

Espanola Public School Programs  
 Accountability Systemic Framework

Activities	Inputs	Measuring Impacts
<p><b>Early Childhood and family Programs</b></p>	<p>Espanola Public Schools is expanding their early childhood programs to offer quality programs to young children ages three – five years old.</p> <p>EPS currently has MOU's with: Ohkay Owingeh Head Start, Santa Clara head Start, Las Cumbres Community Services, McCurdy Charter Preschool, Family Learning Center and YDI Head Start Inc. The Espanola Early Childhood program works in conjunction with several other agencies to make sure all area preschool age children have access to early childhood education and special education screenings and therapies if they need it.</p> <p>The Espanola public schools have regular outreach programs in the community to try to find children who may need our services. These Child Find outreach events occur monthly.</p> <p>We have two 3y 4y developmental preschool programs located at Los Ninos Kindergarten Center. In addition, we have 3 New Mexico PreK programs for students 4yers old and headed to Kindergarten. They are located at Alcalde Elementary, ETS Fairview, and Los Niño's Kindergarten Center.</p> <p>Our Early Childhood Coordinator Jannelle Lujan coordinates special education services for all qualifying preschool aged children at these outside preschool centers. I have included a list in the attachments.</p> <p>EPS is also part of the LANL Foundations Rio Arriba County Early Childhood Collaborative (RACECC) This group meets 5 or 6 times a year to discuss efforts to help parents in our community. Specifically, parents and children ages birth through preschool. I have included that information as well.</p> <p>EPS is also part of a collaborative group called "Los Niño's Del Valle" this group is comprised of IDEA Part C providers (Tribal Early Intervention programs, Family Infant Toddler programs, NM School for the Deaf) We meet 4 times a year to make sure we are identifying any children with disabilities who are turning 3 and leaving early intervention and transitioning to Part B which is us the Public Schools.</p> <p>EPS also get referrals from El Centro and the local pediatricians in the area. They refer students to us who may have developmental delays.</p>	<p>We measure student participation in programs, and academic growth by the end of grade three. We will use both quantitative and qualitative measure to determine support effectiveness.</p>

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<p><b>Interventions/Educational Programs</b></p>	<p>Española Public Schools currently has ten learning centers that includes nine elementary schools and Carlos Vigil Middle School. All EPS students are eligible to enroll in the program. EPS 21<sup>st</sup> CCLC sites are an extension of the school day. 21<sup>st</sup> CCLC staff work with students on academic support and tutoring. Students also participate in engaging enrichment activities. All sites currently follow the district remote learning schedule. Students may sign up by contacting the school. Once students are enrolled they are provided with program information including instruction information, google meet codes, classroom or slide links.</p>	<p>Parent and student Survey Data We do periodic grade checks and contact students and parents as to offer support as well as mentoring if necessary. We are keeping logs of the contacts and documented concerns. Indian Education attends SAT meeting upon invitation.</p>
<p><b>Bilingual/Bicultural Programs</b></p>	<p>Española Public Schools offers a Heritage Language Program. The heritage language model is designed to provide language instruction to students in the home or heritage language of their family or tribe. When students enter the program, they may be fluent in their home language, or they may have lost their language with generational changes. The goal is to halt home language loss and ultimately recover (or newly develop) native proficiency in the language (Wiley, 1996).</p>	<p>WIDA Student Data/TEWA Told Assessment Testing Document implemented bilingual and bicultural programs and projects. Use multiple subject areas. Students in program are assessed individually and verbally. The name of the measure used is called the TEWA Told which was created by the TEWA Teachers in the district. In order to qualify for a bilingual seal, the following steps must be followed by the students in program. Students must have taken TEWA I and TEWA II and score a 4 or better on the TEWA Told. Students then are recommended to pueblo as meeting the requirements to receive a bilingual seal. Tribal Council will give final approval that the student meets their requirements. Upon receiving approval from Tribal Council, we would then send his name to the bilingual department for a bilingual seal.</p>
<p><b>Enrichment Programs</b></p>	<p>EPS elementary schools participate in NM PED sponsored fine arts programs. The Fine Arts Education Act (FAEA) was enacted to provide funding to encourage school districts to offer opportunities for elementary school students to participate in arts education programs, including visual arts, music, theatre, and dance. Arts programs encourage cognitive and affective development by: focusing on a variety of learning styles and engaging students through success; training students in complex thinking and learning; helping students to devise creative solutions for problems; providing students with new challenges; and teaching students to work cooperatively with others and to understand and value diverse cultures. EPS offers music instruction, dance and theatre instruction thru a partnership with the National Dance Institute, and a wide range of art opportunities through visiting artists contracted services and field trips.</p> <p>Native Art and Culture: This provides to all students the opportunity to experience the TEWA culture through the art and crafts created in their Arts and History classes. Students will make jewelry and other cultural projects.</p>	<p>We will document the available rigorous and meaningful curricula and educational opportunities. Use multiple qualitative and quantitative measures to determine the extent that these opportunities lead to lifelong success for all involved students.</p> <p>By measuring the number of students in the arts program as it is designed to expose others to TEWA culture. We will document implemented enrichment programs and projects. Using multiple measures to determine the -extent to which problem solving, cognitive skills, and challenging state academic standards were attained.</p>

