



“Believe, Achieve, Succeed”

Strategic Plan 2018–2021

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Our Mission

Española Public Schools, through family and community collaboration and partnerships, engages all students in meaningful learning experiences. These experiences will meet the highest academic and ethical standards in a caring, collaborative, creative, and safe learning environment.

Our Vision

Striving for excellence!

Our Core Values

While not an uncommon profession, teaching calls for people of uncommon dedication and service, who reach for excellence in the profession of teaching and learning. High expectations are the norm. We challenge all of our students to acquire a foundation of knowledge and academic skills and achieve to their highest potential.

Students First...

Education is a process that begins at birth. We strive to develop individual excellence within a learning environment that reflects and nurtures intellectual, social, emotional, physical, and aesthetic growth of each and every student.

Results Matter...

The pursuit of greater knowledge and more powerful thinking demands hard work, perseverance, and commitment. The partnerships among families, students, staff, and community are characterized by mutual commitment and collaborative effort.

We are One...

Varied beliefs and backgrounds strengthen a public education system. We respect cultural diversity and differences within our school system, which contribute to a better society for all human beings.

Actions Speak Louder than Words...

Our actions are distinguished by the highest standards of personal behavior, including trust, honesty, fairness, integrity, and mutual respect, which are reflected in all we do.

Continuous Improvement—Everyone, Every Way, Every Day...

Our District, its systems, and processes will be subject to continual review, reflection, and improvement. Our decisions will be data-driven. We will be recognized for results-focused management by fact and known for a long-range outlook in planning for the future.

Message from our Board of Education

It is with great pride and enthusiasm that the Española Public Schools (EPS) Board of Education releases the district's Strategic Plan: **Believe, Achieve, Succeed**. We believe the plan is well-developed, clear, concise, comprehensible, and most importantly, attainable. The EPS Board of Education identified five overarching goals from which the plan was developed.

As the Board of Education, we are committed to providing an excellent education for our students. This plan is a collective and transparent framework that identifies how we will go about our work in Española for the next three years, in order to achieve a much more effective, efficient, and high-functioning school system—one which operates in a supportive environment where professional development, training, and accountability for all staff will lead to improved successes for students.

We are confident that with the implementation of **Believe, Achieve, Succeed**, our district can realize tremendous growth, resulting in higher overall academic achievement, increased graduation rates and reduced dropout rates. Additionally, we believe the Strategic Plan can significantly reduce the achievement gap for our students, and increase the overall success of our students in being academically prepared for college and career readiness.

Sincerely,
Española Public Schools Board of Education

Ruben Archuleta, *President*

Pablo Lujan, *Member*

Yolanda Salazar, *Vice President*

T.B.A., *Member*

Gilbert Serrano, *Secretary*



A Call for Action...

Message from the Superintendent



Española Public School's *Call for Action* started as a relatively simple conversation around what is needed to make our schools more successful. After sharing our Board of Education goals with approximately 500 people, including teachers, administrators, support staff, students, parents, family members, and community members, and obtaining their input, we identified several key areas that we consider to be the foundation for our strategic plan, **Believe, Achieve, and Succeed**. We believe these focus areas are easy for students, faculty, staff, parents, families, and community members to understand.

"Our kids deserve more" is a reality in Española Public Schools. Students, parents, teachers, administrators, support staff, and community members **must** share a sense of urgency about the growth and improvements that must take place for all students to succeed and for all our schools to be A or B schools in the New Mexico Public Education Department's A-F School Grading System.

We know we must move all our schools that received D's and F's to C or better in the next two years, while maintaining the growth for our A and B schools. We know we must continue to increase our graduation rates and decrease our dropout rates. Everyone must be focused on the vision and the process of continuous improvement that should guide all actions, strategies, and activities in Española Public Schools.

We must eliminate distractions and focus our attention on strategies that help

with student growth and achievement. We recognize that there are many ideas about what can be done. It is important, however, to select the most critical priorities to help us focus on where we will put our time, energy, and resources in order to tip the scales in the direction of positive student growth and achievement more quickly.

Next, we asked, "What is essential for increased student achievement at all levels?" We know we must have the best leadership at all levels in the school system. Additionally, we need clearly identified systems and practices in place to help us work together as a team and focus our time and attention on using student data for continuous improvements.

Effective teaching is equally important. Current research, as well as the information we gathered from all focus groups, showed agreement with this concept. We must implement strategies to hire, develop, and support effective teachers, as well as identify and remedy problems. We must place our students first and remember that we exist to serve the students in our community.

The purpose of our work is to increase student achievement and is guided by our strategic plan, **Believe, Achieve, and Succeed**. The plan is the district's guide to college and career readiness for all our students. A rigorous and relevant curriculum is the heart and soul of this work and consists of purposes, plans, and activities for teaching and learning. Included are very specific programs for

students, such as the full development and roll-out of career pathways at our comprehensive high school; increased inclusion of Advanced Placement (AP) classes; more opportunities in the community for internships and mentorships; and dual credit enrollment opportunities with our local higher education institutions.

Educators, students, and families need consistent and clear understandings about what every child is expected to know and be able to do by specific grade levels and/or content areas. This is necessary in order to support our students with the materials, tools, and instruction to help them succeed in their learning. According to the leading experts in curriculum and instruction, Common Core State Standards are defined as "rigorous, relevant curriculum, guided by state and national standards, designed and updated to provide educators, students and families with grade-level expectations for content literacy in all core subject areas, beginning specifically with English/ Language Arts and Mathematics."

We recognized and discussed in many of our strategic planning sessions that we need to make changes based on past experiences that have been unsuccessful. Now is the perfect time to shift our vision and actions toward achieving excellence through everyday improvements in performance that benefit our students. Such a shift also gives us permission to let go of the things that do not help us increase student achievement. We identified a framework with five Board



Our Board of Education Goals

of Education goals that serve as the foundation for building a solid strategic plan in order to aid in increasing student achievement.

As a companion to the Board of Education goals, EPS Leadership drafted five EPS Pre-K–12 Academic Values and Practices that will be evident in all schools and classrooms, Pre-K–12. Our values and practices will become part of the continuous improvement cycle within our strategic plan and will be reviewed and updated annually by the newly formed EPS Teacher Leader Network.

Sincerely,

Bobbie J. Gutierrez
Superintendent



Board Goal 1

Promote academic excellence by engaging all students, Pre-K through grade 12 and young adults, with a rigorous and relevant educational experience to prepare them for college and careers.

Board Goal 2

Recruit, develop, and retain highly effective district leaders, school leaders, teachers, and staff who are committed to achieving academic results and developing and maintaining positive relationships with students, parents, colleagues, and community.

Board Goal 3

Foster a safe, inclusive, and respectful school community that values the unique families, cultures, and heritages reflected in our schools.

Board Goal 4

Continually improve systems, operations, infrastructures, facilities, and technology to support student education.

Board Goal 5

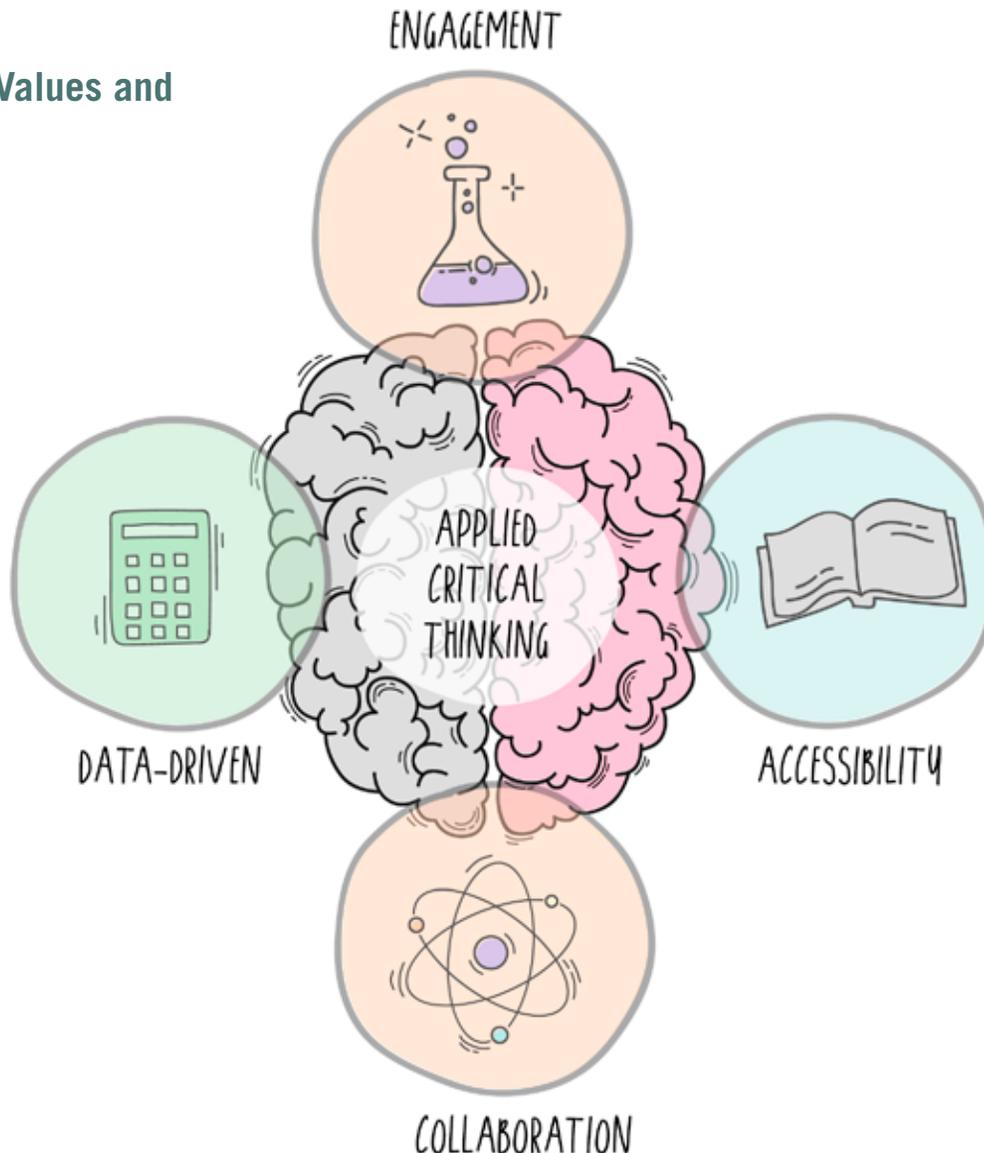
Expand wellness initiatives and programs to support the physical, mental, social, and emotional health and well-being of students in grades Pre-K through grade 12.

