

Core Team

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Denisha Sanchez	denisha.sanchez@aps.edu	Albuquerque Public Schools	Certified District Reviewer
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Goals

English Language Arts (3-8)

STUDENT ACHIEVEMENT GOALS AND BENCHMARKS

	STUDENT SUMMATIVE ASSESSMENTS RESULTS	SUMMATIVE GOALS	BENCHMARKS
3rd grade	3rd Grade All 47.1% 3rd Grade Students with Disabilities 25% 3rd Grade Native American N/A 3rd Grade Economically Disadvantaged 60% 3rd Grade English Language Learners N/A 3rd Grade Black/African American 0%	3rd Grade All 51.1% 3rd Grade Students with Disabilities 29% 3rd Grade Native American N/A 3rd Grade Economically Disadvantaged 64% 3rd Grade English Language Learners N/A 3rd Grade Black/African American 100%	At MOY at least 25% of all students in each classroom will increase at least one proficiency level in Amira Reading in the 2026-2027 school year from BOY.
4th grade	4th Grade All 33.3% 4th Grade Students with Disabilities 0% 4th Grade Native American N/A 4th Grade Economically Disadvantaged 16.7% 4th Grade English Language Learners 28.6% 4th Grade African American 0%	4th Grade All 37.3% 4th Grade Students with Disabilities 4% 4th Grade Native American N/A 4th Grade Economically Disadvantaged 20.7% 4th Grade English Language Learners 32.6% 4th Grade African American 100%	At MOY at least 25% of all students in each classroom will increase at least one proficiency level in Amira Reading in the 2026-2027 school year from BOY.
5th grade	5th Grade All 23.5% 5th Grade Students with Disabilities 8.3% 5th Grade Native American 0% 5th Grade Economically Disadvantaged 26.1% 5th Grade English Language Learners 16.7% 5th Grade African American 100%	5th Grade All 27.5% 5th Grade Students with Disabilities 12.3% 5th Grade Native American 4% 5th Grade Economically Disadvantaged 30.1% 5th Grade English Language Learners 20.7% 5th Grade African American 100%	At MOY at least 25% of all students in each classroom will increase at least one proficiency level in Amira Reading in the 2026-2027 school year from BOY.

GRADE LEVEL/COHORT PROFICIENCY SUMMATIVE GOAL STATEMENT

We will increase our State Summative Assessment scores by 4 percentage points for all students including all student groups. This will be measured by our 2026-2027 NM-MSSA ELA results as compared to the 2025-2026 NM-MSSA ELA results.

GRADE LEVEL/COHORT PROFICIENCY BENCHMARK GOAL STATEMENT

At MOY at least 25% of all students in each classroom will increase at least one proficiency level in Amira Reading in the 2026-2027 school year from BOY.

Mathematics (3-8)

STUDENT ACHIEVEMENT GOALS AND BENCHMARKS

	STUDENT SUMMATIVE ASSESSMENTS RESULTS	SUMMATIVE GOALS	BENCHMARKS
3rd grade	3rd Grade All 5.9% 3rd Grade Students with Disabilities 0% 3rd Grade Native American N/A 3rd Grade Economically Disadvantaged 0% 3rd Grade English Language Learners N/A 3rd Grade Black/African American 0%	3rd Grade All 10% 3rd Grade Students with Disabilities 4% 3rd Grade Native American N/A 3rd Grade Economically Disadvantaged 4% 3rd Grade English Language Learners N/A 3rd Grade Black/African American 100%	At MOY at least 25% of all students in each classroom will increase at least one proficiency level in Istation/i-Ready Math in the 2026-2027 school year from BOY.
4th grade	4th Grade All 18.5% 4th Grade Students with Disabilities 12.5% 4th Grade Native American N/A 4th Grade Economically Disadvantaged 8.3% 4th Grade English Language Learners 0% 4th Grade African American 0%	4th Grade All 23% 4th Grade Students with Disabilities 17% 4th Grade Native American N/A 4th Grade Economically Disadvantaged 8.3% 4th Grade English Language Learners 0% 4th Grade African American 100%	At MOY at least 25% of all students in each classroom will increase at least one proficiency level in Istation/i-Ready Math in the 2026-2027 school year from BOY.
5th grade	5th Grade All 5.9% 5th Grade Students with Disabilities 0% 5th Grade Native American 0% 5th Grade Economically Disadvantaged 8.7% 5th Grade English Language Learners 0% 5th Grade African American 0%	5th Grade All 10% 5th Grade Students with Disabilities 4% 5th Grade Native American 20% 5th Grade Economically Disadvantaged 13% 5th Grade English Language Learners 4% 5th Grade African American 20%	At MOY at least 29% of all students in each classroom will increase at least one proficiency level in Istation/i-Ready Math in the 2026-2027 school year from BOY.

