

ESPANOLA PUBLIC SCHOOLS
INDIAN EDUCATION DEPARTMENT
SYSTEMIC FRAMEWORK
2023-2024 SCHOOL YEAR



PREPARE FOR THE SYSTEMIC MANAGEMENT PLAN

- ❖ A comprehensive needs assessment can be a lengthy endeavor, so it is important to have a systemic management plan to guide efforts and keep the assessment on track. It is also important to consider when results of needs assessment will be available so that they can be used effectively.

BEGINNING IN THE 2023-2024 SCHOOL YEAR, A HISTORICALLY DEFINED INDIAN IMPACTED SCHOOL DISTRICT

- Espanola Public Schools shall develop and publish on its website by January 15, a systemic framework for improving educational outcomes for American Indian and Alaska Native students in collaboration with those pictured in the schematic below:



TRIBAL CONSULTATION/POST-SECONDARY INSTITUTIONS

- The district shall conduct tribal consultations with local Indian nations, tribes, and pueblos on the development and implementation of the systemic framework for improving educational outcomes for American Indian and Alaska Native students.
- The district may request assistance from schools of education at post-secondary institutions in New Mexico to identify best practices in collecting and using student-centered data to inform teaching strategies and school-wide efforts to close the achievement gap between American Indian and Alaska Native students and all other student demographic groups.
- The district shall be assisted by the Indian Education Division as required during the development and implementation of the systemic framework.

ELEMENTS

The systemic framework for improving educational outcomes for American Indian and Alaska Native student shall include programs, services, culturally relevant activities, and professional development required to improve Indian education in the state. Based on the Priorities developed through the American Indian/Alaska Native student needs assessment and the priorities established in the historically defined Indian impacted school district's budget for the school year. The systemic framework may include any of the following elements:

1. Academic programs within the context of the Indian Education Division's development or selection of culturally relevant curricula and instructional materials as provided in programs for –

- The disadvantaged.
- Culturally Relevant Professional Development for teaching professionals and paraprofessionals
- Early childhood framework for developing family-based, early childhood programs with culturally relevant screening and referrals
- Closing the achievement gap with educational programs that are not usually available in sufficient quantity or quality to satisfy need, remediation in all core subjects and American Indian/Alaska Native tribal languages
- Language Development for bilingual and bicultural programs
- Enrichment programs that focus on problem solving and cognitive skills development
- Ensuring high school graduation with College and Career readiness and career mentorships
- Post-secondary preparation with curriculum and opportunities that are rigorous and meaningful

Elements

2. Culturally related activities that:

- Support the academic program of the public school
- Support American Indian/Alaska Native language and language restoration programs that are taught by traditional leaders and that qualify for each state seal of bilingualism-biliteracy on a student's diploma of excellence
- Promote the incorporation of culturally responsive teaching and learning strategies into the public school's educational program
- Education is about the prevention of violence, suicide, and substance abuse
- Promote the incorporation of land-based learning, student identity development, and holistic wellness
- Any other culturally related activities identified by the historically defined Indian impacted school district or local Indian Nations, Tribes, and Pueblos

Elements

3. Educational services focused on the holistic well-being of the whole child, including:

- Early interventions to help struggling students
- After-school program such as 21st Century
- Tutoring and mentoring
- School and community interventions to prevent truancy and reduce dropout rates
- Comprehensive guidance and counseling services for students
- Integrated educational services that promote parental involvement in school activities and increase student achievement
- Health and nutrition related services and activities that address the special health, social, and psychological concerns of American Indian and Alaska Native students and their families
- Family literacy services and adult basic educational programs

