

Core Team

NAME	EMAIL	ORGANIZATION	ROLES
Logan Whitney	logan.whitney@aps.edu	Albuquerque Public Schools	Certified District Reviewer
Amy Lissick	amy.lissick@aps.edu	Cleveland Middle	School Leader, Community Involvement/Liaison Representative
Priscilla Doyle	priscilla.garcia@aps.edu	Cleveland Middle	School Leader
Jared Benavidez	benavidez_j@aps.edu	Cleveland Middle	Content Representative: Math
Felicia Torres	felicia.torres@aps.edu	Cleveland Middle	Content Representative: IB
Anna Lesperance	anna.lesperance@aps.edu	Cleveland Middle	Content Representative: ELA
Tiffany Hamel	tiffany.hamel@aps.edu	Cleveland Middle	ESSA Identified Student Group Representative: SWD
Amerida Pena	pena_a@aps.edu	Cleveland Middle	Content Representative: All content areas
Kenneth Salazar	kenneth.salazar2@aps.edu	Albuquerque Public Schools	District Representative
Crista Fortier	crista.fortier@aps.edu	Albuquerque Public Schools	Support Provider: SAS Coordinator
Core Team	core.team@aps.edu	Albuquerque Public Schools	Facilitator

Goals

English Language Arts (3-8)

STUDENT ACHIEVEMENT GOALS AND BENCHMARKS

	STUDENT SUMMATIVE ASSESSMENTS RESULTS	SUMMATIVE GOALS	BENCHMARKS
6th grade	All Students 54.5% American Indian/Alaska Native 31.8% Black/African American 50.0% Current English Learner 16.0% Economically Disadvantaged 41.9% Students with Disabilities 23.8%	10% point increase in proficiency for a students and student groups	The percentage of students scoring at or above grade level on the i-Ready Reading assessment will increase 10 percentage points from BOY during the 2026-2027 school year to MOY during the 2026-2027 school year.
7th grade	All Students 45.5% American Indian/Alaska Native 44.4% Black/African American 14.3% Current English Learner 22.7% Economically Disadvantaged 32.7% Students with Disabilities 20.6%	10% point increase in proficiency for a students and student groups	The percentage of students scoring at or above grade level on the i-Ready Reading assessment will increase 10 percentage points from BOY during the 2026-2027 school year to MOY during the 2026-2027 school year.
8th grade	All Students 57.1% American Indian/Alaska Native 25.0% Black/African American 60.0% Current English Learner 24.0% Economically Disadvantaged 38.3% Students with Disabilities 10.0%	10% point increase in proficiency for a students and student groups	The percentage of students scoring at or above grade level on the i-Ready Reading assessment will increase 10 percentage points from BOY during the 2026-2027 school year to MOY during the 2026-2027 school year.

GRADE LEVEL/COHORT PROFICIENCY SUMMATIVE GOAL STATEMENT

There will be a 10% increase in proficiency on the ELA NM-MSSA in SY 26-27 as compared to 24-25

GRADE LEVEL/COHORT PROFICIENCY BENCHMARK GOAL STATEMENT

The percentage of students scoring at or above grade level on the i-Ready Reading assessment will increase 10 percentage points from BOY during the 2026-2027 school year to MOY during the 2026-2027 school year.

Mathematics (3-8)

STUDENT ACHIEVEMENT GOALS AND BENCHMARKS

	STUDENT SUMMATIVE ASSESSMENTS RESULTS	SUMMATIVE GOALS	BENCHMARKS
6th grade	All Students 29.8% American Indian/Alaska Native 14.3% Black/African American 0.0% Current English Learner 4.0% Economically Disadvantaged 15.0% Students with Disabilities 7.3%	10% point increase in proficiency for a students and student groups	The percentage of students scoring at or above grade level on the i-Ready math assessment will increase 10 percentage points from BOY during the 2026-2027 school year to MOY during the 2026-2027 school year.

	STUDENT SUMMATIVE ASSESSMENTS RESULTS	SUMMATIVE GOALS	BENCHMARKS
7th grade	All Students 27.4% American Indian/Alaska Native 27.8% Black/African American 0.0% Current English Learner 0.0% Economically Disadvantaged 17.0% Students with Disabilities 2.9%	10% point increase in proficiency for a students and student groups	The percentage of students scoring at or above grade level on the i-Ready math assessment will increase 10 percentage points from BOY during the 2026-2027 school year to MOY during the 2026-2027 school year.
8th grade	All Students 22.4% American Indian/Alaska Native 8.3% Black/African American 40.0% Current English Learner 8.0% Economically Disadvantaged 10.0% Students with Disabilities 3.3%	10% point increase in proficiency for a students and student groups	The percentage of students scoring at or above grade level on the i-Ready math assessment will increase 10 percentage points from BOY during the 2026-2027 school year to MOY during the 2026-2027 school year.

