NM School DASH
Educational Plan for Student Success

Fall: Montezuma Elementary Detail Report

Albuquerque Public Schools – Montezuma Elementary

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Goals

English Language Arts 3-8

SUMMATIVE AND BENCHMARK PROFICIENCY GROWTH GOALS

	SUMMATIVE GOAL STATEMENT	BENCHMARK GOAL STATEMENT
3rd grade	L1: 35.9% | L2: 34.4% | L3: 6.3% | L4: 23.4% In the 26-27 school year NM-MSSA ELA scores will reflect the following growth for 3rd grade: We will see a 10 percentage point reduction in level 1. We will see a 5 percentage point increase in level 2. We will see level 3 increase by 3 percentage points. Level 4 will see an increase of 2 percentage points.	By January 2027, interim iMSSA Reading metrics will confirm 3rd-grade academic growth by reducing the percentage of students in the Needs Support category from 69% to 59%, while increasing those performing Near Target from 10% to 15% and On Target from 20% to 25% compared to the 2025–26 Middle-of-Year benchmark.
4th grade	L1: 41.7% | L2: 31.7% | L3: 13.3% | L4: 13.3% In the 26-27 school year NM-MSSA ELA scores will reflect the following growth for 4th grade: We will see a 12 percentage point reduction in level 1. We will see a 4 percentage point increase in level 2. We will see level 3 increase by 5 percentage points. Level 4 will see an increase of 3 percentage points.	By January 2027, interim iMSSA Readingmetrics will confirm 3rd-grade academic growth by reducing the percentage of students in the Needs Support category from 63% to 53%, while increasing those performing Near Target from 22% 27% and On Target from 15% to 20% compared to the 2025–26 Middle-of-Year benchmark.
5th grade	L1: 53.8% | L2: 25.0% | L3: 12.5% | L4: 8.7% In the 26-27 school year NM-MSSA Science scores will reflect the following growth for 5th grade: We will see an 8 percentage point reduction in level 1. We will see a 3 percentage point increase in level 2. We will see level 3 increase by 3 percentage points. Level 4 will see a slight increase of 2 percentage points.	By January 2027, interim iMSSA Reading metrics will confirm 3rd-grade academic growth by reducing the percentage of students in the Needs Support category from 22% to 12%, while increasing those performing Near Target from 55% to 60% and On Target from 22% to 27% compared to the 2025–26 Middle-of-Year benchmark.

STUDENT GROUP SUMMATIVE AND BENCHMARK STATEMENTS

STUDENT GROUP	SUMMATIVE GOAL STATEMENT	BENCHMARK GOAL STATEMENT

STUDENT GROUP	SUMMATIVE GOAL STATEMENT	BENCHMARK GOAL STATEMENT
English learners	Grade 03: L1: 57.1% | L2: 28.6% | L3: 0.0% | L4: 14.3% Grade 04: L1: 53.3% | L2: 33.3% | L3: 13.4% | L4: 0.0% Grade 05: L1: 83.3% | L2: 16.7% | L3: 0.0% | L4: 0.0% In the 26-27 school year, NM-MSSA ELA scores will reflect consistent growth across all Current English Learners (Grades 3–5). Across each grade level, we will see a 15 percentage point reduction in Level 1 scores. Level 2 scores will increase by 5 percentage points across all grades. Level 3 scores will increase by 5 percentage points in Grades 3 and 4, and by 7 percentage points in Grade 5. Level 4 scores will increase by 5 percentage points in Grade 3, 5 percentage points in Grade 4, and 3 percentage points in Grade 5.	By January 2027, interim iMSSA Reading metrics will confirm that the 3-5th-grade EL cohort has achieved at least a 10% mid-year reduction in the Needs Support category and an increase of 10% total in the Near Target and On Target levels.

Mathematics 3-8

SUMMATIVE AND BENCHMARK PROFICIENCY GROWTH GOALS

	SUMMATIVE GOAL STATEMENT	BENCHMARK GOAL STATEMENT
3rd grade	L1: 56.5% | L2: 26.1% | L3: 13.0% | L4: 4.3% In the 26-27 school year NM-MSSA Math scores will reflect the following growth for 3rd grade: We will see a 15 percentage point reduction in level 1. We will see a 5 percentage point increase in level 2. We will see level 3 increase by 6 percentage points. Level 4 will see an increase of 4 percentage points.	By January 2027, interim iMSSA Math metrics will confirm 3rd-grade Mathematics growth by reducing the percentage of students in the Needs Support category from 69% to 59%, while increasing those performing Near Target from 25% to 30% and On Target from 6% to 11% compared to the 2025–26 Middle-of-Year benchmark.
4th grade	L1: 66.7% | L2: 20.0% | L3: 8.3% | L4: 5.0% In the 26-27 school year NM-MSSA Math scores will reflect the following growth for 4th grade: We will see a 12 percentage point reduction in level 1. We will see a 5 percentage point increase in level 2. We will see level 3 increase by 5 percentage points. Level 4 will maintain around the same percentage rate with a slight increase of 2 percentage points.	By January 2027, interim iMSSA Math metrics will confirm 4th-grade Mathematics growth by reducing the percentage of students in the Needs Support category from 79% to 69%, while increasing those performing Near Target from 17% to 22% and On Target from 4% to 9% compared to the 2025–26 Middle-of-Year benchmark.
5th grade	L1: 67.9% | L2: 17.9% | L3: 10.7% | L4: 3.6% In the 26-27 school year NM-MSSA Math scores will reflect the following growth for 5th grade: We will see a 15 percentage point reduction in level 1. We will see a 5 percentage point increase in level 2. We will see level 3 increase by 6 percentage points. Level 4 will see an increase of 4 percentage points.	By January 2027, interim iMSSA Math metrics will confirm 5th-grade Mathematics growth by reducing the percentage of students in the Needs Support category from 65% to 55%, while increasing those performing Near Target from 22% to 27% and On Target from 13% to 18% compared to the 2025–26 Middle-of-Year benchmark.