Table 3. IEA Needs Assessment Framework Reference Chart

Activities	Inputs	Measuring Impacts
Innovative programs	Innovative programs designed to meet the educational needs of educationally disadvantaged Indian students	Use multiple measures to determine programs' impacts
Professional development (PD)	High-quality PD for teaching professionals and paraprofessionals	Use multiple measures to determine impact on those educators' instructional practices as compared with those without PD
Early childhood and family programs	Identify early childhood, pre-kindergarten, and family programs in the school district that emphasize school readiness and are effective in preparing young children to make sufficient academic growth by the end of grade three. Look for/develop programs that provide screening, referral, and services to Indian children with developmental delays and disabilities	Measure extent to which participation in programs affected academic growth by the end of grade three. Use both quantitative and qualitative measure to determine support effectiveness
Intervention/educational programs	Educational programs that are not usually available in sufficient quantity or quality, including remedial instruction to raise the achievement of Indian students in English, mathematics, science, foreign languages, art, history, and geography	Document educational programs established to raise achievement of Indian students in multiple subject areas. Utilize multiple measures to determine the extent to which achievement was affected
Bilingual/bicultural programs	Bilingual and bicultural programs and projects	Document implemented bilingual and bicultural programs and projects. Use multiple measures to determine the extent to which language achievement was affected
Enrichment programs	Enrichment programs that focus on problem solving and cognitive skills development and directly support the attainment of challenging state academic standards	Document implemented enrichment programs and projects. Use multiple measures to determine the extent to which problem solving, cognitive skills, and challenging state academic standards were attained.
College access Programs	Programs designed to encourage and assist Indian students to work toward, and gain entrance into, institutions of higher education	Document implemented programs. Use multiple measures to determine their success
Retention programs	Special compensatory and other programs and projects that are designed to assist and encourage Indian students to enter, remain in, reenter, and increase the rate of high school graduation for Indian students	Document implemented programs. Measure the extent to which the rate of high school graduation for Indian students increased?
Career Technical Education programs	Career preparation activities that enable Indian students to participate in programs, such as those supported by the Federal Carl D. Perkins Career and Technical Education Act of 2006, including technology preparatory education, mentoring, and apprenticeships	Document implemented career preparation activities. Measure the extent to which participation in these programs increase and the percentage of Indian student participants successfully completing.

Table 4. Accountability Tool

Activities	Inputs	Measuring Impacts
Internship and apprenticeship programs	Career preparation partnership projects between public schools and local businesses, designed to provide Indian students with the knowledge and skills needed to make an effective transition from school to a high-skill career	Document formed partnership projects for career preparation. Use multiple measures to determine the extent partnerships provided Indian students with the knowledge & skills to participate in high-skill careers.
Life-skill curricula and programs	Rigorous and meaningful curricula and educational opportunities that will lead to lifelong success for all students	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.
Culturally responsive programs	Culturally related activities that support the academic program of the public school	Document the implemented culturally related activities. Use multiple measures to determine their impact on the academic program of the public school and its students.
Native Language Programs	Activities that support Indian language and Indian language restoration programs that may be taught by traditional leaders and that qualify for the state seal of bilingualism-biliteracy on a student's diploma of excellence, as provided in § 22.9 NMSA 1978	Document implemented activities/programs, the providers, # of students participating, and the # and percentage of students who qualified for the state seal of bilingualism-biliteracy for that SY year compared to prior year.
Culturally Responsive Teaching and curriculum	Activities that promote the incorporation of culturally responsive teaching and learning strategies into the public school's educational program	Document the incorporation of culturally responsive teaching and learning strategies. Use multiple measures to determine their impact on the academic program and its students.
Wrap-around intervention programs	Early interventions to help struggling students, such as after-school programs, tutoring, mentoring, and school and community interventions to prevent truancy and reduce dropout rates	Document early intervention programs. Use qualitative and quantitative measures to document their effectiveness and the reasons for their affect.
Counseling	Comprehensive guidance and counseling services	Document implemented comprehensive guidance and counseling services. Use multiple measures to determine their impacts on Indian students
Student and family engagement services	Integrate educational services in combination with other programs that meet the needs of Indian students and their families, such as programs that promote parental involvement in school activities to increase student achievement	Document integrated educational services, indicating their purpose. Use multiple measures to determine 1) which circumstances changed as a result and 2) the impact on student achievement.
Health and wellness services	Special health- and nutrition-related services and associated activities that address the special health, social, and psychological programs of Indian students and their families	Document provided services and activities. Use multiple measures to determine the services' impact on Indian students and their families and changes resulting from these services.
Family literacy services	Family literacy services, including New Mexico Even Start and adult basic education programs	Document the provided services and programs. Use multiple measures to determine their effectiveness, the impacts on participants, specific changes.