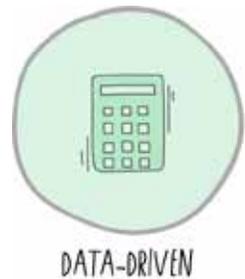
Española Public Schools Pre-K-12 Core Academic Values and Practices

Española Public Schools believes in teaching and learning which promotes critical thinking and is engaging and accessible to all. (Statement)

Districtwide academic values and practices can be seen in every classroom, at every grade level, ensuring that all students have access to an education that is meaningful and prepares them for a successful future. (Goal)

Core Academic Values and Practices...





1. Applied Critical Thinking: Learning is applied to cognitive and real-world situations creating a curiosity for students to become life-long learners.

- ✓ Lessons include planned pathways to higher level thinking (including questioning).
- ✓ Embedded performance assessments that are relevant and connect to text, self, and world.
- ✓ Existing knowledge is applied in innovative ways to develop a deeper understanding of the world.



2. Engagement: Students are confident, committed, and actively involved in the learning process.

- ✓ There are opportunities for students to guide and lead instruction.
- ✓ Students are using academic discourse to collaborate and reflect upon learning.
- ✓ Classroom culture is respectful and expects every student to participate.

3. Accessibility: Española Public Schools will ensure opportunities for a high quality, equitable, engaging, and rigorous education without barriers to all students; this may include creating partnerships outside of the school community to assist in reaching this goal.

- ✓ Teachers recognize individual student needs and adjust (differentiate) instruction to meet these needs.
- ✓ Comprehensive professional development will be provided to ensure that all staff understands their role in supporting our students' physical, mental, social, and emotional developmental needs.
- ✓ Students will excel in meeting high academic standards through inclusive instruction.
- ✓ Students are recognized/ appreciated/valued as individuals.



4. Collaboration: Española Public Schools commits to creating and supporting systems/venues/ opportunities for collaboration among students, teachers (grade-level and content areas), families, and communities.

- ✓ Vertical and horizontal articulation is a necessity. This includes regular professional learning community (PLC) meetings, site leadership meetings, grade level and/or

content area meetings at the school sites, and regular meetings with District leadership.

- ✓ Education is inclusive of multiple voices and is reflective of the community's vision for academic success.
- ✓ Growth is realized through professionalism, teamwork, and communication.
- ✓ We implement strategies to engage the greater community – engaging parents, professionals, artists, grandparents, high school students, etc.

5. Data Driven: Teachers and students track and use daily and longer-term academic, behavioral, and attendance data to make informed decisions that move learning forward.

- ✓ Students take ownership of their own learning by using tools and experiences, such as (but not limited to) self-maintained data binders (including graphs, charts, etc.), portfolios (paper and electronic), and student-led progress conferences to parents /guardians and to other stakeholders.
- ✓ Teachers monitor learning in order to gather qualitative and quantitative data that then informs instruction.
- ✓ District leaders ensure that data collection has integrity (fidelity, consistency, and relevance) and fully supports technology support to school sites for timely data access. This includes the assurance that school sites have a reliable infrastructure to report, access, and retrieve data. District leaders also gather and act upon data from teachers and site administrators regarding their professional and site needs to support the delivery of a high quality, equitable, engaging, and rigorous curriculum.



Implementation of Our Strategic Plan

A strategic plan is a tool that provides the roadmap and direction for an organization to accomplish its mission and vision. The continued improvement of teaching and learning is the central focus of ***Believe, Achieve, Succeed***.

An important component of our implementation efforts is the involvement of teachers, principals, department staff, and other support staff in providing feedback and engaging in creative problem-solving throughout implementation.

The collaboration is vital to our success. We will implement systems, provide staff time to engage in meaningful collaborations, and create a true team effort, focused on the continuous improvement model of teaching and learning. ***Believe, Achieve, Succeed*** is a living document. The goals outlined in the plan set the

course for action. The overall approach and priorities will evolve over time as we learn from our actions and results.

The success of the implementation of the strategic plan is dependent upon identified targeted results in order for us to make step-by-step improvements over time. Our core value of Continuous Improvement is one that makes a lot of sense to us. *Everyone, Every Way, Every Day...* our District, its systems, and processes will be subject to continual review and reflection for improvement. Our decisions will be data-driven. We will be recognized for management by fact, being results-focused, and known for a long-range outlook in planning for the future. This is the primary model that will be used in implementing ***Believe, Achieve, Succeed***.

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Aanaya Martinez
Parent
Tony E. Quintana Elementary
School

Aaron Martinez
12th Grade Student
Española Valley High School

Alicia Martinez
Aunt of a Student
Tony E. Quintana Elementary
School

Analicia Martinez
4th Grade Teacher
Alcalde Elementary School

Andrea Martinez
Drug Court Case Manager
District Court

Angel Martinez
10th Grade Student
Española Valley High School

Ann Martinez
Physical Education Teacher
Tony E. Quintana Elementary
School

Annette Martinez
4th Grade Teacher
James H. Rodriguez Elementary
School

Barbara Martinez
Head Cook
Hernandez Elementary School

Carmen Martinez
Kindergarten Education Assistant
Los Niños Kindergarten Center

Cynthia Martinez
Parent
Abiquiu Elementary School

Elaine Martinez
1st Grade Teacher
San Juan Elementary School

Evelyn Martinez
Counselor
Tony E. Quintana & Chimayo
Elementary Schools

Geraldine Martinez
Librarian
San Juan Elementary Schools

Holly Martinez
Title 1 Teacher
ETS Fairview Elementary School

James Martinez
Speech-Language Pathologist
Española Valley High School

Jamie Martinez
Home Visitor
Youth Development Incorporated
Home Visitation Program

Jeanine Martinez
5th Grade Teacher
James H. Rodriguez Elementary
School

Jeannette Martinez
6th Grade Teacher
ETS Fairview Elementary School

Jeannie Martinez
5th Grade Teacher
James H. Rodriguez Elementary
School

Jeremy Martinez
11th Grade Student
Española Valley High School

Jose Martinez
Counselor
ETS Fairview Elementary School

Kenneth Martinez
Captain
New Mexico Air National Guard

Kim Martinez
English/Language Arts Teacher
Española Valley High School

Krista Martinez
1st Grade Teacher
James H. Rodriguez Elementary
School

Loretta Martinez
4th Grade Teacher
James H. Rodriguez Elementary
School

Lorreda Martinez
6th Grade Teacher
James H. Rodriguez Elementary
School

Louanna Martinez
1st Grade Teacher
Alcalde Elementary School

Melanie Martinez
4th Grade Teacher
Hernandez Elementary School

Michelle Martinez
Counselor
James H. Rodriguez Elementary
School

Myra Martinez
Associate Superintendent
Curriculum and Instruction

Nancy Martinez
6th Grade Teacher
Tony E. Quintana Elementary
School

Pamela Martinez
Parent
Chimayo Elementary School

Peggy Martinez
Custodian
Hernandez Elementary School

Rebecca Martinez
Education Assistant
Los Niños Kindergarten Center

Ron Martinez
Director
Ben Lujan Leadership Program,
New Mexico Highlands University
School