STUDENT GROUP SUMMATIVE AND BENCHMARK STATEMENTS

STUDENT GROUP	SUMMATIVE GOAL STATEMENT	BENCHMARK GOAL STATEMENT
English learners	Grade 03: L1: 76.5% | L2: 17.6% | L3: 5.9% | L4: 0.0% Grade 04: L1: 62.5% | L2: 31.3% | L3: 6.2% | L4: 0.0% Grade 05: L1: 83.3% | L2: 16.7% | L3: 0.0% | L4: 0.0% In the 26-27 school year, NM-MSSA Math scores will reflect consistent growth across all Current English Learners (Grades 3–5). Across each grade level, we will see a 15 percentage point reduction in Level 1 scores. Level 2 scores will increase by 5 percentage points across all grades. Level 3 scores will increase by 5 percentage points in Grades 3 and 4, and by 7 percentage points in Grade 5. Level 4 scores will increase by 5 percentage points in Grade 3, 5 percentage points in Grade 4, and 3 percentage points in Grade 5.	By January 2027, interim iMSSA Math metrics will confirm that the 3-5th-grade EL cohort has achieved at least a 10% mid-year reduction in the Needs Support category and an increase of 10% total in the Near Target and On Target levels.

English Language Proficiency

SUMMATIVE SCHOOLWIDE GOAL STATEMENT

By May 2027, the percentage of English Learners achieving their defined English Language Proficiency Growth Target on the annual ACCESS for ELLs assessment will increase by 10 percentage points from 28.0% to 38.0%.

BENCHMARK SCHOOLWIDE GOAL STATEMENT

By January 2027, interim iMSSA Language Usage metrics will confirm growth across 3rd, 4th, and 5th grades by reducing the percentage of students in the Needs Support category from 57% to 47% in Grade 3, 55% to 45% in Grade 4, and 46% to 36% in Grade 5, while systematically increasing students performing Near Target and On Target across all three grade levels compared to 2025–26 Middle-of-Year benchmarks.

Science

SUMMATIVE SCHOOLWIDE GOAL STATEMENT

L1: 40.7% | L2: 40.7% | L3: 14.8% | L4: 3.8%

In the 26-27 school year, NM-MSSA Science scores will reflect growth for 5th grade overall: We will see a 10 percentage point reduction in level 1. We will see a 3 percentage point increase in level 2. We will see level 3 increase by 4 percentage points. Level 4 will see an increase of 3 percentage points.

BENCHMARK SCHOOLWIDE GOAL STATEMENT

By January 2027, interim iMSSA Math metrics will confirm K–5 Mathematics growth across 3rd, 4th, and 5th grades by reducing the percentage of students in the Needs Support category from 69% to 59% in Grade 3, 79% to 69% in Grade 4, and 65% to 55% in Grade 5, while systematically increasing students performing Near Target and On Target across all three grade levels compared to 2025–26 Middle-of-Year benchmarks.

STUDENT GROUP	SUMMATIVE GOAL STATEMENT FOR SELECTED STUDENT GROUP

STUDENT GROUP	SUMMATIVE GOAL STATEMENT FOR SELECTED STUDENT GROUP
English learners	L1: 69.2% | L2: 30.8% | L3: 0.0% | L4: 0.0% In the 26-27 school year, NM-MSSA Science scores will reflect growth for 5th grade Current English Learners: We will see a 15 percentage point reduction in Level 1 scores. We will see a 4 percentage point increase in Level 2 scores. Level 3 scores will increase by 7 percentage points, and Level 4 scores will see an increase of 4 percentage points.

STUDENT GROUP	BENCHMARK GOAL STATEMENT FOR SELECTED STUDENT GROUP
English learners	By January 2027, interim iMSSA Math metrics will confirm that the 3-5th-grade EL cohort has achieved at least a 10% mid-year reduction in the Needs Support category and an increase of 10% total in the Near Target and On Target levels.

Performance Challenges

Students are struggling with sharing their thoughts and exploring text for greater comprehension.

GOAL

English Language Arts 3-8

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

Interim assessment(s) data:

Across all assessments and school years, a persistent performance gap divides "Current EL" students and their "General Education" (Gen Ed) peers. However, a deeper analysis reveals contrasting trajectories: while EL students demonstrate exceptional growth in foundational early literacy, their momentum falters as academic demands intensify in upper elementary grades.

Core Findings
Early Literacy Success: The 2025-2026 Amira assessment highlights a remarkable surge in Kindergarten foundational skills. EL proficiency climbed from 6.9% to 28.5%a 313% growth rateeffectively narrowing the achievement gap to just 1.3 percentage points relative to Gen Ed peers (29.8%).

Upper Elementary Plateau: In Grades 4 and 5, increasing linguistic and cognitive complexity presents a formidable barrier. Despite doubling their proficiency during the 2025-2026 cycle, upper elementary EL students reached only 4.1% proficiency, compared to 17.4% among Gen Ed students.

