offers information of what level students are reading at, then students can check out a book from the school library, read it and take a test on this book. (Students are also encouraged to read for 20 minutes at home every night.)

## **PART V – INDICATORS OF ACADEMIC SUCCESS**

---

### **1. Assessment Results Narrative Summary:**

Initial placement is made at the end of the previous school year using student summaries (1 page overview on short cycle and state assessments which is then placed in cum folders to inform the new teacher at the next grade level). Our district designed its own “Quarterly Assessments” which are available through a district database. That information is reviewed after each administration (five times a school year) and is used to determining student indicator for progress toward proficiency; as well as, the SBA and now PARCC reports to proficiency on state mandated tests. We have found that there are students who are proficient in Navajo (oral speaking in their home language) that are also in English. Also those students who come to us speaking a language other than English are often proficient in several languages (Philipino, their native island language, English) so find it easier to demonstrate their acquisition of Navajo in a short period of time. Many students who are not considered proficient on the state assessments have family members (parents and grandparents) that also struggled in academic classes. This group includes children who live with their grandparents who are not fluent English speakers themselves and therefore find it difficult to help their grandchildren with homework.

### **2. Assessment for Instruction and Learning and Sharing Assessment Results:**

Formal cognitive, academic, and related service evaluations are used to determine students’ eligibility for specialized instruction. The i-Ready Assessment is used as a predictor of success on the PARCC assessment, identifying academic needs, and showing progress on the Common Core Standards with student who have been identified for specialized instruction and those referred to the Student Assistance Team. Formative classroom assessments are used weekly to determine students who have shown mastery of content, those still having difficulty acquiring the specific content/skills, and finally children who require individualized assistance, modifications, or even specialized instruction. Teacher made assessments are used to inform instruction weekly. Teachers then have weekly PLC (Professional Learning Community) meeting to discuss the results and next steps. In addition some teacher design thematic units and specialized programs that will include assessments to determine mastery of content and skills.

Our school uses the following programs for decision making regarding interventions and if Common Core/English and Dine’ Language Standards are being learned: SBA, PARCC, DIBELs, Star Reading, Star Math, Scholastic Reading Inventory, NCSC, WIDA, Quarterly Assessments, Dine Language and Standards Assessments, Running Records, ESGI, Treasures ELA weekly story and standards tests, and Harcourt Math Chapter Tests.

Some grades use informal Assessment on High Frequency Words- students have in their Homework folders 100 words they are required to read every night. The first 50 words are assessed with each student having their own sheet of paper. Teachers sits one-on-one with each student as they go down the list, reading each word (percentage is given for each reading). We use this information as data during Student Assistance Meetings, with the parents during Parent/Teacher Conferences, plus it gives us an idea of how our students are progressing. Another informal assessment sheet is used for number identifications (students read random numbers from a sheet of paper); teacher is able to see where students are having trouble (i.e. reversals (37 as 73 or confusing teen and -ty numbers - 13 and 30).

## **Part VI School Support**

---

### **1. School Climate/Culture**

There are many activities we do at Newcomb Elementary to support climate and culture. We celebrate Teacher Appreciation Day by having potlucks and recognizing positives about each staff member. Leadership is always recognizing staff by buying pizza, donuts or some kind of food to thank the staff for their hard work. Principal is constantly praises and celebrating the flexibility of the staff and work they accomplished so they can feel valued and continue to do a great job. The ones receiving the most recognition and celebration are the students by having 40th day celebrations to encourage good attendance. Each month students are identified for student of the month; class recognitions, assemblies for student achievement and outstanding progress each month and given a place in the show case for their picture, a certificate, and student of the month party and assembly to recognize them. We hold assemblies at least once a month. Trading Post is open monthly which provides opportunities for students to turn in Eagle Bucks for items that are donated by community and staff recognizing their academic success and positive behavior in their classes). Student earn Eagle bucks throughout the month for the things mentioned above. They can spend them or keep them for bigger prizes each month. They look forward to this and what to earn as many eagle bucks as possible. Finally there is class recognition by the company Achieve3000 for student success in reading, they are given an award.

### **2. Engaging Families and Community**

Newcomb Elementary School is located in a very rural isolated area, however that doesn't keep us from having celebration, presentations or dinners. There are several that we hold at NES like Parent Night, Dine' Language Culture Activities, where the Navajo language teacher is teaching about Navajo games, storytelling or emergent stories while serving food. He does this 3 times a year during winter story telling time. We also hold during the school day performances each quarter like Music, Science Fair, Spelling Bee, Mr. and Miss Newcomb Pageant, and Dine' Showcase. School staff are also members of the local chapters who participate in local schools and community events such as the Veterans, Nava Farms, Big Brothers/Big Sisters, the Four Corners League, and secondary sports programs. Also staff members work with local programs such as The Soul Dog Spay/Neuter Clinic (hosted at our school this past fall) and Echo Food Bank. Our school is known for helping the dog and cat population to stay down. Students in need are identified and given a bag of nonperishable food items form the Echo Food bank each week.