Sadie Martinez
3rd Grade Teacher
James H. Rodriguez Elementary
School

Santiago Martinez
Custodian
Abiquiu Elementary School

Tamara Martinez
Coordinator
Española Teen Court

Tanaisha Martinez
Parent
Abiquiu Elementary School

Vicki Martinez
Office Manager
Española Valley High

Angelique Martinez
Psychologist
Española Public Schools

Leslie Martsh
3rd/4th Grade Teacher
Velarde Elementary School

Nathan Mascarenas
Mathematics Teacher
Carlos F. Vigil Middle School

Matt Mateo
Parent
Velarde Elementary School

Dwight McArthur
Library-Media Specialist
Española Valley High School

Marilyn McBane
Special Education Teacher
ETS Fairview Elementary School

Marilyn McDonald
Kindergarten Teacher
ETS Fairview Elementary School

Agwayaway McDowell
Special Education Teacher
Tony E. Quintana Elementary
School

Damon McGinn
Mathematics Teacher
Carlos F. Vigil Middle School

Selina McGinn
English/Language Arts Teacher
Española Valley High

Alice Meador
Psychologist
Carlos F. Vigil Middle School

Desiree Medina
Kindergarten Assistant
Tony E. Quintana Elementary
School

Miguel Medina
Student Success Specialist
Española Valley High School

Teri Medina
Office Manager
Alcalde Elementary School

Margaret Medrano
2nd Grade Teacher
San Juan Elementary School

Maria Clodina Mejia
Mathematics Teacher
Española Valley High School

Elaine Mendonca
6th Grade Teacher
San Juan Elementary School

Cheryl Meyer
Special Education Assistant
ETS Fairview Elementary School

Diane Meyer
5th Grade Teacher
Tony E. Quintana Elementary
School

Hazel Miller
Bilingual Education Teacher
Tony E. Quintana Elementary
School

Abraham Mireles
Parent
Abiquiu Elementary School

Deborah Mitchell
Principal
Alcalde Elementary School

Kevin Moeller
Multisystemic Therapist
Southwest Family Guidance
Center

Patricia Mondragon
1st/2nd Grade Teacher
Dixon Elementary School

Michael Money
Parent
Velarde Elementary School

Alyssa Montoya
Kindergarten Teacher
Alcalde Elementary School

Ashley Montoya
Project Manager
City of Española – Project RACE
(Reclassify All Children Equally)

Chris Montoya
Mathematics Teacher
Española Valley High School

Darlene Montoya
Parent and Office Manager
Chimayo Elementary School

Deirdra Montoya
Director
Special Education

Eloy Montoya
Parent
Alcalde Elementary School

Melanie Montoya
Parent and Indian Ed Committee
Secretary
Santa Clara Pueblo

Melanie Montoya
Parent
Alcalde Elementary School

Melissa Montoya
Parent
Tony E. Quintana Elementary
School

Roger Montoya
Executive Director
Moving Arts Española

Roy Montoya
Music Teacher
Carlos F. Vigil Middle School

Jeorj Morales
Principal
San Juan Elementary School

Domingo Napolitano
Mathematics Teacher
Española Valley High School

Karen Naranjo
Kindergarten Teacher
Alcalde Elementary School

Stephen Naranjo
Special Education Teacher
San Juan Elementary School

Eleanor Nevarez
Parent
Los Niños Kindergarten Center

Nicholas Nevarez
Parent
Los Niños Kindergarten Center

Erica Olguin
4th Grade Teacher
James H. Rodriguez Elementary
School

Yurida Olivas
Bilingual Education Teacher
James H. Rodriguez Elementary
School

Jack Ortega
Director
Rio Arriba Youth Services
Partnership

Betty Ortiz
Special Education Kinder
Assistant
Chimayo Elementary School

Jenae Ortiz
10th Grade Student
Española Valley High School

Rita Ortiz
One : One SPED Assistant
Tony E. Quintana Elementary
School

Veronica Ortiz
Office Manager
Hernandez Elementary School

Amanda Padilla
Pre-K Assistant
Alcalde Elementary School

Rayven Padilla
3rd Grade Teacher
Alcalde Elementary School

Ruben Padilla
Parent
Abiquiu Elementary School

Mary Ann Palalon
Special Education Teacher
ETS Fairview Elementary School

Jenny Parks
Chief Executive Officer
Los Alamos National Labs
Foundation

Lavie Paz
Computer Teacher
Española Valley High School

Richy Paz
Kindergarten Teacher
Chimayo Elementary School

Nobelena Pena
Office Manager
James H. Rodriguez Elementary
School

Leona Perez
Cook
Hernandez Elementary School

Jon Peterson
Parent
San Juan Elementary School

Sal Pettigen
Administrative Intern
Carlos F. Vigil Middle School

O Marie-Kira Poquita
Special Education Teacher
Española Valley High School

Robert Quinonez
Assistant Principal
Carlos F. Vigil Middle School

Alisha Quintana
Education Assistant/Substitute
Teacher
Tony E. Quintana Elementary
School

Danita Quintana
Kindergarten Teacher
Tony E. Quintana Elementary
School

Sennie Quintana
Director Transportation and Food
Service

Gestavo Rascon
Parent
Velarde Elementary School

Karina Rascon
Parent
Española Valley High School

Tamara Rascon
Parent
Velarde Elementary School

Sandra Ray
Teacher
Española Valley High School

Lauren Reichelt
Director of Health & Human
Services
Rio Arriba County

Mark Richmond
Counselor
Carlos F. Vigil Middle School

Jennifer Rigby
Parent
Dixon Elementary School

Kelly Rinaldi
Science Teacher
Española Valley High School

Osiris Rios
Spanish Teacher
Española Valley High School

Patty Rivera
1st Grade Teacher
James H. Rodriguez Elementary
School

Amber Roberts
Physical Education Teacher
Española Valley High School

Christopher Robinson
2nd Grade Teacher
Alcalde Elementary School

Joseph Rodarte
6th Grade Teacher
ETS Fairview Elementary School

Joseph Rodriguez
Parent
San Juan Elementary School

Amanda Romero
Parent
Velarde Elementary School

Esther Romero
Director
Human Resources

Matt Romero
Parent
Velarde Elementary School

Rebecca Romero
School Nurse
Tony E. Quintana Elementary
School

Tommy Romero
Parent
San Juan Elementary School

Victor Romero
3rd Grade Teacher
Hernandez Elementary School

Wilbert Romero
Civil Operations Program
Manager
New Mexico National Guard

Patricia Romero
Student Nutrition Manager
Española Public Schools

J. Rocky Romero
Director
Health Programs El Centro Family
Health

Sandra Roney
Social Studies Teacher
Española Valley High School

Christine Roybal
Parent
Española Valley High School

Theresa Roybal
Librarian
James H. Rodriguez Elementary
School

Celina Roybal
Elementary PE teacher
Hernandez & Abiquiu Elementary
Schools

Carlos Rubio
Parent
Tony E. Quintana Elementary
School

Susana Sagun
Mathematics Teacher
Española Valley High School

Beatrice Salazar
Title 1 Teacher
James H. Rodriguez Elementary
School

Helen Salazar
1st Grade Teacher
Hernandez Elementary School

Julie Salazar
Parent
Tony E. Quintana Elementary
School

Roberta Salazar
Parent
Abiquiu Elementary School

Rosette Salazar
3rd Grade Teacher
James H. Rodriguez Elementary
School

Ruben Salazar
Principal
Hernandez Elementary School

Yolanda Salazar
School Board Member
Española Public Schools

David Salcido
Mathematics Teacher
Carlos F. Vigil Middle School

Judy Salipan
Social Studies Teacher
Carlos F. Vigil Middle School

Priscilla Sanchez
2nd Grade Teacher
Tony E. Quintana Elementary
School

Ben Sandoval
Director
Española YMCA Teen Center

Lydia Sandoval
Kindergarten Teacher
ETS Fairview Elementary School

Maria Sandoval
Kindergarten Assistant
Chimayo Elementary School

Melanie Sandoval
Kindergarten Assistant
Los Niños Kindergarten Center

Melissa Sandoval
1st Grade Assistant
Chimayo Elementary School



Melissa Sandoval
Parent/Office Manager
Chimayo Elementary School

Shannon Sayre
1st Grade Teacher
ETS Fairview Elementary School

Camille Scarcella
Social Worker
Española Valley High School

James Scott
Special Education Teacher
Carlos F. Vigil Middle School

Claudia Sena
Principal
Los Niños Kindergarten Center
and Abiquiu Elementary School

