



One District, One Voice

Santa Fe Public Schools

One District, One Voice

● Overview

- Recognition (US Ed Dep., White House, NMPED, NSBA, NMSBA)
- PreK
- ESSER Programs
 - ECC
 - ELL Summer Camp
 - After School and Summer Programming

Communication and Media

- Website
- Social Media
- Bulletin
- Remind
- Media Production
- Podcast(s)

The Remind logo, featuring the word 'Remind' in a white, cursive-style font, centered on a solid blue rectangular background.

Remind



Website Growth

<i>2/10-3/10</i>	Old Site (Entrado)	New Site (Apptegy)	
Users	24,000	32,000	28%
Page Views	98,000	105,000	7%
Desktop Users	15,500	19,000	23%
Mobile Users	8,500	12,500	47%

Definitions:

User - An individual who interacts with your website or app.

Page View - A page view is reported when a user on your website has viewed a page.

Social Media Platform Growth

	2020	2023	
Facebook	3,406	6,350	86%
Twitter	912	1,466	61%
Instagram	688	1,338	94%
Youtube	172	1,518	783%

All growth has been ORGANIC. We have not paid to promote any of our content, this is natural growth due to an increase in quality content being posted.

Social Media Views

<i>1/1-3/28</i>	2022	2023	
Facebook Reach	37,438	53,623	43%
Instagram Reach	767	1,211	59%
FB Page Visits	16,032	48,385	201%
Insta Page Visits	322	382	19%

Definitions:

Reach - The number of users on Facebook who saw your post.

Page Visit - The number of times your page has been viewed by Facebook and non-Facebook users.

Bulletin

- Bulletin gets emailed to ~3,500 people
- 53% open rate (industry average is 38%)
- Average social clicks vary from 150-2,000+
- Bulletin stories get picked up from news outlets constantly



WEEKLY BULLETIN

Remind

- 98% reachability (71% with SchoolMessenger)
- 97% of parents and students have received a message in the past month
- Updating contact info has multiple benefits
- Ability to drilldown+ grade level, class, group of students

The Remind logo is centered within a solid blue rectangular box. The word "Remind" is written in a white, stylized script font, with the 'R' being particularly large and decorative.

Remind

Media Production

- “A lot of marketers are under the assumption that simply creating more content than the competition will get them the results they want. I beg to differ. If Google algorithm updates like Panda and Penguin have shown us anything, it’s that quality trumps everything else.” - Neil Patel
- “Quality is more important than quantity. One home run is much better than two doubles.” - Steve Jobs

Our investments into media production are unmatched, and we are seeing the benefits of it by the growth of all channels.

Our students are our story, and they are the focus of all the content we produce.

Podcast (Inside SFPS)

- 1,600 total downloads
- Top 35% of all podcasts
- 13 countries, including Spain and Brazil
- Second podcast focused on student voice coming soon