Longitudinal iReady Trends: Multi-year data indicates an initial peak in EL proficiency at 9.1% (2023-2024 EOY), followed by a decline to 4.6% by 2025-2026 EOY. Gen Ed students consistently perform three to four times higher than their EL classmates.

The Two-Year Mastery Lag: Standard mastery follows a delayed timeline. While only 11.6% of Kindergartners master grade-level standards during the school year, mastery increases to 56.3% by Grade 2. Similarly, Grade 3 standard mastery rises from 13.7% in-year to 25.4% by Grade 5.

Strategic Takeaways
The data illustrates a "leaky pipeline" where strong early gains fail to translate into sustained upper-grade comprehension. While students eventually master standardsparticularly in foundational phonics over higher-level informational textsthe rate of acquisition lags behind state-mandated benchmarks, disproportionately impacting EL students who must navigate dual demands of content and language acquisition.

Attendance rate (ADA):

Overall Attendance Trends & Year-over-Year Comparison
In-Year Decline: Across both academic years, attendance systematically declines as the school year progresses, peaking at the 40th Day and hitting its lowest point at the End-of-Year (EOY).

Year-over-Year Drop: Attendance levels dropped overall from 2024-2025 to 2025-2026.

2024-2025: Dropped from 93.5% (40th Day) to 92.0% (EOY).

2025-2026: Dropped from 92.7% (40th Day) to 91.4% (EOY).

Student Group Relationships & Disparities
Special Education: General Education/Gifted students consistently maintain higher attendance than Students with Disabilities. By EOY 2025-2026, Students with Disabilities dropped to 90.2%, compared to 91.9% for Gen Ed.

Direct Certification (Economic Status): Students who are Not Directly Certified maintain stable, high attendance (~93.4%-93.9% across both years). In contrast, Directly Certified students show significant erosion over time, falling from 93.1% to 90.4% by EOY 2025-2026.

English Learner (EL) Status: Current ELs start with high attendance at the 40th Day (94.5% in 24-25; 92.2% in 25-26) but experience a steeper decline than Not Currently EL students, ending at 90.5% in

25-26 (vs. 91.7% for non-ELs).

Race/Ethnicity:

Two or More Races consistently leads in attendance (96.4%-97.4% in 24-25; ending at 92.9% in 25-26).

Hispanic and White/Caucasian students closely track average trends, both declining to 91.2% by EOY 25-26.

American Indian/Alaska Native students saw strong early attendance in 25-26 (93.9% at 40th Day) but dropped to 91.4% by EOY.

Key Takeaway
Attitudinal and attendance attrition accelerates in the second half of each school year. Vulnerable populationsspecifically Students with Disabilities, Directly Certified students, and Current ELsface the most pronounced drops by the end of the year.

Classroom walk through data (non-evaluative) data:

This year administration has trained every classroom teacher including all SPED in GLAD strategies. We have chosen to place our focus on narrative and pictorial input charts. As we walked through classrooms we found that 80% of our teachers were using these practices on a daily basis. One of the observations we made is that SPED teachers need further support in implementation for next year as 95% of them were not observed using this strategy compared to all the gen ed teachers.

MLSS Self-assessment data (required):

English Language Arts (ELA) highlights a heavy reliance on high-quality instructional materials (HQIM) paired with evidence-based structured literacy practices (CIA 1.8) and local literacy plan alignment (CIA 1.9). ELA instruction relies on robust English Language Development (ELD) strategies (CIA 1.5, TII 2.6) and language scaffolding (TII 2.7) to ensure equitable access to complex texts across diverse student populations. To support struggling readers, the system emphasizes science-backed structured literacy interventions at Layer 2 and Layer 3 (TII 2.3, TII 2.5), backed by weekly progress monitoring (TII 2.4) and collaborative PLC data teams (CIA 1.7) that continually refine differentiated Tier I reading instruction.

POTENTIAL PERFORMANCE CHALLENGES BASED ON DATA ANALYSIS

Across all assessments and school years, a persistent performance gap divides "Current EL" students and their "General Education" (Gen Ed) peers.

Multi-year iReady data indicates an initial peak in EL proficiency at 9.1% (2023–2024 EOY), followed by a decline to 4.6% by 2025–2026 EOY, with Gen Ed students consistently performing three to four times higher.

Strong early gains fail to translate into sustained upper-grade comprehension, and the rate of acquisition lags behind state-mandated benchmarks—disproportionately impacting EL students navigating dual demands of content and language acquisition.

Attendance systematically declines as the school year progresses (peaking at the 40th Day and hitting its lowest point at EOY) and dropped overall from 2024–2025 (92.0% EOY) to 2025–2026 (91.4% EOY)

While 80% of teachers overall were using GLAD strategies daily, SPED teachers need further support in implementation, as 95% of them were not observed using narrative and pictorial input charts compared to general education teachers.

Comprehension & Text Exploration: Students are struggling with sharing their thoughts and exploring text for greater comprehension.

Inconsistent Exposure to Strategies: Students are not consistently exposed to different strategies for comprehension.

Students are struggling with identifying quantities with automaticity.

GOAL

Mathematics 3-8

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

Interim assessment(s) data:

Across all platforms (iReady, iMMSSA, istation), a persistent achievement gap divides Current EL and General Education (Gen Ed) students. However, long-term data indicates improving baseline retention alongside critical instructional challenges in upper elementary grades.

