

# Fall: Governor Bent Elementary Detail Report

Albuquerque Public Schools – Governor Bent Elementary

## Core Team

| NAME             | EMAIL                    | ORGANIZATION               | ROLES                                             |
|------------------|--------------------------|----------------------------|---------------------------------------------------|
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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 16.7% 3rd Grade Students with Disabilities 5.3% 3rd Grade Native American 20% 3rd Grade Economically Disadvantaged 11.4% 3rd Grade English Language Learners 0% 3rd Grade Black/African American 33.3% | 3rd Grade All 26.7% 3rd Grade Students with Disabilities 15.3% 3rd Grade Native American 30% 3rd Grade Economically Disadvantaged 21.4% 3rd Grade English Language Learners 10% 3rd Grade Black/African American 43.3% | The percentage of students in the On Target performance level on the Reading portion of the Interim New Mexico Measures of Student Success & Achievement (iMSSA) will see a 10 point increase from BOY to MOY during the 2026-2027 school year. |
| 4th grade | 4th Grade All 22% 4th Grade Students with Disabilities 9.1% 4th Grade Native American 11.1% 4th Grade Economically Disadvantaged 21.1% 4th Grade English Language Learners 13.3% 4th Grade Black/African American 0% | 4th Grade All 32% 4th Grade Students with Disabilities 19.1% 4th Grade Native American 21.1% 4th Grade Economically Disadvantaged 31.1% 4th Grade English Language Learners 23.3% 4th Grade Black/African American 10% | The percentage of students in the On Target performance level on the Reading portion of the Interim New Mexico Measures of Student Success & Achievement (iMSSA) will see a 10 point increase from BOY to MOY during the 2026-2027 school year. |
| 5th grade | 5th Grade All 21.6% 5th Grade Students with Disabilities 6.7% 5th Grade Native American 37.5% 5th Grade Economically Disadvantaged 8% 5th Grade English Language Learners 0% 5th Grade Black/African American 0%     | 5th Grade All 31.6% 5th Grade Students with Disabilities 16.7% 5th Grade Native American 47.5% 5th Grade Economically Disadvantaged 18% 5th Grade English Language Learners 10% 5th Grade Black/African American 10%   | The percentage of students in the On Target performance level on the Reading portion of the Interim New Mexico Measures of Student Success & Achievement (iMSSA) will see a 10 point increase from BOY to MOY during the 2026-2027 school year. |

### GRADE LEVEL/COHORT PROFICIENCY SUMMATIVE GOAL STATEMENT

The percentage of students earning a score of Proficient or higher in English Language Arts as measured by NM-MSSA will increase 10 percentage points from the 2025-2026 school year to the 2026-2027 school year.

### GRADE LEVEL/COHORT PROFICIENCY BENCHMARK GOAL STATEMENT

The percentage of students in the On Target performance level on the Reading portion of the Interim New Mexico Measures of Student Success & Achievement (iMSSA) will see a 10 point increase from BOY to MOY during the 2026-2027 school year.

