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

School: Cuba Middle School	**LEA**: Cuba Public Schools
School Leader: Robert Valdez	**LEA Leader**: Rhiannon Chavez
SITM Team Leader: Eileen Reed	**Date**: October 29, 2024

School Description

Cuba Independent School District is a rural school district with a population of less than 1000 residing in the village. Most students live on the Navajo Nation reservation and commute daily by bus. The school's enrollment is 147 students in grades six through eight. Approximately 19% of students are enrolled in special education, and 54% are designated as English learners (ELs) with Navajo being the primary language.

Cuba Middle School's mission is *to ensure every student feels welcome and connected to our middle school family. Our staff will strive to challenge each student academically while creating a positive learning environment. Students will find themselves engaged using the most updated technology available in the classroom. Our teachers will utilize research-based best practices in the classroom and analyze data to drive quality instruction to meet the individual needs of every student.*

Cuba Middle School's current administration has been in place for two years. Principal Valdez has engaged in many leadership actions to promote and support the school's priorities, such as deepening staff understanding of project-based learning, restorative practices, and social-emotional learning.

School Successes and Celebrations

Recently, the school has experienced several notable celebrations and successes, particularly those linked to improving its designation:

- Attendance has posed challenges; however, the establishment of the Early Warning Systems (EWS) team, along with the leadership of the administrative assistant dedicated to attendance and the school liaisons who conduct home visits, has resulted in significant progress. The school currently boasts a 91.8% attendance rate for this academic year. Seventy-seven students recently went on a trip to Albuquerque as part of the incentives for attendance.
- The NM Vistas score has seen an impressive increase, rising from 17 to 28.8.
- Technology integration into the middle school curriculum has been successful, highlighted by introducing a new MakersSpace lab, coding programs, and a club called the VR Experience, which focuses on virtual reality.

- The school has expanded the variety of after-school activities available to students, including cheerleading, cross-country, and track.
- According to the Social and Emotional Learning Survey (SEL) survey, 60% of students reported that their teachers maintain high expectations for understanding, persistence, and performance in class, the highest percentage in the district.
- Teachers have strongly emphasized student interventions and achievement, dedicating a specific day each week to focus on these areas. There is a math and English language arts (ELA) group. As a result, the school has doubled the contact time with teachers.
- A veteran teacher has been hired to mentor those teachers who may need support in various areas.
- A technology specialist is now available on-site to provide immediate assistance with issues and support staff as needed.

Ongoing Challenges

Despite these successes, the school continues to face several persistent challenges:
- The acquisition of academic English language remains a hurdle, as many students possess a limited vocabulary. Every teacher is keeping data on academic vocabulary.
- Attracting highly qualified teachers to the rural, isolated region proves difficult.
- Students encounter challenges due to the distance and the condition of many roads they travel daily to reach school.
- The school continues to struggle with low student test scores, particularly in mathematics, where growth has been minimal.
- There is a high turnover rate of teachers, along with frequent transfers of teachers within the district.

NM DASH Development and Implementation

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

Following the data analysis, the school core team conducted a root cause analysis using the "Five Whys" technique. This analysis revealed that a lack of academic vocabulary significantly impacted student performance. It was determined that this deficiency hindered students' understanding across all subject areas, making it challenging to grasp assessment questions and comprehend reading passages.

To address this issue, the team developed a 90-Day Plan to enhance academic vocabulary throughout all content areas, particularly emphasizing ELA, math, science, and ELP.

LEA Support:
A mentor teacher has been hired to provide support to middle school teachers. In early October, a professional development session was held, focusing on breaking down the standards, creating an essential standards guide, and developing interim assessments. A follow-up training is scheduled for midyear. Additionally, Indigenous language teachers are receiving guidance from a contractor to develop an Indigenous language curriculum tailored

specifically for Cuba Independent Schools, participating in eight full-day sessions to complete this work.

Middle school teachers have also engaged in professional development related to the Defined Learning project-based curriculum and the English language arts, science, and social studies curriculums. In light of the district's recent NM-MSSA and SAT data review, the Priority Schools Bureau has been requested to support a root cause analysis. Furthermore, in response to the low math achievement scores, the district is actively seeking coaching opportunities specifically for mathematics.

