

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

School: Cuba Elementary School	LEA: Cuba Public Schools
School Leader: Olivia Casaus	LEA Leader: Rhiannon Chavez
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School Description

Cuba Elementary School enrolls 303 students in grades prekindergarten to fifth. The school features a mixed-age pre-kindergarten program for ages three to four and offers two teachers for each grade level and an educational assistant for every teacher. Notably, pre-kindergarten and kindergarten classrooms have two educational assistants. All kindergarten to fifth-grade students participate in art, physical education, music, and either Spanish or Navajo bilingual classes.

The student demographic consists of approximately 75% Native American, 23% Hispanic, and 2% from other backgrounds. Cuba ES is a Title I school, and 100% of its students are eligible for free and reduced lunch. The student population is drawn from the Village of Cuba and several nearby communities, including some within the Navajo Nation.

Currently, the school accommodates 46 students who qualify for special education services, representing 15% of the elementary student body. Additionally, 64 students are identified as English learners (ELs), making up 21% of the population. The school employs four teachers with Teachers of English as a Second Language (TESOL) endorsements, allowing for an English Language Development (ELD) class designed explicitly for ELs. Among the 303 enrolled students, 160 are males and 144 are females, representing 52.7% and 47.5% of the population.

District's Mission

The Cuba Independent School District (CISD) is committed to the belief that every child has the capacity to learn and that there are no limits to their potential. By collaborating effectively, the district aims to make a meaningful impact on every student's success. CISD embraces cultural responsiveness, encourages critical thinking to develop practical solutions for students, and actively seeks opportunities to celebrate growth. The district serves as a pre-kindergarten through twelve community school dedicated to providing a superior learning experience.

Cuba Elementary Vision

Cuba Elementary School focuses on addressing the individual academic, social, and emotional needs of each student.

School Successes and Celebrations

- Cuba ES has been recognized as a Model Structured Literacy School. This has created a stronger focus on using data to inform instruction and monitor student progress.
- Increased proficiency in NM-MSSA-ELA, rising from 12% in the 2022-2023 school year to 27% in the 2023-2024 school year, schoolwide.
- 100% of teachers use Heggerty for phonological awareness based on walkthroughs and lesson plans.
- 100% of teachers are implementing Amplify (ELA curriculum) and Eureka (math curriculum) with fidelity, as walkthroughs and lesson plans indicate.
- Cuba ES added a science class to the master schedule, using a new curriculum from the Inquiry Science Education Consortium provided by the Los Alamos National Laboratories (LANL) Foundation.
- The school is in the process of purchasing the i-Ready curriculum for after-school tutoring. The school received a high-dosage tutoring grant from the NMPED and has selected this program for K-12 tutoring during after-school sessions. At the elementary level, between 30-40 students routinely participate.

Ongoing Challenges

- Approximately 42% of teachers consistently implement centers with differentiated instruction, as observed in walkthroughs. The structured literacy coach and mentor teacher focus on small groups in Eureka Math.
- Providing quality math interventions continues to be a challenge.
- Increasing parent involvement remains an area of concern. The school is working on adding more community events every month, such as a recent star gazing night.
- The school struggles with grading consistency among grade-level teachers. The administration has asked grade-level teachers to meet during grade-level PLCs to discuss their grading practices and what is being graded. This is a work in progress.
- The school has experienced difficulty in finding qualified teachers for each grade level; currently, there are three long-term substitutes in pre-kindergarten, 2nd, and 5th. The school provides support with a mentor teacher, a structured literacy coach, and professional development. All three substitute teachers are in a program leading to degrees and certification. The district is providing retention bonuses and is building additional teacher housing.

NM DASH Development and Implementation

The 90-Day Plan prioritizes data-driven instruction for English language arts (ELA), layer one instruction and interventions for math and English language proficiency, and school leadership for science.

The principal, assistant principal, and former principal completed the Summative Proficiency Growth Assessment Results to provide teachers with essential data. The elementary staff was invited to collaborate on the New Mexico DASH Plan. A core team was formed from the staff, who met regularly to provide input, while all staff members were encouraged to participate in these meetings. The core team convened several times to finalize the DASH and 90-Day Plans. Additionally, team members attended training with the Priority Schools Bureau to assist the

school core team in developing the DASH and 90-Day Plan. Once the plan was finalized, it was presented to the entire staff during the monthly staff meeting.