Figure 1. Measure effectiveness of efforts to address prioritized needs

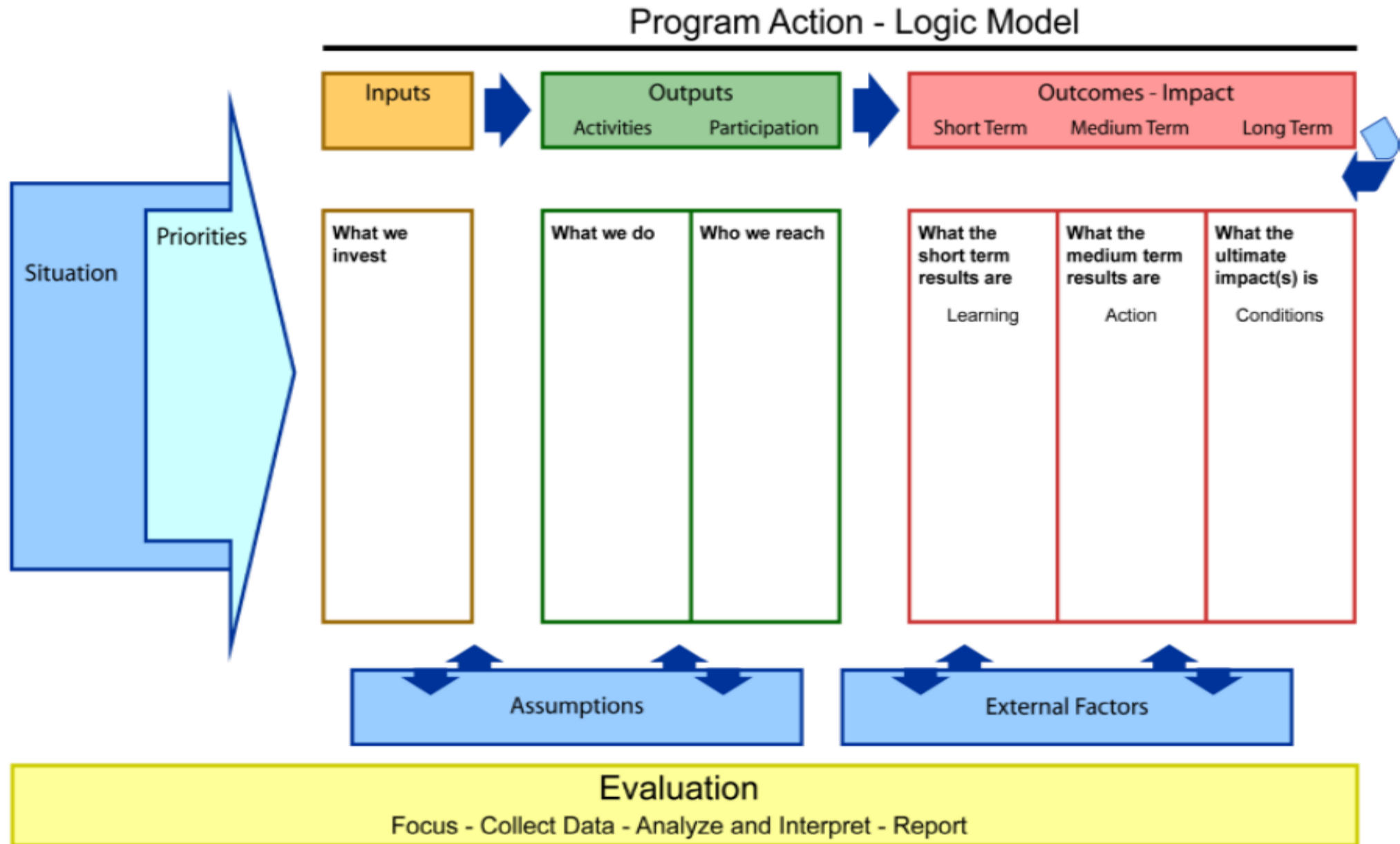
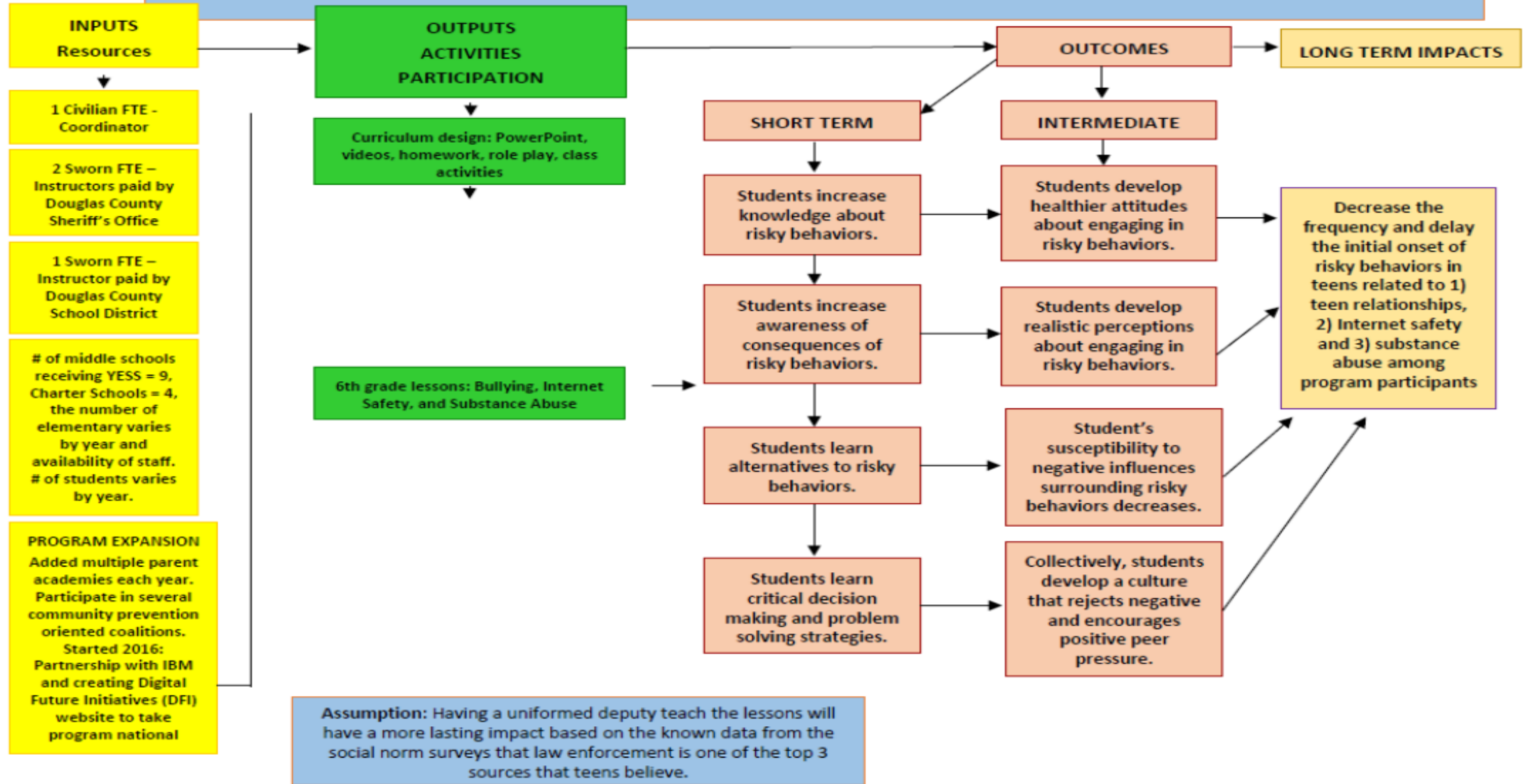