College and Career Technical Education (CCTE) + Work-Based Learning

Engaging Students By Focusing on the Future

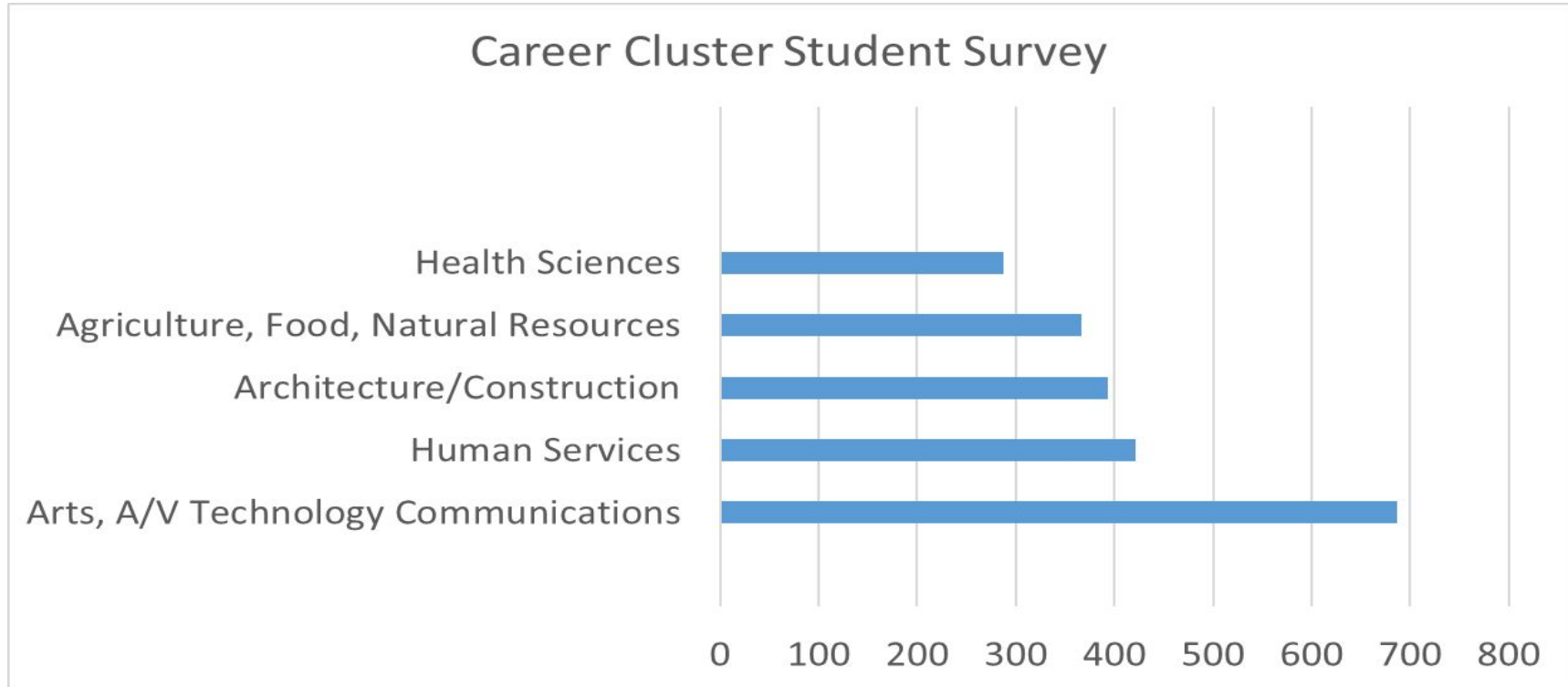
College and Career Plans System

Increasing Dual Credit Options

Work Based Learning Opportunities



College and Career Technical Education (CCTE) + Work-Based Learning



College and Career Technical Education (CCTE) + Work-Based Learning

Office of
Student
Wellness



College and Career Planning Instructional Guidance

This document is a work in progress as the best initiatives are determined to roll out state and district-wide or customized for site needs.

Purpose:

Provide students in Santa Fe Public Schools with an equitable college and career exploration foundation that begins in middle school through secondary and post-secondary pathways that lead to successful career outcomes. This is aligned with the District's mission: To ensure every student a safe, high quality, and engaging education which values diversity, equity, and social justice and fully maximizes District and community resources.

College and Career Technical Education (CCTE) + Work-Based Learning

College and Career Instructional Guidance

- 1. Next Step Plan (4-year high school plan)**
- 2. Graduation progress monitor**
- 3. Career interest inventory**
- 4. Work Based Learning component**
- 5. College admissions process**

College and Career Technical Education (CCTE) + Work-Based Learning

Next Phase

- 1. Develop a District framework for career and college planning for students for each grade level 7-12.**
- 2. Framework articulates a common experience for all students.**
- 3. Outcomes so each student accesses the same touchpoints during the five-year planning process collected in the PED's Next Step Plan.**

College and Career Technical Education (CCTE) + Work-Based Learning

Dual Credit Opportunities

1. **SFCC Nearly 500 Available Courses**
2. **San Juan Community College Auto Body (ECO)**
3. **Eastern New Mexico Biomedical (CHS)**
4. **MOUs with Northern College, CNM**



College and Career Technical Education (CCTE) + Work-Based Learning

Capital High School	Early College Opportunities High School	Santa Fe High School
Business	Auto Body	Engineering (Dual Credit)
Computer Technology	Auto Tech	Computer Science
Medical	Computer Tech	Culinary Arts/ Hospitality
Computer Science	Construction	Film (Dual Credit)
Early Childhood Education (Dual Credit)	Design and Architecture	
	Greenhouse	
	Welding	

College and Career Technical Education (CCTE) + Work-Based Learning

Summer Career Focused Learning

1. Creative Computer Camp
2. Go Kart Camp (ECO)
3. Newcomers Program
4. Work Based Learning (WBL)



College and Career Technical Education (CCTE) + Work-Based Learning

Why align high school schedules?

Greenhouse

Construction


Auto Technology

Welding

Auto Collision

College and Career Technical Education (CCTE) + Work-Based Learning

CHS Bell Schedule 2022-2023			
MONDAY / TUESDAY / FRIDAY			
	Start	End	Minutes
Zero Period	7:45	8:35	50
Passing	8:35	8:40	5
1st Period	8:40	9:33	53
Passing	9:33	9:38	5
2nd Period	9:38	10:31	53
Passing	10:31	10:36	5
3rd Period	10:36	11:31	55
Passing	11:31	11:36	5
4th Period	11:36	12:29	53
Lunch	12:29	1:09	40
Passing	1:09	1:14	5
5th Period	1:14	2:09	55
Passing	2:09	2:14	5
6th Period	2:14	3:07	53
Passing	3:07	3:12	5
7th Period	3:12	4:05	53

 ECO HIGH SCHOOL BELL SCHEDULE 2022-2023					
MONDAY-TUESDAY-THURSDAY-FRIDAY					
	Start	End	Minutes	August	January
5 Minute Warning	8:35	8:39	4	17th All Classes	4th (A) WEEK
Final Warning Bell	8:39	8:40	1	24th (A) WEEK	11th (B) WEEK
1st Period	8:40	10:15	95	31st (B) WEEK	18th (A) WEEK
Passing Period	10:15	10:20	5		25th (B) WEEK
2nd Period	10:20	11:55	95	September	
Passing Period	11:55	12:00	5	7th (A) WEEK	February
Lunch	12:00	12:40	40	14th (B) WEEK	1st (A) WEEK
Passing Period	12:40	12:45	5	21st (A) WEEK	8th (B) WEEK
3rd Period	12:45	2:20	95	28th (B) WEEK	15th (A) WEEK
Passing Period	2:20	2:25	5		22nd (B) WEEK
4th Period	2:25	4:05	100	October	
Wednesday (A) WEEK				5th (A) WEEK	March
	Start	End	Minutes	12th (B) WEEK	1ST (A) WEEK
5 Minute Warning	8:35	8:39	4	19th (A) WEEK	8th (B) WEEK
Warning Bell	8:39	8:40	1	26th (B) WEEK	15th (A) WEEK
1st Period	8:40	10:10	90		22nd No School
Passing Period	10:10	10:15	5		29th (B) WEEK
ADVISORY	10:15	11:45	80	November	
Lunch	11:45	12:25	40	2nd (A) WEEK	April
Passing Period	12:25	12:30	5	9th (B) WEEK	5th (A) WEEK
2nd Period	12:30	2:00	90	16th (A) WEEK	12th (B) WEEK
Wednesday (B) WEEK				23rd No School	19th (A) WEEK
	Start	End	Minutes	30th (B) WEEK	26th (B) WEEK
5 Minute Warning	8:35	8:39	4		
Warning Bell	8:39	8:40	1	December	May
3rd Period	8:40	10:10	90	7th (A) WEEK	3rd (A) WEEK
Passing Period	10:10	10:15	5	14th (B) WEEK	10th (B) WEEK
ADVISORY	10:15	11:45	80	21st No School	17th (A) WEEK
Lunch	11:45	12:25	40	28th No School	24th LAST DAY
Passing Period	12:25	12:30	5		
4th Period	12:30	2:00	90		