Izabel Sena
9th Grade Student
Española Valley High School

Erica Serna
2nd Grade Teacher
James H. Rodriguez Elementary
School

Cathy Serrano
1st Grade Teacher
ETS Fairview Elementary School

Derrick Serrano
Parent
San Juan Elementary School

Roberta Serrano
Parent
San Juan Elementary School

Gilbert Serrano
School Board Member
Española Public Schools

Phillip Shamas
Lead Teacher
Velarde Elementary School

Humberto Sinaloa
Special Education Assistant
Alcalde Elementary School

Jule Skoglund
Principal James H. Rodriguez
Elementary School

Thea Spaeth
Parent
Dixon Elementary School

Clara Spinks
Medicaid Manager
Española Public Schools

Terri Strauss
DECCA Teacher
Española Valley High School

Adrianna Suazo
12th Grade Student
Española Valley High School

Geraldine Suazo
Office Manager
Velarde Elementary School

Joseph Suazo
Parent
Abiquiu Elementary School

Leona Talachy
Counselor
San Juan Elementary School

Tina Talachy
Social Worker
Española Valley High School

Audrey Tastun
Parent
Velarde Elementary School

Mary Tennant
Special Education Assistant
Carlos F. Vigil Middle School

Laura Thomson
Science Teacher
Carlos F. Vigil Middle School

Cary Thrall
1st Grade Teacher
Alcalde Elementary School

Michael Throne
Math Tutor
Hernandez Elementary School

Elena Torres
Counselor
Española Valley High School

Michael Torres
Physical Education Teacher
Carlos F. Vigil Middle School

Sylvia Trejo
Library Assistant
Hernandez Elementary School

Andrew Trujillo
Special Education Teacher
James H. Rodriguez Elementary
School

Andrew Trujillo
Director of Technology

Elsa Trujillo
Librarian
Carlos F. Vigil Middle School

Felicia Trujillo
Parent
San Juan Elementary School

Gary Trujillo
Parent
Tony E. Quintana Elementary
School

Greta Trujillo
Administrative Assistant
City of Española Recreation

Jeannette Trujillo
Finance Director

Jordan Trujillo
Parent
Abiquiu Elementary School

Michelle Trujillo
Parent
Abiquiu Elementary School

Rose Trujillo
Parent
Tony E. Quintana Elementary
School

Vanessa Trujillo
Kindergarten Teacher
Los Niños Kindergarten Center

Charito Turingen
2nd Grade Teacher
James H. Rodriguez Elementary
School

Laura Ulibarri
2nd Grade Teacher
Tony E. Quintana Elementary
School

Antonia Valdez
Library Assistant
Velarde Elementary School

Cristal Valdez
Speech Language Pathologist
James H. Rodriguez Elementary
School

Geraldine Valdez
PE Teacher/Parent
ETS Fairview Elementary School

Mary Agnes Valdez
Title 1 Assistant
Velarde Elementary School

Rose Marie Valdez
Parent
San Juan Elementary School

Emilia Valencia
4th Grade Teacher
San Juan Elementary School

Melissa Valencia
3rd Grade Teacher
Tony E. Quintana Elementary
School

Vivian Valencia
Instructional Coach
Española Public Schools

Loretta Valerio
Guardian
Tony E. Quintana Elementary
School

Ross Varela
Parent
ETS Fairview Elementary School

Anna Vargas-Gutierrez
Assistant Director, Student
Services & Wellness
Española Public Schools

Marie Vasquez
Pre-K Head Teacher
Los Niños Kindergarten Center

Laura Vaughan
Parent
Española Valley High School

Jerry Velarde
Parent
Velarde Elementary School

Briana Velasquez
Kindergarten Assistant/Parent
Abiquiu Elementary School

Rayna Velasquez
2nd Grade Teacher
San Juan Elementary School

Amanda Vialpando
Spanish Teacher
Carlos F. Vigil Middle School

Joanna Vidaurre-Trujillo
Counselor
Hernandez Elementary School

Ashley Vigil
Reading/AVID/ESL Teacher
Carlos F. Vigil Middle School

Eric Vigil
Coordinator Athletics

Francis Vigil
Director
Indian and Multicultural
Education

Genara Vigil
EPS Substitute
Velarde Elementary School

Juanita Vigil
Kindergarten Assistant
ETS Fairview Elementary School

Kimberly Vigil
3rd Grade Teacher
ETS Fairview Elementary School

Lloyd Vigil
Psychologist
Española Valley High School

Renee Vigil
3rd Grade Teacher
Chimayo Elementary School

Rick Vigil
Social Worker
Carlos F. Vigil Middle School

Walter M. Vigil
Executive Director Human
Resources Development
Association, Inc., Rio Arriba
County

Janelle Vigil-Maestas
Parent
Española Valley High School

Reina Vigil-Sanchez
School Nurse
Española Valley High School

Carlos Villareal
Kindergarten Teacher
San Juan Elementary School

Gwen Warniment
Director, Inquiry Science
Consortium
Los Alamos National Lab
Foundation

Jessica Wright-Romero
Tewa Teacher
San Juan Elementary School

Board Goals with Outcomes

Board Goal 1

Promote academic excellence by engaging all students, Pre-K through grade 12 and young adults, with a rigorous and relevant educational experience to prepare them for college and careers.

- **Outcome 1.1** All students will demonstrate a full year of academic growth in literacy, mathematics, and science, Pre-K through grade 12. K-3 students (iStation) will increase (on average) +10 points from September–May in overall reading in order to demonstrate annual academic growth.

Grades 3–12 students (PARCC) will maintain a 750 or higher scale score in order to continue to demonstrate PARCC proficiency. Students performing below proficiency will increase by +25 scale score points in order to demonstrate 1 level of performance increase annually, with an overall goal of attaining proficiency (750 scale score).

Math and Science cut scores will be determined. (SY 2018–19); (SY (2019–20).

- **Outcome 1.2** Over a three-year period, increase the graduation rate from 64% to 76% at a rate of 4% annually, while increasing the number of students accepted to college and the number of students prepared to enter the workforce.
- **Outcome 1.3** Increase the student attendance rates at all schools by decreasing the habitual truancy rates by 10 % + annually.

Board Goal 2

Recruit, develop, and retain highly effective district leaders, school leaders, teachers, and staff who are committed to achieving academic results and developing and maintaining positive relationships with students, parents, families, colleagues, and community.

- **Outcome 2.1** 100% of school administrators will demonstrate a rating of Effective or higher as per the five domains of the *New Mexico Highly Objective Uniform Statewide Standard of Evaluation (HOUSSE)*.
- **Outcome 2.2** 100% of teachers will demonstrate a rating of Effective or higher as per the four domains of the *New Mexico Teach Effectiveness System*.
- **Outcome 2.3** Recruit and retain quality staff for all positions, so the employee turnover rate is reduced annually.

Board Goal 3

Foster a safe, inclusive, and respectful school community that values the unique families and cultures, and heritages reflected in our schools.

- **Outcome 3.1** 100% of schools and departments will meet or exceed school safety requirements and protocols by an increase of 3% annually.
- **Outcome 3.2** 100% of schools will create a safe, positive environment, which results in increased student accountability and a reduction of disciplinary referrals and suspensions.
- **Outcome 3.3** Increase school site activities to support parent and family involvement focused on supporting students' overall academic growth and achievement.



Board Goals with Outcomes

Board Goal 4

Continually improve systems, operations, infrastructures, facilities, and technology to support student education.

- **Outcome 4.1** Improve efficiency in business practices and district operations.
- **Outcome 4.2** Implement the three-year strategic plan and regularly report and communicate progress to the Board of Education and stakeholders, mid-year and end of year.
- **Outcome 4.3** Revisit and update annually the Facilities Master Plan and Preventative Maintenance Plan.
- **Outcome 4.4** Ensure technology needs for students and staff meet the demands required for instructional technology and business functions and operations.

Board Goal 5

Expand wellness initiatives and programs to support the physical, mental, social, and emotional health and well-being of students in grades Pre-K through grade 12.

- **Outcome 5.1** Develop and implement a complete wellness program for EPS students, aligned with the EPS District Wellness Policy.
- **Outcome 5.2** Ensure that our school staffs are adequately trained and schools are adequately staffed to effectively meet the physical, mental, social, and emotional needs of our students.



Board Goal One

Promote academic excellence by engaging all students, Pre-K through grade 12 and young adults, with a rigorous and relevant educational experience to prepare them for college and careers.

Outcome 1.1

All students will demonstrate a full year of academic growth in literacy, mathematics, and science, Pre-K through grade 12. K–3 students (iStation) will increase (on average) +10 points from September–May in overall reading in order to demonstrate annual academic growth.

Grades 3–12 students (PARCC) will maintain a 750 or higher scale score in order to continue to demonstrate PARCC proficiency. Students performing below proficiency will increase by +25 scale score points, in order to demonstrate 1 level of performance increase annually with an overall goal of attaining proficiency (750 scale score).

Math and Science cut scores will be determined. (SY 2018–19); (SY (2019–20).

Overall Approach/Strategy:

Our charge is to differentiate instruction and services to ensure that every child’s holistic needs are met. Our academic foundation will be the Common Core State Standards Next Generation Science Standards (NGSS). Our instructional practices will be high yield and will reflect the needs of students at each developmental level. We will use benchmark assessments, progress monitoring, and other short cycle assessments to ensure all students have met proficiency and growth targets. The EPS Pre-K–12 Core Academic Values and Practices will be at the center of this work. Support systems, including the Response to Intervention (RtI) Instructional Model and the Student Assistance Team (SAT) process, will be utilized for addressing individual student needs. Timely analysis of student performance data at all levels, from the individual student to the District aggregate, will be ongoing and purposeful, and will serve as the foundation of the instructional cycle.