## Mathematics (3-8)

### STUDENT ACHIEVEMENT GOALS AND BENCHMARKS

|           | STUDENT SUMMATIVE ASSESSMENTS RESULTS                                                                                                                                                                              | SUMMATIVE GOALS                                                                                                                                                                                                      | BENCHMARKS                                                                                                                                                                                                                                          |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3rd grade | 3rd Grade All 1.8% 3rd Grade Students with Disabilities 0% 3rd Grade Native American 0% 3rd Grade Economically Disadvantaged 0% 3rd Grade English Language Learners 0% 3rd Grade Black/African American 33.3%      | 3rd Grade All 11.8% 3rd Grade Students with Disabilities 10% 3rd Grade Native American 10% 3rd Grade Economically Disadvantaged 10% 3rd Grade English Language Learners 10% 3rd Grade Black/African American 43.3%   | The percentage of students in the On Target performance level on the Mathematics portion of the Interim New Mexico Measures of Student Success & Achievement (iMSSA) will see a 10 point increase from BOY to MOY during the 2026-2027 school year. |
| 4th grade | 4th Grade All 5.9% 4th Grade Students with Disabilities 8.7% 4th Grade Native American 20% 4th Grade Economically Disadvantaged 5% 4th Grade English Language Learners 0% 4th Grade Black/African American 0%      | 4th Grade All 15.9% 4th Grade Students with Disabilities 18.7% 4th Grade Native American 30% 4th Grade Economically Disadvantaged 15% 4th Grade English Language Learners 10% 4th Grade Black/African American 10%   | The percentage of students in the On Target performance level on the Mathematics portion of the Interim New Mexico Measures of Student Success & Achievement (iMSSA) will see a 10 point increase from BOY to MOY during the 2026-2027 school year. |
| 5th grade | 5th Grade All 13.7% 5th Grade Students with Disabilities 13.3% 5th Grade Native American 12.5% 5th Grade Economically Disadvantaged 16% 5th Grade English Language Learners 0% 5th Grade Black/African American 0% | 5th Grade All 23.7% 5th Grade Students with Disabilities 23.3% 5th Grade Native American 22.5% 5th Grade Economically Disadvantaged 26% 5th Grade English Language Learners 10% 5th Grade Black/African American 10% | The percentage of students in the On Target performance level on the Mathematics portion of the Interim New Mexico Measures of Student Success & Achievement (iMSSA) will see a 10 point increase from BOY to MOY during the 2026-2027 school year. |

### GRADE LEVEL/COHORT PROFICIENCY SUMMATIVE GOAL STATEMENT

The percentage of students earning a score of Proficient or higher in Mathematics as measured by NM-MSSA will increase 10 percentage points from the 2025-2026 school year to the 2026-2027 school year.

### GRADE LEVEL/COHORT PROFICIENCY BENCHMARK GOAL STATEMENT

The percentage of students in the On Target performance level on the Mathematics portion of the Interim New Mexico Measures of Student Success & Achievement (iMSSA) will see a 10 point increase from BOY to MOY during the 2026-2027 school year.

# Performance Challenges

## Students struggle with decoding

### GOAL

English Language Arts (3-8)

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

Formative student achievement data:

Critical achievement gaps persist, particularly for English Language Learners and Students with Disabilities. Third grade ELA proficiency is 16.7% (lowest in grade band), with 0% for ELL students in grades 3 and 5. Students with Disabilities average 5.3%-9.1% proficiency. Third grade teachers report gaps in writing conventions and student ability to translate comprehension into independent writing. Decoding is a domain of concern for all grade levels. Our BOY reading proficiency was 5.7% in 23-24 and then increased to 10% in 24-25. It did drop back down for 25-26 to 7.1%.

Student, staff or parent surveys data:

The school ranks in the top 10 elementary schools for growth for Skills, Habits, and Mindsets. Our lowest rating area was School Safety at 54%. This is 11% lower than the district average. However, this did grow by 13% from the spring survey. The question that was rated the lowest is "How often are people disrespectful to others at your school"? The highest rated area was Rigorous Expectations at 75%.

MLSS Self-assessment data (required):

MLSS Self-Assessment Data shows that Layer 1 supports are defined with routine formative assessments in place

We rated ourselves the highest (3) for Clearly defined Layer 1 supports prioritize student needs and ensure any additional supports needed align with and enhance the adopted HQIM. Interventions are focused on ensuring all students have any just-in-time support needed to access grade-level content through the HQIM.

Systems and Schedules data:

Layer 1 supports are defined with routine formative assessments in place, which is confirmed by the Systems and Schedules Data revealing dedicated ELA time across all grades (ranging from 1-1.5 hours daily which may or may not include RTI).

Classroom walk through data (non-evaluative) data:

Classroom walkthrough observations further support these findings, demonstrating strong evidence of clear learning objectives posted and referenced in all ELA classrooms, with students actively participating in discussions and hands-on literacy tasks. Teachers employ positive language and maintain high expectations for all students, with differentiated instruction and small group support evident across observations.

