

Clayton Municipal Schools

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Dear Community Stakeholder:

Thank you for attending the Clayton Municipal School District's Community Needs Assessment meeting February 7, 2019. Your input helped to make the evening a successful event and will support the district in determining the direction of our work for the next few years. School district stakeholders identified seventy-five (75) items they would like the district to address. The list of needs were then narrowed by the eight sub-groups including students, teachers, support staff, business community, general support individuals, parents, board members, administrators, and community members. Nineteen (19) of the items were identified as having strong interest as indicated by the peer groups. The peer groups were assembled once again to provide representation of each sub-group. The newly-formed groups reviewed the nineteen strong-interest items and identified a list of six as high priority for the district's future work: expanding trade skills; bullying prevention; teacher support from parents and community; teacher retention; mental health support; and more support staff for athletic safety. None of the remaining thirteen items were identified by the groups as high importance.

Administration and the Board of Education have reviewed the identified priorities and worked with David Chavez and Elena Salazar to build a strategic plan directed toward addressing the identified needs. The remaining thirteen items identified in the top nineteen, outside of the six identified as high priority, are being addressed as follows:

- More support staff for athletic safety: The district has four stipends built in for high school football coaching staff. Unfortunately, we have been unable to find individuals to fill those positions for the past couple of years. We now have a head coach in place for next year, and we can begin recruiting staff during the spring of 2019. In addition, the hospital has hired a new physical therapist, and he has offered his services to help train our staff to safely care for students.
- Increased reading proficiency at a younger age K-3: Alvis Elementary will continue to work to increase early literacy skills of all students. We will continue to provide professional development for staff in the area of reading instruction. Furthermore, we are working to improve our use of data to drive instruction and inform small group intervention. As stated in our district's core beliefs, a child's education is a shared responsibility. Reading is not a subject area that stops when the school day/year is over; parental involvement and encouragement at home can substantially increase students' reading achievement.
- Universal preschool: The district has completed an application for a preschool program that will be combined with the Developmentally Delayed and Private Pay program already in place. The new pre-kindergarten application may only allow four (4) year olds.

- Reduction of Drug and Alcohol Use: The district has implemented random drug testing for all students involved in activities. The use of drug dogs is available to the district. If the district were to close the high school campus for lunch, it would eliminate potential drug traffic.
- Student retention--bringing back students to Clayton: It is our focus as a district to provide an excellent educational experience to all pre-kindergarten through 12th grade students. We will continue to follow all district policies in addition to state and federal laws; we anticipate that, over time, parents and community members will recognize the value of the quality educational experience that is offered at CMS.
- Better tools for discipline: We have implemented the Behavior Intervention Program (BIP) for students in grades 7–12. In addition, we will be using a Social Emotional Learning (SEL) program next school year to support student development of appropriate social skills.
- Parental and student accountability: We have worked to hold students accountable to appropriate discipline and extra-curricular eligibility in grades 7–12. At times, accountability directly impacts parents’ decisions to remove their child from the district and place them in a different educational setting. We have implemented mandatory student-led conferences two times a year for all students in an attempt to bring parents into the school for the positive purpose of supporting their child within the educational setting. District staff wishes to walk side-by-side with parents in order to support the appropriate development of their child.
- Improved consequences and strategies for working with students: Consistency is the key to successful student interaction. This consistency requires school and home to work in sync. We have implemented a Behavior Intervention Program (BIP) where students are placed in an alternate setting in order to support better decision making in the future and allow them to continue with assignments.
- Increasing student accountability: Addressed in parental and student accountability above.
- Clear vision for technology integration: This will be added to the next priorities for the district to address.
- Instill leadership skills in all students: All 8th grade students are enrolled in Agriculture, which focuses on developing leadership qualities. In addition, we will be using a social emotional learning program next school year to support the instruction of appropriate social skills.
- Basic life skills: This is currently being addressed in the strategic plan.
- Grow your own teachers: Much work is being conducted nationally and at the state level to address the teacher shortage. We will be working with Cooperative Education Services Leading Educators (through) Alternative Pathways (LEAP). The 2018 Educator Vacancy Report indicated 740 teacher vacancies across the state of New Mexico at the beginning of the 2018-2019 school year. Statewide, 16% of students are being served by substitute teachers.
- Increased funding: The district applies for funding opportunities when applicable. We have received additional funding for a reading coach for the past three years. We are currently in the process of applying for a pre-kindergarten program. Most recently we are applying for an extended learning program which will provide additional funding. The district is not eligible for many additional funding opportunities because our graduation

rate and academic performance exceed the requirements. Additionally, eligibility requirements for free and reduced lunches are not met.