Strategic Priorities	Timeframe	Responsibility	Milestones (Measure of Progress)
1.1.1 Develop and implement with fidelity, K–12 Curriculum Frameworks aligned with the CCSS for English Language Arts (ELA) and Mathematics.	K–6 ELA Development Summer 2018 Full K–12 ELA and Mathematics Implementation SY 2018-19 and ongoing.	Superintendent, Deputy Superintendent, School Principals, Pre-K-12 Teachers, Instructional Assistants, Instructional Coaches	Frameworks are developed and used with fidelity, K–12 as evidenced through regular classroom walk-throughs Student progress in meeting State and District proficiency and growth targets
1.1.2 Provide training and implement with fidelity, the K-12 NGSS; work with the Los Alamos National Laboratory Foundation (LANL) and the Southern Regional Education Board (SREB) to provide training.	SY 2018–2019 and ongoing	Superintendent, Deputy Superintendent, School Principals, Pre-K-12 Teachers, Instructional Assistants, Instructional Coaches	Frameworks are implemented with fidelity, K–12 as evidenced through regular classroom walk-throughs Student progress in meeting State and District proficiency and growth targets
1.1.3 Provide teachers and staff with high quality, differentiated professional development (including job embedded) focused on but not limited to, implementation of the CCSS, the EPS Pre-K–12 Core Academic Values and Practices and other high yield instructional practices.	SY 2018–2019 and ongoing	Superintendent, Deputy Superintendent, School Principals	Observations of teacher practice, student progress in meeting State and District proficiency and growth targets



Strategic Priorities	Timeframe	Responsibility	Milestones (Measure of Progress)
<p>1.1.4 Advance the implementation of Professional Learning Communities (PLCs) at all schools to increase collegial collaboration and engagement in curriculum implementation, data analysis and implementation of high yield instructional practices.</p>	<p>SY 2018–2019 and ongoing</p>	<p>Superintendent, Deputy Superintendent, School Principals, Pre-K–12 Teachers, Instructional Assistants, Instructional Coaches</p>	<p>Review of lesson plans and evidence-based classroom walk-through protocol to assess implementation of the CCSS and other high yield instructional practices</p>
<p>1.1.5 Provide elementary teachers with additional time for PLCs, professional development, and planning and preparation, through designated early release days for students throughout the school year.</p>	<p>SY 2018–2019 and ongoing</p>	<p>Superintendent, Deputy Superintendent, School Principals, Pre-K–12 Teachers, Instructional Assistants, Instructional Coaches</p>	<p>Review of lesson plans and evidence-based classroom walk-through protocol to assess implementation of the CCSS, NGSS and high yield instructional practices</p>
<p>1.1.6 Continue extended school year options for students to provide them with additional instruction and support in literacy and mathematics.</p>	<p>SY 2018–2019 and ongoing</p>	<p>Executive Directors of Federal Programs and Student Services and Wellness, 21st Century Learning Communities Director, Deputy Superintendent</p>	<p>Increased number of students participating in extended school year learning opportunities</p>

Strategic Priorities	Timeframe	Responsibility	Milestones (Measure of Progress)
1.1.7 Expand and promote NM Pre-K to ensure school readiness for kindergarten; programs will be developmentally appropriate and research-based.	SY 2018–2019 and ongoing	Executive Director of Student Services and Wellness, Deputy Superintendent	Increased number of students participating in Pre-K programs who are prepared for kindergarten
1.1.8 Ensure that designated RtI blocks for ELA and mathematics are built into all school master schedules; utilize the RtI Instructional Model to ensure that differentiated educational plans are in place to support the academic needs of all students.	SY 2018–2019 and ongoing	Superintendent, Deputy Superintendent, School Principals, Pre-K–12 Teachers, Instructional Assistants, Instructional Coaches, SAT Coordinators, Counselors	100% of SAT referrals are current and “on-track”
1.1.9 Conduct a review of our Bilingual and Multicultural Education Programs (including an inventory of instructional materials and an analysis of student data); select the best bilingual programs to meet the needs of our students.	SY 2018–2019 and ongoing	Superintendent, Deputy Superintendent, Executive Director of Federal Programs, Bilingual Education Coordinator, Principals	Effective, student needs-driven programs are in place at every school; all English language learners receive instruction by Bilingual and/or Teaching English to Speakers of Other Languages (TESOL) endorsed teachers
1.1.10 Ensure that every classroom is equipped with adequate instructional materials (including those needed for Spanish language arts and Native language instruction) and that there is an equitable distribution of funding to schools for supplies and materials.	SY 2018–2019 and ongoing	Superintendent, Deputy Superintendent, Chief Financial and Operations Officer	All teachers in the District have the instructional supplies and materials necessary to deliver high quality instruction
1.1.11 Continue professional development in the American School Counselor Association (ASCA) model through SREB to create comprehensive guidance and counseling programs in all of our schools.	Create plan and identify professional development and training for counselors: SY 2017–2018 Full implementation of the ASCA model district wide: SY 2019–2020	Superintendent, Deputy Superintendent, Executive Director and Assistant Director of Student Services and Wellness	All counselors receive high quality professional development in the ASCA model; the model is fully implemented with fidelity
1.1.12 Support teachers in earning their Gifted and Talented Educator (G.A.T.E.) endorsements.	Beginning SY 2018–2019	Superintendent, Deputy Superintendent, Executive Director of Federal Programs, Executive Director of Student Services and Wellness	EPS will be better able to meet the needs of students identified as Gifted and Talented with more endorsed teachers
1.1.13 Establish a Teacher Leader Network and a Superintendent’s Student Advisory Network.	Beginning SY 2018–2019	Superintendent, Deputy Superintendent	Networks are established, meeting regularly, and providing meaningful input into the improvement of the district

Outcome 1.2

Over a three-year period, increase the graduation rate from 64% to 76%, while increasing the number of students accepted to college and the number of students prepared to enter the workforce.

Overall Approach/Strategy:

If we are to increase our graduation rate, we must ensure that students have access to rigorous, high quality instruction that is aligned with the CCSS. Rigorous, high quality instruction means that teachers hold high expectations, and all students are continually challenged in all of their classes on a daily basis. We recognize that students and families must have choices. Choices include Advanced Placement classes, Dual Credit classes, enriching and challenging elective classes, and Career Technical Education “Programs of Study,” where students earn industry certification and exit high school ready to enter the workforce. Lastly, we recognize that rigor, relevance, and relationships are key tenants of a positive and engaged school community of learners.

Strategic Priorities	Timeframe	Responsibility	Milestones (Measure of Progress)
1.2.1 Provide students with options/alternatives and opportunities for remediation and credit recovery, internships, and higher education experiences through non-traditional scheduling.	SY 2018–19 and ongoing Establish and implement Distance Learning options; imbed Credit Recovery classes into the Master Schedule.	High School Principal, Assistant Principals, Counselors	Increased number of credits earned through distance learning and credit recovery Increased high school graduation rates
1.2.2 Work with Institutions of Higher Education to improve articulated Career Technical Education (CTE) Programs of Study, which are high demand/high wage.	SY 2018–2019 and ongoing	High School Principal, Assistant Principals, Counselors, CTE Teachers	Increased number of CTE certification programs for students Increased number of students who receive CTE certifications and are job/career ready
1.2.3 Foster high expectations for college readiness through student participation in Advancement Via Individual Determination (AVID) high school and middle school students, and Dual Credit courses for high school students.	SY 2018–2019 and ongoing	Secondary Principals, Assistant Principals, Counselors, AVID trained teachers	Increased number of students enrolling in Pre-AP, AP, and Dual Enrollment courses Increased number of college acceptances
1.2.4 Fully develop our District processes and procedures and identify resources and programs that address the needs of underperforming students (e.g., SAT process, RtI Intervention Model, tutoring, etc.).	SY 2018–2019 and ongoing	Executive Director and Assistant Director of Student Services and Wellness, Principals, SAT Coordinators	Decreased number of student retentions Reduced number of students re-taking classes to pass and earn credit

<p>1.2.5 Expand Kindergarten–Grade 12 opportunities for students to engage in rigorous, enriching and engaging elective courses, such as fine and performing arts; provide additional elective courses at the middle and high schools; expand existing career pathways at the high school level to include additional offerings in fine and performing arts.</p>	<p>SY 2018–2019 and ongoing</p>	<p>Superintendent, Deputy Superintendent, Principals, CTE Teachers, Counselors</p>	<p>Increased number of elective courses offered in the middle and high schools</p>
<p>1.2.6 Restore music programs to our elementary, middle, and high schools.</p>	<p>SY 2018–2019 and ongoing</p>	<p>Superintendent, Deputy Superintendent, Principals, Music Advisory Task Force</p>	<p>Music programs will be available to all of our elementary school students, minimally 1 hour/week; music electives will be available to our middle and high school students</p>



Outcome 1.3

Increase the student attendance rates at all schools by decreasing the habitual truancy rates by 10% + annually.

Overall Approach/Strategy:

Regular daily attendance is a prerequisite to student success. Española Public Schools believes students will be engaged and want to come to school if we provide choices of rigorous classroom experiences that relate to the real world experiences that prepare students for both college and the world of work. Engaging parents/families and the community with a commitment to shared responsibility for student success are priorities for increasing attendance.

Strategic Priorities	Timeframe	Responsibility	Milestones (Measure of Progress)
1.3.1 Educate parents/families about the importance of school attendance (face-to-face, telephone, and through technology) with consistent real-time communication.	SY 2018–19 and ongoing	Deputy Superintendent, Principals, Counselors, Parent Advisory Committees (PACs), Technology Coordinator	Increased parent participation in school activities
1.3.2 Through the Synergy Student Information System (SIS) Parent Portal, proactively reach out to and promote two-way communication with parents regarding student attendance and academic performance.	SY 2018–2019 and ongoing	Technology Department Staff, Principals, Teachers, Parents	Data on the usage of our SIS Parent Portal
1.3.3 Provide ongoing training for school staffs on State attendance and truancy laws and District enforcement procedures and protocols, including accurate attendance reporting through our Synergy SIS.	SY 2018–2019 and ongoing	Deputy Superintendent, Executive Director and Assistant Director of Student Services and Wellness, Counselors, Technology Staff	Improved accuracy of data reporting through Synergy SIS and STARS
1.3.4 Schools will develop and implement school plans to recognize students with exemplary attendance and improved attendance rates at their schools.	SY 2018–2019 and ongoing	Deputy Superintendent, Executive Director and Assistant Director of Student Services and Wellness, Principals, Counselors, Teachers	Plans developed, schedules of celebrations
1.3.5 Strengthen and diversify academic programs so that students feel connected to their schools, including offerings and activities, such as Science, Technology, Engineering, the Arts, and Mathematics (STEAM) and cultural celebrations and clubs.	SY 2018–2019 and ongoing	Deputy Superintendent, Executive Director and Assistant Director of Student Services and Wellness, Principals, Counselors	Increased number of elective courses and extracurricular activities for students
1.3.6 Increase the number of Student Success Specialists (SSS) in our schools. Apply for funding annually.	SY 2018–2019 and ongoing	Superintendent, Deputy Superintendent	Increased attendance and decreased habitual truancy rates in the schools the SSSs are serving
1.3.7 Continue to partner with tribal governments to develop strategies to improve attendance and coordinate the district calendar to minimize conflicts and maximize student attendance.	SY 2018–2019 and ongoing	Superintendent, Deputy Superintendent, Director of Indian Education	Increased attendance and decreased habitual truancy rates

Board Goal Two

Recruit, develop, and retain highly effective district leaders, school leaders, teachers, and staff who are committed to achieving academic results and developing and maintaining positive relationships with students, parents, families, colleagues, and community.

