

SSRA Monitoring Visit Summary Report

School: Cuba Elementary	LEA: Cuba Independent Schools
School Leader: Olivia Casaus, Judy Atencio	LEA Leader: Karen Griego
SSRA Team Leader: Max Perez	Date: 5.10.24

School Successes and Celebrations

The school leader should provide the SSRA Team with recent successes and celebrations related to graduation or improved student performance outcomes. These will be included in the school's final summary. (1-2 paragraphs)

Teachers at Cuba Elementary work collaboratively to fully implement the adopted curriculum with fidelity. Along with the many academic resources, students and their families are serviced with social-emotional, health, and other basic needs. Home visits are common for continued survey of needs and further assistance.

The staff are developing systems to support better student learning outcomes. Classroom observations with feedback along with peer classroom visits enhance accountability with direct checking on progress as well as promote collaboration and professional learning. The school leadership and staff work cohesively and collaboratively toward school wide learning goals.

Competitive reading challenges have proven to engage students with their learning. The focus on reading initiatives has brought forth recognition by the state. For example, Cuba Elementary is currently being considered to become a Model School for the New Mexico Public Education Department's Structured Literacy Grant.

With math this year, teachers have been supported by a math coach to support all teachers with math pedagogy and curriculum. In addition, Cuba has hired a mentor teacher to support teachers and help them further develop their skills and knowledge in both math and reading.

The attendance rate improved by approximately 5% from October to April this school year (87% to 92%). The staff have implemented incentives toward better school attendance. Incentive activities include the earning of points to be used at a school store and a dance to celebrate attendance successes. The school's Early Warning System team makes calls to parents to emphasize the importance of attendance and how it impacts student performance.

The school's commitment to Project-Based Learning (PBL) is a point of pride. One project is completed each semester by all students. 5th Grade students complete a Capstone by the end of the school year. These projects have had a variety of engaging

activities for students at all grade levels.

Progress Toward Next Steps Identified in SSRA Summary

Provide a comprehensive description of the school's progress toward the completion of the school's next steps co-identified with the school leader during the SSRA Site Visit. Provide specific details on progress and the data or evidence the school has collected that corroborates their assessment of progress. (1-2 paragraphs for each next step. Be sure to provide information on the school's perceived progress and the specific data or evidence cited.)

SSRA Summary Next Step #1:

There is a plan to adjust the schedule to provide additional time for teacher collaboration. Teachers will meet as a grade level two days per week for one hour each day. Principals will start peer observations based on a schoolwide focus area to increase collaboration and opportunities to learn from one another.

Cuba Elementary School leadership created a schedule that allows teachers additional time for collaboration. Based on teacher input the schedule was modified. They did choose to meet once a week instead of two times a week. On this schedule, teachers are now able to select the time and location for their grade-level meetings. Four out of twelve teachers have reported that they meet regularly and use the time to check on pacing, current projects, and discuss curriculum. Staff believe that some progress has been made in this area but still have room for growth. Agendas or notes are not yet part of these meetings but there is a plan to begin adding this to the meeting protocols this fall. The staff and leadership agree that this will be helpful in knowing if the meetings were productive and to also know if and when teachers need additional support.

A Peer Observation Schedule has been created that allows teachers to sign up to observe a grade level peer, a teacher in one grade level above, one grade level below, and a grade level of their choice. The schedule was designed so that the observation time is during a teacher's prep but if that doesn't work coverage will be provided. Each teacher has signed up for one peer observation a month and they are able to choose which day of the month works better for them. A benefit already expressed was that observing other teachers helped in establishing and utilizing centers in their classrooms for more effective instruction.

Teachers have shared positive feedback and comments claiming that they enjoyed doing this. The collection of forms and documentation is being added to the process after each observation so that it is known which teachers participated each month

and how beneficial it was. Peer observations will continue next year and a form will be utilized that allows teachers to share what they've learned and enjoyed during their observation.

SSRA Summary Next Step #2:

The principals will integrate a focus on writing into project-based learning. They can use the New Mexico Instructional Scope (NMIS) to access exemplars and scoring rubrics. Teachers can work with one another as a form of job-embedded professional learning to conduct peer ratings and demonstrate inter-rater reliability.

The staff have now had two professional development sessions where they've reviewed the New Mexico Instructional Scope, one at the beginning of the year and one in the middle of the year. Teachers have done several Project Based Learning (PBL) projects this year and have incorporated writing lessons into these projects. There has not yet been a rubric for the writing part of the projects; however, the plan is to include one for every writing piece. One teacher shared that her students are currently working on a Project Based Learning (PBL) project that has a rubric for both the research and writing portion.