District support noted by the campus: Cuba Independent School District (CISD) has supported school improvement and transformation in various ways in response to its designation.

Professional Development (PD): Ongoing training for teachers and staff is a priority for the district. CISD has facilitated training opportunities and allowed the elementary school to schedule and host these sessions.

The professional development activities that the elementary school has engaged in include:

- Istation Getting Started Webinar for new teachers
- Istation Resources
- MLSS and Istation Data
- Overview of Istation Data Points, aligned with the science of reading theoretical models, alongside small group support for grade levels
- Professional Learning Community (PLC) professional development with Solution Tree
- Inquiry Science Education Consortium (ISEC) Inquiry Science professional development
- Amplify Writing Studio
- English Language Learning (ELL) Strategies
- Defined Learning - Project-Based Learning (PBL)

Resource Allocation: The district has allocated additional funding, materials, and technological resources to support initiatives to transform educational practices. Each grade-level teacher at the elementary school has been provided with a classroom educational assistant (EA), while Pre-K and Kindergarten have two EAs each. Additionally, a Level III mentor teacher has been hired to support teachers. Every student has received laptops, and Starlink has been made available to every family in the district. The district has also purchased math manipulatives for every teacher and provided each teacher with \$500 for classroom supplies.

Curriculum and Instructional Support: CISD has adopted and implemented evidence-based curricula and instructional strategies that align with state standards, promoting student engagement and achievement. The district has acquired the Defined Learning program, which offers numerous project-based learning (PBL) projects for teachers to utilize. Efforts are ongoing to align and support the Indigenous Curriculum for grades K-12. The elementary school has also adopted a new science program, the Inquiry Science Education Consortium (ISEC), which provides a standards-based curriculum, science supply totes, and teacher training.

Scheduling: The master schedule plays a critical role in the school day, as it is essential for maximizing the time students receive educational content. The district has enabled the hiring of a full-time art teacher, offering students a dedicated time each day for either art or physical education (PE). With four bilingual teachers on staff, every classroom teacher is afforded a one-hour preparation period each day. During the week, teachers utilize one preparation period

for grade-level Professional Learning Communities (PLC) meetings and another prep every other week to meet with the Structured Literacy Coach. The ELA block is now 120 minutes, with time allocated for interventions and small-group instruction.

These supports foster a sustainable culture of continuous improvement, ultimately leading to enhanced student outcomes and overall school effectiveness.

Monitoring systems and structures related to the designation involve several key components.

Data Collection and Analysis

- **Student Performance Metrics:** Regular assessments of student performance are conducted through standardized tests (unit assessments), formative assessments (Istation), interim assessments (iMSSA), and classroom observations to track academic progress.
- **Attendance:** The Early Warning System (EWS) team monitors student attendance to identify at-risk students and enhance retention.
- **Behavioral Data:** The EWS team and the school social worker monitor behavioral incident reports and disciplinary actions to ensure students receive the necessary support.

Stakeholder Engagement

- **Staff Collaboration:** Professional learning communities have been established among teachers and staff to share best practices and collaboratively address challenges.

Accountability Measures

- **Performance Reviews:** Regular walkthroughs and feedback sessions are conducted for all teaching staff to assist in achieving school improvement goals.
- **Standards Alignment:** Efforts towards school improvement are aligned with the criteria for the NM Vistas Designation, which emphasizes proficiency in math, reading, and science.
- **Site Visits and Evaluations:** Participation in site visits and evaluations provides an external perspective on school practices, facilitating transparency and accountability.

Resource Allocation

- **Strategic Use of Funding:** Resources are allocated effectively to address identified needs, such as additional staffing, curriculum materials, or student support services.

The following partnerships were noted as integral to the school's improvement efforts:

- **Structured Literacy Coach** – works with teachers on analyzing data, modeling, observations, and coaching. Grant money to provide PD, resources, and stipends.
- **LANL Foundation (ISEC)** – A partnership that supports teachers with science curriculum, resources, and professional development
- **Denise Sandoval - Mentor** – A support partner who works as an instructional coach for all teachers but targets new teachers who need support and guidance on all aspects of teaching.