Outcome 2.1

100% of school administrators will demonstrate a rating of Effective or higher as per the five domains of the *New Mexico Highly Objective Uniform Statewide Standard of Evaluation* (HOUSSE).

Overall Approach/Strategy:

If administrators are to be successful school leaders, they must have current knowledge and skills necessary for leading school change and school improvement. They must also have a deep understanding of the four domains of the *New Mexico Teach Effectiveness System* used to evaluate teachers. To this end, ongoing professional development and support must be a priority. Throughout the academic school year, school leaders will receive timely, ongoing professional development and ongoing support to cultivate and enhance leadership skills.

Strategic Priorities	Timeframe	Responsibility	Milestones (Measure of Progress)
2.1.1 Develop and implement an intensive professional development series focused on, but not limited to, the <i>New Mexico Teach Effectiveness System</i> , the EPS Pre-K-12 Core Academic Values and Practices, the CCSS, NGSS, and other high yield instructional practices.	SY 2018–19 and ongoing	Superintendent, Deputy Superintendent	Regular collegial school site visits by principals and instructional teams, using an evidence-based walk-through protocol to assess implementation of the New Mexico Teach Effectiveness System, Pre-K-12 Core Academic Values and Practices, the CCSS, NGSS, and other high yield instructional practices
2.1.2 Develop and implement a formal Principal Mentoring Program for new, novice, and aspiring Principals.	SY 2018–2019 and ongoing	Superintendent, Deputy Superintendent	New, novice, and aspiring Principals' responses to district developed prompts focused on the mentoring experience
2.1.3 Ensure compliance and improve the quality of our Bilingual and Multicultural and Special Education Programs by providing training in Federal and State requirements for these programs for all EPS site administrators and appropriate district administrators.	SY 2018–2019 and ongoing	Superintendent, Deputy Superintendent, Executive Directors of Federal and Student Services and Wellness, Bilingual Education Coordinator, Director of Indian Education	100% of site administrators and appropriate district administrators will be trained; all schools will be in 100% compliance in both programs

Domains of New Mexico Highly Objective Uniform Statewide Standard of Evaluation (HOUSSE)

Domain: Instructional Leadership

COMPETENCY 1

The Principal promotes the success of all students by maintaining a culture that supports student achievement, high quality instruction, and professional development to meet the diverse learning needs of the school community.

Indicators:

- 1.1 Works with all members of the school community to make quality instruction a prime focus
- 1.2 Uses accountability literacy in making decisions about student success and achievement
- 1.3 Evaluates teachers using the Three-Tiered Licensure Performance Evaluation to promote high quality teaching and professional learning
- 1.4 Incorporates the diversity of the student population and history of the school community in making curricular and school policy decisions

Domain: Communication

COMPETENCY 2

The Principal uses communication and relationship building skills to engage the larger community in the knowledge of and advocacy for equity in meeting the diverse needs of the school community.

Indicators:

- 2.1 Engages in honest and respectful interactions with all stakeholders to make thoughtful and objective decisions that demonstrate sensitivity and integrity
- 2.2 Builds and sustains relationships through team development and mediation skills to promote a climate of cooperation and student success

- 2.3 Supports an environment of inclusion and respect
- 2.4 Communicates with others objectively, sensitively, fairly, and ethically
- 2.5 Supports relationships that promote teaching and learning in the school community through communication skills, such as speaking, writing, and active listening
- 2.6 Communicates with all school and community stakeholders concerning current school issues and student achievement
- 2.7 Maintains a continuous dialogue with decision-makers who affect the school community

Domain: Professional Development

COMPETENCY 3

The Principal organizes and coordinates ongoing professional learning opportunities that are aligned with the New Mexico Professional Development Framework and supports the diverse learning needs of the school community.

Indicators:

- 3.1 Identifies and assesses student and staff performance to inform professional development needs
- 3.2 Uses relevant professional literature and knowledge, collaborates with key partners, and uses technology to create and provide appropriate professional development
- 3.3 Implements comprehensive, integrated, and systemic ongoing professional development opportunities for faculty and community
- 3.4 Supports reflection, sustained mentoring, and coaching as critical processes for professional growth

Domain: Operations Management

COMPETENCY 4

The Principal manages the school campus, budget, and daily operations to equitably meet the diverse learning needs of the school community.

Indicators:

- 4.1 Manages the school campus to ensure that the environment is safe and clean for students and staff
- 4.2 Manages the school budget to ensure that resources are maximized for student success
- 4.3 Manages the day-to-day operations to maximize the efficiency of the school
- 4.4 Complies with Federal and State initiatives to maximize use of services and programs for which students are eligible

Domain: Scope of Responsibility in Secondary Schools

COMPETENCY 5

The middle school and high school Principal develops, supports, encourages, and supervises programs that lead to increased student attendance, achievement, and graduation rates, resulting in college readiness and work skills to meet the diverse needs of the community.

Indicators:

- 5.1 Supervises co-curricular and extracurricular activities to engage all students
- 5.2 Develops 21st century skills throughout the curriculum
- 5.3 Creates a student-centered school environment and strengthens relationships among all stakeholders to improve student performance



Outcome 2.2

100% of teachers will demonstrate a rating of Effective or higher as per the four domains of the *New Mexico Teach Effectiveness System*.

Overall Approach/Strategy:

The essential elements of teaching have been identified and aligned to the competencies in New Mexico statute. A rubric has been developed which describes each element based on five levels of performance. Using the New Mexico Teach Effectiveness System as the basis for continuous improvement offers consistency and transparency, a cycle of observation, reflection, dialogue, and opportunities for professional development. Teachers and administrators will engage in a professional partnership with student learning and success as the common target.

Strategic Priorities	Timeframe	Responsibility	Milestones (Measure of Progress)
2.2.1 Ensure that all teachers are provided curriculum and instruction guidance (the K-12 Curriculum Frameworks for ELA and Mathematics) and support for implementation.	SY 2018–19 and ongoing	Superintendent, Deputy Superintendent, Principals, Instructional Coaches	100% of teachers are using the Curriculum Frameworks
2.2.2 Differentiate professional development opportunities for all teachers and staff to maximize growth, including training related to the four domains of the <i>New Mexico Teach Effectiveness System</i> .	SY 2018–2019 and ongoing	Superintendent, Deputy Superintendent, EPS District Directors and staff, as appropriate	Professional development plans meet the needs of teachers and staff

Domains of the New Mexico Teach Effectiveness System

Domain 1

PLANNING AND PREPARATIONS

- Knowledge of Content and Pedagogy
- Knowledge of Students

Domain 2

CREATING ENVIRONMENT FOR LEARNING

- Creating an environment of Respect and Rapport
- Establishing a Culture of Learning
- Managing Classroom Procedures
- Managing Student Behavior

Domain 3

TEACHING FOR LEARNING

- Communicates Clearly and Accurately
- Using Questioning and Discussion Techniques
- Engaging Student Learning

Domain 4

PROFESSIONALISM

- Provides Feedback to Parents
- Professional Collaboration
- Professional Growth

Outcome 2.3

Recruit and retain quality staff for all positions, so the employee turnover rate is reduced annually.

Overall Approach/Strategy:

Every child deserves to have highly qualified teachers who are supported by high-quality, effective administrators and support staff.