Santa Fe High School Regular Bell Schedules 2022-23



Odd and Even Days (except Wednesdays)			
Even (Mon & Thurs*)	Odd (Tues and Fri*)	Time	Duration
P1 Homeroom	P1 Homeroom	8:40 - 9:51	71 min
P2 Announcements	P3 Announcements	9:51 - 9:56	5 min
		10:04 - 11:44	100 min
		11:44 - 11:47	3 min
Lunch	Lunch	11:47 - 12:32	45 min
P4	P5	12:37 - 2:17	100 min
P6	P7	2:25 - 4:05	100 min

Wednesdays

Spirit Days (5 day weeks)			Wed Odd/Even Days (4 day weeks*)		
Period	Time	Duration	Period	Time	Duration
P2	8:40-9:22	42 min	P1	8:40-9:26	46 min
P3	9:27-10:08	41 min	P2/P3	9:32-10:42	70 min
P4	10:13-10:54	41 min	P4/P5	10:48-11:58	70 min
P5	11:59-11:40	41 min	Announcements	11:58-12:00	2 min
Announcements	11:40-11:43	3 min	Lunch	12:00-12:45	45 min
Lunch	11:43-12:28	45 min	P6/P7	12:50-2:00	70 min
P6	12:33-1:14	41 min			
P7	1:19-2:00	41 min			

* Please see the Odd/Even Calendar for exceptions to these days.

What is Work-Based Learning?

Work-based learning (WBL) is a structured internship program that collaboratively engages local high-value employers and SFPS high schools – offering junior and senior students quality internship, job-shadow and mentorship experiences.



WBL MODEL: Semester Process

Pre Internship:

- Application / Counselor vetting / ACE
- WBL Bootcamp: 3 weeks in class
- Resume/Soft Skills/Interview Skills
- Mock Interview w/ local professionals
- Employer Interviews (end of 3 weeks)
- Internship Placements



WBL MODEL: Bi-Weekly Soft Skills Training



WBL MODEL: Measuring for Success

WORK ETHIC: Exhibits grit, courage, and perseverance. *

1 2 3 4 5 6 7 8 9 10

Below Expectations

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

Exceeded Expectations

TIME MANAGEMENT: Consistent and reliable in attendance. Timely and responsive with job duties and assigned tasks. *

1 2 3 4 5 6 7 8 9 10

Below Expectations

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

Exceeded Expectations

PROFESSIONALISM: Evidence of accountability, positive attitude and respectful behaviors towards customers and co-workers. *