The remaining items identified but not ranked in the top nineteen are addressed as follows:

- Literacy Coach in all sites: A literacy coach at all three sites would cost the district approximately \$300,000, which is not feasible. We have had a literacy coach at the Alvis campus for the past three years.
- Upgraded Facilities for Music and Arts: The only funding the district receives for facilities are SB9 and General Obligation Bonds. The G.O. Bond monies approved by the voters in the fall of 2016 have been utilized to increase security and secure the shell of all facilities. This includes roofing and windows. The remaining G.O. Bond monies will be allocated for roofing on the remaining buildings and placing an HVAC system at the Alvis and High School campuses.
- Sex and Consent Education: This is addressed during the 8th grade Health instruction at Jr. High.
- After School Programs: Staff periodically volunteer to host programs. An example is the Alvis Girls Who Code program beginning at Alvis for 3rd and 4th grade girls. Another example is the Chess Club program at Jr. High.
- In-School Tutoring: CHS is currently offering tutoring and support help in the mornings in all core subject areas. Tutoring is offered after school at 5th - 12th grades.
- Instilling interest and motivation in students: This is an area that requires parental/guardian support. Students who are 'coached up' at home are more readily reached by school staff. Clayton Jr. High recently implemented the Jr. National Honor Society. All schools recognize honor rolls and Alvis, Kiser, and Jr. High provide quarterly award assemblies.
- Community Outreach for Collaboration: This is addressed in the strategic plan.
- Evaluate the test results and come up with programs to improve student learning: District staff has been working on this for four years.
- Need Basketball Courts at the Junior High: We have received a bid of \$60,000 to remove and replace the tennis courts at the Jr. High. Funds have not been allocated to address at this time due to numerous facility needs with higher priority across the district including security, securing the shell of all buildings, updating technology, providing adequate heating and cooling to all campuses, updating/replacing fire alarms, etc.
- Healthy Social-Media Use and Sleep Habits: Appropriate social-media use and sleep habits are first modeled at home. In addition, both are addressed during 8th grade Health instruction at Jr. High, which is a high school graduation requirement. Parents have been encouraged by administration to pick up all electronic devices at bedtime. The district will work to notify parents of available apps to oversee their child's social-media activity.
- Student Skills: This is being addressed through the use of the Choose Love program next school year to support the instruction of Social Emotional Learning.
- Increase in STEM Curriculum: Professional development is being provided to all STEM staff. Many staff members are taking advantage of opportunities provided locally and at the state level. Fortunately, there are many open source curriculums to support the district as we navigate this transitional year of science implementation.
- Bring Back the Science Fair: The Jr. High is hosting the annual Science Fair soon. The district has a goal of competing at the state science fair.

- P.E. K-12: The district provides Physical Education instruction at grades K-12. All instruction must be in compliance with state standards which can be found at this link: <https://webnew.ped.state.nm.us/bureaus/instructional-materials/new-mexico-content-standards/>
- Suicide Prevention: The district has hired a full-time social worker who provides suicide prevention training to staff.
- More Cooperation with NM Extension Services: New Mexico Extension Services have provided several presentations to students throughout this current school year: My Plate, Yucky Worms, Fun with Playdough, Bill of Rights, and others. Instructional time is limited and must be utilized to provide instruction for students in alignment with the requirements of the NMPED.
- Positive School Community Relationships: The district provides many opportunities for the community to attend events to include the back to school night, athletic events, parent nights, parent conferences, Parent Advisory Committee Meetings, Rachel's Challenge, fine arts programs, awards assemblies, end-of-year banquets, and many more. It would be beneficial for school and community members to recognize the positive achievements of programs, staff, and students publicly and work to resolve other issues privately.
- Better Enrichment Program: Enrichment is provided by the district, and we are always working to improve our programs.
- Adult Education ex. GED: Providing GED instructions would be a conflict of interest for a public school. These services are offered by community colleges.
- Job Performance and Interview Skills: Job performance and interview skills have been addressed in Agriculture classes and Senior Seminar. We are also addressing this area in the strategic plan.
- Less Required Testing: The district follows state mandates.
- More Choices in the Arts: This is a funding issue revolving around staffing.
- Strengthening all programs: We are always working to improve our programs.
- Teacher and Student Respect for each other: The district has provided Rachel's Challenge to K - 12th grade students and the community. In addition, we will be using the Choose Love program next school year to support the instruction of Social Emotional Learning.
- More Outreach for Struggling Students: CHS is currently offering tutoring and support help in the mornings in all core subject areas. Tutoring is offered after school at 5th - 12th grades. We are always working to improve our programs.
- More Outreach for College-Level Courses: The district offers a variety of college-level classes through Interactive Television (ITV), local staff offerings, and online courses. Individuals with specific course requests are encouraged to contact the high school counselor.
- Teaching good digital citizenship and modeling by adults: Appropriate digital use is first modeled at home.
- Electives building ACT/SAT prep to reduce college-level remediation courses: The ACT organization states the best preparation for the ACT is to take rigorous high school courses. In addition, the district provides access to Khan Academy SAT/ACT preparation free of charge.
- Professional Development in tandem with local businesses: This has been addressed in the strategic plan.

