Core Team

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Goals

English Language Arts 3-8

SUMMATIVE PROFICIENCY GROWTH ASSESSMENT RESULTS

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
3rd grade	36%	40%	13%	11%
4th grade	47%	40%	7%	7%
5th grade	55%	39%	4%	2%

PROFICIENCY GROWTH SUMMATIVE GOALS

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
3rd grade	21%	32%	32%	15%
4th grade	35%	33%	16%	16%
5th grade	45%	31%	14%	10%

PROFICIENCY BENCHMARK GOALS

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
3rd grade	42%	27%	31%	N/A	N/A
4th grade	33%	34%	33%	N/A	N/A
5th grade	45%	30%	25%	N/A	N/A

PROFICIENCY GROWTH SUMMATIVE GOAL STATEMENT

By May 2026, we will increase the percentage of **3rd grade students achieving proficiency in ELA from 24% to 47%** as measured by the state assessment (NM-MSSA) by implementing targeted small-group instruction, using data-driven interventions, and integrating formative feedback strategies weekly.

(24% =11 students and 47% = 22 students)

By May 2026, we will increase the percentage of **4th grade students achieving proficiency in ELA from 14% to 32%** as measured by the state assessment (NM-MSSA) by implementing targeted small-group instruction, using data-driven interventions, and integrating formative feedback strategies weekly.

(14% =6 students and 32% = 14 students)

By May 2026, we will increase the percentage of **5th grade students achieving proficiency in ELA from 6% to 24%** as measured by the state assessment (NM-MSSA) by implementing targeted small-group instruction, using data-driven interventions, and integrating formative feedback strategies weekly.

(6% = 3 students and 24% = 12 students)

PROFICIENCY GROWTH BENCHMARK GOAL STATEMENT

By the end of the second benchmark period in **December 2025, 25% of 3rd grade students will demonstrate proficiency and 25% will be near target** and by the end of the third benchmark period in **May 2026, 31% of students will demonstrate proficiency and 27% will be near target** from the beginning-of-year benchmark in reading comprehension as measured by the iMSSA short cycle assessment, through the implementation of guided reading groups, weekly fluency checks, and differentiated literacy stations.

(25% = 12 students, 31% = 15 students, 27% = 13 students)

By the end of the second benchmark period in **December 2025, 24% of 4th grade students will demonstrate proficiency and 31% will be near target** and by the end of the third benchmark period in **May 2026, 33% of students will demonstrate proficiency and 38% will be near target** from the beginning-of-year benchmark in reading comprehension as measured by the iMSSA short cycle assessment, through the implementation of guided reading groups, weekly fluency checks, and differentiated literacy stations.

(24% = 10 students, 31% = 13 students, 33% = 14 students, 38% = 16 students)

By the end of the second benchmark period in **December 2025, 15% of 5th grade students will demonstrate proficiency and 35% will be near target** and by the end of the third benchmark period in **May 2026, 25% of students will demonstrate proficiency and 30% will be near target** from the beginning-of-year benchmark in reading comprehension as measured by the iMSSA short cycle assessment, through the implementation of guided reading groups, weekly fluency checks, and differentiated literacy stations.

(15% = 8 students, 35% = 18 students, 25% = 13 students, 30% = 16 students)

Mathematics 3-8

SUMMATIVE PROFICIENCY GROWTH ASSESSMENT RESULTS

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
3rd grade	55%	36%	9%	0%
4th grade	84%	9%	5%	2%
5th grade	96%	2%	2%	0%

PROFICIENCY GROWTH SUMMATIVE GOALS

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
3rd grade	45%	28%	21%	6%

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
4th grade	60%	19%	12%	9%
5th grade	60%	24%	10%	6%

PROFICIENCY BENCHMARK GOALS

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
3rd grade	54%	38%	8%	N/A	N/A
4th grade	45%	31%	24%	N/A	N/A
5th grade	45%	36%	19%	N/A	N/A

PROFICIENCY GROWTH SUMMATIVE GOAL STATEMENT

By May 2026, we will increase the percentage of **3rd grade students achieving proficiency in math from 9% to 27%** as measured by the state assessment (NM-MSSA)through the use of small-group instruction, targeted math interventions, and weekly formative assessments focused on grade level standards.

(9% = 4 students, 27% = 13 students)

By May 2026, we will increase the percentage of **4th grade students achieving proficiency in math from 7% to 21**% as measured by the state assessment (NM-MSSA)through the use of small-group instruction, targeted math interventions, and weekly formative assessments focused on grade level standards.

(7% = 3 students, 21% = 9 students)

By May 2026, we will increase the percentage of **5th grade students achieving proficiency in math from 2% to 16%** as measured by the state assessment (NM-MSSA)through the use of small-group instruction, targeted math interventions, and weekly formative assessments focused on grade level standards.