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<p><b>College and Career Readiness Programs</b></p>	<p>AVID, an acronym for Advancement Via Individual Determination, is an "untracking" program designed to help underachieving students with high academic potential prepare for entrance to colleges and universities. The AVID approach to untracking places previously underachieving students (who are primarily from low income and ethnic or linguistic minority backgrounds) in the same college preparation academic program as high-achieving students (who are primarily from middle or upper-middle income and "majority" backgrounds). AVID features a rigorous academic elective course with a sequential curriculum for grades 7 through 12 that focuses on writing, inquiry, and collaboration as methodologies to accelerate student progress.</p> <p>Upward Bound provides fundamental support to participants in their preparation for college entrance. The program provides opportunities for participants to succeed in their precollege performance and ultimately in their higher education pursuits. Upward Bound serves: high school students from low-income families; and high school students from families in which neither parent holds a bachelor's degree. The goal of Upward Bound is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education. Northern New Mexico College partners with Espanola Valley High School to deliver this program to students at EVHS.</p>	<p>CCI and AVID Data for Program Implementation and Upward Bound Student Data</p> <p>For a secondary site to implement the AVID Elective class and AVID Schoolwide, AVID Center assumes the school has adopted a philosophy that is aligned with AVID's mission and vision of college readiness for all students. This instrument, AVID's Secondary Coaching and Certification Instrument (CCI), provides a systematic pathway to impact more students through the implementation of AVID on a campus. Through a collaborative process, the AVID Site Team is expected to support the continuous improvement of the school's AVID system by completing the CCI early in the school year, using the initial findings to coach and guide AVID implementation, collecting authentic evidence to document progress, and revisiting the CCI regularly to grow the site's AVID system. At the end of this annual process, the AVID Coordinator submits the completed instrument to the AVID District Director, who reviews, approves, and submits the CCI in May to AVID Center to determine certification level. The CCI is structured around four key Domains of operations: Instruction, Systems, Leadership, and Culture. The four Domains are further defined through Subdomains that monitor the level of AVID implementation using multiple Indicators. AVID's Schoolwide Site of Distinction Metrics, which include both Process and Impact Metrics, are embedded in the instrument to help assess progress toward schoolwide implementation. The overall AVID Certification rating for a middle school and/or high school is determined based on the individual levels of implementation of each Domain and Subdomain and the submission of AVID's Data Collection forms. The CCI represents cumulative growth over an individualized timeline to fully develop and sustain the AVID system</p>
<p><b>Attendance Support Plan</b></p>	<p>Espanola Public Schools encourages our schools, school site administrators and staff to support our American Indian students to stay in school and engage them in their classes, with support from a strong curriculum and becoming a part of the educational process. We shall collaborate with tribal communities in implementing academic and cultural awareness. And, the NAP will strive to work closely with the EPS student support services.</p> <p>Utilize the intervention and SAT referral team for individualized strategies and interventions for responding to absences due to learning, behavior or health difficulties. We will monitor our students grades and attendance and make contacts home, a log will be kept to see if we are being successful or not. We are also investigating the Early Warning System and Attendance success for all.</p>	<p>Attendance Data and Spreadsheets for district</p>

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<p><b>Dual Credit</b></p>	<p>EPS partners with Northern New Mexico College and the College of Santa Fe to provide Dual Credit opportunities and programs for EVHS students. Dual Credit is a statewide program allowing high school students to earn college credit <i>tuition free</i> . Dual Credit provides an opportunity for significant tuition savings. It gives students an opportunity to work towards a degree while in high school, and fulfills the requirement that all high school students must take one of the following courses to be eligible to graduate: <i>honors, advanced placement, dual credit, or distance learning</i> . You may take as many courses as you wish including summer classes, provided they do not interfere with your high school work. Remedial, developmental and fitness classes may not be taken for dual credit. Dual credit students are not eligible for scholarships or financial aid. In order to take a dual credit course, high school students must take either the ACT, SAT, or COMPASS placement exam. Scores help college advisors place students in courses that align with their career plans and academic preparation. Courses are offered at the high school with an instructor who has been certified to offer the course, through online distance learning with other high school and dual credit students, and at a college campus with college and dual credit students.</p>	<p>CCI and AVID Data for Program Implementation and Assessment of Student Progress demonstrates that an increasing number of students are meeting benchmarks in core content areas to ensure they are prepared to enroll and succeed in rigorous, college-preparatory courses.</p>
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