Figure 2. Example: Logic Model for the Y.E.S.S. Program

Douglas County Sheriff's Office Youth Education & Safety in Schools (Y.E.S.S.) Program

Goal: Decrease the frequency and delay the initial onset of risky behaviors in teens related to 1) teen relationships (bullying, harassment, sexual harassment, and relationship abuse), 2) Internet safety, and 3) substance abuse among program participants





**A
DREAM**
written down with a date
becomes a Goal.

**A
GOAL**
broken down into steps
becomes a Plan.

**A
PLAN**
backed by action becomes
REALITY.

Accountability Tool for Systemic Framework

Activities	Inputs	Measuring Impacts
<p style="text-align: center;">Professional Development</p>	<p>Cultural Sensitivity and Historical Trauma Cultural Relevant Teaching</p>	<p>We will use multiple measures to determine impact on those educators' instructional practices as compared with those without PD</p>
<p style="text-align: center;">Native Language Programs</p>	<p>Española Public Schools implements a Heritage Language (Spanish or Tewa) instructional programs at all school sites and at most grade levels as staff is available. We started a pilot program of the Dual Language model at one of our elementary schools. An important component of our bilingual program is the English Language Development (ELD) instruction to English Language Learners (ELL) as necessary and available at school sites.</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>Culturally Responsive Teaching and Programs</p>	<p>Promote culturally responsive teaching and social emotional learning by providing culturally linguistic as well as cultural sensitivity professional development for all district staff. Spring is the time frame to try and get a speaker /consultant to give professional development to our staff, paraprofessionals all staff in general. The wellness group from Ohkay Owingeh in collaboration with the A'gin program from the TEWA Woman United will address students emotional and social wellbeing. This is done on a monthly basis and is scheduled by the TEWA teacher and the TEWA Woman United. Professional Development concerning cultural sensitivity for all district educators. Teachers must learn to embrace diversity and recognize that cultural differences are assets, not barriers. If we want school cultural and climate to be affirming for all, then we must have educators who are caring, empathic, culturally responsive adults available to guide, support and uplift our students. Professional Development will be scheduled throughout the year.</p> <p>AVID and Cultural Relevant Teaching: Building Relational Capacity, Empowering Student Voice, Holding High Expectations and Respecting Experiences. AVID supports teachers in building a culturally rich classroom. In a culturally relevant learning environment, students must develop collaboration skills to build relational capacity and respect the diverse experience of others.</p>	<p>We will document the incorporation of culturally responsive teaching and learning strategies. Use multiple measures to determine their impact on the academic program and its students.</p>
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<p>Wrap-around Intervention Program</p>	<p>Promote tutoring and afterschool programs by communicating with parents, students and pueblos. We will schedule meetings with Ohkay Owingeh and Santa Clara Pueblos to collaborate and discuss students' academic success by discussing data provided by the district. 21st Century after school programs as well as other tutoring initiatives will be explored and offered to all American Indian Students. Data Analysis with all stakeholders including school teachers, administration and counselors will be pursued by Director of Indian Education. We will meet with all students and make parental contact Increase and support schools to improve student attendance by being an integral part of the attendance process as well as support for all stakeholders. After school tutoring has been offered however, very few American Indian students attend. Student Assistance Team will work with the Director to address interventions that are needed.</p>	<p>We will document early intervention programs. Use qualitative and quantitative measures to document their effectiveness and the reasons for their affect.</p>
<p>Health and Wellness Services</p>	<p>Ohkay Owingeh: The mission of Ohkay Owingeh is to promote and support healthy, active living in our community by creating opportunities to learn about healthy food and active lifestyle choices through education and social events that incorporate our culture, family values, respect, and spirituality, so that all community members have longer, more productive and happier lives. Vision: That all community members and partners enjoy physical, mental, and spiritual well-being through healthy living School Based Health Center: EL Centro Family Health Center at the EPS High school and Middle School for all students.</p>	<p>We will document integrated educational services, indicating their purpose. Use multiple measures to determine 1) which circumstance changed as a result and 2) the impact on Native American Student.</p>

Attendance	EPS will comply with The Attendance for Success Act which calls for: revising and implementation of new attendance policies, establishing school attendance teams, monitoring and tracking student attendance data, enacting a tiered support to establish a positive school outcome for all students, establish a district and school attendance improvement plan if more than 5% of students are reported chronically absent. PD for cultural awareness and historical trauma is needed for all district staff. Attendance Success Plan is being developed and will be implemented.	Indian Education Department will communicate with students, parents, community members and Pueblo Education Officials about students concerns and celebrations. Conduct school, community and tribal interventions to prevent truancy and reduce dropout rates. With the help of the wellness group from Ohkay Owingeh, school counselors and support staff the needs of our students will be met. A meeting with the wellness will take place monthly to address issues and needs of our students.
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