- Local History: This is addressed in the New Mexico History class. Interested parties are encouraged to contact school principals regarding the possibility of providing a presentation.
- More Student Participation in Extracurricular Activities with support: The district works to encourage all students to be involved in extracurricular activities at the secondary level.
- School Pride: As the Rachel's Challenge presenter emphasized, if any adult stakeholder is talking badly about his or her boss, principal or teacher, then young people who are influenced by those comments feel like it is okay to do the same. It is important our students are exposed to positive influences in all aspects of their lives.
- Better Listening Skills with Disagreements: The district has provided Rachel's Challenge to K - 12th grade students and the community. In addition, we will be using the Choose Love program next school year to support the instruction of Social Emotional Learning.
- Improved Communication Skills: The district is continually working to improve communication between home, school, and community. The school provides a school calendar on the web page, an active Facebook page to share current happenings, and a district-wide messenger via phone/text/email.
- Reduce the amount of eligibility checks/NMAA Guidelines: The district follows the eligibility requirements of NMAA. In order to support our students academically, grades are checked every three weeks to reduce the length of time students are ineligible and also support them in receiving credit for classes.
- Help Students with Motivation: We have implemented Positive Behavioral Intervention Supports at all campuses. Secondary schools check eligibility every three weeks in order to support students so that they do not fall too far behind. Next school year, we will be implementing Choose Love, a social emotional learning program we are hopeful will increase student motivation.
- Back to Old Math: The State of New Mexico adopted the Common Core Math Standards to be implemented in the 2012-2013 school year. There has been a lot of misinformation published about Common Core. You may access the standards at this link: <http://newmexicocommoncore.org/>
- Promote Parental Support for Students: The district provides two parent conferences annually to encourage parental support of students. We also provide additional opportunities for parental involvement including back-to-school night, athletic events, parent nights, parent/teacher conferences, Parent Advisory Committee Meetings, Rachel's Challenge, fine arts programs, awards assemblies, end-of-year banquets, and many other opportunities.
- Have Seniors Mentor 9th Graders: This will be placed on the list of prioritized items.
- Home Economics and Family and Consumer Science: It would be wonderful to have a Home Economics and Family & Consumer Science program. The program was closed many years ago due to decreased funding.
- Refine process for parent volunteers: There is a board policy stipulating the requirements for volunteers, which is in compliance with state law.
- Plan for community investment in eliminating bullying: We recently provided the Rachel's Challenge presentation to community members. A meal was provided afterward and 60 people attended. We are currently working to address the issue of bullying as part of the strategic plan, and we are hopeful it will have community support.

- Gifted and Talented Program: Gifted and talented programs are part of our special education program. Students must qualify through a referral and testing. If a student qualifies, the district must serve them.
- More Bus Drivers: Bus drivers must meet the training requirements in statute, which are a deterrent. We are constantly working to increase the number of bus drivers.
- Higher Percentage of Students Bilingual K-12: This will be placed on the list of prioritized items. This will be cost prohibitive.
- Get more individuals qualified to be Substitute Teachers: Substitute teachers must meet the requirements of all other licensed staff in the district. We are constantly working to increase the number of qualified substitutes.
- Seniors share history with students: Interested parties are encouraged to contact school principals regarding the possibility of providing a presentation.
- More Internships with Local Business for Students: The district is currently working with local businesses to address this need.
- Good P.A. System for School Board Meetings: The district has limited funding to support the upkeep of facilities and works constantly to prioritize needs. The district provides a livestream of board meetings in order to support transparency. The sound carries well if earbuds are worn when listening to the livestream.
- Improved Consequences and Strategies in working with Students: Consistency is the key to successful student behavior. This consistency requires school and home to work in sync. We have implemented a Behavior Intervention Program (BIP) where students are placed in an alternate setting in order to support better decision making in the future and allow them to continue with assignments.
- Alternatives to Suspensions: We have implemented a Behavior Intervention Program (BIP) where students are placed in an alternate setting in order to support better decision making in the future and allow them to continue with assignments. The district will continue to follow the Student Handbook and Board Policy in assigning disciplinary consequences.
- Better Student/Teacher Relationships to Improve Learning: Consistency is the key to successful student/teacher relationships. This consistency requires the school and home to work in sync. It is critical parents work to support academic leaders, and they are encouraged to contact staff when issues arise so that both perspectives are heard. In addition, we will be using the Choose Love program next school year to support the improvement of student/teacher relationships.
- Bring God back to School: The law requires a separation of church and state. Our district is a state funded organization; therefore, we must abide by the law.

Sincerely,

CMS Administration