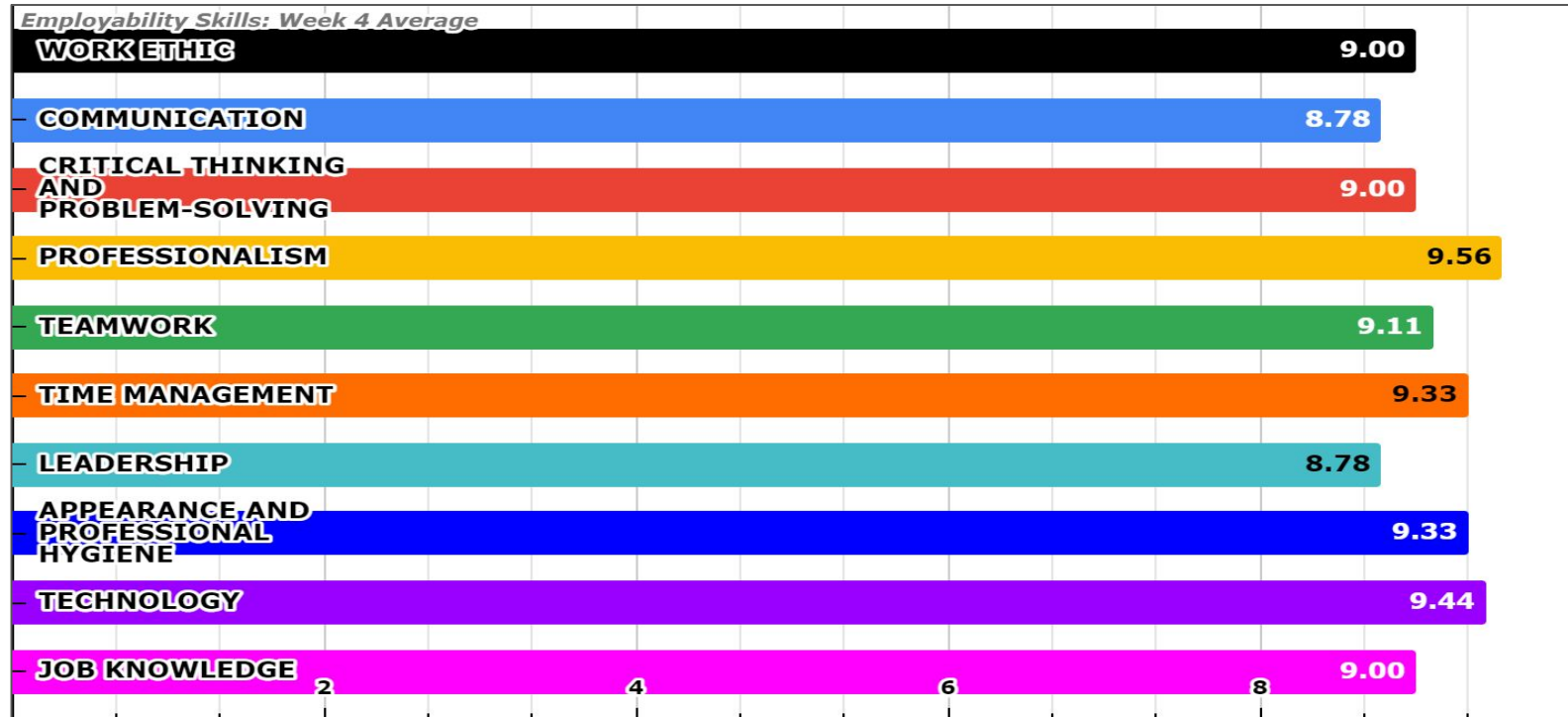
1 2 3 4 5 6 7 8 9 10

Below Expectations

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

Exceeded Expectations

WBL MODEL: Measuring for Success



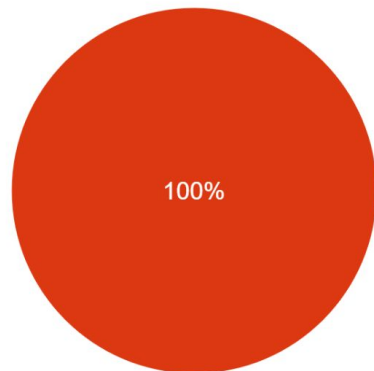
Student Intern Average Rating

WBL MODEL: Measuring for Success

E-Skills: Please rate how your internship improved your proficiency in the following areas

Work Ethic

13 responses



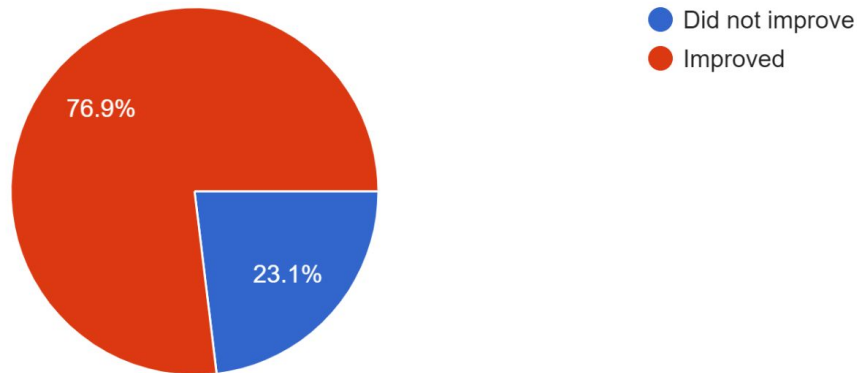
- Did not improve
- Improved

WBL MODEL: Measuring for Success

E-Skills: Please rate how your internship improved your proficiency in the following areas

Effective Communication

13 responses

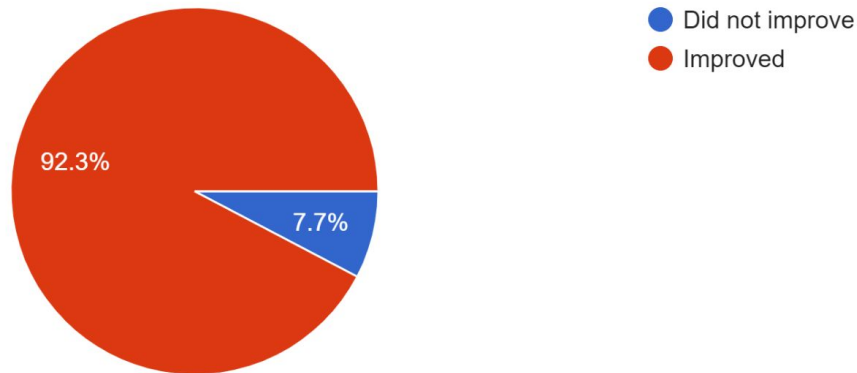


WBL MODEL: Measuring for Success

E-Skills: Please rate how your internship improved your proficiency in the following areas

Critical Thinking & Problem Solving

13 responses

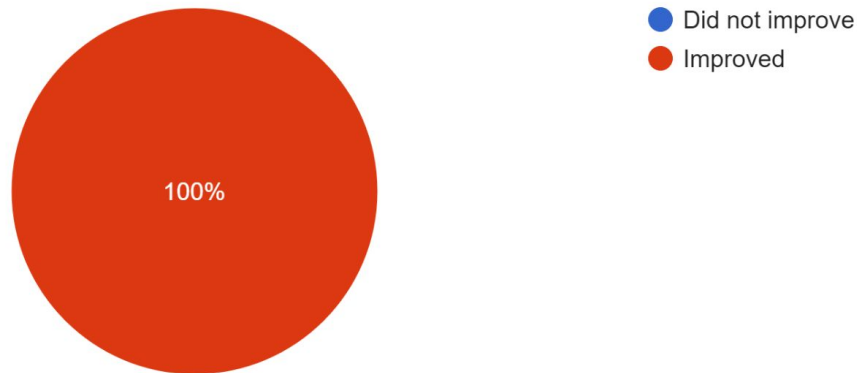


WBL MODEL: Measuring for Success

E-Skills: Please rate how your internship improved your proficiency in the following areas