(2% = 1 students, 16% = 8 students)

PROFICIENCY GROWTH BENCHMARK GOAL STATEMENT

By the end of the second benchmark period in **December 2025, at least 17% of 3rd grade students will demonstrate proficiency and 33% will be near target** and by the end of the third benchmark in **May 2026, 25% of students will demonstrate proficiency and 31% will be near target** from the beginning-of-year math assessment, as measured by iMSSA. This will be achieved through weekly small-group instruction, focused practice on foundational math skills (such as multiplication and place value), and ongoing progress monitoring using classroom formative assessments.

(17% = 8 students, 33% = 16 students, 25% = 12 students, 31% = 15 students)

By the end of the second benchmark period in **December 2025, at least 24% of 4th grade students will demonstrate proficiency and 31% will be near target** and by the end of the third benchmark in **May 2026, 33% of students will demonstrate proficiency and 38% will be near target** from the beginning-of-year math assessment, as measured by iMSSA. This will be achieved through weekly small-group instruction, focused practice on foundational math skills (such as multiplication and place value), and ongoing progress monitoring using classroom formative assessments.

(24% = 10 students, 31% = 13 students, 33% = 14 students, 38% = 16 students)

By the end of the second benchmark period in **December 2025, at least 15% of 5th grade students will demonstrate proficiency and 35% will be near target** and by the end of the third benchmark in **May 2026, 25% of students will demonstrate proficiency and 30% will be near target** from the beginning-of-year math assessment, as measured by iMSSA. This will be achieved

through weekly small-group instruction, focused practice on foundational math skills (such as multiplication and place value), and ongoing progress monitoring using classroom formative assessments.

(15% = 8 students, 35% = 18 students, 25% = 13 students, 30% = 16 students)

Science

SUMMATIVE SCHOOLWIDE GOAL STATEMENT

By May 2026, at least 26% of 5th grade students will score at or above the proficiency level on the state science assessment (NM-ASR), demonstrating mastery of grade-level science standards. This will be achieved through consistent use of hands-on investigations, data analysis activities, vocabulary development strategies, and weekly standards-based formative assessments.

BENCHMARK SCHOOLWIDE GOAL STATEMENT

Students in grades 3rd - 5th will take four unit assessments (one per quarter) and at least 80% of students will demonstrate proficiency on the curriculum unit assessments. This goal will be reached through the use of hands-on experiments, content-area vocabulary instruction, and weekly formative assessments aligned to state science standards.

English Language Proficiency

SUMMATIVE SCHOOLWIDE GOAL STATEMENT

By May 2026, at least 65% of English Learner (EL) students will demonstrate growth of one or more proficiency levels on the state English language proficiency assessment (ACCESS for ELLs), as measured by annual assessment results. This will be supported through daily designated ELD instruction, integrated language support in core content areas, and targeted small-group interventions focused on listening, speaking, reading, and writing.

BENCHMARK SCHOOLWIDE GOAL STATEMENT

By the end of the mid-year benchmark period in January 2026, at least 70% of English Learner (EL) students will move one level on IStation ISIP by December, through consistent implementation of designated ELD instruction, scaffolded academic language supports, and regular formative language assessments.

Performance Challenges

Not all teachers are analyzing the data to drive instruction and interventions.

GOAL

English Language Arts 3-8

STUDENT ACHIEVEMENT AND STUDENT/ADULT BEHAVIORS, AND/OR INSTRUCTIONAL PRACTICES (DATA OPTIONS)

Classroom observations (evaluative) data, Interim assessment(s) data, MLSS Self-assessment data (required), NM-MSSA data, PLC/Collaboration data, Systems and Schedules data

SCHOOLWIDE DATA SHOWS... (IN DEPTH DATA ANALYSIS NARRATIVE)

According to iMSSa and NM-MSSA our 3rd and 4th showed some growth but 5th grade did not make gains. In analyzing PLC data the teachers did not meet regularly for weekly grade level PLCs and when they met it was not always to analyze data. For the monthly PLCs teachers were productive but it did not always result in data analysis and the second semester the focus became pacing guides. The master schedule had ELA for 120 minutes but teachers said because of different things (breakfast time, interruptions, and behavior especially in 5th grade) the time was not always fluid. According to the MLSS self assessment on the section titled Core Instruction and Assessment we determined that we have HQIM and Layer 1 instruction but not all teachers are applying differentiation because of time or knowledge on how to. The classroom observation data showed that the majority of teachers were applying but some areas that were mentioned for coaching were questioning and discussion techniques and creating engaging opportunities that allow for more student talk.

NMMSSA data trends and patterns over the last 3 years

3rd grade ELA
The number of students in 3rd grade that are proficient or advanced in ELA has increased over the past 3 years and the number of novice students has decreased over the past three years.

Year	Novice	Nearing Proficiency	Proficient or Advanced
2022-2023	56% = 29	40% = 21	4% = 2
2023 - 2024	45% = 21	40% = 19	15% = 7
2024 - 2025	36% = 17	40% = 19	24% = 11

4th Grade ELA
The number of students in 4th grade that are proficient or advanced in ELA has gone up and down over the past 3 years and the number of novice students has decreased over the past three years.