### POTENTIAL PERFORMANCE CHALLENGES BASED ON DATA ANALYSIS

- Students struggle with structures and reasoning
- Decoding is an area of concern for students

# Numbers and operations is one of our lowest scoring domains across all grade levels

## GOAL

Mathematics (3-8)

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

Attendance rate (ADA):

Student attendance is strong at 91.6%-93.3%, supporting consistent instruction.

There has been a similar attendance pattern over the past three years. SWD were slightly lower than their peers, 1.9% being the biggest gap at 120 day. ED students showed a little bit more of a gap with their peers at 2.8% at EOY. We also saw the lowest attendance rate for Black/African American students at 86.1% (in the 80s all 25-26 SY). This has been the same trend/pattern over the past three years. Our EOY chronic absenteeism rate has been dropping over the past three years (23-24=38.3%, 24-25=33.9%, 25-26=31.7%).

Formative student achievement data:

3rd grade students show persistent difficulty with subtraction regrouping despite multiple interventions, indicating insufficient conceptual understanding of place value and limited use of manipulatives. Students with Disabilities average only 5.3%-9.1% proficiency. Numbers and operations is one of our lowest scoring domain. Informal tier 2 intervention protocols and insufficient monitoring frequency prevent struggling learners from being identified and supported early, allowing gaps to widen.

PLC/Collaboration data:

GBES has implemented SAVVAS math with consistent collaboration, formative assessments, and data tracking. All grades conduct weekly data meetings and show fall-to-spring growth on progress monitoring. Third grade students show persistent difficulty with subtraction regrouping despite multiple interventions, indicating insufficient conceptual understanding of place value and limited use of manipulatives.

Classroom walk through data (non-evaluative) data:

Based on the walkthrough data , 100% of the 5 sample lessons observed of walkthrough data were aligned with grade-level standards. All lessons demonstrated clear learning objectives posted and referenced that matched grade-level standards, with teachers explicitly communicating expectations and using age-appropriate content. Regarding HQIM implementation, the data shows evidence of adopted materials being used: Foundations was referenced in one observation, GLAD charts appeared in multiple classrooms, and one lesson explicitly noted use of "From Foundations." However, the walkthrough forms do not contain a specific field documenting which adopted HQIM were used in each lesson, making it difficult to calculate an exact percentage of lessons implementing adopted materials. To provide accurate HQIM implementation percentages, walkthrough data collection would need to include a dedicated question identifying the specific adopted materials used during each observed lesson.

### POTENTIAL PERFORMANCE CHALLENGES BASED ON DATA ANALYSIS

Numbers and operations is one of our lowest scoring domains across all grade levels

Third grade students show persistent difficulty with subtraction regrouping despite multiple interventions

There is inadequate differentiation.

# Root Causes

There is lack of time spent on decoding during the ELA block

## **PERFORMANCE CHALLENGE**

Students struggle with decoding

## **FOCUS AREA**

Layer 1 Instruction/interventions

There is a lack of consistent use of concrete manipulatives and hands on problem solving

## **PERFORMANCE CHALLENGE**

Numbers and operations is one of our lowest scoring domains across all grade levels

## **FOCUS AREA**

Layer 1 Instruction/interventions

# 90-Day Plan: August 03, 2026 - December 25, 2026

## Focus Area: Layer 1 Instruction/interventions - ELA

### EXPECTED ADULT BEHAVIORS

100% of all teachers will use a phonics based program to support decoding skills using HQIM daily by choosing decodable and connected texts that align to the phonics lesson objective or skill as measured by non-evaluative walkthroughs and collaboration notes.