### **3. Professional Development**

Deep Curriculum Alignment, LETRS, PARCC, NCSC, Re-Evaluation and Tienet programs through the Exceptional Programs Office, Lexia Core 5, WIDA, SchoolNet on Data, Reflex Math, Achieve3000 (three times so far), DIBELs training by the principal so show how to access data and disaggregated by skill, Crisis Prevention Intervention Team, SPR/First Aid, Bus Safety Training, Cultural-Based Nutritional and Fitness for Native American Youth and Visions. These trainings were considered critical to address the safety and needs of our school. An instructional coach from the district also provided a training on SIOP lesson plans.

### **4. School Leadership**

The principal attends monthly trainings with other administrators at district level meetings. Principal next shares information with the Leadership Team who then meets with grade level or department teams during Professional Learning Community meetings. Also there are Early Release days used to meet as a whole staff and then also vertical alignment teams (K-2 and 3-5) to discuss data, learning strategies, and students in need, and implementation of programs/Shifts.

## PART VIII - ASSESSMENT RESULTS

### STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>New Mexico Standardized Based Assessment</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2011</u>
<b>Publisher:</b>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Jan	Jan	Jan	Jan	Mar
<b>SCHOOL SCORES*</b>					
Proficient and above	47	49	55	62	43
Advanced	8	0	0	3	0
Number of students tested	51	51	40	61	44
Percent of total students tested	100	98	98	98	98
Number of students tested with alternative assessment					
% of students tested with alternative assessment	4	2	2	2	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	46	49	55	62	43
Advanced	6	0	0	3	0
Number of students tested	48	51	40	61	44
<b>2. Students receiving Special Education</b>					
Proficient and above	38				
Advanced	13				
Number of students tested			6	5	7
<b>3. English Language Learner Students</b>					
Proficient and above	30	25	63	63	36
Advanced	0	0	0	0	0
Number of students tested	20	12	11	27	25
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above					
Advanced					
Number of students tested					1
<b>6. Asian Students</b>					
Proficient and above	50				
Advanced	50				



School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested				1	
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above	47	49	55	62	43
Advanced	8	0	0	3	0
Number of students tested	51	51	40	61	44
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above					
Advanced					
Number of students tested				1	
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Female</b>					
Proficient and above	43	57	65	74	50
Advanced	8	0	0	7	0
Number of students tested	23	28	20	27	20
<b>12. Other 2: Male</b>					
Proficient and above	50	39	45	53	38
Advanced	7	0	0	0	0
Number of students tested	28	23	20	34	24
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>New Mexico Standardized Based Assessment</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Jan	Jan	Jan	Jan	Jan
<b>SCHOOL SCORES*</b>					
Proficient and above	53	70	65	67	76
Advanced	4	13	17	14	12
Number of students tested	49	39	60	63	41
Percent of total students tested	100	95	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	4	5	2	5	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	52	71	65	67	76
Advanced	5	13	17	14	12
Number of students tested	42	38	60	63	41
<b>2. Students receiving Special Education</b>					
Proficient and above	17			36	
Advanced	0			18	
Number of students tested			2	11	4
<b>3. English Language Learner Students</b>					
Proficient and above	30		42	67	71
Advanced	0		0	11	0
Number of students tested	10		19	27	17
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above	100				
Advanced	50				
Number of students tested			2	1	
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above	53	69	65	67	76

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced	4	13	17	14	12
Number of students tested	49	39	60	63	41
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested			1		
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>12. Other 2: Female</b>					
Proficient and above	46	70	75	68	88
Advanced	4	13	21	14	18
Number of students tested	26	23	28	28	17
<b>13. Other 3: Male</b>					
Proficient and above	61	69	56	66	67
Advanced	4	13	13	14	8
Number of students tested	23	16	32	35	24

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>New Mexico Standardized Based Assessment</u>
<b>All Students Tested/Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Jan	Jan	Jan	Jan	Jan
<b>SCHOOL SCORES*</b>					
Proficient and above	74	77	64	81	89
Advanced	21	18	9	31	50
Number of students tested	39	56	58	42	62
Percent of total students tested	2	2	3		
Number of students tested with alternative assessment					
% of students tested with alternative assessment	5	4	5	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	75	78	64	81	89
Advanced	22	18	9	31	50
Number of students tested	36	55	58	42	62
<b>2. Students receiving Special Education</b>					
Proficient and above	29				
Advanced	14				
Number of students tested			9	3	9
<b>3. English Language Learner Students</b>					
Proficient and above	38	69	61	74	84
Advanced	0	15	4	26	48
Number of students tested		13	23	19	25
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above					
Advanced					
Number of students tested					1
<b>6. Asian Students</b>					
Proficient and above	100				
Advanced	99				
Number of students tested				1	
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above	74	77	64	82	89