Year	Novice	Nearing Proficiency	Proficient or Advanced
2022-2023	71% = 36	22% = 11	8% = 4
2023 - 2024	44% = 22	44% = 22	12% = 8
2024 - 2025	47% = 20	40% = 17	14% = 6

5th Grade ELA
The number of students in 5th grade that are proficient or advanced in ELA has gone up and down over the past 3 years and the number of novice students has also gone up and down over the past three years.

Year	Novice	Nearing Proficiency	Proficient or Advanced
2022-2023	78% = 36	20% = 9	2% = 1
2023 - 2024	45% = 25	41% = 23	14% = 8
2024 - 2025	55% = 28	39% = 20	6% = 3

1. Novice Percentages
Overall trend: Most grades start with high Novice percentages but show drops in some progressions.

- Group 1: Novice stays almost the same (4th: 79% → 5th: 78%).
- Group 2: Starts lower (54%), spikes to 71%, then drops significantly to 45% — a large improvement between 4th → 5th.
- Group 3: Mixed results — 3rd (56%) drops to 44% in 4th, but rises again to 55% in 5th.
- Group 4: Stays nearly the same (45% → 47%).

Observation: Some cohorts (e.g., Group 2) show strong Novice reductions over time, while others (Groups 1, 4) remain stagnant.

2. Nearing Proficiency

- Group 1: Small increase from 18% to 20%.
- Group 2: Fluctuates: 38% → 22% → 41% (big rebound in 5th grade).
- Group 3: Rises steadily (40% → 44%) then dips (39%).
- Group 4: Stays constant at 40%.

Observation: No clear linear improvement — some groups increase, then drop.

3. Proficient & Advanced

- Proficient:
    - Group 1 is stagnant or declining (3% → 0%).
    - Group 2 grows from 8% → 6% → 12% (best improvement here in 5th grade).
    - Group 3 grows in 4th grade, then drops in 5th.
    - Group 4 grows slightly (6% → 7%).
- Advanced:
    - Almost nonexistent in early grades, but appears in later grades for most groups.
    - Group 4 shows the highest jump (9% in 3rd → 7% in 4th, though it dips slightly).

Observation: Gains in Proficient/Advanced are small and inconsistent, with Group 2's 5th grade standing out as the most improved.

4. Growth Patterns by Group

- Group 1: Minimal changes across categories; stagnant growth.
- Group 2: Strong Novice reduction from 71% to 45% and Proficient growth in 5th.
- Group 3: Moderate growth in 4th grade, but regression in 5th grade.
- Group 4: Stable performance — not much change.

5. Key Takeaways
Greatest positive shift: Group 2 (big drop in Novice, big jump in Proficient in final year).

Most stagnant: Group 1 and Group 4 (little to no change in distributions).

Concern: Several groups regress in 5th grade (notably Group 3), suggesting retention or instructional transition issues.

Opportunity: Focus interventions on moving students from Nearing Proficiency → Proficient, since that jump is where growth is weakest.

Group Comparison

3rd Grade ELA
All students (47): 13% Proficient, 11% Advanced

Native American (32): 12% Proficient, 6% Advanced → Lower advanced rate than overall.

Hispanic (12): 8% Proficient, 25% Advanced → Highest advanced percentage among all groups.

Hispanic students in 3rd grade outperform both their peers and the overall group in advanced achievement.

4th Grade ELA
All students (43): 7% Proficient, 7% Advanced

Native American (33): 6% Proficient, 6% Advanced → Almost identical to overall.

Hispanic (7): 14% Proficient, 14% Advanced → Double the overall average in both categories.

Hispanic students again show higher proficiency and advanced levels compared to peers.

5th Grade ELA
All students (51): 4% Proficient, 2% Advanced

Native American (37): 5% Proficient, 0% Advanced → Slightly above overall in proficient, but none at advanced.

Hispanic (12): 0% Proficient, 0% Advanced → Lowest performance in proficiency and advanced categories.

5th grade results show a sharp drop for both groups, with Hispanic students especially struggling (no students at proficient/advanced).

Overall Trends
Hispanic students in 3rd & 4th grade show stronger performance, especially in the advanced category.

Native American students tend to perform close to the overall average but with lower advanced achievement in 3rd & 5th grades.

5th grade is the weakest overall, with very few students proficient or advanced (both Native American and Hispanic groups struggling).

Growth is not consistent across grades — Hispanic students go from being the strongest in 3rd/4th grade to the weakest in 5th grade.

POTENTIAL PERFORMANCE CHALLENGES BASED ON DATA ANALYSIS

Not all teachers understand and utilize the MLSS framework - what is a Layer 1, 2 or 3 intervention.