Key Trends & Patterns
Widening iReady Gap (2023-2026): While EL baseline proficiency improved over time (BOY rose from 1.2% in '23 to 3.9% in '25), Gen Ed growth accelerated dramatically in 2025-26. Gen Ed EOY proficiency surged to 34.6% (up +18.0%) compared to 12.1% for ELs (up +8.2%), widening the gap to 22.5 percentage points. EL students routinely finish the school year near where Gen Ed peers start.

Upper Elementary Disparity (Istation): 2025-2026 Grades 4-5 data shows ELs doubling proficiency from MOY (2.0%) to EOY (3.7%), mirroring Gen Ed relative growth rates. However, ELs operate at a drastically lower absolute volume of mastery compared to Gen Ed peers (17.4% EOY).

The "Two-Year Lag" Pattern: Standard mastery exhibits a distinct delayed timeline. Students typically require two additional grade levels to achieve >50% mastery on foundational standards (e.g., Kindergarten standards reach 56.9% mastery in Grade 2; Grade 1 standards reach 55.4% in Grade 3).

Upper-Grade Mastery Bottleneck: Mastery drops sharply as conceptual complexity increases in upper grades. By Grade 5, only 7.0% of students master Grade 4 standards, and a mere 1.4% master Grade 5 math standards in-year.

Core Takeaways
Scaffolding Needs: Gen Ed students experienced a late-year surge in 2025-26, while EL growth remained strictly linear, suggesting Tier 1 core instruction lacks the language scaffolding necessary for ELs to make similar accelerated gains.

Multi-step Concept Barriers: The sharp upper-grade drop-off highlights a system-wide bottleneck in mastering complex math concepts (fractions, decimals, multi-step operations) within a single school year.

Student, staff or parent surveys data:

Here is a concise summary of the Grades 3-5 Life Skills survey data, with all "View topic" prompts removed (under 2,000 characters):

Grades 3-5 Life Skills Survey Summary
The survey data reflects a mixed performance profile for Grades 3-5 students across various social-emotional and school environment domains. While academic expectations and student self-efficacy remain relative strengths, severe vulnerabilities exist around student self-regulation, behavioral culture, and school safety compared to national benchmarks.

Key Strengths
Rigorous Expectations (~60th percentile nationally): Scores at a 72% favorable rate. Students strongly report that teachers push them to keep trying when they feel like giving up (78% favorable, +6 point gain).

Self-Efficacy (~60th percentile nationally): Students' confidence in their academic abilities outperforms 60% of schools nationally despite a moderate 49% score, remaining stable year-over-year.

Perseverance (~40th percentile nationally): Showed positive momentum with a +5 point increase to 54%. Notably, 63% of students (+8 point gain) reported they are likely to try again if they fail at an important goal.

Critical Opportunities & Vulnerabilities
Self-Regulation (~10th percentile nationally): Represents a severe area of concern, underperforming ~90% of schools nationwide. Students struggle significantly with emotional control during social conflict, with only 39% reporting they can remain calm when bothered or taunted.

School Safety (~20th percentile nationally): Ranks low with a 48% overall score. Concerns over peer disrespect are widespread, with the question regarding student disrespect dropping 10 points to a low 19% favorable response rate.

School Climate (~50th percentile nationally): Dropped 3 points to 50%. Student behavior directly threatens the learning environment, with only 31% (-5 point drop) feeling peer behavior helps rather than hurts their learning.

MLSS Self-assessment data (required):

Mathematics, the focus shifts toward leveraging HQIM alignment (CIA 1.1) to deliver rigorous, grade-level core instruction supported by immediate, "just-in-time" scaffolding (CIA 1.3) and small-group differentiation (CIA 1.2). Mathematical language barriers are addressed by embedding school-wide EL scaffolds (TII 2.7) so that English Learners can successfully access multi-step problem-solving and conceptual tasks. Interventions in math are tightly aligned with core HQIM content at Layer 2 (TII 2.1) and intensified at Layer 3 (TII 2.3) using dedicated intervention materials (SS 3.3). This math framework is further reinforced through biweekly teacher coaching cycles (SS 3.2), balanced formative assessments (CIA 1.4), and strong PBIS and social-emotional supports (WPS 4.2, WPS 4.3) to build student confidence and reduce anxiety in quantitative learning.

Classroom walk through data (non-evaluative) data:

All classroom teachers including all SPED attended OGAP math training this year. We have chosen to place our focus on the use of anchor charts for students to reference. As we walked through classrooms we found that 72% of our teachers were using these practices on a daily basis. We also took data on math games. We discovered that math games were a much harder strategy to observe during walkthrough visits.

POTENTIAL PERFORMANCE CHALLENGES BASED ON DATA ANALYSIS

Gen Ed Surge vs. EL Growth: While General Education students made a big push at the end of the year, English Learners only grew at a steady, slow pace. This widened the gap between them, leaving EL students at the end of the year where Gen Ed students started.

Upper-Grade Mastery Drops: As math gets harder in older grades, student mastery drops fast. Only 7% of 5th graders mastered 4th-grade math skills, and just 1.4% mastered 5th-grade math skills. This shows a major block in the basic skills students need for complex math.

Low Self-Regulation: Our students score in the bottom 10% nationwide for self-regulation. Only 39% say they can stay calm when dealing with peer disruptions or arguments.