GRADE LEVEL/COHORT PROFICIENCY SUMMATIVE GOAL STATEMENT

There will be a 10% increase in proficiency on the Math NM-MSSA in SY 26-27 as compared to 24-25

GRADE LEVEL/COHORT PROFICIENCY BENCHMARK GOAL STATEMENT

The percentage of students scoring at or above grade level on the i-Ready math assessment will increase 10 percentage points from BOY during the 2026-2027 school year to MOY during the 2026-2027 school year.

Performance Challenges

Students need exposure and the opportunity to develop inquiry based skills to become risk-takers and take ownership of their learning.

GOAL

English Language Arts (3-8)

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

MLSS Self-assessment data (required): MLSS: The school has a clearly defined outline of core instruction that is aligned with structured literacy. Core instruction is systematic, cumulative, explicit, and diagnostic and guides how the structured literacy elements (phonology, orthography, morphology, syntax and semantics) are taught. (Reference the IDA info graphic) Instructional content integrates the domains of language as they pertain to reading (word recognition and comprehension) and written expression (handwriting, spelling, and composition) at the sentence and paragraph levels. There is evidence of implementation of core instruction aligned with structured literacy. ; Student, staff or parent surveys data: Panorama: The spring survey shows Self-Efficacy at 45% with Sense of Belonging at 46%. This is a decrease from the fall survey with 52% and 53% in the same categories. Y-M+AA students scored these areas the same as their peers with the exception of Native American students, 40% chose favorable for Self-Efficacy and 49% for Sense of Belonging in the spring survey. Under Self-Efficacy, the least favorable question was " How sure are you that you can do the hardest work assigned in your class?" 39% ; Lesson/unit plans data: For the 2025-2026 school year, 100% of English Language Arts teachers created and implemented one GRASP (Goal, Role, Audience, Situation, Product/Performance, Standards) assessment in their classes. By the 2026-2027 school year, 100% of English Language Arts teachers will create and implement one GRASP assessment per semester. For the 2025-2026 school year, 100% of English Language Arts teachers created and implemented at least four units in Toddle. By 2026-2027, 100% of English Language Arts teachers will create and implement five units in Toddle. ; Interim assessment(s) data: iReady: There was an increase in proficiency in iReady ELA from 25.6% at BOY to 30.6% at MOY. EOY is not yet complete but of the 255 students tested, 26.3% are proficient. Currently vocabulary and overall comprehension continue to be the biggest areas of need.

POTENTIAL PERFORMANCE CHALLENGES BASED ON DATA ANALYSIS

Students do not feel confident in completing hard work in class.

Self-efficacy and sense of belonging decreased in spring compared to fall.

Is this true data? Could us being in an IB model be affecting their answers with new concepts?

Teachers report they may not be understanding the question or vocabulary in the question.

We will need to refine and be more intentional of what we are teaching in the classroom.

Students and teachers need support and practice in Inquiry Based-Learning.

Currently vocabulary and overall comprehension continue to be the biggest areas of need.

Students need exposure and the opportunity to develop inquiry based skills to become risk-takers and take ownership of their learning.

Students need exposure and the opportunity to develop inquiry based skills to become risk-takers and take ownership of their learning.

GOAL

Mathematics (3-8)

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

Attendance rate (ADA): Attendance: There has been a decrease in the attendance rate from 40D count to 120D 93.4%-92% Y-M+AA students have a lower rate of 91.3% at the 120D. ; Lesson/unit plans data: Lesson Plans: For the 2025-2026 school year, 100% of math teachers created and implemented one GRASP (Goal, Role, Audience, Situation, Product/Performance, Standards) assessment in their classes. By the 2026-2027 school year, 100% of math teachers will create and implement one GRASP assessment per semester. For the 2025-2026 school year, 100% of math teachers created and implemented at least four units in Toddle. By 2026-2027, 100% of math teachers will create and implement five units in Toddle. ; Interim assessment(s) data: iReady: There was an increase in proficiency in iReady math from 15.4% at BOY to 22.3% at MOY. EOY is not yet complete but of the 190 students tested, 26.8% are proficient. Currently algebra & algebraic thinking, geometry, and numbers and operations continue to be the biggest areas of need. ; MLSS Self-assessment data (required): Layer I Core Math Instruction is differentiated to meet the needs of all of students and includes daily, small-group, differentiated instruction: Strong differentiation within the adopted HQIM occurs for each student everyday during core instruction for math. Instruction is targeted to specific learning needs tied to the CCSS and NM STEM Ready!, varies based on the needs of most groups (Special Education, EL, Gifted, Linguistically Diverse students), is driven by data, and is based on teacher action plans. Students with more significant learning needs are provided supports with greater frequency, of longer duration, and in smaller groups. Student groupings change at least quarterly, based on data. Assessment data is shared with relevant stakeholders to determine areas for community support strategies. Students are engaged in sensemaking through Standards for Math Practices.

POTENTIAL PERFORMANCE CHALLENGES BASED ON DATA ANALYSIS

Students do not feel confident in completing hard work in class.

Self-efficacy and sense of belonging decreased in spring compared to fall.

Is this true data? Could us being in an IB model be affecting their answers with new concepts?

Teachers report they may not be understanding the question or vocabulary in the question.

