School Improvement and Transformation Monitoring Visit Summary
Beginning of Year
(SITM-BOY)

School: Cochiti Elementary School	**LEA:** Bernalillo Public Schools
School Leader: Molly Gurule	**LEA Leader:** Matt Montano
SITM Team Leader: Andrea Fletcher	**Date:** September 26, 2024

School Description

Cochiti Elementary School serves approximately 142 students in grades K-5. It is located on the historic Cochiti Pueblo, one of the Keresan Nations in Sandoval County. It is part of the Albuquerque Metropolitan Statistical Area.

The school's population comprises 75% Native American, 20% Hispanic, and 5% Other. The school serves students from Cochiti Pueblo, Santo Domingo Pueblo, Sile, Pena Blanca, Cochiti Lake, and La Bajada Village. Approximately 60% of the student body is designated English learners (ELs) and 100% are economically disadvantaged.

The mission statement is: *Partnering with our communities and families to create an inclusive environment to engagement, curiosity, and intentionality, focusing on the whole child to support independent thinkers and problem solvers.*

School Successes and Celebrations

The school has focused on using high-quality instructional materials, and staff feel confident that they will see much growth this year. Teachers work together to unpack the standards and plan lessons that align with them.

This year, the attendance team aggressively monitors attendance and contacts parents to identify appropriate interventions. Students with attendance issues are asked to complete a contract signed by parents, students, and staff.

Cochiti has systems to help students become more fluent in Keres' native language. They have implemented a bilingual seal program, where students become certified fluent by presenting to Pueblo elders. There are two Keres teachers- one for the Cochiti dialect and one for the Santo Domingo dialect. These teachers help students integrate their understanding of math and reading concepts in two languages.

NM DASH Development and Implementation

The school's 90-Day Plan addresses academics and attendance. Goals were chosen that would show progress towards moving out of designation status.

The school has identified contributing factors to the low performance rate: the lack of implementation of high-quality materials, the lack of alignment of instruction, poor attendance, and a lack of differentiation for students in subgroups.

The desired outcomes include:

English Language Arts (ELA) - By spring 2025, students in grades 3-5 will demonstrate a 20% increase in proficiency scores on standardized assessments compared to the previous year.

This improvement will reflect a comprehensive understanding of academic concepts, critical thinking skills, and the application of knowledge across core subjects, such as ELA/reading and math.

Math - By spring 2025, students in grades 3-5 will demonstrate a 20% increase in proficiency scores on standardized assessments compared to the previous year.

This improvement will reflect a comprehensive understanding of academic concepts, critical thinking skills, and application of knowledge across core subjects, such as ELA/reading and math.

Science - By the end of the academic year, the school hopes to achieve a 25% increase in 5th-grade science proficiency scores on the New Mexico Assessment of Student Reading (NMASR).

This goal will be accomplished by systematically implementing comprehensive, schoolwide strategies, including integrating hands-on, inquiry-based science curricula and targeted professional development for educators centered on effective science instruction methodologies. Additionally, Cochiti will incorporate Career and Technical Education (CTE) classes within specials rotations (library, PE, etc.) to promote career readiness and enhance STEM integration, providing students with valuable enrichment opportunities. Through ongoing progress monitoring, Cochiti will ensure that all students receive the necessary support to deepen their understanding of scientific concepts. The dedication to fostering an academically rigorous and engaging learning environment will empower 5th-grade students to develop critical thinking skills and significantly improve their science proficiency.

ELP - By ensuring the consistent and adequate application of high-quality instructional materials (HQIMs) with fidelity, the school aims to enhance English Language Development (ELD) proficiency rates among students.

This commitment will empower educators to effectively support ELs in addressing their unique linguistic and content comprehension needs. As a result, Cochiti anticipates that ELs will experience increased engagement with the curriculum, leading to improved mastery of essential concepts and ultimately fostering their academic success. Through this targeted approach, the school aspires to create an inclusive learning environment that promotes equitable educational opportunities for all ELD students.

School Progress

Current Data Trends

English Language Arts - NM MSSA
2021-2022   6 %
2022-2023   14%

Math - NM MSSA
2021-2022   less than 5%
2022-2023   less than 5%

Science - ASR
2021-2022   9%
2022-2023   15%

Daily Average Attendance
2022-2023   84.57%
2023-2024   87.3%

2025 ELA Goal
- By end of year, the school will increase reading proficiency in 3rd grade from 0% to 10%, in 4th grade from 3% to 15%, and in 5th grade from 4% to 20%.