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced	21	18	9	31	50
Number of students tested	39	56	58	42	62
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Female</b>					
Proficient and above	77	85	58	93	92
Advanced	27	26	15	39	39
Number of students tested	26	18	26	27	22
<b>12. Other 2: Female</b>					
Proficient and above	71	69	69	79	86
Advanced	12	10	3	25	58
Number of students tested	17	29	32	24	36
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>New Mexico Standardized Based Assessment</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Jan	Jan	Jan	Jan	Jan
<b>SCHOOL SCORES*</b>					
Proficient and above	39	45	40	61	30
Advanced	4	10	0	5	2
Number of students tested	51	51	40	61	44
Percent of total students tested	100	98	98	98	98
Number of students tested with alternative assessment					
% of students tested with alternative assessment	4	2	2	2	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	38	45	40	61	30
Advanced	4	10	0	5	2
Number of students tested	48	51	40	61	44
<b>2. Students receiving Special Education</b>					
Proficient and above	25				
Advanced	25				
Number of students tested			6	5	7
<b>3. English Language Learner Students</b>					
Proficient and above	25	17	0	63	32
Advanced	5	0	0	0	4
Number of students tested	20	12	11	27	25
<b>4. Hispanic or Latino Students</b>					
Proficient and above	100				
Advanced	1				
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above					
Advanced					
Number of students tested				1	
<b>6. Asian Students</b>					
Proficient and above	50				
Advanced	0				
Number of students tested				1	
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above	38	43	40	59	28

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced	4	6	0	5	2
Number of students tested	48	47	40	59	43
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Female</b>					
Proficient and above	52	54	55	82	40
Advanced	0	11	0	11	0
Number of students tested	23	28	20	27	20
<b>12. Other 2: Male</b>					
Proficient and above	29	35	25	44	21
Advanced	7	8	0	0	4
Number of students tested	28	23	20	34	24
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>New Mexico Standardized Based Assessment</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Jan	Jan	Jan	Jan	Jan
<b>SCHOOL SCORES*</b>					
Proficient and above	49	53	57	44	54
Advanced	6	13	12	11	7
Number of students tested	49	40	60	63	41
Percent of total students tested	100	98	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	4	5	2	5	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	52	54	57	44	54
Advanced	7	13	12	11	7
Number of students tested	42	39	60	63	41
<b>2. Students receiving Special Education</b>					
Proficient and above	50			27	
Advanced	0			27	
Number of students tested			2	11	4
<b>3. English Language Learner Students</b>					
Proficient and above	10		16	44	47
Advanced	0		5	11	0
Number of students tested	10		19	2717	17
<b>4. Hispanic or Latino Students</b>					
Proficient and above	0				
Advanced	0				
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above	100				
Advanced	99				
Number of students tested			2	1	
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above	48	53	56	44	54



School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced	2	13	12	11	7
Number of students tested	46	40	57	62	41
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above					
Advanced					
Number of students tested			1		
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Female</b>					
Proficient and above	46	54	79	54	71
Advanced	12	13	21	14	12
Number of students tested	26	24	28	28	17
<b>12. Other 2: Male</b>					
Proficient and above	52	50	38	37	42
Advanced	0	13	3	9	4
Number of students tested	23	16	32	35	24
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>New Mexico Standardized Based Assessment</u>
<b>All Students Tested/Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Jan	Jan	Jan	Jan	Jan
<b>SCHOOL SCORES*</b>					
Proficient and above	80	52	35	60	70
Advanced	28	9	7	10	14
Number of students tested	39	56	58	42	62
Percent of total students tested	100	98	98	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	5	3	5	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	81	53	35	60	69
Advanced	31	9	7	10	15
Number of students tested	36	55	58	42	62
<b>2. Students receiving Special Education</b>					
Proficient and above	43				
Advanced	14				
Number of students tested			9	3	9
<b>3. English Language Learner Students</b>					
Proficient and above	50	31	17	26	68
Advanced	0	8	4	0	16
Number of students tested		13	23	19	25
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above					
Advanced					
Number of students tested	1				
<b>6. Asian Students</b>					
Proficient and above	100				
Advanced	99				
Number of students tested			1		
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above	1	51	33	60	69

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced	26	9	7	10	13
Number of students tested	38	55	57	42	61
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced					
Number of students tested					
<b>11. Other 1: Female</b>					
Proficient and above	82	59	46	67	69
Advanced	36	19	8	17	15
Number of students tested	22	27	26	18	26
<b>12. Other 2: Male</b>					
Proficient and above	77	45	25	54	69
Advanced	18	0	6	4	14
Number of students tested	17	29	32	24	36
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced					
Number of students tested					

**NOTES:**