Inconsistent Anchor Chart Use: Only 72% of teachers used daily math anchor charts after their training. That means almost a third of classrooms are missing these key visual tools to help students recognize numbers and concepts.

Trouble with Math Games: During classroom visits, observers rarely saw teachers using interactive math games—the main tool meant to give students fun, daily practice with number fluency.

Students are struggling with identifying quantities with automaticity.

Students "know" the facts but struggle with the "evidence-based" reasoning required by more complex questions.

GOAL

Science

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

NM-ASR (science) data:

Science assessment data highlights a clear contrast between basic factual recall and multi-step reasoning. Students demonstrate solid foundational knowledge in simple formats, achieving a 49.7% success rate on standard multiple-choice questions. However, performance drops drastically on multi-select items (15.0%), which require students to select complete sets of evidence to justify their answers.

This gap in evidence-based reasoning directly impacts performance across specific science domains:

Strong Content Recall: Students show relative strength in conceptual topics with predictable facts, such as Life Cycles (3-LS1-1 at 64.5%), Energy in Food (5-PS3-1 at 59.0%), and Electric/Magnetic Forces (3-PS2-3 at 59.0%).

Reasoning & Application Bottlenecks: Performance drops sharply on standards requiring complex observations, data interpretation, and multi-step reasoningsuch as World Climates (3-ESS2-2 at 15.0%), Gravity interpretation (5-PS2-1 at 23.0%), and Conservation of Matter (5-PS1-2 at 19.0%-38.0%).

Longitudinal & Format Trends
While domain growth is strong in Engineering & Tech (+23.2% over 3 years) and Physical Sciences (+10.5%), Earth & Space Sciences has dropped by 4.5% over the same period. This decline suggests that standards introduced in earlier grades (such as 3rd-grade climate patterns tested in 5th grade) are not being spiraled back into instruction through regular evidence-based practice. Furthermore, performance on technology-enhanced items (drag-and-drop, graphing) has declined, showing that students also struggle to organize and represent scientific data digitally.

Attendance rate (ADA):

When examining student performance in Science alongside daily attendance trends, a clear relationship emerges between instructional time and science achievement. Overall attendance systematically declines throughout the school yeardropping from a peak at the 40th Day down to 91.4% by the End-of-Year (EOY) in 2025-2026with vulnerable populations like Students with Disabilities (90.2%), English Learners (90.5%), and Directly Certified students (90.4%) experiencing the steepest drops. This second-half attendance attrition directly impacts science learning, where student scores already show a massive 35-point drop when moving from simple fact recall (49.7%) to multi-select, evidence-based reasoning questions (15.0%). Missing crucial core instruction during the second half of the year severely limits opportunities for students to practice complex data analysis, interactive graphing, and the spiraling of prior-grade standards (such as Earth & Space Sciences, which declined to 29.3%). Ensuring steady attendanceespecially for high-needs groups during late-year unitsis vital for building the deep conceptual understanding and evidence-based reasoning required for scientific mastery.

Professional development data:

To further support instructional quality, we provided monthly substitute coverage for all teachers including those in SES, SPED, and General Education, enabling full-day, off-campus professional development. These PD opportunities focused on key instructional areas, including:

Savvas planning to strengthen reading instruction

My entire teaching staff was trained in GLAD strategies to better support English language learners

OGAP (OnGoing Assessment Project) and Math Labs provided through the district's Teaching and Learning department. OGAP provides teachers with a research-based, evidence-driven formative assessment system designed to improve mathematics teaching and learning in grades K-8. It offers deep professional content and pedagogical learning, learning progressions (frameworks), and tools to analyze student thinking, helping teachers identify misconceptions early and adapt instruction. Teachers participated in half day learning labs with follow up collaboration facilitated by district personnel.

Grade distribution report data:

At the elementary level, a student's report card grade and their performance on standardized tests (interim or summative) are distinct metrics. While they both measure learning, they shouldn't be expected to mirror each other perfectly. Teachers use a holistic, standards-based approach to determine grades. This involves a broad range of evidence that standardized tests simply cannot capture, such as: daily classroom observations and participation, formative check-ins and hands-on projects

POTENTIAL PERFORMANCE CHALLENGES BASED ON DATA ANALYSIS

Student scores drop by almost 35 points when questions ask for multiple pieces of proof instead of just one simple answer (15% vs. 49.7%). This shows students know basic facts, but struggle to choose all the evidence needed to back up their thinking.

Students struggle with topics that require analyzing data and making observations. Scores drop very low on complex ideas like World Climates (15%), Gravity (23%), and Conservation of Matter (19%–38%).

Scores have been dropping on online questions that use drag-and-drop or graphing tools. This shows students struggle to use digital tools to show their science thinking.

Students "know" the facts but struggle with the "evidence-based" reasoning required by more complex questions.

Students are able to decode but struggle to make meaning of academic vocabulary.

GOAL

English Language Proficiency

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

Interim assessment(s) data:

Foundational Victory (Kindergarten): On the Amira assessment (2025-26), EL students grew from 6.9% proficiency at the start of the year to 28.5% by the enda massive percentage increase. At this stage, they are nearly on par with their Gen Ed peers (29.8%).

The Comprehension & Vocabulary Gap (Grades 4-5): On iReady and Istation, EL proficiency drops significantly when shifting from "learning to read" to "reading to learn." While upper-grade EL students are able to decode words phonetically, they struggle to make meaning of tier-two and tier-three academic vocabulary. This vocabulary barrier directly impedes reading comprehension as text complexity increases:

iReady (EOY 2025-26): EL students finished at 4.6% proficiency compared to 17.2% for Gen Ed.