Strategic Priorities	Timeframe	Responsibility	Milestones (Measure of Progress)
2.3.1 Through community partnerships, identify and offer incentives to recruit and retain effective teachers, principals and staff.	SY 2018–19 and ongoing	Superintendent, Deputy Superintendent, Human Resources Manager	Incentives are identified and included in the District's recruitment and retention packages
2.3.2 Review current salary schedules and (funding permitting) work to increase the base salaries of the District's lowest paid employees.	SY 2018–2019 and ongoing	EPS Collective Bargaining Team	Salary schedules are adjusted—salaries for all positions are competitive with area districts



Strategic Priorities	Timeframe	Responsibility	Milestones (Measure of Progress)
<p>2.3.3 Establish partnerships with local colleges and universities and explore grant opportunities for tuition assistance for educational assistants to earn A.A. and/or B.S. degrees in education and teachers to obtain postgraduate degrees, or content-specific certifications.</p>	<p>SY 2018–19 and ongoing</p>	<p>Superintendent, Deputy Superintendent, Human Resources Manager</p>	<p>Partnerships are established, grant opportunities are available to staff</p>
<p>2.3.4 Continue to expand the level of support offered to teachers enrolled in the EPS Beginning Teacher Mentoring Program.</p>	<p>SY 2018–2019 and ongoing</p>	<p>Superintendent, Deputy Superintendent, Human Resources Manager</p>	<p>Increased support and services offered to beginning teachers</p>
<p>2.3.5 Explore possibilities for recruitment of Bilingual Education teachers from Spain and Mexico; math and science teachers from Japan, the Philippines and India; and all content areas from Teach for America.</p>	<p>SY 2018–2019 and ongoing</p>	<p>Superintendent, Deputy Superintendent, Executive Director of Federal Programs, Bilingual Education Coordinator, Director of Indian Education, Principals</p>	<p>Increased number of Bilingual Education endorsed teachers teaching in State approved programs; decrease in the number of math and science teacher vacancies; overall decrease in classroom teacher vacancies</p>
<p>2.3.6 Develop a comprehensive recruitment and marketing plan for EPS.</p>	<p>SY 2018–2019 and ongoing</p>	<p>Human Resources Manager, Superintendent, Deputy Superintendent, Chief Financial and Operations Officer</p>	<p>Plan is developed and fully implemented.</p>
<p>2.3.7 Ensure compliance and improve the quality of our Bilingual and Multicultural and Special Education Programs by providing training in Federal and State requirements for these programs for all EPS site administrators and appropriate district administrators.</p>	<p>SY 2018–2019 and ongoing</p>	<p>Human Resources Manager, Superintendent, Deputy Superintendent</p>	<p>Process is developed and implemented; principals and department staff express 80% or better satisfaction with new process</p>

Board Goal Three

Foster a safe, inclusive, and respectful school community that values the unique families, cultures, and heritages reflected in our schools.

Outcome 3.1

100% of schools and departments will meet or exceed school safety requirements and protocols.

Overall Approach/Strategy:

The District will work to ensure that our buildings and environments are safe and functional. It is our goal that teachers teach in environments that support effective teaching, and that students learn in classrooms that support optimal learning opportunities. Safety is our number one priority. The District will continue to study and continuously improve its systems, policies, procedures, and protocols that relate to school safety.

Strategic Priorities	Timeframe	Responsibility	Milestones (Measure of Progress)
3.1.1 Establish a District Safety Committee (Emergency Response Team), as well as School Safety Committees at each school to assist with training respective staff in emergency management and crisis response procedures and protocols.	SY 2018–19 and ongoing	Superintendent, Deputy Superintendent, Chief Financial and Operations Officer, Executive Director and Assistant Directors of Student Services and Wellness, Transportation Manager, Principals	Committees are established and are meeting regularly
3.1.2 Strengthen partnerships with first responders, including local law enforcement, fire department, and tribal police, to ensure school district procedures are in alignment with all entities.	SY 2018–2019 and ongoing	Superintendent, Chief Financial and Operations Officer, Executive Director and Assistant Directors of Student Services and Wellness, Transportation Manager, Principals	Partnerships are established, first responders are members of the District Safety Committee
3.1.3 Develop a plan, identifying specific drills to be practiced at each of the schools, on a schedule; enlist the assistance of local first responders to observe implementation of these drills and provide feedback.	SY 2018–2019 and ongoing	Superintendent, Chief Financial and Operations Officer, Executive Director and Assistant Directors of Student Services and Wellness, Transportation Manager, Principals, Food Services Manager	Plan is developed and drills are implemented; all drills rated satisfactory or better
3.1.4 Conduct an audit of school intrusion detection systems and surveillance cameras; develop a plan for ensuring that these systems are functional in all of our schools.	SY 2018–2019 and ongoing	Superintendent, Deputy Superintendent, Chief Financial and Operations Officer, Executive Director and Assistant Directors of Student Services and Wellness, Principals	Audit conducted, plan developed and implemented on schedule



Strategic Priorities	Timeframe	Responsibility	Milestones (Measure of Progress)
<p>3.1.5 Conduct a districtwide audit of school safety supplies and materials, refurbish accordingly, based on the needs of individual classrooms and schools.</p>	<p>SY 2018–19 and ongoing</p>	<p>Chief Financial and Operations Officer, Executive Director and Assistant Directors of Student Services and Wellness, Principals</p>	<p>Audit conducted, plan developed and implemented</p>
<p>3.1.6 Provide school resource officers and school guards with crisis intervention training, hostage negotiation training, incident command training, and school safety plans</p>	<p>Train in all areas, SY 2018–2019</p>	<p>Superintendent, Deputy Superintendent, Chief Financial and Operations Officer</p>	<p>As a result of training, our school resource officers and school guards will have advanced knowledge and skills for addressing crisis situations</p>

Outcome 3.2

Create a safe, positive environment at all schools, which results in increased student accountability and a reduction of disciplinary referrals and suspensions.

Overall Approach/Strategy:

The District serves communities that value culture, history, languages, and diversity. Mutual respect, cooperation, and communication at every level are fundamental to building and sustaining success for our students and families.

Strategic Priorities	Timeframe	Responsibility	Milestones (Measure of Progress)
3.2.1 Increase efforts to educate parents about bullying and anti-bullying initiatives through a parent brochure, outlining the District’s and schools’ response to bullying.	SY 2018–19 Fall 2018: Research/develop brochure December 2018: Distribute brochure	Deputy Superintendent, Executive Director and Assistant Directors of Student Services and Wellness, Counselors, Nurses, Principals	Brochure is developed and distributed to parents/families
3.2.2 Develop and implement a plan for training all staff in two areas: cultural competence and the importance of maintaining positive relationships with students, parents, colleagues, and the public.	Fall 2018: Develop Plan Spring 2019: Begin training Fall 2019: Full implementation	Superintendent, Director of Human Resources, Director of Indian, Bilingual and Multicultural Education	Plan is developed, 100% staff are trained by May 2019
3.2.3 Communicate effectively with parents and community on important developments in education, including the CCSS, Partnership for Assessment of Readiness for College and Careers (PARCC) Assessment, our Synergy Student Information System (SIS), graduation requirements, etc.	SY 2018–2019 and ongoing	Deputy Superintendent, Assessment Director, Executive Director of Federal Programs, Synergy Specialist, Principals	Increased number of “hits” on our District website, number of parents utilizing the Parent Portal on our SIS, District correspondence, and school newsletters
3.2.4 Implement educational activities/ events at the school sites that reflect the culture of the respective school communities (i.e., local art/history traditions, etc.).	SY 2018–2019 and ongoing	Deputy Superintendent, Federal Programs Director, Indian Education Director, Fine Arts Education Act Grant Coordinator, Principals	Each school site will have one cultural activity per school year



Outcome 3.3

Increase parent and family involvement in supporting students' academic growth.

Overall Approach/Strategy:

Parents are our students' first teachers. Building strong relationships with students, families, and the community is a means of increasing trust and shared responsibility for student success. We will use multiple methods of communication to reach all of our family and community partners to achieve meaningful input, participation, and partnerships.

Strategic Priorities	Timeframe	Responsibility	Milestones (Measure of Progress)
<p>3.3.1 Parents will have training and support to access their child's attendance and academic information on the Synergy Parent Portal.</p>	<p>SY 2018–2019 and ongoing</p>	<p>Deputy Superintendent, Director of Federal Programs, Synergy Coordinator, Principals, Parents</p>	<p>Parent trainings are held at all schools by December 2018</p>
<p>3.3.2 Each school will develop and implement action steps that engage parents/families in the education of their children; this will be addressed through schools' Title 1 plans.</p>	<p>SY 2018–2019 and ongoing</p>	<p>Director of Federal Programs, Principals</p>	<p>Plans are all fully developed, approved, and implemented.</p>

Board Goal Four

Continually improve systems, operations, infrastructures, facilities, and cutting-edge technology to support student education.

Outcome 4.1

Improve efficiency in business practices and district operations.

Overall Approach/Strategy:

We recognize that the success of our schools is largely dependent upon the efficiency of our district operations. We will work to continually improve policies and procedures to support schools, with strong support for teaching and learning.

Strategic Priorities	Timeframe	Responsibility	Milestones (Measure of Progress)
4.1.1 Develop, implement, and execute a well-defined Internal Control Structure for Business Services.	SY 2018–19 and updated, as needed	Superintendent, Deputy Superintendent, Chief Financial and Operations Officer, Business Services Staff	Internal Control Procedures Manual developed, implemented, and executed.
4.1.2 Conduct annual evaluation of technological capacity at all schools and implement an ongoing cycle of continuous updates, in order to maintain and build current and future state-of-the-art learning environments.	SY 2018–2019 and ongoing	Superintendent, Deputy Superintendent, Chief Financial and Operations Officer, Technology Manager, Technology Staff, Contracted Services Provider, when applicable	Schedule of updates and completion of updates
4.1.3 Develop, implement, and execute an Internal Technology Plan that will be reviewed by stakeholders quarterly.	SY 2018–2019 and ongoing	Superintendent, Deputy Superintendent, Chief Financial and Operations Officer, Technology Manager, Technology Staff	Quarterly review; results entered into plan for continuous improvement.
4.1.4 Reorganize the District's Technology Department to provide efficient, effective, and timely support to schools.	SY 2018–2019 and ongoing	Superintendent, Deputy Superintendent, Chief Financial and Operations Officer, Technology Manager, Technology Staff, Contracted Services Provider, when applicable	End of year customer satisfaction survey to school employees
4.1.5 Update the District's Technology Plan to ensure that there is a standard suite of technology tools available in each classroom, lab, and library to support instruction, student learning, assessment, and communication. Evaluate options to increase efficiencies and cost-effectiveness.	SY 2018–2019 and ongoing	Superintendent, Deputy Superintendent, Chief Financial and Operations Officer, Technology Manager, Technology Staff	Technology Plan is updated annually.