Performance Challenges: The core team identified the following performance challenges in the DASH and 90-Day Plan:

ELA – The PLC teams only met once a month for one hour.

Math – The team feels the performance challenge is that students are one to two grade levels below the current grade level.

Science – The performance challenge is that students are not exposed to enough science from kindergarten to fifth-grade.

English Learner Progress – The performance challenge is that many teachers are not TESOL endorsed, so they are unaware of all the skills a student needs to learn to improve their WIDA score.

School Progress

3 Year Data Trends

ELA/READING

NM-MSSA - ELA Percent Proficient

Year	School	Grade - 3	Grade - 4	Grade - 5
2022	6	8	3	8
2023	5	4	6	2
2024	14	15	10	2
Goal - 2025	15	15	15	15

Istation Reading - EOY % Achieving Level 4 or 5 - administered monthly

Year	School K-5	Grade - 3	Grade - 4	Grade - 5
2022	17	13	–	–
2023	14	0	0	7
2024	48	14	4	7
2025 BOY	29	12	10	2
2025 MOY				
2025 EOY Goal				

MATH

NM-MSSA - Math Percent

Year	School	Grade - 3	Grade - 4	Grade - 5
2022	4	4	0	8
2023	3	2	4	2
2024	3	6	0	2
Goal - 2025	15	15	15	15

Istation Math - EOY % Achieving Level 4 or 5

Year	Grade - 3	Grade - 4	Grade - 5
2022	10	–	–
2023	–	–	–
2024	6	2	2
2025 BOY	5	15	2
2025 MOY			
2025 EOY Goal			

SCIENCE**Science – NM-ASR**

Year	All Students - Grade 5
2022	14
2023	4
2024	0
Goal - 2025	15

INTERIM ASSESSMENTS**READING/ELA*****iMSSA Reading – % On Target Reading and 2024/25 Goals *first year using iMSSA**

Year	All Students	Grade - 3	Grade - 4	Grade - 5
2022 - EOY				
2023 - EOY				
2024 - EOY				
2025 - BOY	23	5	9	9
MOY Goal				
EOY Goal				

***iMSSA Language Usage – % On Target Language and 2024/25 Goals *first year using iMSSA**

Year	All Students	Grade - 3	Grade - 4	Grade - 5
2022 - EOY				
2023 - EOY				
2024 - EOY				
2025 - BOY	11	5	6	0
MOY Goal				
EOY Goal				

MATH

***iMSSA - Math – % On Target Math and 2024/25 Goals *first year using iMSSA**

Year	All Students	Grade - 3	Grade - 4	Grade - 5
2022 - EOY				
2023 - EOY				
2024 - EOY				
2025 - BOY	0	0	0	0
MOY Goal				
EOY Goal				

Attendance Rate - Source: Power School

Year	K	1	2	3	4	5
2023	86.6	86.8	87.6	88.0	90.7	88.3
2024	85.1	85.7	85.8	91.1	89.2	89.7
2025 MOY Goal						
2025 EOY Goal						

***English Learner Progress**

*The school leadership team will work with teachers to identify the number of students in grades 3-5 identified as Needs Support, Near Target, and On Target for the MOY site visit. The teachers and school leadership will establish MOY and EOY goals for Reading and Language Usage.

Summative and Benchmark Goals:

English Language Arts (ELA)

- Summative: By the end of the school year 2024-2025, all students will increase growth towards proficiency by 15%, according to NM-MSSA.
- Benchmark: By the middle of the school year 2024-2025, all students will increase growth towards proficiency by 15% according to iMSSA

Math

- Summative: By the end of the school year 2024-2025, all students will show growth towards proficiency by 15%, according to NM-MSSA.
- Benchmark: By the middle of the year 2024-2025, all students will show growth towards proficiency by 15%, according to iMSSA.

Science

- Summative: By the end of the school year 2024-2025, all 5th-grade students will show growth toward proficiency by 15% on the NM-ASR.
- Benchmark: 15% of all students will score proficient in the middle of the year according to end-of-unit assessments.