### CRITICAL ACTIONS

| TIMELINE (START/END DATES) | CRITICAL ACTION TO ADDRESS ROOT CAUSE & ACHIEVE DESIRED OUTCOME                                                    | RESOURCES NEEDED / SOURCE                                           | PERSON(S) RESPONSIBLE | PERSON(S) INVOLVED            |
|----------------------------|--------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|-----------------------|-------------------------------|
| 08/04/2026 - 08/31/2026    | Implement phonics based program to support decoding skills supported by PD on Amira and data analysis              | Amira trainer, data analysis process, EOY data, subs, Title 1 funds | Core Team             | Amira rep, admin and teachers |
| 08/04/2026 - 12/18/2026    | Admin walkthroughs and teachers start to collect data through Amira/ grade level CFAs                              | Walkthrough tool, data, data tool                                   | Core Team             | Admin and teachers            |
| 08/28/2026 - 12/18/2026    | Teachers collaborate once a month to analyze CFA/Amira decoding data and adjust instruction based on data analysis | Collaboration time, data                                            | Core Team             | Admin and teachers            |

### PROGRESS INDICATORS

| INDICATOR DATE | EVIDENCE TO DETERMINE PROGRESS TOWARD ACHIEVING DESIRED OUTCOME                                                                                                                                                                                                                  | PROJECTED STUDENT OUTCOMES                                                         |
|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| 09/18/2026     | 100% of all teachers will use a phonics based program to support decoding skills using HQIM three times a week by choosing decodable and connected texts that align to the phonics lesson objective or skill as measured by non-evaluative walkthroughs and collaboration notes. | 40% of students will be proficient on the Amira decoding metric or grade level CFA |
| 10/30/2026     | 100% of all teachers will use a phonics based program to support decoding skills using HQIM four times a week by choosing decodable and connected texts that align to the phonics lesson objective or skill as measured by non-evaluative walkthroughs and collaboration notes.  | 50% of students will be proficient on the Amira decoding metric or grade level CFA |
| 12/18/2026     | 100% of all teachers will use a phonics based program to support decoding skills using HQIM daily by choosing decodable and connected texts that align to the phonics lesson objective or skill as measured by non-evaluative walkthroughs and collaboration notes.              | 60% of students will be proficient on the Amira decoding metric or grade level CFA |

## Focus Area: Layer 1 Instruction/interventions - Math

### EXPECTED ADULT BEHAVIORS

100% of all teachers will utilize math manipulatives daily and allow time for Turn and Talks 3 times a week during math lessons measured by non-evaluative walkthroughs and collaboration notes.

### CRITICAL ACTIONS

| TIMELINE<br>(START/END<br>DATES) | CRITICAL ACTION TO ADDRESS ROOT CAUSE<br>& ACHIEVE DESIRED OUTCOME                                                  | RESOURCES NEEDED / SOURCE                                            | PERSON(S) RESPONSIBLE | PERSON(S) INVOLVED |
|----------------------------------|---------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|-----------------------|--------------------|
| 08/04/2026 -<br>08/31/2026       | Implementation of Turn and Talks and manipulatives as supported by PD on using iReady tools                         | iReady trainer, data analysis process, EOY data, subs, Title 1 funds | Core Team             | Admin and teachers |
| 08/04/2026 -<br>12/18/2026       | Admin walkthroughs and teachers collect exit ticket data                                                            | Walkthrough tool, data                                               | Core Team             | Admin and teachers |
| 08/28/2026 -<br>12/18/2026       | Teachers collaborate once a month to analyze session exit ticket data and adjust instruction based on data analysis | Collaboration time, data tool                                        | Core Team             | Admin and teachers |

### PROGRESS INDICATORS

| INDICATOR DATE | EVIDENCE TO DETERMINE PROGRESS TOWARD ACHIEVING DESIRED OUTCOME                                                                                                                                                | PROJECTED STUDENT OUTCOMES                          |
|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|
| 09/18/2026     | 100% of all teachers will utilize math manipulatives three times per week and allow time for Turn and Talks 1 time a week during math lessons measured by non-evaluative walkthroughs and collaboration notes. | 40% of students will pass their session exit ticket |
| 10/30/2026     | 100% of all teachers will utilize math manipulatives four times per week and allow time for Turn and Talks 2 times a week during math lessons measured by non-evaluative walkthroughs and collaboration notes. | 50% of students will pass their session exit ticket |
| 12/18/2026     | 100% of all teachers will utilize math manipulatives daily and allow time for Turn and Talks 2 times a week during math lessons measured by non-evaluative walkthroughs and collaboration notes.               | 60% of students will pass their session exit ticket |