GRADE LEVEL/COHORT PROFICIENCY SUMMATIVE GOAL STATEMENT

We will increase our State Summative Assessment scores by 4 percentage points for all students including all student groups. This will be measured by our 2026-2027 NM-MSSA Math results as compared to the 2025-2026 NM-MSSA Math results

GRADE LEVEL/COHORT PROFICIENCY BENCHMARK GOAL STATEMENT

At MOY at least 25% of all students in each classroom will increase at least one proficiency level in Istation/i-Ready Math in the 2026-2027 school year from BOY.

Performance Challenges

Schoolwide Math proficiency in state summative and interim assessments is far lower than in ELA and is even lower for ELs.

GOAL

Mathematics (3-8)

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

Classroom walk through data (non-evaluative) data:

Formative student achievement data:

Interim assessment(s) data:

Lesson/unit plans data:

NM-MSSA data:

Student, staff or parent surveys data:

Systems and Schedules data:

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

NM-MASSA Student data shows that during SY23-24, the 3rd grade cohort showed 19.2% proficiency and as fourth graders, showed 18.5% proficiency during SY24-25. We imagine this year's 5th graders will: perform over 20% proficiency due to a new focus on math. Variable: new students. Last year's 3rd graders had a percent proficient of 5.9%. We think that this year's 4th graders will increase proficiency to 9%. Resource inequities to consider are the Martinez Yazzie group of EL students as we saw that the diagonal data shows that they improved slightly in that 0% of 3rd graders were proficient; the 4th graders in the data (current 5th graders) showed 6% proficiency.

Walkthrough data showed evidence of below-grade level standard instruction and we see that schoolwide our interim and state summative Math scores are far lower than our ELA scores. There is a pattern of moving too quickly to Abstract in upper grades and not following the flow of Concrete to Representational to Abstract. This aligns with inconsistent or new practice of including manipulatives in all grade levels.

Lesson Plan data: Geometry and Measurement and data struggles were addressed this year by introducing throughout the year and pre-teaching vocabulary. However we embedded word problems too late. And teachers did not consistently plan or have support/PD around planning small group math instruction.

i-Station (Whole school) (Student Achievement interim assessment data) shows student need in Number Sense which we also saw in CFA data this year as the biggest area of struggle.

i-Station BOY Overall-

26% Green

37% Red

March (MOY) Overall-

29% Green

38% Red

i-Ready BOY-

9% Proficiency

i-Ready MOY-

31% Proficiency

i-Ready Domains:

Numbers and Operations:

BOY- 15% Proficiency

MOY- 35% Proficiency

Algebra and Algebraic Thinking:

BOY- 16% proficiency

MOY- 26% proficiency

Measurement and data:

BOY- 15% proficiency

MOY- 25% proficiency

Geometry:

BOY- 15% proficiency

MOY- 21% proficiency

Skills Habits & Mindsets General trend upward from Fall 23/24 to Spring 25/26 across all grade levels in all question areas. In SY25/26 percentages are generally consistent through the year with a very slight decrease (still in green) in perseverance, self-regulation and social awareness. Females generally score higher than males in all areas, however, all students score above 70% in every area. We score very high compared to district averages in grades 3-5. Self-regulation and social awareness were least favorable response rates and overall lower than their peers for Native American students and African American students.

POTENTIAL PERFORMANCE CHALLENGES BASED ON DATA ANALYSIS

EL students are underperforming compared to their non-EL peers in Math NM-MSSA.

Schoolwide Math proficiency in state summative and interim assessments is far lower than in ELA.

Numbers Sense and Word Problems are areas for improvement

Lack of understanding applying Concrete, Representational, and Abstract math modelling and instruction.

Manipulatives are not being used in all grades.

There is a schoolwide trend of students who are two or more grade levels below on Interim assessments (Amira and i-Ready Reading) not making accelerated growth within a school year to move up at least 1 grade level.

GOAL

English Language Arts (3-8)

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

Attendance rate (ADA):

Classroom walk through data (non-evaluative) data:

Interim assessment(s) data:

MLSS Self-assessment data (required):

PLC/Collaboration data:

Professional development data:

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

Amira: Growth throughout 3rd -5th grade, with fourth grade having the most growth of proficiency from BOY 42.1% to MOY 68.4%. Fourth grade has the most proficiency in all domains. The third and fifth graders have the lowest percentages in phonological awareness and vocabulary. We notice that students show struggle with comprehension when they don't have background knowledge. There is a schoolwide trend of students who are two or more grade levels below on Interim assessments (Amira and i-Ready Reading) not making accelerated growth within a school year to move up at least 1 grade level.