LEA Monitoring:
Monthly Professional Learning Community (PLC) meetings are held to analyze data from interim assessments and monitor student progress. The middle school administrative team oversees the goals set in the 90-Day DASH Plan. If necessary, the action plan is adjusted based on the insights gained from the progress monitoring data. Progress monitoring discussions also occur during district leadership team meetings and principal meetings.

Performance Challenges/Root Cause: the core team identified the following performance challenges and root causes:

ELA – Teachers need to develop academic vocabulary to build comprehension and reading perseverance to improve student achievement.
Root Cause – The lack of teacher collaboration through PLCs, as well as a lack of teacher provision of layer one interventions for academic vocabulary, is hindering comprehension related to reading, and a lack of reading perseverance prevents students from comprehending reading passages.

Math – Teachers need to build math academic vocabulary to improve math comprehension and number sense understanding and improve student achievement.
Root Cause – A lack of teacher collaboration through PLCs and a lack of teacher provision of layer-one interventions for academic vocabulary and basic number sense is limiting student comprehension when solving math problems.

Science – Teachers need to focus on building academic vocabulary to build understanding, comprehension, and reading perseverance.
Root Cause – The lack of teacher provision in layer one interventions for academic vocabulary hinders science comprehension and prevents students from comprehending science passages.

English Learner Progress – The lack of English language proficiency supports the need for teachers to focus on building academic vocabulary to improve comprehension.
Root Cause – The lack of academic vocabulary limits the students' English proficiency and hinders their reading, writing, listening, and speaking comprehension.

School Progress

3 Year Data Trends

Mid School Data Collection Template - Trend & Goal Data by Grade

ELA/READING
NM-MSSA - ELA Percent Proficient - *Note: School will revise Grade 8 Goal based on cohort analysis*

Year	School	Grade - 6	Grade - 7	Grade - 8
2022	11			
2023	22	16	36	25
2024	35	17	23	6
Goal - 2025	**50**	**32**	**38**	**21**

MATH
NM-MSSA - Math Percent Proficient

Year	School	Grade - 6	Grade - 7	Grade - 8
2022	9			
2023	4	2	10	0
2024	3	6	3	6
Goal - 2025	**14**	**18**	**15**	**18**

SCIENCE
Science – NM-ASR

Year	All Students -
2022	
2023	6
2024	11
Goal - 2025	**26**

INTERIM ASSESSMENT - PROGRESS MONITORING

READING/ELA

iMSSA Reading – *This is the first year the school is using iMSSA Assessment*

Year	School	Grade - 6	Grade - 7	Grade - 8
2022 - EOY				
2023 - EOY				
2024 - EOY				
2025 - BOY	**17**	**5**	**7**	**5**
MOY Goal	**26**	**13**	**15**	**13**
EOY Goal	**32**	**20**	**22**	**20**

iMSSA Language Usage Percent Proficient

Year	School	Grade - 6	Grade - 7	Grade - 8
2022 - EOY				
2023 - EOY				
2024 - EOY				
2025 - BOY	**21**	**7**	**7**	**7**
MOY Goal	**29**	**15**	**15**	**15**
EOY Goal	**36**	**22**	**22**	**22**

MATH

iMSSA - Math – *This is the first year the school uses iMSSA.*

Year	All Students	Grade - 6	Grade - 7	Grade - 8
2022 - EOY				
2023 - EOY				
2024 - EOY				
2025 - BOY	**17**	**7**	**7**	**3**
MOY Goal	**23**	**13**	**13**	**9**
EOY Goal	**29**	**19**	**19**	**15**

Attendance Rate %

Year	
2022	
2023	64
2024	92
2025 MOY Goal	**92**
2025 EOY Goal	**92**

English Language Learner Progress
2025 ELP Goal: 15%

EL - iMSSA Reading Percentage – *Note: School will establish MOY and EOY goals following additional Renaissance testing.*

	Needs Support	Near Target	On Target
6th BOY	45	45	10
MOY Goal			
EOY Goal			
7th BOY	58	38	4
MOY Goal			

EOY Goal			
8th BOY	72	22	6
MOY Goal			
EOY Goal			

EL - iMSSA Language Usage Percentage scores - *Note: School will establish MOY and EOY goals following additional Renaissance testing.*

	Needs Support	**Near Target**	**On Target**
6th BOY	45	45	10
MOY Goal			
EOY Goal			
7th BOY	84	12	4
MOY Goal			
EOY Goal			
8th BOY	34	66	0
MOY Goal			
EOY Goal			

Summative and Benchmark Goals:

English Language Arts (ELA)
- Summative: All students will increase ELA proficiency by 15% as measured by the NM-MSSA at the end of the 2024-2025 school year.
- Benchmark: All students will increase ELA proficiency on each of the three short-cycle assessments as measured by the iMSSA during the 2024-2025 school year.

