

Accountability Tool For Systemic Framework

Activities	Inputs	Measuring Impacts
Professional Development	Cultural Sensitivity and Historical Trauma Cultural Relevant Teaching	We will use multiple measures to determine impact on those educators' instructional practices as compared with those without PD
Native Language Programs	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.	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.

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<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 well-being. This is done on a monthly basis and is scheduled by the TEWA teacher and the TEWA Woman United.</p> <p>Professional Development concerning culturally 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 in the Spring of 2021.</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>
<p>Wrap-around Intervention Program</p>	<p>Promote tutoring and afterschool programs by communicating with parents, students and pueblos.</p> <p>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.</p> <p>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.</p> <p>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>

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<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.</p> <p>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 intergrated educational services, indicating their purpose. Use multiple measures to to determine 1) which circumstance changed as a result and 2) the impact on Native American Student.</p>
<p>Attendance</p>	<p>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.</p> <p>PD for cultural awareness and historical trauma is needed for all district staff.</p> <p>Attendance Success Plan is being developed and will be implemented.</p>	<p>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.</p>

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<p>Land-Based Curriculum Development</p>	<p>Promote the incorporation of land-based hand-on learning, student identity development and holistic wellness as well as other culturally related activities identified by the historically defined Indian impacted school district. TEWA teachers have a curriculum they are following and using the land-based learning to heal and promote wellness.</p> <p>Land-based learning typically uses an Indigenized and environmentally-focused approach to education by first recognizing the deep, physical, mental, and spiritual connection to the land that is a part of Indigenous cultures. Each land-based learning program is unique, and therefore some may use different titles, or may not focus on Indigenous knowledge at all. This document, however, focuses on Indigenous-led, land-based learning.</p> <p>Research shows that learning in an outdoor environment has mental health benefits, improves understanding for active learners, and can help students to develop environmental awareness and a connection to the land.</p> <p>Indigenous-focused groups often bring together Elders and youth, so that Elders can pass on their knowledge. This can include teaching about ceremonies, traditional medicines, the history of the land, how to be good stewards of the land, and how to speak traditional languages, among other activities. These programs may also use culturally relevant methods of teaching provincially required or elective courses such as Math, History, Art, or Science.</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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