Chronic Absenteeism:

10% of students are in tier 4 for chronic absenteeism, 30% in Tier 3 who are chronically absent – and in , the largest problem (37% in tier 2 and 23% in Tier 1) Native American and Black/African – 1 in tier 4 1 in tier 3, 1 in tier 1 and 7 in tier 2. The high percentage of students with Tier 2 attendance rate is related to our gap in a system to explain attendance importance and expectations to students and families starting in Kindergarten

MLSS Self-Assessment identified these lower scoring areas:

Layer I Core Instruction differentiated to meet the needs of all students and includes daily, small-group, differentiated instruction.

We do not see consistent Layer 1 interventions and scaffolded supports aligned to identified student needs that are delivered teacher to student using HQIM for all students as well as for English Learners.

PD received one day in May 2026 regarding district expectations and guidance for teaching to the top/accelerated learning.

Inconsistency in school schedule for collaboration time that aligns with all needed staffs' schedule.

Walkthrough data: Generally, Layer 1 instruction is strong school wide, however we see patterns of

- At BOY lack of setting expectations and routines and maintaining those. This impacts ability to deliver small group instruction well w/o interruptions or support (resource inequity around the amount of EAs available for push-in support)
- Gifted Students not receiving targeted, planned instruction
Unintentional planning for standards alignment
- Heggerty is implemented with fidelity and an increase in writing in all classrooms
- Inconsistent following of the writing revolution steps
- Inconsistent use of visual writing targets
- Inconsistent implementation of student self-assessment and peer assessment of writing

POTENTIAL PERFORMANCE CHALLENGES BASED ON DATA ANALYSIS

The third and fifth graders have the lowest percentages in phonological awareness and vocabulary. Students also have limited background knowledge.

The third and fifth graders have the lowest percentages in phonological awareness and vocabulary.

Teachers are not fully familiar with teaching to the top.

Teachers not following the writing revolution steps with fidelity and not including student and teacher assessment of writing.

Lack of foundational routines and expectations at BOY set (and maintained throughout the year) in all classrooms schoolwide

The high percentage of students with Tier 2 attendance rate is a concern.

Lack of Layer 1 interventions and supports schoolwide.

There is a schoolwide trend of students who are two or more grade levels below on Interim assessments (Amira and i-Ready Reading) not making accelerated growth within a school year to move up at least 1 grade level.

Root Causes

Teachers are not engaging in consistent routines that foster a culture of student independence.

PERFORMANCE CHALLENGE

Schoolwide Math proficiency in state summative and interim assessments is far lower than in ELA and is even lower for ELs.

FOCUS AREA

Layer 1 Instruction/interventions

Teachers are not utilizing short-cycle assessments to inform Layer 1 supports and interventions.

PERFORMANCE CHALLENGE

There is a schoolwide trend of students who are two or more grade levels below on Interim assessments (Amira and i-Ready Reading) not making accelerated growth within a school year to move up at least 1 grade level.

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

All teachers explicitly model The Writing Revolution structure (sentence level, single paragraph outline, multi-paragraph writing) in daily writing lessons as evidenced by graded student writing, teacher scored writing brought to collaboration, published work displayed in hallways to support vertical articulation.

CRITICAL ACTIONS

TIMELINE (START/END DATES)	CRITICAL ACTION TO ADDRESS ROOT CAUSE & ACHIEVE DESIRED OUTCOME	RESOURCES NEEDED / SOURCE	PERSON(S) RESPONSIBLE	PERSON(S) INVOLVED
08/03/2026 - 10/01/2026	Teachers implement the schoolwide behavioral routines and expectations in their classrooms.	Schoolwide behavioral routines and expectations set by IC in May 2026	Stephanie Campos	Classroom Teachers, Teaching and Learning Coach, EAs
09/02/2026 - 10/15/2026	Data Talks and actionable feedback from Principal to teachers every two weeks.	CFA data (student writing), actionable feedback form non-evaluative walkthroughs	Melanie Telles	All teachers, Admin
10/16/2026 - 12/18/2026	100% of all teachers collaboratively analyze CFA data. Teachers will participate in Rater Reliability in CFA ELA time.	Graded CFA student writing samples, PLC time. Community School Impact Coordinator (Title 1 partially funded) will leverage community partners who will create opportunities to incorporate writing (e.g. field trips, art hub projects). EA (title 1 funded) will support small group instruction that targets ELA writing process and any writing artifacts could be brought to the PLC analysis.	Melanie Telles Stephanie Campos Melanie Lewis Edwin Herring	All teachers