Amplify is utilized as the core of the English Language Arts (ELA) curriculum. The Writing component of this is being implemented to provide teachers with a tool that supports the new expectation of more writing in the Project Based Learning Projects and in the classroom generally. There is a plan to provide a professional development (PD) for this curriculum at the beginning of the school year 2024-2025.

SSRA Summary Next Step #3:

Professional Development through the ZEARN math learning platform will be leveraged to address Eureka Math's priority. A PLC meeting will address alignment to the planning cycle School Support and Readiness Assessment Site Visit Summary Report Page | 4 to provide "just-in-time" support.

At the start of the school year 2023-2024 Professional Development for the Eureka math curriculum was offered. Teachers shared that it was beneficial and it helped them have a better understanding of how to utilize the tools and pacing of this adopted curriculum. The leadership is now pursuing a purchase of the "Just In Time" Professional Development as an additional component. Throughout the monthly PLCs, the staff have not yet addressed alignment to the planning cycle. However, the mentor teacher has begun working with the kindergarten teachers to create a pacing guide for Eureka math which has already shown some gains on the Istation math assessment.

Cuba Elementary School was selected by the New Mexico Public Education Department to receive three full Coaching Cycles concentrating on Math Coaching for High-Quality Instructional Material implementation for Eureka Math. Each Coaching Cycle was broken up into 6 to 8-week segments where teachers received

three virtual sessions and one in-person visit monthly. Data acquired through the “learning walks” has been shared and reviewed by the staff with the support of the coach.

SSRA Summary Next Step #4:

Shared focus areas will be decided and utilized for classroom walkthroughs. Peer observation foci will parallel the administrator walkthroughs. The principals will pursue focused professional learning sessions to include the Paul Bambrick-Santoyo Observation, Feedback, and Coaching Cycle (OFCC)

The Cuba Elementary leadership team have created a classroom walkthrough schedule for the spring semester with a focus area for each week. The schedule is shared via the “weekly update” email that is sent out at the end of each week for teachers to provide detail and direction on the focus area that will be addressed that coming week. The scheduled weekly walkthroughs are not yet happening as consistently as planned; however, the staff and leaders are working to make this consistent and systematic for the fall.

The peer observations have begun but have not yet been aligned with the administrators' walkthrough focus points. The staff and leaders realize the potential impact of the peer observation protocols so are therefore committed to improving it for the fall. A form will be created that will allow the teachers to document their visit so the alignment between the peer observations and the administrative observations align to focus areas and can have a data record for improvement.

Feedback has been provided for teachers for most of the walkthroughs so far. To date, the Observation, Feedback, and Coaching Cycle has not been fully employed. Portions of Paul Bambrick-Santoyo have been used to guide the classroom observation cycle discussions. The staff and leaders are committed to continuing and improving this process.

Based on feedback from teachers, walkthroughs and observations:

10 of 12 teachers conduct Data Talks with students

11 of 12 teachers conduct Targeted IStation lessons in small groups

12 of 12 teachers utilize the IStation Learning Path

School Leader's Next Steps

Describe the school leader's next steps for preparing for next year. (3-4 next high-leverage next steps, 1-2 paragraphs each). Next steps should be considered for the school's 2024-25 90-day plan.

The school leadership team will consider the following next steps when drafting their Annual and 90-day plans:

The co-principals plan to start the 2024-2025 school year with professional development for the adopted writing curriculum (Writing Studios) and will look for an increased focus on writing in all classrooms. There will be an overall emphasis on increasing writing opportunities in all instructional activities.

The staff and leaders are currently in the process of acquiring a math intervention program along with any associated professional development for that intervention. There is a universal appreciation and understanding at the school that professional development is critical in the success of the learning program implementation and outcomes.

Academic goals will be set for each grade level in the 90 Day Plan. This will include a targeted and focused alignment in the curriculum to support students with Individualized Educational Plan (IEPs).

Weekly walkthroughs by administrators will be more systematic and will align with the critical actions of the 90 Day Plan and also with the teachers' Peer Observation focus areas.

Relevant professional development will continue to be a critical aspect of all curriculum, instruction, and intervention. The school leaders are committed to providing high quality professional development for all instructional staff and will include this in the new 90 Day Plan.