2025 Math Goal
- By end of year, the school will increase math proficiency in 3rd grade from 0% to 10%, in 4th grade from 0% to 15%, and in 5th grade from 0% to 20%.

2025 ELP Goal:
- By the end of the academic year, the school aims to increase the percentage of ELs scoring at or above a 3.0 (developing or above) on standardized assessments from the current 43% (22 out of 51) to 65% (33 out of 51). Additionally, Cochiti will strive to have at least five students successfully exit EL status by demonstrating full proficiency in English.

Actions to Reach Goals:

- Provide targeted intervention and support to students struggling to meet proficiency benchmarks.
- Offer additional resources, small-group instruction, and one-on-one support as needed while continuously monitoring students' progress through Istation and weekly formative assessments.
- Analyze data regularly to track growth, identify trends, and make data-driven decisions to adjust instruction as needed.
- Teachers will employ various instructional methods, including visual aids, manipulatives, and real-world applications, to cater to different learning styles and abilities and ensure all students can grasp complex concepts.
- Students will be grouped based on their learning needs and proficiency levels, allowing for targeted instruction and peer collaboration. This approach will facilitate personalized learning experiences that enhance understanding and engagement.
- Educators will utilize scaffolding techniques to break down challenging concepts into manageable steps, providing necessary support through modeling, guided practice, and gradual release of responsibility to foster student independence.
- The administration will provide support through coaching cycles and feedback based on weekly walkthroughs.

Progress towards actions/ goals:

All teachers are participating in breaking down the standards to understand their components, creating lesson plans aligned to the standards that include the knows and shows, exit tickets, a weekly assessment, exemplars, and success criteria. They also rate their peers on lesson alignment.

The school is providing training on Kagan strategies to improve student engagement. The attendance team monitors every student who is absent or tardy and contacts the families, understanding that kids can't learn if they aren't in school. The team divides the students with chronic absenteeism and works closely with family and Pueblo supports to identify interventions.

During data meetings, students are placed in appropriate intervention groups. The principal believes this process could be more robust and will provide additional training on small group instruction and coaching and feedback.

Monitoring:

The administration will observe classrooms and expect to see 100% of teachers use Kagan strategies (i.e., wait time, cold call, academic vocabulary, and transitions) that engage students 80-85% of the time by the Middle of the Year (MOY).

Due to better processes in terms of lesson planning and attendance monitoring, and the use of engagement strategies, the school expects to see significant growth in Istation data- see goals below:

	Beginning of Year	Middle of Year	End of Year
K	Level 4-12%	L4-18%	L4-25%
	Level 5-0%	L5-6%	L5-10%
1	Level 4-16%	L4-20%	L4-25%
	Level 5-0%	L5-5%	L5-10%
2	Level 4-4%	L4-15%	L4-25%
	Level 5-4%	L5-6%	L5-10%
3	Level 4-6%	L4-12%	L4-20%
	Level 5-10%	L5-10%	L5-10%
4	Level 4-0%	L4-15%	L4-25%
	Level 5-0%	L5-5%	L5-10%
5	Level 4-10%	L4-15%	L4-25%
	Level 5-3%	L5-6%	L5-10%

Math	BOY Baseline Data	MOY	EOY
K	Level 4-18%	L4-22%	L4-25%
	Level 5-0%	L5-5%	L5-10%
1	Level 4-11%	L4-18%	L4-24%
	Level 5-11%	L5-11%	L5-11%
2	Level 4-0%	L4-12%	L4-25%

	Level 5-0%	L5-5%	L5-10%
3	Level 4-10%	L4-18%	L4-25%
	Level 5-0%	L5-5%	L5-10%
4	Level 4-16%	L4-20%	L4-15%
	Level 5-5%	L5-7%	L5-10%
5	Level 4-3%	L4-15%	L4-25%
	Level 5-0%	L5-5%	L5-10%

The attendance team's aggressive monitoring and immediate interventions for absences are expected to increase the average daily attendance rate from 85% at the end of 2023 and 87% at the end of 2024 to 96% by MOY this year.

As the school deepens the training around effective small group instruction, by MOY, it expects that 100% of teachers will utilize small group instruction daily during WIN - WIN (What I need, when I need it) time, leading to higher engagement and increased student learning.