Professionalism

13 responses

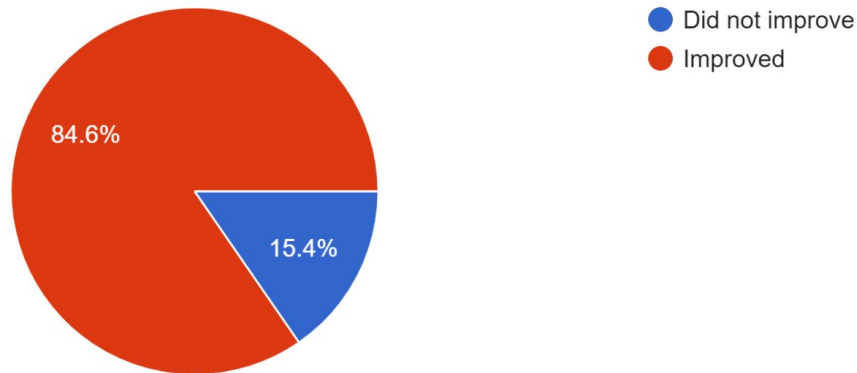


WBL MODEL: Measuring for Success

E-Skills: Please rate how your internship improved your proficiency in the following areas

Teamwork

13 responses

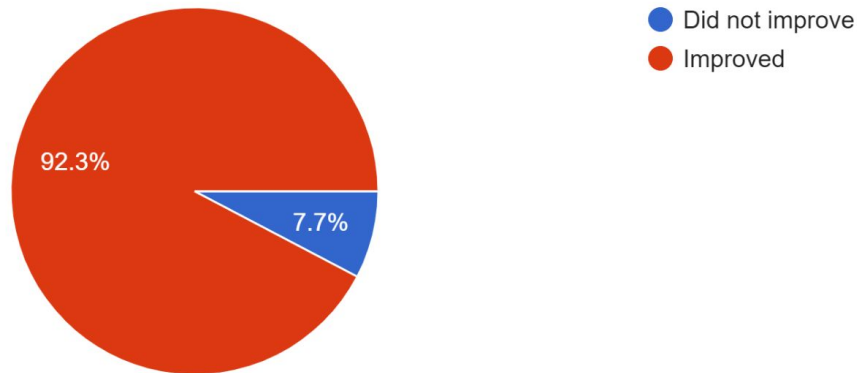


WBL MODEL: Measuring for Success

E-Skills: Please rate how your internship improved your proficiency in the following areas

Time Management

13 responses

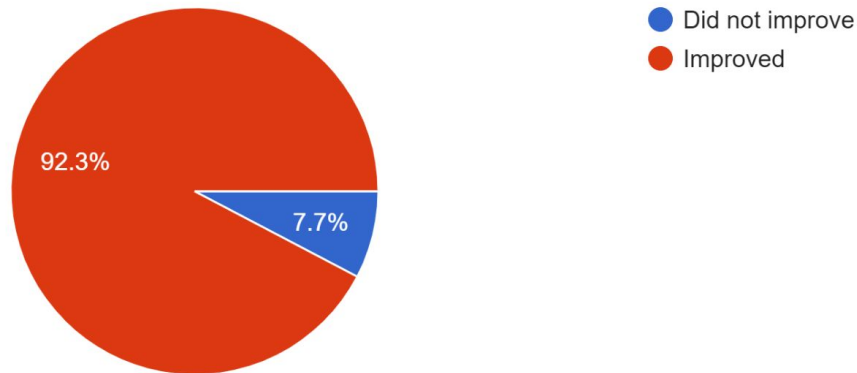


WBL MODEL: Measuring for Success

E-Skills: Please rate how your internship improved your proficiency in the following areas

Appearance & Professional Hygiene

13 responses

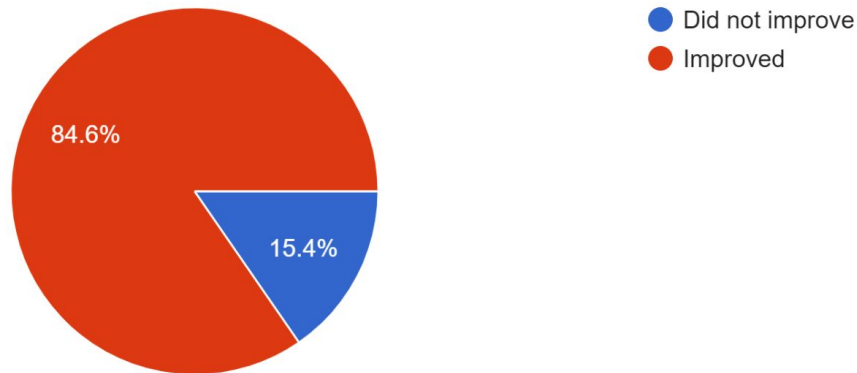


WBL MODEL: Measuring for Success

E-Skills: Please rate how your internship improved your proficiency in the following areas

Technology

13 responses

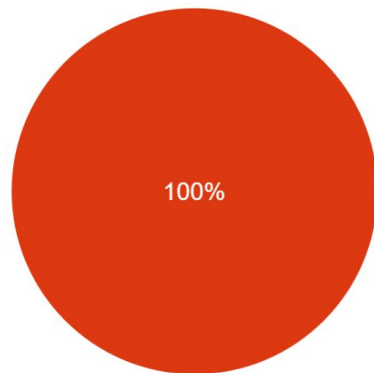


WBL MODEL: Measuring for Success

E-Skills: Please rate how your internship improved your proficiency in the following areas

Job Knowledge

13 responses



● Did not improve
● Improved

Work-Based Learning: End of Internship



Work-Based Learning: Impact on Interns

“I learned how to absorb new information at a fast pace especially when I was getting trained to do the job.”