PROGRESS INDICATORS

INDICATOR DATE	EVIDENCE TO DETERMINE PROGRESS TOWARD ACHIEVING DESIRED OUTCOME	PROJECTED STUDENT OUTCOMES
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INDICATOR DATE	EVIDENCE TO DETERMINE PROGRESS TOWARD ACHIEVING DESIRED OUTCOME	PROJECTED STUDENT OUTCOMES
09/18/2026	All teachers explicitly model The Writing Revolution structure (sentence level, single paragraph outline, multi-paragraph writing) in daily writing lessons including an introduction to the writing rubric and rubric scoring as evidenced by teacher-graded student writing brought to collaboration, and 100% of students' published work displayed in the hallways.	Each grade level Amira Reading assessment shows 40% of students are proficient (Amira Arm score Levels 4 & 5) and at least 15% of students at each grade level are scoring 3 or above on writing rubric.
10/30/2026	All teachers explicitly model the The Writing Revolution structure (sentence level, single paragraph outline, multi-paragraph writing) in daily writing lessons include peer assessment using the rubric as evidenced by peer-graded student writing and teacher-graded writing brought to collaboration, and 100% of students' published work displayed in the hallways shows multi-sentence/multi-paragraph (depending on grade level band).	Each grade level Amira Reading assessment shows 45% of students are proficient (Amira Arm score Levels 4 & 5) and at least 20% of students at each grade level are scoring 3 or above on writing rubric.
12/18/2026	All teachers explicitly model the The Writing Revolution structure (sentence level, single paragraph outline, multi-paragraph writing) in daily writing lessons include student self-assessed writing as evidenced by self-graded student writing using the rubric and teacher-graded writing brought to collaboration, and 100% of students' published work displayed in the hallways demonstrates comprehension of current classroom reading text.	Each grade level Amira Reading assessment shows 50% of students are proficient (Amira Arm score Levels 4 & 5) and at least 25% of students at each grade level are scoring 3 or above on writing rubric.

Focus Area: Layer 1 Instruction/interventions - Math

EXPECTED ADULT BEHAVIORS

100% of all teachers will implement the Try Discuss Connect student oral i-Ready student discourse routine 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
08/03/2026 - 09/01/2026	Refamiliarizing students with manipulative routines and expectations, including the appropriate and effective use of materials in both academic and non-academic settings.	Classroom manipulatives and instructional materials Clearly defined classroom routines and expectations Visual reminders, anchor charts/ procedure posters	Stephanie Martinez	Classroom teachers, TLC, EAs

TIMELINE (START/END DATES)	CRITICAL ACTION TO ADDRESS ROOT CAUSE & ACHIEVE DESIRED OUTCOME	RESOURCES NEEDED / SOURCE	PERSON(S) RESPONSIBLE	PERSON(S) INVOLVED
09/02/2026 - 10/15/2026	Teachers explicitly model the "Try, Discuss, Connect" routine and expectations for student participation during i-Ready instruction so that students are provided daily opportunities to explain their thinking, justify answers, and respond to peers using academic language. I Do We Do You Do	PD i-Ready Teacher Toolbox lessons and discourse resources "Try, Discuss, Connect" routine guides and implementation examples I Do, We Do, You Do framework Sentence stems and academic language supports Anchor charts outlining discussion expectations. Partner talk and collaborative learning structures	Melanie Lewis Stephanie Martinez	Classroom teachers, TLC, EAs
10/16/2026 - 12/15/2026	Teachers collaboratively monitor CFA results and engage in ongoing data reflection to identify student strengths, learning gaps, and instructional next steps. Teams use assessment data to adjust instruction, plan targeted interventions or enrichment, and evaluate the effectiveness of instructional strategies to improve student outcomes, using progress monitoring data from Istation	Community School Impact Coordinator (Title 1 partially funded) will leverage community partners who will create opportunities to incorporate math (e.g. field trips, art hub projects) - any math artifacts will be brought to PLCs for collaboration. EAs (title 1 funded) will support small group instruction that targets math processes. CFAs and rubrics Istation progress monitoring reports Data tracking spreadsheets CFA planning and reflection templates	Marcia Ortiz Melanie Lewis Stephanie Martinez	Classroom teachers, TLC, EAs

PROGRESS INDICATORS

INDICATOR DATE	EVIDENCE TO DETERMINE PROGRESS TOWARD ACHIEVING DESIRED OUTCOME	PROJECTED STUDENT OUTCOMES
09/18/2026	100% of all teachers will implement the Try Discuss Connect student oral i-Ready student discourse routine 3 days/week as measured by non-evaluative walkthroughs, CFA meeting notes, and staff survey data	Each grade level Istation Math assessment shows 25% of students are proficient (Istation Levels 4 & 5).
10/30/2026	100% of all teachers will implement the Try Discuss Connect student oral i-Ready student discourse routine 4 days/week as measured by non-evaluative walkthroughs, CFA meeting notes, and staff survey data.	Each grade level Istation Math assessment shows 30% of students are proficient (Istation Levels 4 & 5).
12/18/2026	100% of all teachers will implement the Try Discuss Connect student oral i-Ready student discourse routine daily as measured by non-evaluative walkthroughs, CFA meeting notes, and staff survey data.	Each grade level Istation Math assessment shows 35% of students are proficient (Istation Levels 4 & 5).