We will need to refine and be more intentional of what we are teaching in the classroom.

Students and teachers need support and practice in Inquiry Based-Learning.

Currently algebra & algebraic thinking, geometry, and numbers and operations continue to be the biggest areas of need.

Root Causes

There is a need for teachers to model and implement inquiry based skills during daily instruction.

PERFORMANCE CHALLENGE

Students need exposure and the opportunity to develop inquiry based skills to become risk-takers and take ownership of their learning.

FOCUS AREA

Layer 1 Instruction/interventions

There is a need for teachers to model and implement inquiry based skills during daily instruction.

PERFORMANCE CHALLENGE

Students need exposure and the opportunity to develop inquiry based skills to become risk-takers and take ownership of their learning.

FOCUS AREA

Layer 1 Instruction/interventions

90-Day Plan: August 03, 2026 - December 18, 2026

Focus Area: Layer 1 Instruction/interventions - ELA

EXPECTED ADULT BEHAVIORS

100% of all teachers will integrate inquiry-based strategies in two Toddle unit plans as measured by, GRASP assessments and peer observations.

CRITICAL ACTIONS

TIMELINE (START/END DATES)	CRITICAL ACTION TO ADDRESS ROOT CAUSE & ACHIEVE DESIRED OUTCOME	RESOURCES NEEDED / SOURCE	PERSON(S) RESPONSIBLE	PERSON(S) INVOLVED
08/07/2026 - 09/18/2026	Daily inquiry discussions/lessons during 1st period at least 3x per week for the 1st month of school.	Inquiry lessons, bell ringers, discussion starters, projects	Core Team	Students, teachers
08/07/2026 - 12/18/2026	Teachers are integrating inquiry-based strategies Toddle unit plans	Toddle unit plans, inquiry-based strategies	Core Team	Teachers
11/15/2026 - 12/18/2026	Teachers and students will reflect on impact of Toddle unit plans, GRASP assessments to inform the work for the spring semester	Reflection form	Core Team	Teachers, students

PROGRESS INDICATORS

INDICATOR DATE	EVIDENCE TO DETERMINE PROGRESS TOWARD ACHIEVING DESIRED OUTCOME	PROJECTED STUDENT OUTCOMES
09/18/2026	Teachers have refined Toddle unit plans to have a more intentional focus on inquiry based learning to include PD as needed.	At least 50% of students demonstrated understanding of inquiry-based skills on the first exit ticket.
10/30/2026	100% of all teachers will integrate inquiry-based strategies in one Toddle unit plan as measured by GRASP assessments and peer observations. .	All students have completed their first GRASP assessment through exploring personal, local, and global perspectives (real-world relevant scenarios). At least 70% of students received a passing grade.
12/18/2026	100% of all teachers will integrate inquiry-based strategies in two Toddle unit plans as measured by, GRASP assessments and peer observations. .	All students have completed their first GRASP assessment through exploring personal, local, and global perspectives (real-world relevant scenarios). At least 80% of students received a passing grade.

Focus Area: Layer 1 Instruction/interventions - Math

EXPECTED ADULT BEHAVIORS

100% of all teachers will integrate inquiry-based strategies in two Toddle unit plans as measured by, GRASP assessments and peer observations.

CRITICAL ACTIONS

TIMELINE (START/END DATES)	CRITICAL ACTION TO ADDRESS ROOT CAUSE & ACHIEVE DESIRED OUTCOME	RESOURCES NEEDED / SOURCE	PERSON(S) RESPONSIBLE	PERSON(S) INVOLVED
08/07/2026 - 09/18/2026	Daily inquiry discussions/lessons during 1st period at least 3x per week for the 1st month of school.	Inquiry lessons, bell ringers, discussion starters, projects	Core Team	Students, teachers
08/07/2026 - 12/18/2026	Teachers are integrating inquiry-based strategies Toddle unit plans	Toddle unit plans, inquiry-based strategies	Core Team	Teachers
11/15/2026 - 12/18/2026	Teachers and students will reflect on impact of Toddle unit plans, GRASP assessments to inform the work for the spring semester	Reflection Form	Core Team	Teachers, Students

PROGRESS INDICATORS

INDICATOR DATE	EVIDENCE TO DETERMINE PROGRESS TOWARD ACHIEVING DESIRED OUTCOME	PROJECTED STUDENT OUTCOMES
09/18/2026	Teachers have refined Toddle unit plans to have a more intentional focus on inquiry based learning to include PD as needed.	At least 50% of students demonstrated understanding of inquiry-based skills on the first exit ticket.
10/30/2026	100% of all teachers will integrate inquiry-based strategies in one Toddle unit plan as measured by GRASP assessments and peer observations.	All students have completed their first GRASP assessment through exploring personal, local, and global perspectives (real-world relevant scenarios). At least 70% of students received a passing grade.
12/18/2026	100% of all teachers will integrate inquiry-based strategies in two Toddle unit plans as measured by, GRASP assessments and peer observations.	All students have completed their first GRASP assessment through exploring personal, local, and global perspectives (real-world relevant scenarios). At least 80% of students received a passing grade.