Istation (EOY 2025-26): EL students reached only 4.1% proficiency in complex comprehension tasks due to limited mastery of academic vocabulary.

Math Language Barriers: In Math, EL students show consistent year-over-year improvement in their baseline, but a lack of specialized math vocabulary prevents them from accessing multi-step word problems and achieving the "late-year surge" seen in Gen Ed students.

Longitudinal Improvement: The starting point (BOY) for EL students has improved every year: 2023-24 BOY at 1.2%, 2024-25 BOY at 4.8%, and 2025-26 BOY at 3.9% (a slight dip, but still higher than 2023).

Annual Progress: EL students consistently add 8-10 percentage points of proficiency each year. However, without targeted academic vocabulary scaffolding, they finish the school year (12.1% EOY) roughly where Gen Ed students began the school year (16.6% BOY).

Student, staff or parent surveys data:

While English Learners demonstrate remarkable early progresssurge-growing on the Amira assessment from 6.9% to 28.5% in Kindergarten to nearly match Gen Ed peers (29.8%)their momentum drops off significantly in upper elementary grades, where EL reading comprehension hits a wall at 4.6% on iReady and 4.1% on Istation, and math finishes at just 12.1% EOY compared to Gen Ed's 34.6%. The Grades 3-5 Life Skills survey data provides crucial context for why older EL students may struggle to achieve the "late-year surge" seen in their peers. While students report high teacher expectations (72% favorable) and strong perseverance (54%), the school environment suffers from severe vulnerabilities in student self-regulation (10th percentile nationally at 59%), school safety (20th percentile at 48%), and school climate (50th percentile, with only 31% feeling peer behavior helps their learning). For upper-grade English Learners navigating the dual demands of complex content and language acquisition, a disruptive classroom environment and low emotional self-regulation create additional barriers to focus, making it far harder to master multi-step math concepts and complex reading comprehension tasks.

Classroom walk through data (non-evaluative) data:

Classroom walkthroughs revealed an impressive 80% daily implementation rate across all teachers, significantly improving visual language access for ELP students in general education settings.

General Ed vs. SPED Disparity: While 100% of General Education teachers were observed using GLAD practices, 95% of SPED teachers were not observed utilizing these strategies, leaving dually identified (SPED + ELP) students without critical language supports.

Next Year's Priority: Deliver targeted professional development to help SPED teachers adapt narrative and pictorial input charts to meet the dual needs of SPED and ELP learners.

Professional development data:

GLAD Strategy Focus: Every classroom teacher including all Special Education (SPED) teachers was trained in Guided Language Acquisition Design (GLAD) strategies, focusing specifically on narrative and pictorial input charts to directly support ELP students.

POTENTIAL PERFORMANCE CHALLENGES BASED ON DATA ANALYSIS

Students are able to decode but struggle to make meaning of academic vocabulary.

iReady (EOY 2025–26): EL students finished at 4.6% proficiency compared to 17.2% for Gen Ed.

Istation (EOY 2025–26): EL students reached only 4.1% proficiency in complex comprehension tasks due to limited mastery of academic vocabulary.

Math Language Barriers: In Math, EL students show consistent year-over-year improvement in their baseline, but a lack of specialized math vocabulary prevents them from accessing multi-step word problems and achieving the "late-year surge" seen in Gen Ed students.

Root Causes

Students are not consistently exposed to different strategies for comprehension

PERFORMANCE CHALLENGE

Students are struggling with sharing their thoughts and exploring text for greater comprehension.

FOCUS AREA

Layer 1 Instruction/interventions

Students are not given consistent opportunities to practice and develop fluency skills.

PERFORMANCE CHALLENGE

Students are struggling with identifying quantities with automaticity.

FOCUS AREA

Layer 1 Instruction/interventions

Students are not given consistent opportunities to apply both verbal, pictorial, and written expression.

PERFORMANCE CHALLENGE

Students "know" the facts but struggle with the "evidence-based" reasoning required by more complex questions.

FOCUS AREA

Layer 1 Instruction/interventions

Students are not given consistent scaffolds to access grade level vocabulary.

PERFORMANCE CHALLENGE

Students are able to decode but struggle to make meaning of academic vocabulary.

FOCUS AREA

Layer 1 Instruction/interventions

90-Day Plan: August 03, 2026 - February 05, 2027

Focus Area: Layer 1 Instruction/interventions - ELA

EXPECTED ADULT BEHAVIORS

100% of all teachers will use GLAD strategies (narrative and pictorial input charts) daily during instruction as a student reference tool for each story read as measured by walkthroughs, teacher reflections, collaboration, student work/data,Grade Level Agendas and surveys.