Not all teachers consistenlty analyzing data to drive instruction and interventions

Student behavior in 5th grade made it challenging to complete lessons effectively

Teachers are not utilizing the data to drive instruction.

GOAL

Mathematics 3-8

STUDENT ACHIEVEMENT AND STUDENT/ADULT BEHAVIORS, AND/OR INSTRUCTIONAL PRACTICES (DATA OPTIONS)

Classroom walk through data (non-evaluative) data, Interim assessment(s) data, MLSS Self-assessment data (required), Next Step Plans Implementation data, NM-MSSA data, Systems and Schedules data

SCHOOLWIDE DATA SHOWS... (IN DEPTH DATA ANALYSIS NARRATIVE)

Based on iMSSA there was some math growth in 3rd, 4th, and 5th grade but the majority of students are in "Needs Support." According to NM-MSSA 9% of 3rd grade, 6% of 4th grade, and 2% of 5th grade were proficeint but the majority of the students were "Novice." Per the MLSS Self Assessement under Core Instruction and Assessment we know that we have HQIM for math but we Rated ourselves a 2 in most areas because teachers are struggling with the pacing of the content, the understanding of the curriuculum, and are not providing differentation. Under the section Targeted and Intensive intervention we determined that several teachers were not consistently providing Layer 2 & 3 targeted interventions or incorporation centers. There was also no data to show that teachers were tracking student progrss for targeted interventions. The master schedule allowed for 90 minutes of math with teachers felt was adequate. During walkthroughs math was always taught whole group and very rarely did teacher transistion to centers. Our Next Steps demonstrate that we understand the need for math curriculum support.

Trends and Patterns

3rd Grade Math

The number of students in 3rd grade that are proficient (none were advanced) in math has increased slightly over the past 3 years and the number of novice students has decreased.

Year	Novice	Nearing Proficiency	Proficient or Advanced
2022-2023	88% = 46	10% = 5	2% = 1
2023 - 2024	73% = 35	21% = 10	6% = 3
2024 - 2025	55% = 26	36% = 17	9% = 4

4th Grade Math

The number of students in 4th grade that are proficient or advanced in math has gone up and down over the past 3 years and the number of novice students has done the same with an increase and then a decrease in the number of students.

Year	Novice	Nearing Proficiency	Proficient or Advanced
2022-2023	84% = 43	12% = 6	4% = 2
2023 - 2024	92% = 47	8% = 4	0% = 0
2024 - 2025	84% = 36	9% = 4	7% = 3

5th Grade Math

The number of students in 5th grade that are proficient (none are advanced) in math has remained the same over the past 3 years and the number of novice students has increased each year over the past 3 years.

Year	Novice	Nearing Proficiency	Proficient or Advanced
2022-2023	85% = 39	13% = 6	2% =1
2023 - 2024	86% = 48	12% = 7	2% =1
2024 - 2025	96% = 49	2% = 1	2% =1

Overview of Trends

Group 1 (4th in 2021–22 → 5th in 2022–23)

Novice rose from 84% to 86%
Nearing Proficiency remained steady at 12%
Proficient stayed at 2%
Advanced remained at 0%

Interpretation: Slight regression—fewer students are making it out of the Novice category as they advance to 5th grade.

Group 2 (3rd in 2021–22 → 4th in 2022–23 → 5th in 2023–24)
Novice climbs from 81% → 84% → 86%
Nearing Proficiency drops from 15% → 12% → 12%
Proficient dips from 4% → 4% → 2%
Advanced stays at 0%

Interpretation: Consistent upward trend in Novice, with declines in higher tiers—tracking a loss in student progress year-over-year.

Group 3 (3rd in 2022–23 → 4th in 2023–24 → 5th in 2024–25)
Novice rockets from 88% → 92% → 96%
Nearing Proficiency drops steadily (10% → 8% → 2%)
Proficient remains low (2% → 0% → 2%)
Advanced remains at 0%
Interpretation: A sharp and concerning shift—virtually all students fall into the Novice category by 5th grade, with almost no proficiency.

Group 4 (3rd in 2023–24 → 4th in 2024–25)
Novice climbs from 73% → 84%
Nearing Proficiency declines (21% → 9%)
Proficient increases slightly (6% → 5% actually dips, but note possible data rounding)
Advanced appears (0% → 2%)
Interpretation: While Novice is increasing, there's a modest shift—with a few students reaching Advanced and a slight (though not sustained) bump in Proficient.

Cross-Group Observations
Consistently Rising Novice Levels: Across all groups, the percentage of students in the "Novice" category increases as they advance in grade level and academic year.

Shrinking Middle Proficiency Bands: "Nearing Proficiency" generally declines, indicating students are not progressing toward proficiency; they instead seem to remain trapped in Novice or fall out of advancement entirely.

Minimal Proficient and Advanced Attainment: Except for minor improvements in Group 4's last year, the proficiency percentages remain very low across the board—Proficient rarely exceeds 4%, and Advanced is virtually nonexistent.