Strategic Priorities	Timeframe	Responsibility	Milestones (Measure of Progress)
<p>4.1.6 Develop policies and procedures for business office and conduct cross-training to improve the quality and consistency of business practices and seamless workflow during times of staff absences or transitions.</p>	<p>SY 2018–19 and ongoing</p>	<p>Superintendent, Deputy Superintendent, Chief Financial and Operations Officer</p>	<p>Policies and procedures are developed and fully implemented; cross training schedule developed and implemented</p>
<p>4.1.7 Update and utilize Facilities Master Plan (FMP) and Preventative Maintenance Plan (PMP) to establish priorities for facilities and maintenance of facilities that guides improvements within established budgets.</p>	<p>SY 2018–2019 and ongoing</p>	<p>Board of Education, Superintendent, Deputy Superintendent, Chief Financial and Operations Officer, Facilities and Maintenance Manager and Assistant Manager</p>	<p>FMP and PMP are developed and utilized, as written to improve facilities</p>
<p>4.1.8 Create and implement a budget process for SB9 funds.</p>	<p>SY 2018–2019 and ongoing</p>	<p>Board of Education, Superintendent, Deputy Superintendent, Chief Financial and Operations Officer, Facilities and Maintenance Manager and Assistant Manager</p>	<p>Plan is created and implemented</p>
<p>4.1.9 Obtain current assessed values of all district properties</p>	<p>SY 2018–2019 and ongoing</p>	<p>Board of Education, Superintendent, Deputy Superintendent, Chief Financial and Operations Officer, Facilities and Maintenance Manager and Assistant Manager</p>	<p>All district-owned property will have an assessed value</p>
<p>4.1.10 Work with a property development firm to develop district land at Tony E. Quintana Elementary School</p>	<p>SY 2018–2019 begin process</p>	<p>Board of Education, Superintendent, Deputy Superintendent, Chief Financial and Operations Officer, Facilities and Maintenance Manager and Assistant Manager</p>	<p>A comprehensive plan for developing property at Tony E. Quintana Elementary School is in place</p>

Outcome 4.2

Implement the three-year strategic plan and regularly report and communicate progress to the Board of Education and stakeholders, mid-year and end of year.

Overall Approach/Strategy:

Implementation of the EPS Strategic Plan will define the work of the District. What gets measured gets done...a quarterly reporting system will ensure accountability for departments and schools.

Strategic Priorities	Timeframe	Responsibility	Milestones (Measure of Progress)
4.2.1 Provide quarterly updates to the EPS Board of Education and community on progress toward meeting the goals of the EPS Strategic Plan.	SY 2018 and ongoing	Superintendent, Deputy Superintendent, Chief Financial and Operations Officer	Quarterly progress reports made to the Board of Education
4.2.2 Develop a dashboard to provide succinct quarterly reporting to the Board of Education.	SY 2018–2019	Superintendent, Deputy Superintendent, Chief Financial and Operations Officer	A dashboard is developed which will support easily understood quarterly reporting by the Superintendent and applicable staff
4.2.3 Brand and market the district.	SY 2018–2019	Board of Education, Superintendent, Deputy Superintendent, Chief Financial and Operations Officer	District is rebranded and Marketing plan developed.



Board Goal Five

Expand wellness initiatives and programs to support the physical, mental, social, and emotional health and well-being of students in grades Pre-K through grade 12.

Outcome 5.1

Develop and implement a complete wellness program for EPS students, aligned with the EPS District Wellness Policy.

Overall Approach/Strategy:

A healthy and safe environment means the physical and aesthetic surroundings and the psychosocial climate and culture of the school. It supports a total learning experience that promotes personal growth, healthy interpersonal relationships and wellness, and freedom from discrimination and abuse. The goal of a healthy and safe environment is to promote a climate and culture before, during, and after school for students, teachers, staff, parents, families, and community members, which support academic achievement.

Strategic Priorities	Timeframe	Responsibility	Milestones (Measure of Progress)
5.1.1 Adopt the K-12 <i>Spark</i> physical education curriculum, train staff, and implement with fidelity in all of our schools.	SY 2018-2019 and ongoing	Superintendent, Deputy Superintendent, Executive Director and Assistant Director Student Services and Wellness, Principals	Materials are ordered, teachers are provided with professional development, and are implementing the curriculum with fidelity
5.1.2 Research K-6 social emotional curricula and adopt; as per the ASCA model, train counselors and charge them with implementing the curriculum with fidelity (as appropriate) in all of our K-6 classrooms, districtwide (i.e., Life Skills, Spark Healthy Lifestyle curriculum, anti-bullying curriculum, etc.).	Research and purchase Semester 1 of SY 2018-2019, implementation Semester 2 of SY 2018-2019	Superintendent, Deputy Superintendent, Executive Director and Assistant Director Student Services and Wellness, Principals	Materials are ordered, counselors are provided with professional development, and are implementing the curriculum with fidelity; decreased number of discipline referrals
5.1.3 Adopt PAX Behavior Game and implement in every K-6 classroom, districtwide, with fidelity	Continue teacher training SY 2018-2019 and beyond, as needed; include PAX Booster Training on an annual basis	Superintendent, Deputy Superintendent, Executive Director and Assistant Director Student Services and Wellness, Principals	PAX is being implemented with fidelity, districtwide; decreased number of discipline referrals
5.1.4 Provide training to all district counselors and implement the American School Counselors Association (ASCA) model of school counseling, K-12, districtwide.	Training SY 2018-20-2019, continued through SY 2019-2020; initial partial implementation SY 2018-2019, full implementation SY 2020-2021	Superintendent, Deputy Superintendent, Executive Director and Assistant Director Student Services and Wellness, Counselors, Principals	Full implementation, districtwide; decreased number of referrals for social and emotional issues; decreased number of discipline referrals



Strategic Priorities	Timeframe	Responsibility	Milestones (Measure of Progress)
<p>5.1.5 Identify a wellness coordinator and team at each school site to monitor implementation of EPS wellness policy initiatives.</p>	<p>SY 2018–2019</p>	<p>Superintendent, Deputy Superintendent, Executive Director and Assistant Director Student Services and Wellness</p>	<p>Activities outlined in Goal 5 of the EPS Strategic Plan are implemented as written and “on target”</p>
<p>5.1.6 Develop and implement a Restorative Justice program in our secondary schools.</p>	<p>SY 2018–2019 planning year SY 2019–2020 and beyond: full implementation</p>	<p>Superintendent, Deputy Superintendent, Executive Director and Assistant Director Student Services and Wellness, Counselors, Secondary Principals</p>	<p>Decreased number of discipline referrals, decrease in habitual truant students</p>

Outcome 5.2

Ensure that our school staffs are adequately trained and schools are adequately staffed to effectively meet the physical, mental, social, and emotional needs of our students.

Overall Approach/Strategy:

Ensuring that our school staffs are adequately trained and schools are adequately staffed to effectively meet the physical, mental, social, and emotional needs of our students, will support students in their student achievement.

Strategic Priorities	Timeframe	Responsibility	Milestones (Measure of Progress)
5.2.1 Over time, increase the number of K-12 counselors and social workers to ensure that social emotional support is available to all students.	Begin reviewing budget spring 2019 for SY 2019-2020	Superintendent, Deputy Superintendent, Executive Director and Assistant Director Student Services and Wellness, Chief Financial and Operations Officer, Human Resources Manager, Principals	With more counselors and social workers, students' physical, mental, social, and emotional needs will be better met
5.2.2 Prioritize the provision to provide teachers and staff with training in trauma based instruction.	Consider a session(s) for each District In-service day beginning fall 2018; seek out other opportunities for staff, as well	Superintendent, Deputy Superintendent, Executive Director and Assistant Director Student Services and Wellness, Principals	As a result of training, teachers and staff will be better informed about the effects of trauma and will have strategies for more effectively teaching victims (students) who have experienced trauma
5.2.3 Continue to grow Families in Transition (McKinney-Vento Act for Homeless Students) program	SY 2018-19 and ongoing	Superintendent, Deputy Superintendent, Assistant Director Student Services and Wellness, Chief Financial and Operations Officer	Increase number of identified students receiving services and support
5.2.4 Provide substance abuse counseling services to our secondary students; train counselors, as necessary	Beginning SY 2018-2019	Superintendent, Deputy Superintendent, Executive Director and Assistant Director Student Services and Wellness, Student Services Department, Counselors	Decrease in the number of dropouts due to substance abuse issues
5.2.5 Explore and plan for alternative setting(s) and interim setting(s) for students who experience challenges.	Begin researching SY 2018-2019; Implementation SY 2019-2020	Superintendent, Deputy Superintendent, Chief Financial and Operations Officer, Executive Director and Assistant Director Student Services and Wellness	Increased graduation rate for Española Public Schools

“Believe, Achieve, Succeed”

Strategic Plan 2018–2021

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