English Learner Proficiency

- Summative: 19.9% of students will meet their target growth according to the WIDA ACCESS.

- **Benchmark:** All students will show growth by improving their middle-year assessment by 8% towards their target growth.

Desired Outcomes/Monitoring

Data-Driven Instruction (DDI): ELA

The desired outcome at the end of 90 days is that teachers will have one hour per week for grade-level PLC time and one hour per month for PLC teams to meet. The PLC will be structured to discuss student data using the Solution Tree framework.

Monitoring:

- By 8/30/24 – The master schedule will reflect weekly PLC time to provide teachers a scheduled grade level PLC time; they will also have scheduled team PLC time to collaborate with multiple grades. The weekly grade-level PLC and monthly team-level PLC schedules will be shared with teachers by August 30th.
- By 9/6/24 – Teachers will have received professional development on structuring grade-level and team PLCs on the Solution Tree framework. The framework will guide teachers in having effective data talks.
- By 10/11/24 – All teachers will participate in grade-level weekly PLCs and team PLCs monthly according to the new schedule and will have participated in professional development. All teachers will use Istation data to guide their data talks, which they will use to create and implement one intervention over the following month.
- By 11/11/24 – All teachers will participate in grade-level PLCs weekly and team PLCs monthly according to the new schedule and will have participated in professional development. All teachers will use IStation data to guide their data talks for progress monitoring to see who is not making progress and who is progressing at grade level.
- By 12/31/24 – All teachers will participate in grade-level PLC weekly and team PLCs monthly according to the new schedule and will have participated in professional development. All teachers will use BOY iMSSA and MOY iMSSA data to determine the effectiveness of the interventions.

Layer 1 Instruction/Interventions: Math

Desired Outcome: At the end of 90 days, teachers will have one to two interventions that support the curriculum.

Monitoring:

- By 9/30/24 – Staff will identify another intervention to support Eureka.
- By 10/31/24 – Intervention will be ordered. Staff will receive training.
- By 11/29/24 – All staff will have two interventions to choose from.
- By 12/20/24 – All staff will be utilizing one to two interventions. Informed by Istation.

School Leadership and Systems: Science

In 90 days, science instruction will be on the master schedule, and science instruction will occur twice weekly.

Monitoring:

- By 8/30/24 – The master schedule will have science twice weekly for all grades, and the schedule will be shared with teachers.
- By 9/06/24 – The science kits and curriculum will be delivered to all classrooms.
- By 10/04/24 – 100% of teachers will utilize the science kits and teach science once a week.
- By 11/1/24 – 100% of teachers will utilize the science kits and teach science twice a week.
- By 12/06/24 – 100% of teachers will be utilizing the science kits and teaching science two times per week with rigor.

Layer 1 Instruction/Intervention: English Language Progress

In 90 days, teachers will have a list of 10 - 15 strategies and understand how to use them to support ELs to improve their language proficiency growth.

Monitoring:

- By 8/30/24 – The ELD teacher will create a PD for all teachers on EL strategies that can be implemented in every classroom. The date of the PD will be shared with teachers.
- By 09/06/24 – The ELD teacher will have a PD on EL strategies for all teachers.
- By 10/04/24– 100% of teachers will use three strategies during an ELA lesson. This will be observed in their lesson plan and during walkthroughs.
- By 11/08/24 – 100% of teachers will use up to 5 EL strategies during an ELA and math lesson. This will be observed in their lesson plans and during walkthroughs
- By 12/06/2024 – 100% of teachers will have a list of 7 EL strategies during ELA and math lessons. These strategies will be listed in their lesson plan and will be observed during walkthroughs.

Leadership Next Steps:

- Establish EOY goals from iMSSA following MOY assessment
- Establish MOY and EOY goals (# of students) to move students from Needs Support to Near Target to On Target. Meet with teachers to identify and set goals for students moving to the next level. This will be shared with the site visit team during the MOY school visit.
- Set MOY and EOY goals for Istation.
- Collaborate with the middle school regarding the need to strengthen academic vocabulary at the elementary level