Group 3 Is Especially Critical: The shift to 96% Novice by 5th grade is particularly alarming, showing a possible systemic regression in achievement.

Group 4's Slight Glimmer: Group 4 shows a hint of improvement in the Advanced category, though the presence of increased Novice still signals broader struggles.

Student Group Comparison

3rd Grade Math
All students (47): 9% Proficient, 0% Advanced

Native American (32): 3% Proficient, 0% Advanced → Below overall.

Hispanic (12): 25% Proficient, 0% Advanced → Outperformed both overall and Native American groups.

Hispanic students lead in proficiency at this grade level.

4th Grade Math

All students (43): 5% Proficient, 2% Advanced

Native American (33): 6% Proficient, 0% Advanced → Slightly higher proficiency but no advanced.

Hispanic (7): 0% Proficient, 14% Advanced → While not proficient, strong showing in advanced.

Hispanic students had the highest percentage of advanced achievement, while Native American students held steady in proficiency.

5th Grade Math
All students (51): 2% Proficient, 0% Advanced

Native American (37): 0% Proficient, 0% Advanced → Lowest performance.

Hispanic (12): 0% Proficient, 0% Advanced → Also no proficient or advanced.

Across all groups, 5th grade math is the weakest area, with almost all students at novice.

Overall Trends
3rd grade: Hispanic students perform much stronger in proficiency compared to peers.

4th grade: Hispanic students stand out in the advanced category, even without proficiency, while Native Americans slightly surpass overall proficiency.

5th grade: Math performance is extremely low across all groups; 96–100% of students remain novice.

Achievement gap: Hispanic students show moments of higher performance in earlier grades (3rd & 4th), but this strength disappears in 5th grade. Native American students mostly track at or below the overall average.

POTENTIAL PERFORMANCE CHALLENGES BASED ON DATA ANALYSIS

Not all teachers incorporating math centers during math instruction.

Not all teachers utilizing the data to drive instruction

Teachers are not using appropriate pacing and getting through the curriculum

There was a lack of user friendly program materials so teachers were not consistent in science instruction and grading.

GOAL

Science

STUDENT ACHIEVEMENT AND STUDENT/ADULT BEHAVIORS, AND/OR INSTRUCTIONAL PRACTICES (DATA OPTIONS)

Grade distribution report data, Lesson/unit plans data, MLSS Self-assessment data (required), NM-ASR (science) data, Systems and Schedules data

SCHOOLWIDE DATA SHOWS... (IN DEPTH DATA ANALYSIS NARRATIVE)

Our data shows that there has not been an emphasis on science. The NM ASR summative data shows that only 2% of our 5th grade students were proficient, 33% were nearing proficient, and 65% were novice. The grade distrubtion report data shows that there was no consistent grading. Some teachers graded numerous assignments while others graded very few. Also, some teachers gave all As while others had a distribution of A-F. Our teachers did not submit science lesson plans. Based on our MLSS Self-Assessment Data refletion we stated that our grade distribution does not correlate with

interim or summative data because most students receive As and Bs but are not passing the state assessments. Our daily scheduled listed science but there was not always time with pull out for SPED, music, swimming, etc. Our systems and schedule showed that we did have science lessons and kits but teachers shared that they were not user friendly and were time consuming.

The pattern and trends for science show that for the last two years our percentage of novice increased while the percentage of proficient decreased. Nearing proficiency has remained the same.

Key Comparisons
Overall proficiency is very low: Only 2% of all students reached proficient, and none were advanced.

Native American students:

- Highest novice rate (74%)
- No students proficient or advanced
- Lagging behind peers overall

Hispanic students:

- Stronger than peers in reducing novice (45% vs. 65% overall)
- Highest rate of nearing proficiency (55%)
- But still none at proficient or advanced

Gap patterns:

Hispanic students are closer to reaching proficiency than Native American students.

The overall lack of proficiency/advanced levels signals a system-wide gap in science instruction at this grade.

5th grade science has very weak outcomes, with nearly all students stuck at novice or nearing proficiency. Hispanic students show relative strength (fewer novices, more nearing proficiency), while Native American students struggle the most, with almost 3 out of 4 still at novice.

POTENTIAL PERFORMANCE CHALLENGES BASED ON DATA ANALYSIS

The potential performance challenges based on data analysis:

Curriculum - the lack of adequate program materials that are user friendly.

Time constraints didn't allow for adequate science time each week.

Accountability from students and teachers to make science a priority.

Inconsistency across the grades with a strong set of curriculum for science.

Not all teachers have students practice oral language and writing consistenly in all subject areas.

