

School Support and Readiness Assessment Summary Report

School: Twin Buttes Cyber Academy	LEA: Zuni Public School District
School Leader: Ray Hartwig	LEA Leader: Randy Stickney
SSRA Team Leader: Eileen Reed	Date: March 19, 2024
School Description	
<p>Twin Buttes Cyber Academy is one of two high schools in the Zuni Public Schools and currently has an enrollment of 71 students. Twin Buttes Cyber Academy's enrollment is 100% Zuni, and 100% of students are economically disadvantaged. About 23% of students have an IEP, and 51% are identified as English Learners (ELs). Twin Buttes provides students a path to high school graduation through online learning, face-to-face instruction, and specialized career technical education (CTE). The school prides itself on providing a learning environment that is safe, structured, and supportive: a small school setting where all students can learn while developing respect, responsibility, and citizenship skills in keeping with Zuni's core values.</p> <p>The school's website states that the mission of Twin Buttes Cyber Academy is <i>to provide quality educational opportunities for students who seek an alternative to the traditional comprehensive high school experience. We strive to prepare all students to succeed in the workplace or post-secondary education, and to contribute positively to their community.</i></p>	
School Successes and Celebrations	
<p>Principal Hartwig assumed the leadership role at Twin Buttes Cyber Academy (TBCA) in the Spring of 2020 when students were learning remotely due to the COVID-19 pandemic. Despite the challenges of returning to in-school learning, TBCA has seen steady growth in its graduation rate, with the most recent four-year growth at 23%.</p> <p>Principal Hartwig also serves as the District's CTE Coordinator and has introduced multiple opportunities for student exposure to CTE pathways into the curriculum offered at TBCA. The school has several partnerships with higher education institutions and associations, such as Project Lead the Way, so students can earn dual credit and industry certifications. Classes such as biomedical technology, clean energy, cyber security, welding, and construction provide exposure to careers. The CTE classes prepare students for fields of study that reflect career opportunities in the surrounding communities.</p> <p>A particular point of pride is a student project creating biodiesel fuel from native seeds, which won the Governor's STEM Challenge award last year. The project is continuing to compete and win awards at the regional and state levels. This has changed students' mindsets and increased</p>	

enrollment at TBCA. Another point of pride is the teacher who leads this work, recognized as the New Mexico Teacher of the Year for 2024.

DOMAIN 1: CULTURE & EQUITY

To what degree has the school established equitable practices that ensure ALL students and staff have an opportunity to reach their full potential?

Promising Practices:

TBCA provides a daily class period dedicated to social-emotional learning (SEL) that is aligned with and incorporates the Zuni core values. For example, the core value of respect is explored through dialogue and activities focused on how students can demonstrate respect.

Recognizing that many students who attend TBCA arrive reading significantly below grade level, the school has invested in Read 180 and a subset of Read 180, System 44. System 44 focuses on students with reading skills at or below the 3rd-grade level. Ninth-grade students can receive interventions to improve their reading skills and thus increase the likelihood of their success as they pursue post-secondary opportunities.

TBCA has a robust system of support for students with IEPs. Two educational assistants (EAs) support a full-time special educator teacher to support inclusion classes. Every general education teacher is provided with a folder containing students' *"IEP at a Glance"* that lists the accommodations and modifications for each student. Teachers also have a notebook called the *"Accommodations and Modifications Service Provider's Log in Book"* to track the services they provide to their students with an IEP. In addition to the EAs, the school has two Education Fellows (teachers in training) that support general education teachers and students with IEPs.

The leadership and faculty of TBCA meet most Fridays as a professional learning community (PLC). During each meeting, time is spent reviewing a spreadsheet with every student to examine their multi-layered system of support (MLSS) levels, including progress and needed support.

The school's CTE classes are designed to expose students to various careers. These course offerings and the programs and courses offered through partner colleges and universities have increased the relevance of pursuing graduation and post-secondary attainment. There has also been a substantial increase in students who have fast-tracked through certifications.

Opportunities for Growth:

There is an opportunity to improve family and parental engagement with the school. An initial first step may focus on strategies to enhance communication between the school and families. As systems develop to improve communication, the school may want to consider other opportunities to involve parents. The school may leverage examples of successful parent engagement strategies modeled by some content area teachers, such as science. They may also

promote social activities paired with high-interest student events that bring parents into the school. Finally, school leadership may explore the research on Indigenous Family Engagement for possible models that may apply to TBCA and generate previously unconsidered options.

There may be an opportunity to examine and ensure that the Edgenuity courses are at the level of academic rigor to ensure that students can be successful post-graduation. Additionally, teachers may benefit from additional guidance in developing rigorous and relevant face-to-face instruction aligned with the Edgenuity content while accommodating the self-paced way students progress through the course.

Students could benefit from additional opportunities to participate in more work-based learning, clubs, special interest groups, and activities. Providing more high-interest opportunities at school could motivate students to increase their attendance.

Potential Next Steps:

Principal Hartwig and his staff will look at strategies to increase the variety of ways the school communicates events and news with the community at large. For example, a monthly newsletter highlighting important events and dates could be sent home with students and linked to the school's website. This idea has been discussed as one of interest, and he will move it from discussion to action.

To address the issue of exposing students to more rigorous instruction on the days the students receive face-to-face instruction, Mr. Hartwig will work with the PLC of teachers to access the Horizon database of short-cycle test items to support teachers in the development of instruction that has a higher level of rigor and that is aligned with the SAT. Teachers can group the questions around themes and standards and design lessons at differentiated layers of difficulty that support effective small-group instruction.

The district is purchasing six high-end computers to support reading and Computer Aided Design (CAD) software. The new equipment will provide an opportunity to explore e-gaming, advanced computer science, and e-sports. These were named as areas of student interest. Mr. Hartwig is working with the district to enlist a skilled and talented community member to support this goal.

DOMAIN 4: TALENT MANAGEMENT

To what degree does the school ensure effective teachers are hired, retained, developed, and leveraged to improve student outcomes?

Promising Practices:

TBCA has a multi-faceted approach to supporting new teachers. The teachers are supported by a district instructional coach who visits frequently and a peer mentor. In addition, there is a monthly district-wide professional development program for new teachers.

It is evident and appreciated by teachers that classroom observation and coaching cycles are prioritized. Teachers feel supported and shared that they appreciate the feedback and suggestions from the principal and instructional coach.

The district and TBCA partner with teacher preparation programs to sponsor ED Fellows. The aspiring teachers are assigned to the campus and provide extra support to the educational program while gaining hands-on experience. This program serves as a pipeline for future teachers and an additional resource in the classroom.

Opportunities for Growth:

There is an opportunity to focus school-based professional development (PD) on identified needs. Teachers would benefit from additional support in classroom management and content area pedagogy. Given the large percentage of international teachers, there is a greater need to support classroom management as they adjust to different cultural expectations and strategies for addressing behavior.

Potential Next Steps:

Principal Hartwig plans to work with district leadership to provide additional PD focused on classroom management. In addition, he plans to partner with colleagues at the high school to provide opportunities for teachers to visit classrooms staffed by teachers with strong classroom management systems.

Context-specific, embedded, recurring professional development supporting school-wide classroom management systems will ensure teachers share a common language and practices for upholding behavioral expectations. As students move between grade levels and content classes, and EAs and ED Fellows support lead teachers, consistent expectations provide continuity for adults and students in the building.