“I have the ability to be a leader.”

“One thing I learned about life was the motto or mantra saying "get to work, work hard, and never stop working until the job is done"...I just thought that was super positive.”

“I learned that it’s important to really be punctual and be positive even when it feels impossible.”



Work-Based Learning: Impact on Employers

“I am thoroughly impressed with the caliber of our Interns. They are extremely intelligent, eager to learn, professional and a pleasure to work with. I can personally tell you they stand way above the other young people within their age group. Thank you for creating such a wonderful program.”

“Intern is motivated, focused, intelligent and committed. So happy to have Intern. We all think he will be our GM one day!”

“This is the best intern program I have worked with in the 37 years I have been in the hospitality industry.”

Work-Based Learning: Impact on Community

Tumbleweeds
MAGAZINE

SANTA FE  **NEW MEXICAN**



Work-Based Learning: Impact on Legislature



Experts: Work-based learning in high schools could create better path

Work-Based Learning: Impact on City



SFPS: Work-Based Learning Program + COSF: Office of Economic Development

**Paid Internships @\$14/hr.
Paid Teacher (Mentor) Stipends**

**New WBL Specialist Position
\$800,000 for 2 years**

Work-Based Learning: By the Numbers

Summer 2022: 41 Applicants

- Beginning: 22 Interns
- End: 22 Interns

Fall 2022: 50 new Applicants

- Beginning: 28 Interns
- End: 27 Interns

Spring 2023: 20 new Applicants

- Beginning: 47 Interns
- Current: 47 Interns



Work-Based Learning: Summer 2023

WE ARE HIRING



SB
LEARNING
SANTA FE PUBLIC SCHOOLS

**\$14 per
hour**

PAID SUMMER INTERNSHIPS

OPEN POSITIONS:

- Rosewood Inn of the Anasazi
- La Fonda on the Plaza
- Hotel Santa Fe
- Bishops Lodge
- Eldorado Hotel & Spa
- El Rey Court
- Reading Quest
- NM Arts & Cultural Affairs
- Currents New Media
- BSN Santa Fe (Civil Engineering)
- Ski Santa Fe
- Institute for Computing in Research (LANL Scientists)
- City of Santa Fe Genoveva Chavez Community Center
- Ojo Spa Resorts
- City of SF Attorney's Office

Work Based Learning Interview Skills Workshop
Monday, 3/27/23 & Tuesday, 3/28/23 @ 4:15-5:45 PM
Capital High School Library

Work Based Learning Summer Internship Interview
Wednesday, 3/29/23 @ 2:30-5:30 PM
Capital High School Cafetorium

Jose Villarreal, Work-Based Learning Coordinator
Cell: 505-787-1919 jvillarreal@sfps.k12.nm.us
<https://www.sfps.info/page/work-based-learning>



SFPS
Santa Fe Public Schools
Daring for Excellence





Standard Based Practices

A More Equitable Approach to Grading

Our Core Beliefs

- Santa Fe wants the best for our children.
- All students can grow and learn.
- Teacher expertise has a direct impact on student growth and learning.
- Standards raise the equity of education for everyone.

In every “classroom”, we will:

- Teach the same core skills and concepts appropriate for each grade level.
- Stop weighting missing work more heavily than other grades.
- Provide students multiple attempts to demonstrate mastery.
- Report on academic achievement separately from behavior.

Standard Based Practices

A More Equitable Approach to Grading

In every classroom, we will:

- Teach the same core skills and concepts appropriate for each grade level.
- Stop weighting missing work more heavily than other grades.
- Provide students multiple attempts to demonstrate mastery.
- Report on academic achievement separately from behavior.

Eligibility, class ranking, and college admissions will not be impacted. In secondary schools:

- Students will continue to earn A-F letter grades on report cards and transcripts.
- Grade point averages (GPAs) will be calculated based on letter grades.

Standard Based Practices

Traditional Grading	Standards Based Grading
Gradebooks list assignments, tests, quizzes, extra credit, etc.	Gradebooks list activities reflecting core skills and concepts.
Student focus is on acquiring points.	Student focus is on acquiring skills.
“How many assignments do I need to do to improve my grade?”	“Which skills do I need to practice to improve my grade?”

We are moving to a system that reports learning by standards and provides students with actionable feedback to reach learning goals!

Road Map

2020-2021

District and site leadership developed a common understanding standards-based grading--the why, what and how

2021-2022

Learning and practicing the process for standards-based planning and teaching.

2022-2023/24

Standards-based grading full implementation

Standard Based Practices Current State

Website Resource

- All Courses K-12 - Priority Standards
 - All Priority Standards
 - Learning Targets
 - Success Criteria
 - Proficiency Scales
 - Common Formative Assessment Bank
- Site PLC: systemic structures, fundamental elements, site expectations
- District Level PLC - Align High School Schedules
- All Star codes cleaned and internal coding standardized
- District and Sites: Town Halls
- District messaging

Thoughts Drive Actions

Students are Assets

- Retentions & Struggling Readers to **Pathway to Proficiency**
 - Moving notification to August
 - Leveraging Interim to set student goals
 - Monitoring progress towards interim goals through CFA
 - Fluid Leveled Intervention Systemically
- Remediated Summer School to **Accelerated Summer Programs**
 - Leveraging Priority Standards to Accelerate Learning
 - Using Data to recruit Students
- Accelerated Math in Early Grades **Using data to recruit** not as a gatekeeper

Pathway to Proficiency

Data Informed Instruction K-3

Short term: CoP

Foundational skills teaching - we will learn how to use a diagnostic tool to identify phonics skills that students need, and then explore HMH resources that can be used to teach / fill in missing phonics skills.