GOAL

English Language Proficiency

STUDENT ACHIEVEMENT AND STUDENT/ADULT BEHAVIORS, AND/OR INSTRUCTIONAL PRACTICES (DATA OPTIONS)

Classroom walk through data (non-evaluative) data, ELD assessment(s) data, Lesson/unit plans data, MLSS Self-assessment data (required), Professional development data, Systems and Schedules data

SCHOOLWIDE DATA SHOWS... (IN DEPTH DATA ANALYSIS NARRATIVE)

Our ACCESS data shows that the strongest area was listening and our lowest areas were writing and speaking. In analyzing the MLSS Self Assessment under Core Instruction and Assessment under CIA 1.5 we rated ourselves a 2 because we provided a distinct block of 45 minutes for instruction but the core instruction in the content areas was not always sheltered and although content teachers knew which students were English learners, but not their specific proficiency levels. We had our ELD teacher provide two PD sessions for teachers. One session was on the screener and assessemnt for language and the other PD was on strategies that teachers can use for EL students. Teachers were then required to include EL strategies that they were using each week on their lesson plans. During walkthroughs we found that some teachers used EL strategies on a regular basis and some only occasionally. Our schedule allowed all EL students to attend an ELD class if their teacher was not TESOL endorsed.

The trends and patterns for analysis of EL student data. NM-MSSA data for EL students

Year	Grade	Novice	Nearing Proficiency (NP)	Proficient	Advanced
21–22	3rd	57%	35%	9%	0%
22–23	4th	77%	15%	8%	0%
23–24	5th	55%	35%	10%	0%

Grade 3 to 4 (2021–22 → 2022–23): A dramatic jump in Novice percentage—from 57% to 77%, with Nearing Proficiency and Proficient both declining. This indicates a setback in performance as students moved to 4th grade.

Grade 4 to 5 (2022–23 → 2023–24): A notable improvement—Novice drops from 77% to 55%, Nearing Proficiency climbs from 15% to 35%, and Proficient edges up slightly to 10%. While promising, Advanced remains at 0%.

Overall, this pattern suggests a worrisome dip in performance during 4th grade, followed by recovery in 5th grade—but with the vast majority still not reaching proficiency.

When compared to the the class data these percentages fall with the average range with only slight differences both higher and lower.

POTENTIAL PERFORMANCE CHALLENGES BASED ON DATA ANALYSIS

Not all teachers used EL strategies consistently across all content areas.

Not all teachers were doing oral language practice and there was more silent work instead of having students discussions.

Writing and speaking was not integrated in all content areas.

Not all teachers are TESOL endorsed.

Root Causes

The root cause is that teachers do not have a structured process to collect and analyze data and implement interventions.

PERFORMANCE CHALLENGE

Not all teachers are analyzing the data to drive instruction and interventions.

FOCUS AREA

School Leadership and Systems

Teachers do not have a structured process to collect and analyze data and implement interventions.

PERFORMANCE CHALLENGE

Teachers are not utilizing the data to drive instruction.

FOCUS AREA

Data-Driven Instruction (DDI)

We failed to allocate time and curriculum integration on a regular basis. We did not give science the commitment needed in ou instructional planning.

PERFORMANCE CHALLENGE

There was a lack of user friendly program materials so teachers were not consistent in science instruction and grading.

FOCUS AREA

School Culture

Teachers did not have or did not analyze ACCESS data for individual students to understand the areas students are struggling.

PERFORMANCE CHALLENGE

Not all teachers have students practice oral language and writing consistenly in all subject areas.

FOCUS AREA

Data-Driven Instruction (DDI)

90-Day Plan: August 04, 2025 - January 31, 2026

Focus Area: Data-Driven Instruction (DDI) - ELP

DESIRED OUTCOMES

100% of teachers will incorporate student activites that require students to communicate frequently (turn and talk, pair and share, group project, and student discussions) and include a writing center daily.

CRITICAL ACTIONS

TIMELINE (START/END DATES)	CRITICAL ACTION TO ADDRESS ROOT CAUSE & ACHIEVE DESIRED OUTCOME	RESOURCES NEEDED / SOURCE	PERSON(S) RESPONSIBLE	PERSON(S) INVOLVED
07/31/2025 - 08/07/2025	Teachers will attend PD on Joy School which is a new program to help support EL students.	Access to Joy School	Ana Lucero Olivia Casaus	All classroom teachers
08/25/2025 - 09/11/2025	One lesson plan will list a student activity that requires student dialogue and one writing center.	Lesson plan templates	Ana Lucero Olivia Casaus	All classroom teachers
09/15/2025 - 10/16/2025	One lesson plan will list two student activities that require student dialogue and two writing centers a week.	Lesson Plan	Ana Lucero Olivia Casaus	All classroom teachers
10/20/2025 - 11/13/2025	All lesson plans will will list two student activities that require student dialogue every day and have writing centers everyday.	Lesson Plans	Ana Lucero Olivia Casaus	Classroom teachers
08/25/2025 - 11/13/2025	Conduct weekly walkthroughs focused on providing feedback regarding support for EL students, looking for activities that incorporates student talk during instructional time, along with evidence of purposeful writing centers.	Walkthrough form	Ana Lucero Olivia Casaus	Classroom teachers
09/15/2025 - 11/06/2025	Teachers will analyze student data (istation or classroom assessments) monthly to monitor EL student progress during PLCs.	Student data - istation and curriculum assessemnts.	Ana Lucero Olivia Casaus	Classroom teachers

