

School Support and Readiness Assessment Summary Report

School: Cochiti Elementary	LEA: Bernalillo
School Leader: Molly Gurule	LEA Leader: Matt Motano
SSRA Team Leader: Eileen Reed	Date: October 4, 2023
School Description	
<p>Cochiti Elementary School is a combined elementary and middle school that serves approximately 245 students in grades K-8. It is located on the Cochiti Pueblo, a historic pueblo of the Cochiti people, one of the Keresan Nations, in Sandoval County. It is part of the Albuquerque Metropolitan Statistical Area. Although the school is located on the Cochiti Pueblo, it also serves approximately 150 students bussing from the Santo Domingo Pueblo. Roughly 60% of the student body is designated English learners, and 100% is designated economically disadvantaged.</p> <p>The school has adopted the district's mission statement, which is as follows:</p> <p style="text-align: center;"><i>We are committed to supporting our students as they prepare to lead fulfilling lives. Our students will contribute at the highest levels as productive and valued members of the community.</i></p>	
School Successes and Celebrations	
<p>Cochiti Elementary prides itself on being a community school that has a solid commitment to the families it serves. Many of the teachers are members of the pueblo. Principal Gurule is, in fact, an alumnus of the school. She describes the school community: <i>Everyone knows everyone, the staff is friendly, and families feel welcome.</i></p> <p>A particular point of pride is how the school community uplifts its members. Recently, six educational assistants have received support to become certified teachers through a partnership with the University of New Mexico.</p>	
DOMAIN 2: LEADERSHIP	
<i>To what degree does school leadership establish, communicate, support, and monitor schoolwide priorities?</i>	
Promising Practices:	
The leadership team at Cochiti comprises Principal Gurule and two assistant principals.	

Together, they are focused on translating a culture of high expectations for students and staff into practice. They are creating a list of expectations, termed 'non-negotiables,' to be observed in every classroom. Principal Gurule and the two assistant principals are designing their OFCCs (Observation and Feedback Coaching Cycles) based on the model presented in *Getting Better Faster* by Bambrick-Santoyo. This standardization and formalization will assist the leaders and educators at the school in driving student achievement to new heights through effective coaching practices. The team is also actively engaged in the Professional Learning Community (PLC) level, attending and participating in weekly PLC meetings.

Opportunities for Growth:

Administrative teams often find it helpful to standardize and define norms for interactions, feedback sessions, and observations with staff. This intentionality ensures consistency across the school site, translating to consistency in the classroom.

Potential Next Steps:

Principal Gurule and the administrative team plan to develop systems to standardize their approach to leadership. Finalizing and publishing a document that communicates to the faculty the roles and responsibilities of each administrator is their priority. Division of duties is an essential first step in shared leadership. When people know who is in charge of what, things can run more efficiently, and accountability is evident. A clear division of responsibilities is also a meaningful way to build the capacity of leaders in specific ways.

The administrative team also plans to standardize their approach to feedback and coaching, starting with calibration activities for their OFCCs. When three different administrators are charged with developing teachers, it is essential to create consistent practices. What they look for when they observe classrooms should be based on the school's needs and articulated in the 90-Day Plan. The protocol used to deliver feedback should be consistent among the group. Tracking the OFCC data will help the team monitor the impact of the coaching system.

In addition, the team is adopting a response protocol when teachers bring up an issue to an administrative team member, such as: *Thank you for sharing this; I will take this to the team and get back to you.* Language structures like this will ensure that staff feels heard and supported while giving the leadership team time to discuss issues. Teachers must see the administrative team as a unified body.

DOMAIN 3: INSTRUCTIONAL INFRASTRUCTURE

To what degree is the school's instructional infrastructure in place, understood, and utilized by school leaders and teachers?

Promising Practices:

Principal Gurule and the administrative team have prioritized and communicated a focus on

"intentional teaching." At the classroom level, this translates to using district curriculum and resources, bell-to-bell instruction, deconstructed standards framed with student-centered language ('I can' statements, for example) that include success criteria, and the consistent use of exit tickets.

The new master schedule supports a weekly 90-minute teacher collaboration meeting (PLC) and a weekly data meeting. The educators use i-Station to monitor reading and math performance. PLC teams are provided with detailed slides of their students' performance and growth to be reviewed and discussed in the weekly collaboration meetings.

Opportunities for Growth:

Administrators can support a robust instructional infrastructure by ensuring data and resources are used with fidelity. For example, there may be an opportunity to increase the integrity of the data collected using i-Station and implement the entire assessment cycle offered.

Potential Next Steps:

The leadership team plans to continue focusing on data literacy and transparency through 1:1 data conferences with teachers to engage in meaningful reflection and goal setting. In *Driven by Data* by Bambrick-Santoyo, there is a Weekly Data Meeting protocol that is an effective tool to facilitate teachers to identify learning gaps, choose the most appropriate form of reteach, and plan to reassess to ensure the learning gap is filled. With an administrator sitting side by side with teachers through this data cycle, all educators are developing their skills to better meet the needs of their students.

As teachers understand assessment cycles better, the administration of Cochiti Elementary can fully implement student data binders. Establishing consistent practices to engage students in setting their own performance goals increases student ownership of learning and understanding of the purpose and value of monthly assessments. Making learning visible to students has a strong correlation to improved learning outcomes.

DOMAIN 5: SUPPORT & ACCOUNTABILITY

To what degree do school leaders establish and communicate expectations, monitor progress, provide support, and hold staff accountable?

Promising Practices:

Principal Gurule and the administrative team have implemented the OFCC and regular data meetings to help grow and hold teachers accountable for meeting increased expectations regarding high-quality, standards-aligned instruction. While this shift can be uncomfortable for some, the leadership team is dedicated to communicating the "why" behind the change.

Opportunities for Growth:

There may be an opportunity to increase the integrity of the monitoring systems that are in place at Cochiti Elementary School.

Potential Next Steps:

Principal Gurule will focus on 1:1 data meeting protocols with all teachers to support educators' professional growth and increase site-wide accountability measures. This will require a detailed assessment calendar, protected meeting times, consistent protocol facilitation, and classroom follow-through to ensure reteach plans are delivered. Creating a cadence for this work schoolwide can have a significant impact not only on layer two instruction but also help teachers improve layer one instruction.

As administrators focus their support on developing teachers, they must be willing to have difficult conversations. Principal Gurule has expressed a desire and plan to confront the "will versus skill" gap for all faculty regardless of position or tenure at the school. Coaching a teacher with low will looks and sounds very different from coaching on skills. A good coach must determine a more important focus for each teacher. Holding teachers accountable sometimes means a formal growth plan for some faculty and regular feedback and coaching for others. Documenting the coaching cycles, action steps, and implementation of action steps will be critical data to collect for accountability.