SFPS Instructional Framework - we will learn how to use our 90 minute block, teaching all 5 essential components and give ALL students access to grade level standards with the differentiated small group support they need.

Comprehension & fluency - we will learn about HMH running record materials, learn and practice administering a running record and then look at what to do next once you have students reading levels.

Bridge to 23/24

Summer Foundational Support
Full Day and Balanced
Leverage Data to recruit

23/24

Leveled Intervention
Data informed
Student driven (goal setting, reflection)
Appropriate - Language

Aligning High School Schedules



Alignment

CHS Bell Schedule 2022-2023			
MONDAY / TUESDAY / FRIDAY			
	Start	End	Minutes
Zero Period	7:45	8:35	50
Passing	8:35	8:40	5
1st Period	8:40	9:33	53
Passing	9:33	9:38	5
2nd Period	9:38	10:31	53
Passing	10:31	10:36	5
3rd Period	10:36	11:31	55
Passing	11:31	11:36	5
4th Period	11:36	12:29	53
Lunch	12:29	1:09	40
Passing	1:09	1:14	5
5th Period	1:14	2:09	55
Passing	2:09	2:14	5
6th Period	2:14	3:07	53
Passing	3:07	3:12	5
7th Period	3:12	4:05	53

ECO HIGH SCHOOL BELL SCHEDULE 2022-2023

MONDAY-TUESDAY-THURSDAY-FRIDAY

	Start	End	Minutes	August	January
5 Minute Warning	8:35	8:39	4	17th All Classes	4th (A) WEEK
Final Warning Bell	8:39	8:40	1	24th (A) WEEK	11th (B) WEEK
1st Period	8:40	10:15	95	31st (B) WEEK	18th (A) WEEK
Passing Period	10:15	10:20	5		25th (B) WEEK
2nd Period	10:20	11:55	95	September	
Passing Period	11:55	12:00	5	7th (A) WEEK	February
Lunch	12:00	12:40	40	14th (B) WEEK	1st (A) WEEK
Passing Period	12:40	12:45	5	21st (A) WEEK	8th (B) WEEK
3rd Period	12:45	2:20	95	28th (B) WEEK	15th (A) WEEK
Passing Period	2:20	2:25	5		22nd (B) WEEK
4th Period	2:25	4:05	100	October	

Wednesday (A) WEEK

	Start	End	Minutes	5th (A) WEEK	March
				12th (B) WEEK	1ST (A) WEEK
5 Minute Warning	8:35	8:39	4	19th (A) WEEK	8th (B) WEEK
Warning Bell	8:39	8:40	1	26th (B) WEEK	15th (A) WEEK
1st Period	8:40	10:10	90		22nd No School
Passing Period	10:10	10:15	5		29th (B) WEEK
ADVISORY	10:15	11:45	80	November	
Lunch	11:45	12:25	40	2nd (A) WEEK	April
Passing Period	12:25	12:30	5	9th (B) WEEK	5th (A) WEEK
2nd Period	12:30	2:00	90	16th (A) WEEK	12th (B) WEEK

Wednesday (B) WEEK

	Start	End	Minutes	23rd No School	19th (A) WEEK
				30th (B) WEEK	26th (B) WEEK
5 Minute Warning	8:35	8:39	4		
Warning Bell	8:39	8:40	1	December	May
3rd Period	8:40	10:10	90	7th (A) WEEK	3rd (A) WEEK
Passing Period	10:10	10:15	5	14th (B) WEEK	10th (B) WEEK
ADVISORY	10:15	11:45	80	21st No School	17th (A) WEEK
Lunch	11:45	12:25	40	28th No School	24th LAST DAY
Passing Period	12:25	12:30	5		
4th Period	12:30	2:00	90		

Santa Fe High School

Regular Bell Schedules 2022-23



Odd and Even Days (except Wednesdays)			
Even (Mon & Thurs*)	Odd (Tues and Fri*)	Time	Duration
P1 Homeroom	P1 Homeroom	8:40 – 9:51 9:51 – 9:56	71 min 5 min
P2 Announcements	P3 Announcements	10:04 – 11:44 11:44 – 11:47	100 min 3 min
Lunch	Lunch	11:47 – 12:32	45 min
P4	P5	12:37 – 2:17	100 min
P6	P7	2:25 – 4:05	100 min

Wednesdays

Spirit Days (5 day weeks)			Wed Odd/Even Days (4 day weeks*)		
Period	Time	Duration	Period	Time	Duration
P2	8:40-9:22	42 min	P1	8:40-9:26	46 min
P3	9:27-10:08	41 min	P2/P3	9:32-10:42	70 min
P4	10:13-10:54	41 min	P4/P5	10:48-11:58	70 min
P5	11:59-11:40	41 min	Announcements	11:58-12:00	2 min
Announcements	11:40-11:43	3 min	Lunch	12:00-12:45	45 min
Lunch	11:43-12:28	45 min	P6/P7	12:50-2:00	70 min
P6	12:33-1:14	41 min			
P7	1:19-2:00	41 min			

* Please see the Odd/Even Calendar for exceptions to these days.