PROGRESS INDICATORS

INDICATOR DATE	EVIDENCE TO DETERMINE PROGRESS TOWARD ACHIEVING DESIRED OUTCOME	PROJECTED STUDENT OUTCOMES

INDICATOR DATE	EVIDENCE TO DETERMINE PROGRESS TOWARD ACHIEVING DESIRED OUTCOME	PROJECTED STUDENT OUTCOMES
09/11/2025	100% of teachers will incorporate turn and talk daily and one writing center a week.	
10/16/2025	100% of teachers will incorporate turn and talk and pair and share daily and two writing centers a week.	
11/13/2025	100% of teahcers will incorporate turn and talk, pair and share, and group project and writing centers daily.	

Focus Area: Data-Driven Instruction (DDI) - Math

DESIRED OUTCOMES

100% of teachers will meet in PLCs weekly to analyze data (Amira, iReady, Eureka, MidSchool Math, iMSSA) and action plan for reteaching, interventions, progress monitoring, and will plan family nights to engage families in this work.

CRITICAL ACTIONS

TIMELINE (START/END DATES)	CRITICAL ACTION TO ADDRESS ROOT CAUSE & ACHIEVE DESIRED OUTCOME	RESOURCES NEEDED / SOURCE	PERSON(S) RESPONSIBLE	PERSON(S) INVOLVED
07/31/2025 - 08/07/2025	A document for collecting and analyzing data will be presented, modeled, and provided for all teachers.	Online document, computers	Ana Lucero Olivia Casaus	All teachers K-5.
08/25/2025 - 11/13/2025	Admin will go into PLCs twice a month to support teachers on analyzing data and creating action plans.	PLC form for teachers to keep notes and data tracker sheets for students that need progress monitoring.	Ana Lucero Olivia Casaus	All teachers K-5.
09/01/2025 - 11/13/2025	Admin will complete walkthroughs weekly to monitor the action plans and provide support.	Walkthrough form to monitor progress	Ana Lucero Olivia Casaus	All teachers K-5.
09/15/2025 - 10/30/2025	Based on PLCs and walkthroughs determine if teachers need PD on data analysis, progress monitoring, or determining needed interventions.	Data from PLCs and Walkthroughs	Ana Lucero Olivia Casaus	K-5 teachers
07/31/2025 - 08/07/2025	Purchase Building Thinking Classroom program for interventions reteaching to support math.	Building Thinking Classrooms	Olivia Casaus	K-5 Teachers
07/30/2025 - 12/18/2025	Contract with CES for Eureka Math Support	Math PD Days	Olivia Casaus	K-5 Teachers

TIMELINE (START/END DATES)	CRITICAL ACTION TO ADDRESS ROOT CAUSE & ACHIEVE DESIRED OUTCOME	RESOURCES NEEDED / SOURCE	PERSON(S) RESPONSIBLE	PERSON(S) INVOLVED
08/25/2025 - 12/18/2025	Teachers will plan family math nights.	Math supplies	Ana Lucero Olivia Casaus	K-5 Teachers

PROGRESS INDICATORS

INDICATOR DATE	EVIDENCE TO DETERMINE PROGRESS TOWARD ACHIEVING DESIRED OUTCOME	PROJECTED STUDENT OUTCOMES
09/11/2025	100% of tachers will have met at least twice for data analysis and one of those resulted in one action plan.	
10/16/2025	100% of teachers are meeting weekly to analyze data and two action plans.	
11/13/2025	100% of teachers meeting and action planning weekly.	

Focus Area: School Leadership and Systems - ELA

DESIRED OUTCOMES

100% of teachers will meet in PLCs weekly to analyze data (Amira, iReady,Amplify, iMSSA, dyslexia screener, spelling screener) and action plan for reteaching, interventions, progress monitoring, and will plan family nights to engage families in this work..

CRITICAL ACTIONS

TIMELINE (START/END DATES)	CRITICAL ACTION TO ADDRESS ROOT CAUSE & ACHIEVE DESIRED OUTCOME	RESOURCES NEEDED / SOURCE	PERSON(S) RESPONSIBLE	PERSON(S) INVOLVED
07/31/2025 - 08/07/2025	A docuemnt for collecting and analyzing data will be presented, modeled, and provided for all teachers.	Online document and computers.	Ana Lucero Olivia Casaus	All teachers in K-5th grade.
08/25/2025 - 11/13/2025	Admin will attend PLCs twice a month to support teachers on analyzing data and creating action plans.	PLC form for teachers to keep notes and data tracker sheets for studnets that need progress monitoring.	Ana Lucero Olivia Casaus	All teachers in K-5th.
09/01/2025 - 11/13/2025	Admin will complete walkthroughs weekly to monitor the action plans and provide support	Walkthrough forms to monitor progress.	Ana Lucero Olivia Casaus	All teachers in K-5th.