Math
- Summative: All students will increase math proficiency by 12% as measured by the NM-MSSA at the end of the 2024-2025 school year.
- Benchmark: By the middle of the year 2024-2025, all students will show growth towards proficiency by 15%, according to iMSSA.

Science

- Summative: All students in grade eight will improve their science proficiency by 15%, as determined by their performance on the NM-ASR State Test in spring 2025.
- Benchmark**:** All eighth-grade students will improve their MOY SY 24-25 science proficiency compared to BOY 24-25 by 8%, as determined by classroom assessments and exit tickets.

English Learner Progress
- Summative: By Spring of 2025, 15% of English learners will meet their individual target growth in English proficiency as measured by NM growth calculation based on ACCESS results.
- Benchmark: By MOY 2024-2025, 15% of English learners will demonstrate 75% growth in English proficiency as measured by ELA iMSSA results.

Desired Outcomes/Monitoring

Layer One Instruction/Interventions: ELA
Desired Outcome: ELA, ELD, social studies, and special education teachers will implement a 10-minute bellringer daily and provide 15 minutes of daily interventions to build academic vocabulary in English and improve reading comprehension, perseverance, and stamina to improve student achievement in ELA.

Monitoring:
- By 9/2/24 – iMSSA BOY data to be used as baseline. Classroom observations and teacher feedback, assessments, and exit tickets.
  Baseline Data:
  o 93% of teachers are completing lesson plans - the goal is to reach 100% by MOY.
  o 100% of teachers are academic vocabulary - the goal is to maintain 100%
  o 31% of teachers are posting data to inform students of their progress -the goal is to reach 100% by MOY
  o 77% of teachers had Smart Goals posted. The goal is to reach 100% by MOY
  o School leadership will begin to collect data on the use of exit tickets. The goal is to reach 100% by MOY

- By 10/30/24 – Renaissance Learning assessment data, walkthrough forms, and lesson plans
- By 12/16/24 – iMSSA MOY data.

Layer One Instruction/Interventions: Math
Desired Outcome: Math, physical education (PE), and special education teachers will implement a 10-minute bellringer daily and provide 15 minutes of daily interventions to build academic math vocabulary and improve basic number sense skills and concept understanding to improve student achievement in math.

Monitoring:
- By 9/02/24, iMSSA data will be completed at the BOY to be baseline. Teacher lesson plans, walkthrough data, classroom assessments.
- By 10/30/24 – Renaissance data, classroom assessments, and walkthrough observations.

- By 12/16/24 – Student growth as evidenced by MOY iMSSA.

Layer 1 Instruction/Interventions: Science
Desired Outcome: Teachers in science will implement a 10-minute bell ringer daily and provide 15 minutes of daily interventions to build academic science vocabulary to improve concept understanding and science scores.

Monitoring:
- By 8/30/24 – Teacher lesson plans, walk-through observations.
- By 10/21/24 – Teacher observations, Classroom assessments, exit tickets
- By 11/29/24 – Teacher observations, classroom assessments, exit tickets

Layer One Instruction/Interventions: English Language Progress
Desired Outcome: Teachers in English language development (ELD) classes will implement a 10-minute bellringer daily and provide 15 minutes of daily interventions to build academic vocabulary and improve reading comprehension, perseverance, and stamina to improve English language proficiency.

Monitoring:
- By 09/02/24 – iMSSA BOY data. Classroom observations, classroom assessments, and exit tickets.
- By 11/05/24– Teacher observations, classroom assessments, exit tickets, Renaissance data
- By 12/17/24 – iMSSA MOY data.

Leadership Next Steps:
- Following the MOY iMSSA assessment, school leadership will establish iMSSA EOY goals
- School leadership will examine cohort data and refine class-level goals to reflect continued growth.
- School leadership will add collecting exit ticket data from the classroom walkthroughs and lesson plans
- School leadership will work with teachers and the core team to refine how to document the growth in academic vocabulary using pre- and post-classroom assessments. The goal is to establish a consistent process across all classrooms.