Structure Drives Function

Schedule Alignment

- **Teacher Collaboration**

- District PLC
 - Secondary - Subject Specific (HS Weekly, MS Monthly)
 - Elementary - Weekly
- Site PLC
 - Weekly All

- **Student Opportunity**

- Pathway Participation

Structure Drives Function

Teacher Collaboration

Professional Learning Communities

- What do we want all students to know and be able to do? **Priority Standards and unpacked learning targets, success criteria**
- How will we know if they learn it? **Common Formative Assessments**
- How will we respond when some students do not learn? **Just in Time Support, Reteach, Intervention**
- How will we extend the learning for students who are already proficient? **Deeper**

One District, One Goal

All Students

Problem of Practice:

Students need multiple clearly defined, attainable, and rigorous ways to demonstrate postsecondary and/or workplace readiness because, while most succeed at demonstrating readiness using existing metrics, some do not.

Guiding Questions:

- **How** do we collect a body of evidence that documents postsecondary and/or workplace readiness?
- **How** do we improve equity of access to learning experiences that promote postsecondary and/or workplace readiness?

Innovative Graduation Program (IGP)

Having a Growth Mindset: At Risk vs At Promise Thinking

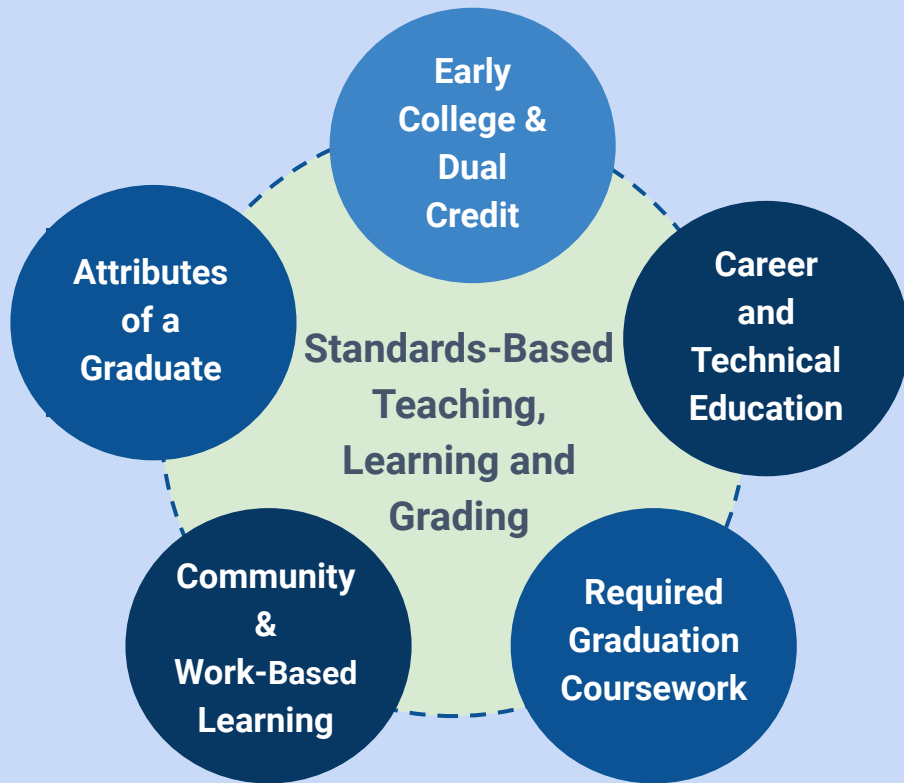
Definition: At Promise:

A new euphemism for struggling students. Innovative educators use the term '**at-promise**' to describe children who have the potential to achieve at a higher rate than they are currently achieving. Educators want to focus on students' strengths, rather than their "deficits," such as disability, lack of English proficiency or family poverty. But, if the deficits really relate to learning, then focusing on something else means ignoring what children need to learn.



Answering Our Guiding Questions

How do we collect a body of evidence that documents postsecondary and/or workplace readiness?



How do we improve equity of access to learning experiences that promote postsecondary and/or workplace readiness?

Innovative Graduation Program (IGP)

IGP Capstone

The New Mexico Graduation Equity Initiative defines capstones as demonstrations of competency for graduation. An “IGP” capstone is a months-long project rooted in authentic contexts and building on local assets and culture. Students engage in active, self-directed, and community-based learning experiences to produce a body of work that teachers periodically assess for evidence of competence. Capstones result in public exhibitions of learning to school, family, and community.

Key Elements of Implementation

- Student and Mentor relationships
- Student Empowerment
- Student driven project
 - Refurbishing a classic car
 - Creating a ribbon skirt
 - Welding
- Project is directly linked to academic standards
- Project is presented to a panel of academic experts and community members.
- Project is linked to student's future career goals

Results 2021-2022

- 10 students in program
- 1 Student completed a project for credit
- 2 students completed EOCs and credit recovery courses to graduate in May
- 1 student completed EOCs and credit recovery to graduate in the summer

Results 2022-2023

- 10 students in program
- 3 on track to complete a project for credit
- 6 on track to complete EOCs and credit recovery to graduate in May
- 1 working hard to get back on track

Student Identification

Year 1

- Word of Mouth
- Counselor Recommendation
- Teacher Recommendation
- Self-Advocated

Year 2

- Counselor Identification
- NASS (Native American Student Services) Identification
- Self-Advocated

Summer Programming

- Deliberately Leveraging Community Resources
- Accelerated Model
- Using data to recruit students

One District, One Voice

Discussion