TIMELINE (START/END DATES)	CRITICAL ACTION TO ADDRESS ROOT CAUSE & ACHIEVE DESIRED OUTCOME	RESOURCES NEEDED / SOURCE	PERSON(S) RESPONSIBLE	PERSON(S) INVOLVED
09/15/2025 - 10/30/2025	Based on PLCs and walkthrough admin will determine if teachers need PD on data analyzsis, progress monitoring, or detemining needed interventions.	Data from PLCs and walkthroughs	Ana Lucero Olivia Casaus	K-5 Teachers
09/08/2025 - 12/18/2025	Teachers will plan family literacy nights.	Literacy supplies	Ana Lucero Olivia Casaus	K-5 Teachers
08/11/2025 - 12/18/2025	Teachers will use istation, iready, and Heggerty to support reading intervention.	iStation, iReady, Heggerty	Ana Lucero Olivia Casaus	K-5 Teachers

PROGRESS INDICATORS

INDICATOR DATE	EVIDENCE TO DETERMINE PROGRESS TOWARD ACHIEVING DESIRED OUTCOME	PROJECTED STUDENT OUTCOMES
09/11/2025	100% of teachers will have met at least twice for data analysisa and one of those resulted in one action plan.	
10/16/2025	100% of teachers are meeting weekly to analyze data and will have created two action plans.	
11/13/2025	100% of teachers meeting and action planning weekly.	

Focus Area: School Culture - Science

DESIRED OUTCOMES

100% of teachers will have students read from the newly adopted science curriculum and supplemental curriculum (defined learning & generation genius), use the aligned instructional manual and end every lesson with a check for understanding or exit ticket a minimum of twice a week, they will plan family nights to engage families in this work and the 5th grade will complete a STEAM capstone project.

CRITICAL ACTIONS

TIMELINE (START/END DATES)	CRITICAL ACTION TO ADDRESS ROOT CAUSE & ACHIEVE DESIRED OUTCOME	RESOURCES NEEDED / SOURCE	PERSON(S) RESPONSIBLE	PERSON(S) INVOLVED
08/11/2025 - 08/14/2025	Teachers will submit a science lesson plan that reflects science being taught twice a week for 60 minutes per session.	Science lesson plan template	Ana Lucero Olivia Casaus	All classroom teachers in K-5.

TIMELINE (START/END DATES)	CRITICAL ACTION TO ADDRESS ROOT CAUSE & ACHIEVE DESIRED OUTCOME	RESOURCES NEEDED / SOURCE	PERSON(S) RESPONSIBLE	PERSON(S) INVOLVED
08/25/2025 - 09/11/2025	During walkthroughs students will be reading and working from the newly adopted science curriculum or supplemental curriculum.	Walkthrough form.	Ana Lucero Olivia Casaus	All classroom teachers in K-5.
09/15/2025 - 10/16/2025	During walkthroughs students will be reading and working from the newly adopted science curriculum or supplemental curriculum and the teacher checks for understanding at the end a lesson.	Walkthrough form for feedback.	Ana Lucero Olivia Casaus	Classroom teachers in K-5.
10/20/2025 - 11/13/2025	During walkthroughs students will be reading and working from the newly adopted science curriculum or supplemental curriculum and the teacher checks for understanding at the end of every lesson and is entering grades for science assignments weekly.	PowerSchool, graded assignments, walkthrough forms.	Ana Lucero Olivia Casaus	Classroom teachers in K-5.
08/04/2025 - 08/07/2025	Purchse the Defined Learning Program as supplemental material for science.	Defined Learning Program	Olivia Casaus	K-5 Teachers
08/25/2025 - 12/25/2025	Teachers will plan family science nights to increase engagement and support the curriculum.	Science supplies	Ana Lucero Olivia Casaus	K-5 Teachers
09/08/2025 - 12/18/2025	The Capstone Lead and mentors will guide and support the 5th grade students on a STEAM project.	STEAM kits and supplies and capstone guidelines	Ana Lucero Olivia Casaus	K-5 Teachers and EAs

PROGRESS INDICATORS

INDICATOR DATE	EVIDENCE TO DETERMINE PROGRESS TOWARD ACHIEVING DESIRED OUTCOME	PROJECTED STUDENT OUTCOMES
09/11/2025	100% of teachers will have the students read from the newly adopted science curriculum and use the instructional manuel twice a week.	
10/16/2025	100% of teachers will have the students read from the newly adopted science curriculum and use the instructional manuel twice a week and end one lesson a week with a check for understanding.	
11/13/2025	100% of teachers will have the students read from the newly adopted science curriculum and use the instructional manuel twice a week and end every lesson with a check for understanding.	