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	English learners, All students: ADMIN will review training from previous GLAD PDs. Grade Levels will collaborate on how the narrative charts will be shared or copied. Teachers will prepare pictorial charts.	GLAD resources, collaboration time, HQIM, MyView selection quizzes, Anchor Charts, butcher paper, markers	Amanda St. John Lynette Granstrom Kristin Ortiz Kristi DeMar Lee Galbraith	All Teachers
08/17/2026 - 12/18/2026	English learners, All students: Teachers will document and analyze BOY, MOY, and student MyView Assessments to determine high dosage tutoring, in class small group instruction and teacher interventions.	Student work/data, lessons, collaboration time	Amanda St. John Lynette Granstrom Kristin Ortiz Kristi DeMar Lee Galbraith	All Teachers
08/17/2026 - 12/18/2026	English learners: EL Students: Teachers will prepare resources for students such as sentence frames, scaffolding vocabulary (vocab cards, images)	Sentence Frames, curriculum vocabulary, anchor charts	Amanda St. John Lynette Granstrom Kristin Ortiz Kristi DeMar Lee Galbraith	All Teachers
09/14/2026 - 12/18/2026	English learners, All students: Admin will conduct a Montezuma Created Walkthrough Checklist	Montezuma created checklist, time	Amanda St. John Lynette Granstrom Kristin Ortiz Kristi DeMar Lee Galbraith	All 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
09/18/2026	100% of all teachers will use GLAD strategies (narrative and pictorial input charts) a minimum of 3 days per week during instruction as a student reference tool for each story read as measured by walkthroughs, teacher reflections, collaboration, student work/data,Grade Level Agendas and surveys.	The number of students demonstrating proficiency on weekly HQIM formative assessments will increase by 10%.
10/30/2026	100% of all teachers will use GLAD strategies (narrative and pictorial input charts) a minimum of 4 days per week during instruction as a student reference tool for each story read as measured by walkthroughs, teacher reflections, collaboration, student work/data,Grade Level Agendas and surveys.	The number of students demonstrating proficiency on weekly HQIM formative assessments will increase by 10%.
12/18/2026	100% of all teachers will use GLAD strategies (narrative and pictorial input charts) daily during instruction as a student reference tool for each story read as measured by walkthroughs, teacher reflections, collaboration, student work/data,Grade Level Agendas and surveys.	The number of students demonstrating proficiency on weekly HQIM formative assessments will increase by 10%.

Focus Area: Layer 1 Instruction/interventions - Math

EXPECTED ADULT BEHAVIORS

100% of teachers will provide small group instruction 3-5 times per week based on results of OGAP formative assessments to address student strategies for problem solving as measured by walkthroughs, teacher reflections, collaboration, Grade Level Agendas, student work/data, and surveys.

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 - 09/04/2026	English learners, All students: Admin will review OGAP formative assessments and expectations for teachers	OGAP formative assessments, PD time	Amanda St. John Lynette Granstrom Kristin Ortiz Kristi DeMar	All Teachers
08/17/2026 - 12/18/2026	English learners, All students: Teachers will document and analyze BOY, MOY, and student work (OGAP formative assessments) to determine high dosage tutoring, in class small group instruction and teacher interventions.	Student work/data, learning progressions, lessons, collaboration time	Amanda St. John Lynette Granstrom Kristin Ortiz Kristi DeMar Lee Galbraith	All Teachers
08/17/2026 - 12/18/2026	English learners: EL Students: Teachers will prepare resources for students such as sentence frames, scaffolding vocabulary (vocab cards, images)	Sentence Frames, curriculum vocabulary, anchor charts	Amanda St. John Lynette Granstrom Kristin Ortiz Kristi DeMar Lee Galbraith	All Teachers

TIMELINE (START/END DATES)	CRITICAL ACTION TO ADDRESS ROOT CAUSE & ACHIEVE DESIRED OUTCOME	RESOURCES NEEDED / SOURCE	PERSON(S) RESPONSIBLE	PERSON(S) INVOLVED
09/07/2026 - 12/18/2026	English learners, All students: Admin will conduct a Montezuma Created Walkthrough Checklist	Montezuma created checklist, time	Amanda St. John Lynette Granstrom Kristin Ortiz Kristi DeMar Lee Galbraith	All Teachers

PROGRESS INDICATORS

INDICATOR DATE	EVIDENCE TO DETERMINE PROGRESS TOWARD ACHIEVING DESIRED OUTCOME	PROJECTED STUDENT OUTCOMES
09/18/2026	100% of teachers will provide small group instruction 1-2 times per week based on results of OGAP formative assessments to address student strategies for problem solving as measured by walkthroughs, teacher reflections, collaboration, Grade Level Agendas, student work/data, and surveys.	The number of students demonstrating proficiency on weekly HQIM formative assessments will increase by 10%.
10/30/2026	100% of teachers will provide small group instruction 2-3 times per week based on results of OGAP formative assessments to address student strategies for problem solving as measured by walkthroughs, teacher reflections, collaboration, Grade Level Agendas, student work/data, and surveys.	The number of students demonstrating proficiency on weekly HQIM formative assessments will increase by 10%.
12/18/2026	100% of teachers will provide small group instruction 3-5 times per week based on results of OGAP formative assessments to address student strategies for problem solving as measured by walkthroughs, teacher reflections, collaboration, Grade Level Agendas, student work/data, and surveys.	The number of students demonstrating proficiency on weekly HQIM formative assessments will increase by 10%.

Focus Area: Layer 1 Instruction/interventions - Science

EXPECTED ADULT BEHAVIORS

100% of all teachers will use GLAD pictorial charts and higher order question frames during the Science Block 2-3 times a week as measured by walkthroughs, teacher reflections, collaboration, Grade Level Agendas, student work/data, and surveys.

CRITICAL ACTIONS

TIMELINE (START/END DATES)	CRITICAL ACTION TO ADDRESS ROOT CAUSE & ACHIEVE DESIRED OUTCOME	RESOURCES NEEDED / SOURCE	PERSON(S) RESPONSIBLE	PERSON(S) INVOLVED

TIMELINE (START/END DATES)	CRITICAL ACTION TO ADDRESS ROOT CAUSE & ACHIEVE DESIRED OUTCOME	RESOURCES NEEDED / SOURCE	PERSON(S) RESPONSIBLE	PERSON(S) INVOLVED
08/06/2026 - 09/03/2026	English learners, All students: ADMIN will go over the units in Mystery Science and modify the pacing guide for all grades for a goal to complete the entire curriculum 26-27 SY. Admin will review pacing guides with teachers and set expectations.	Mystery Science curriculum Science testing data	Amanda St. John Lynette Granstrom Kristin Ortiz Kristi DeMar Lee Galbraith	All Teachers
08/06/2026 - 12/18/2026	English learners, All students: Grade level teams will meet weekly to co-create question frames, share chart templates, and document their instructional plans and data-driven adjustments directly on the Teachers will collect and analyze student work artifacts (science logs, diagrams) to measure concept mastery, and complete a monthly written reflection evaluating the impact of these strategies on student learning.	Student work/data, lessons, collaboration time	Amanda St. John Lynette Granstrom Kristin Ortiz Kristi DeMar Lee Galbraith	All Teachers
08/10/2026 - 12/18/2026	English learners: EL Students: Teachers will interactively trace/code GLAD pictorial charts 2 to 3 times a week during the Science Block, intentionally embedding pre-planned scaffolded higher-order question frames to drive student scientific reasoning.	Science HQIM, butcher paper, markers, and Project GLAD master guides Printed higher-order question frame cheat sheets Grade Level Agenda templates and science lesson plan templates	Amanda St. John Lynette Granstrom Kristin Ortiz Kristi DeMar Lee Galbraith	All Teachers
08/06/2026 - 12/18/2026	English learners, All students: Admin will conduct a Montezuma Created Walkthrough Checklist	Montezuma created checklist, time	Amanda St. John Lynette Granstrom Kristin Ortiz Kristi DeMar Lee Galbraith	All 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 GLAD pictorial charts and higher order question frames during the Science Block at least once a week.	The number of students demonstrating proficiency on weekly HQIM formative assessments will increase by 10%.
10/30/2026	100% of all teachers will use GLAD pictorial charts and higher order question frames during the Science Block at least twice a week.	The number of students demonstrating proficiency on weekly HQIM formative assessments will increase by 10%.

INDICATOR DATE	EVIDENCE TO DETERMINE PROGRESS TOWARD ACHIEVING DESIRED OUTCOME	PROJECTED STUDENT OUTCOMES
12/18/2026	100% of all teachers will use GLAD pictorial charts and higher order question frames during the Science Block 2-3 times a week	The number of students demonstrating proficiency on weekly HQIM formative assessments will increase by 10%.

Focus Area: Layer 1 Instruction/interventions - ELP

EXPECTED ADULT BEHAVIORS

100% of all teachers will use GLAD vocabulary strategies (name specific vocabulary strategies) during the processing and reviewing of the narrative and pictorial charts (images, dialogue, key words, gestures) daily as measured by walkthroughs, teacher reflections, collaboration, Grade Level Agendas, student work/data, and surveys.

CRITICAL ACTIONS

TIMELINE (START/END DATES)	CRITICAL ACTION TO ADDRESS ROOT CAUSE & ACHIEVE DESIRED OUTCOME	RESOURCES NEEDED / SOURCE	PERSON(S) RESPONSIBLE	PERSON(S) INVOLVED
08/06/2026 - 12/18/2026	English learners, All students: Teachers will preview upcoming charts to prepare and attach high-context visual aids (printed images, vocab cards, or realia) directly onto the narrative and pictorial charts to anchor vocabulary meaning daily.	Pre-made narrative chart materials Materials to make vocabulary cards Butcher paper Time	Amanda St. John Lynette Granstrom Kristin Ortiz Kristi DeMar Lee Galbraith	All Teachers
08/06/2026 - 12/18/2026	English learners: Grade levels will meet weekly to map out which specific key words, images, and gestures will be standardized across the grade level for upcoming units.	Sentence strips Butcher paper Time for collaboration	Amanda St. John Lynette Granstrom Kristin Ortiz Kristi DeMar Lee Galbraith	All Teachers
09/07/2026 - 12/18/2026	English learners, All students: Admin will conduct walkthroughs utilizing a specific checklist to verify that all four linguistic processing strategies (images, dialogue, key words, gestures) are actively being used during the science or literacy blocks.	Time and Walkthrough Checklist	Amanda St. John Lynette Granstrom Kristin Ortiz Kristi DeMar Lee Galbraith	All 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
09/18/2026	100% of all teachers will use GLAD vocabulary strategies during the processing and reviewing of the narrative and pictorial charts (images, dialogue, key words, gestures) twice a week	The number of students demonstrating proficiency on weekly HQIM formative assessments will increase by 10%.
10/30/2026	100% of all teachers will use GLAD vocabulary strategies during the processing and reviewing of the narrative and pictorial charts (images, dialogue, key words, gestures) three times	The number of students demonstrating proficiency on weekly HQIM formative assessments will increase by 10%.
12/18/2026	100% of all teachers will use GLAD vocabulary strategies during the processing and reviewing of the narrative and pictorial charts (images, dialogue, key words, gestures) daily	The number of students demonstrating proficiency on weekly HQIM formative assessments will increase by 10%.